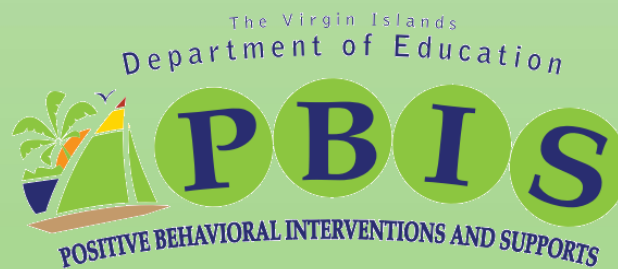


**Virgin Islands Department of Education**  
State Office of Curriculum & Instruction  
Positive Behavioral Interventions and Supports Program

**Bully Prevention in Positive Behavioral Supports (BP-PBS)**

**A Manual to Prevent and Address  
Bullying and Harassment in Schools**





**Contents of this manual have been, in part, adapted from:**

“Bully Prevention In Positive Behavior Support” by Scott Ross, Ph.D., Rob Horner, Ph.D., & Brianna Stiller, Ph.D., 2016

[http://www.pbis.org/common/cms/files/pbisresources/bullyprevention\\_ES.pdf](http://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf)

and

“Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect” by Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross

[http://www.pbis.org/common/cms/files/pbisresources/2013\\_02\\_18\\_FINAL\\_COVR\\_MA\\_NUAL\\_123x.pdf](http://www.pbis.org/common/cms/files/pbisresources/2013_02_18_FINAL_COVR_MA_NUAL_123x.pdf)



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## Introduction

### What is BP-PBS?

#### Introduction

According to the National School Safety Center (1995) bullying is the most enduring and underrated problem in United States schools. Bully Prevention in Positive Behavior Support (BP-PBS) was developed in response to this epidemic. BP-PBS combines positive behavior support, explicit instruction regarding bullying situations and the reconceptualization of the bullying construct to prevent and address bully behaviors. BP-PBS gives students, teachers and staff the tools necessary to decrease attention seeking and social drives related to bullying behaviors. Additionally, BP-PBS decreases incidents of bullying and increases incidents of appropriate responding by both recipients and bystanders. Furthermore, the BP-PBS program fits within larger systems (Positive Behavioral Interventions and Supports) and is effective in elementary, middle and high schools at preventing incidents of bullying.

### Where did BP-PBS Come From?

BP-PBS was designed to fit within a system of Positive Behavioral Interventions and Supports; the focus is prevention through research-based procedures and interventions, rather than relying on punishment. BP-PBS teaches comprehensive prevention and management systems with developed and adaptable lesson plans.

### The Bullying Construct

It is difficult to measure and to conceptualize bullying behaviors (Griffin & Gross, 2004). Bullying is often defined as repeated acts of aggression, intimidation, coercion of someone who is “weaker” etc. (Carney & Merrell, 2001; Due et al., 2005; Olweus, 1993; Smith & Ananiadou, 2003). Thus forcing observers to differentiate the power of each participant involved, intent, and the number of incidents, making bullying behaviors difficult to address and understand. Bullying then becomes a subjective act.

BP-PBS defines bullying within the broader category of victimization; “single events of problem behaviors between students of perceived equal or similar power, where one individual is victimized” is considered bullying behavior. BP-PBS strives to reconstruct the idea of bullying to change how we approach bullying situations.



## Introduction

### So what is bullying?

In terms of the Virgin Islands Department of Education, for a student's behavior to be considered "bullying", it can involve one or more of the following: an intent by a perpetrator to cause physical or psychological harm to a victim, a power imbalance between a victim and a perpetrator (not always easy to identify), or repeated negative acts; furthermore, bullying can be identified as any situation where an individual(s) is victimizing another individual.

Furthermore, the Virgin Islands Board of Education refers to bullying as "a form of abuse which is comprised of acts that involve a real or perceived imbalance of power with the more powerful individual or group abusing those who are less powerful. The power imbalance may be social and/or physical power. The victim of the bullying is sometimes referred to as the target. There are three types of bullying: emotional, verbal and physical. It also involves subtle methods of coercion, such as psychological manipulation. Bullying is also referred to as peer abuse. It also involves the creation of a threatening environment through: 1. an attempt to place the person in reasonable fear of bodily injury; 2. an intent to cause substantial emotional distress to the person; 3. use of hostile, offensive, or derogatory remarks; 4. intentional physical interference with another student's movement."

The Board of Education also includes cultural teasing/belittling, cyber bullying, cyber teasing, harassment, hate/hate crimes, intimidation, relational aggression (mostly related to the female gender based on envy or jealousy which results in social ostracism of the victims), and sex-texting, sub-categories of bullying.

Board information regarding bullying in schools can be found:

<https://myviboe.com/sites/default/files/policies/K-12%20Bullying%20Intervention%2C%20Prevention%2C%20and%20Remediation%20Policy.pdf>



## Introduction

### Manual Overview

- This Manual explains BP-PBS, the underlying framework and how schools implement bully prevention strategies through a series of techniques designed to prevent bullying behaviors - A step by step guide to implementing a nationally required bully prevention program.
- The manual provides comprehensive approaches and curriculums for preventing bullying in schools. Curriculums to prevent bullying behaviors are broken down by grade level throughout the manual.
- Step by step lesson plans are outlined in easy to use formats.
- This manual is intended for use by all United States Virgin Islands Public Schools.
- Each school should utilize this manual to train all teachers and staff on bully prevention techniques each year.
- Bully prevention can be tailored to fit each individual school and updates are to be expected.





## Introduction

### The Conceptual Framework Underlying BP-PBS

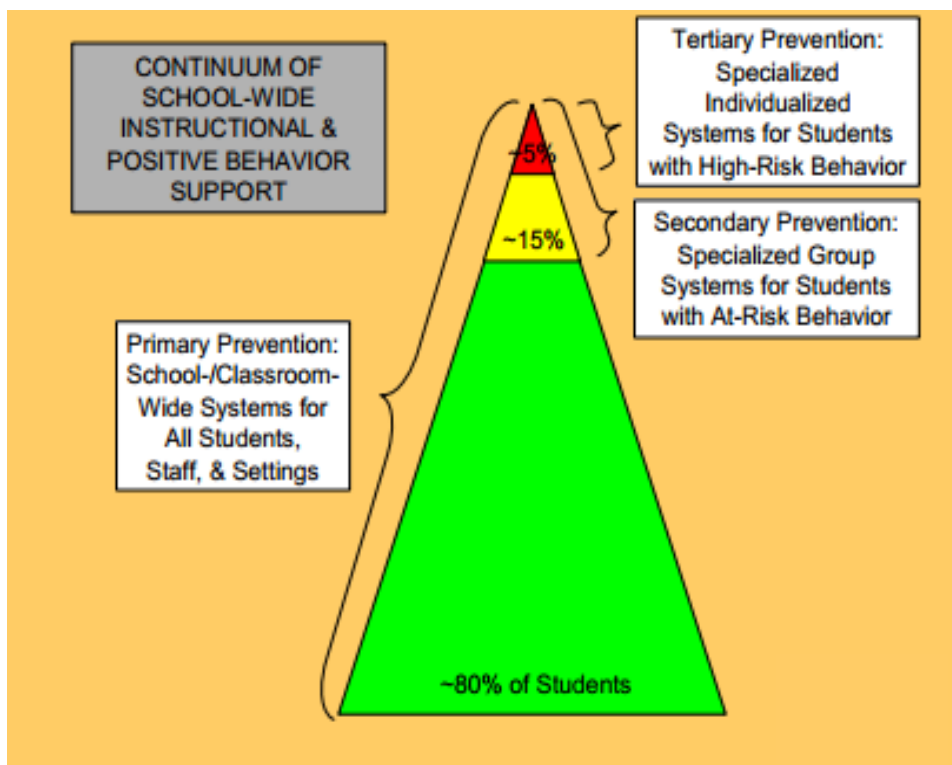
The following is excerpt from “Bully Prevention In Positive Behavior Support” by Scott Ross, Ph.D., Rob Horner, Ph.D., & Brianna Stiller, Ph.D., 2016:

#### The Conceptual Framework Underlying BP-PBS

#### Positive Behavior Support

BP-PBS was designed to fit within a system of Positive Behavior Support (PBS), a prevention focused alternative to student support that blends socially valuable outcomes, research-based procedures, behavioral science, and a systems approach to reduce problem behavior and improve school climate (Horner, Sugai, Todd, & Lewis-Palmer, 2005). With a foundation in early efforts to apply principles of behavior to life improvement for children with severe problem behaviors (Bijou & Baer, 1961; Bijou, Peterson, & Ault, 1968), PBS involves the application of behavior analysis to real world settings where children and adults struggle to maintain appropriate behavior. Through a three tiered prevention model (Walker et al., 1996), Positive Behavior Support utilizes effective strategies to create environments that support and encourage success for both teacher and student behavior (Lewis, Sugai, & Colvin, 1998; Sugai et al., 2000). See Figure 1 below for a description of the 3-tier model of behavior support.

Figure 1. Three-tier model of Positive Behavior Support (Walker et. al, 1996)



## Introduction

The primary tier of PBS strives to create positive, predictable environments for all students at all times of the day. This tier encourages the use of empirically-tested instructional principles to clearly teach expected, appropriate, positive behavior to all students, modeling appropriate behavior, leading them through practice in specific settings, and testing their knowledge (Colvin & Kame'enui, 1993). Effective reinforcement of appropriate and expected behaviors follows, and is instated by all staff in the school (Crone & Horner, 2003), who receive training and feedback regarding the effective implementation of the systems. In addition, reinforcement and discipline are documented through a concise, predictable, and clear continuum of consequences matched to the intensity of the problem behavior (Sprague & Horner, 2006).

The secondary tier of school-wide positive behavior support includes all of the pieces described in the primary tier with additional support given to students who are "at risk" for whom the primary tier of support is not enough. The secondary tier usually involves interventions given to small groups of children, including more reinforcement, and a more individual consideration of antecedents and consequences (Sugai, et al., 2000).

Finally, the tertiary tier of support is for students whose negative behavior patterns have been established and who fail to respond to the primary and secondary levels of intervention. For these students, behavior support is individualized based on a functional assessment of their behavior. The foundation for understanding patterns of problem behavior (Repp & Horner, 1999), functional assessment takes note of individual differences, links interventions directly to problem behavior, and increases the effectiveness of interventions (O'Neill, Horner, Albin, Sprague, Storey, & Newton, 1997).

PBS has been shown to have short and long-term beneficial effects on attachment to school, academic achievement, aggression, drug use, crime, student reports of positive reinforcement, positive referrals, decreased discipline referrals, and increased academic learning time (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Metzler, Biglan, Rusby, & Sprague, 2001). To date, evaluation and research studies have focused on the impact of PBS on the improvement of social and academic outcomes for all students. But even with the powerful impact it has on school systems, a small population of students remain in need of additional behavioral supports surrounding problem behavior outside the classroom, including victimization and bullying. BP-PBS was designed for these secondary and tertiary tier students.





## Introduction

### Bully-Prevention in Positive Behavior Support

The conceptual framework for Bully-Prevention in Positive Behavior Support lies in an effort to identify the most efficient procedures for achieving durable reductions in violent and disruptive behavior. Among the most important changes to occur in the field over the past 20 years are shifts in emphasis toward prevention as well as remediation of problem behaviors (Horner, et al., 2005).

It is this emphasis on establishing preventative systems of behavior support that prompted the development of PB-PBS. Six key features of BP-PBS map perfectly onto those developed through a synthesis of research on effective implementation of school-wide PBS, making BP-PBS an ideal additional component of PBS (see figure 2 below).

Figure 2.

*Six Key features of Bully Prevention in Positive Behavior Support*

1. The use of empirically-tested instructional principles to teach expected behavior outside the classroom to all students.
2. The monitoring and acknowledgement of students for engaging in appropriate behavior outside the classroom.
3. Specific instruction and pre-correction to prevent bullying behavior from being rewarded by victims or bystanders.
4. The correction of problem behaviors using a consistently administered continuum of consequences.
5. The collection and use of information about student behavior to evaluate and guide decision making.
6. The establishment of a team that develops, implements, and manages the BP-PBS effort in a school.



## Introduction

Decreasing the frequency and preventing future incidents of bullying requires the identification of causal variables over which parents, educators, and professionals have control. Such variables are to be found outside the person: the events that reliably precede and follow problem behavior. In other words, what is needed is a functional assessment of bullying. A functional assessment is used to identify events in the immediate context that often trigger problem behavior and also events that might serve to reinforce problem behavior, increasing the likelihood that it will occur again. By this definition, the BP-PBS events that trigger and maintain bullying can be observable and subject to alteration by school staff and professionals. The following 2 models depict the various elements of the BP-PBS program and the hypothesized effects on peer maintained problem behavior (see figure 3 below). The first describes an environment that promotes or sustains bullying behavior, while the second outlines the linked strategies of BP-PBS that make the maintenance of bullying less likely.

Figure 3.

*Conceptual Framework of BP-PBS: Environments that promote or sustain bullying behavior and the strategies of BP-PBS making the maintenance of bullying less likely.*

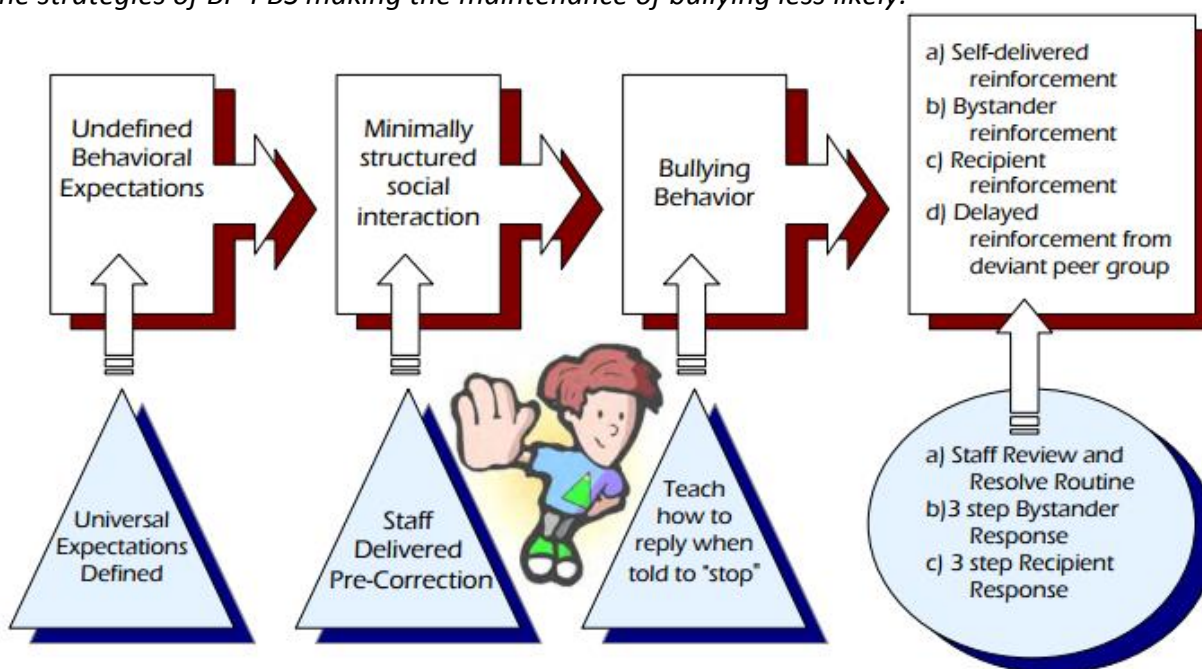


Figure 3 indicates how Bully-Prevention in Positive Behavior Support works to reduce incidents of bullying through the alteration of events that precede and follow behavior.



## Introduction

Specifically, BP-PBS works to teach specific behaviors that will reduce the probability of bullying incidents. Research suggests that bullying behavior is frequently followed by and reinforced by peer attention or tangibles (Salmivalli, 2002; Soutter & McKenzie, 2000). Through the explicit teaching of a 3-step response to problem behavior, students learn to eliminate the reinforcement for bullying. In addition, inconsistent staff procedures for dealing with reported incidents of bullying can lead to an increased likelihood of its display in certain settings. In a study of behavioral procedures in schools, the major limitation of many discipline programs is a lack of clear procedural implementation guidelines (Chard, Smith, & Sugai, 1992).

Students who frequently exhibit problem behavior do not take long to learn what they can get away with, and with little staff consistency, these students quickly discover how to "work the system". BP-PBS eliminates this problem through specific instruction to all school staff on effective, efficient procedures for both responding to reports of problem behavior and delivering consequences. Through the implementation of these procedures, staff members build consistency regarding responses to problem behavior, thereby reducing the probability that students will attempt to work the system.

This concludes the excerpt from "Bully Prevention In Positive Behavior Support" by Scott Ross, Ph.D., Rob Horner, Ph.D., & Brianna Stiller, Ph.D., 2016."



## Teacher and Staff Orientation

### Bully Prevention Training

#### Prevention Rather than Reaction

Bullying is one of the most enduring problems in schools; bullying is common across status, gender, grade and class. Additionally, victims and perpetrators of bullying are more likely to skip and/or drop out of school (Berthold & Hoover, 2000). BP-PBS focuses on preventing bullying behaviors, rather than reacting to them once they have occurred.

#### Predictable Responses to Bullying

Typically, when students are engaged in bullying behaviors, one tends to either a. remove the student or b. remove themselves. Research shows that consequences alone are not a solution to bullying. In addition to students missing class time, students who are punished, without other forms of support, are at increased rates for aggression, truancy and dropping out. Furthermore, punishment does not teach expected behaviors nor is does it typically stop the inappropriate behaviors.

When we utilize punishment and other typical bullying responses, we generally do one or more of the following:

- Blame the bully
  - Blaming the “bully” does not teach the bully the correct behavior and it generally leads to exiling the “bully” from class or worsening a problem
- Inadvertently “teach students to bully”
  - Sometimes when we demonstrate how bullying looks students, we inadvertently show students how to bully; rather we should teach expected behaviors
- We forget the role of the bystanders
  - Bystanders play a significant role in bullying behaviors – they provide reinforcing attention to the “bully” and inadvertently worsen the issue by not helping the victim
- Our efforts are unstained
  - Bully behavior continues regardless of our actions

#### Why do Kids Bully?

Bullying occurs in many forms and locations but typically involves student-student interactions.

The most common reinforcers of bullying are:

1. Attention from bystanders
2. Attention/reaction of victim



## Teacher and Staff Orientation

Furthermore, children display bullying behaviors because it has been learned, sometimes from adults, sometimes from other children.

### How Kids Learn to Bully

Situation

1	2	3
Unpopular student sits with popular peers	Unpopular student tries to access peer attention by acting appropriately	Popular peers roll their eyes and ignore student = bad outcome/consequence

Unpopular student's next opportunity:

1	2	3
Another unpopular student sits down	The original unpopular student teases or rolls eyes at new unpopular student	Popular peers laugh = bullying behaviors reinforced

### What We Need: Systematic Bully Prevention

1. Antecedent Interventions that clarify expectations and create a positive culture in schools
2. Reinforce students for standing up for one another (with peer attention)
3. Remove the “pay off” (e.g. praise, attention, recognition) that reinforces bullying
  - Do this without a. teaching bullying, or b. labeling children
4. Get students to buy-in to an intervention – older students should be involved in every phase of intervention



## Teacher and Staff Orientation

### National Response to Bullying and School Requirements

In response to the national bullying crisis, schools are required to implement a bully-prevention program. The program requires a:

1. Bully Prevention Coordinator
2. School Climate Initiative
3. Data Systems (such as SWIS)
4. Event Reporting (Systemic Office Disciplinary Referral forms)
5. Bully Prevention Response Team – Student Led
6. School and Community Involvement
7. Staff Professional Development
8. Evidence Based Practices (to prevent bullying)

In response to national requirements: PBIS school teams are to include a position for a Bully Prevention Coordinator. This coordinator is responsible for helping to develop a student led bully prevention team to address school issues. Furthermore, this manual supplies schools with evidence based practices to help prevent bullying behaviors. All schools in the U.S. Virgin Islands participate in school climate initiatives, including PBIS, meeting requirements for responding to bullying behaviors. In addition, data collection systems such as “School-Wide Information System” (SWIS) and “Power Schools” are utilized in the territory.

### Bully Prevention Response Team

#### What is a Bully Prevention Response Team?

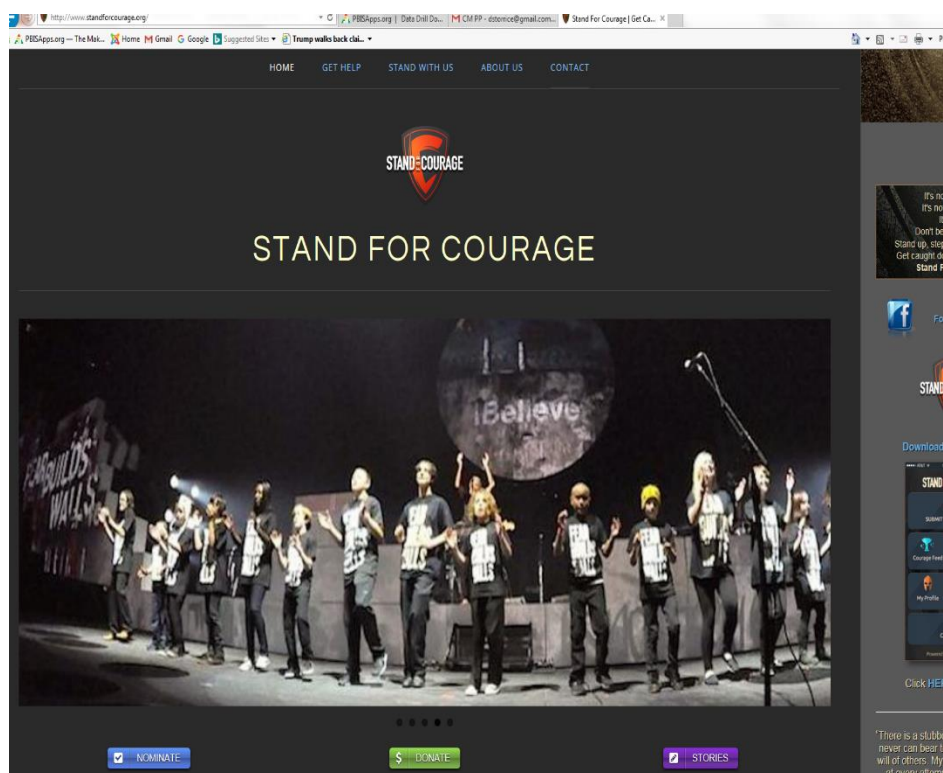
A Bully Prevention Response Team is a team of students, at each school, that meets with the purpose of addressing bullying behaviors. The team meets regularly, at least once per month during a school year, to develop and implement bully prevention programs. The teams are to be largely facilitated by students (for the younger teams, the Bully Prevention Coordinator may have a larger role).



## Teacher and Staff Orientation

### High School and Middle School Bully Response Teams

Curriculums for educating the members of the Bully Prevention response teams for middle and high school about bully prevention are located within in this manual. Furthermore, middle and high school teams are asked to utilize a special program called “Stand for Courage”. Through “Stand for Courage”, the response team will generate ideas to recognize and reward students exemplifying bully prevention and stand up behaviors. The website provided below is used to guide students in using “Stand for Courage”. Ultimately, each school’s response team will create some type of “stand up behavior box”, display it in the school, educate their peers about the purpose of the box and determine ways to reward those nominated in the box for stand up behaviors. Individuals nominated may also be submitted to the “Stand for Courage” website for public recognition.



<http://standforcourage.org/>





## Teacher and Staff Orientation

### Stand for Courage Peer Nomination Form

Stand for Courage team members are students selected by their peers as people with naturally good listening skills, and generally easy people to talk to. *They are students you would trust to go and talk to when you are being treated disrespectfully, or when you are having a difficult time.* The selection process involves interviewing nominated students who indicate interest in the team. These students help develop, deliver, and report on the school's efforts to improve. The students are also available to classmates as a resource.

Please write in the name(s) of anyone who you believe would make a good Stand for Courage team member. We will then tally the results and invite those nominated to be a member of the Stand for Courage team.

I nominate the following person(s):

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Middle/High school teams can be referred to as "Expect Respect" teams. Teams can lead forums. The forums can be a time for students and teachers to come together to talk about what's happening with bullying and harassment at school. The forums are a time for students to come up with creative ideas about how to prevent bullying and harassment at school. Students can create artwork, videos, plays, and songs or find other ways to express their ideas.



## Teacher and Staff Orientation

### Elementary School Bully Response Teams

Elementary schools Bully Prevention Response teams are responsible for helping to teach their peers about the “Stop, Walk and Talk” strategy and are able to explore creative leadership roles with their team coordinator, examples include: Bully Prevention Monitors, School Chants, determine ways to recognize good, bully prevention behaviors etc. Elementary school students are also encouraged to create a courage box and reward the nominated students.

### Who Should be on the Team?

Students on the Bully Prevention Response Team have the opportunity to volunteer for the position or be nominated by school faculty and staff. There should be between 8 and 15 members on the team. It is important that those on the team demonstrate appropriate school behaviors and are seen as students who do not support bullying. Members on the team should, if possible, include school leaders, academic achievers, athletes and those who have experienced bullying; a diverse group of students will help address bullying in schools on many levels.

### How to Create a Team

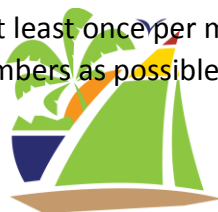
Announce the team and its mission to the student body for a short period of time. Ask students who are interested in volunteering to sign up with a specific coordinator, not necessarily the Bully Prevention Coordinator. Also ask all administrators, faculty and staff to nominate students they feel would make an excellent team member. Each school should try to accommodate all volunteers; there is no limit to the number of students who can be on the team. Begin team meetings by determining a set of guidelines for the group.

### The Bully Prevention Coordinator

The Bully Prevention Coordinator is a member of the school’s PBIS task force team. The Coordinator is responsible for helping to choose the student team members, holding and supervising team meetings, assisting students in planning school interventions, programs etc. The coordinator should be trained on bully prevention and lead students to outcomes derived from the bully prevention training (i.e. Stop/Walk/Talk, Stand for Courage, Expect respect). The Bully Prevention Coordinator will share the group’s progress with the PBIS team and celebrate success accordingly.

### Bully Prevention Response Team Meetings

Team meetings should be held at least once per month during the school year. Meetings should include as many of the team members as possible and the Bully Prevention Coordinator.



## Teacher and Staff Orientation

Each meeting needs to have a sign in sheet kept for records as well as student written agendas. Ground rules and parameters should be established in group immediately. Meetings will be used to discuss issues related to bullying that individual schools face as well as prevention techniques. Bully Prevention Coordinators will help students in the group come to decisions that reflect Bully Prevention training and curriculum.

### Language and Symbols for Professionals

**Getting Started:** All Elementary, Middle and High School teachers and staff should be trained on the Stop, Walk and Talk strategy to prevent bullying behaviors. Furthermore, all students in Elementary, Middle and High School should learn and practice this strategy in the context of a lesson plan.

Prior to implementing BP-PBS in your school, it is important to understand the signals used. All students and staff need to embrace common language and symbols.

#### The Stop Signal

Bully Prevention in Positive Behavior Support describes a 3 step response to problem behavior: “Stop”, “Walk”, and “Talk. This terminology is sufficient for most settings, however for some (particularly older students), this language may seem childish or “uncool”. Therefore, discuss the language used for each of the three steps prior to program implementation. Older students may vote on the signals or staff may decide what signals will work best for their school. Be sure the signals are short, easy to remember, and easy to produce. The ENTIRE school must implement the language and symbols you decide. Different classrooms or grades *must* not have their own signal.

The following are examples of statements that may be used in the place of “Stop”:

“enough” “time-out” “quit-it” “overboard” “too far”

The hand signal that accompanies the “Stop” command should also be discussed, and might include:



Following the “Stop” symbol and language, is the “Walk” step and the “Talk” step which will be explained on the following pages.



## Teacher and Staff Orientation

## Responding to Prevention Strategies

**Objectives:**

### Pre-Correction

### Rewarding use of the 3 step response

## Responding to Reports of Problem Behavior

**Introduction:**

How supervisors/teachers respond to problem behavior can make or break the results of the Bully Prevention in Positive Behavior Support program. Supervisors need to practice (a) pre-correcting students before incidents occur, (b) frequently reward students for their use of the curriculum components, and (c) consistently responding to reports of problem behavior. As generalization is a major concern, it is critical that supervisors be prepared to reward students the first time they use one of the BP-PBS strategies. Have supervisors/teachers walk around settings in the school and discuss how they will pre-correct, reward appropriate behavior, and respond to problematic behavior. This practice should ideally take place prior to teaching the student curriculum so that they are prepared for the first time that students use what they have learned.

Notes:



## Teacher and Staff Orientation

## The Social Responsibility Skills (Stop/Walk/Talk)

It is very important that all staff are fluent with the 3 step response. Practice should include at least 3 correct examples and at least 2 non-examples (When not to use the 3-step response)

## The Stop Signal

- How the Stop Signal should look and sound
  - Firm hand signal
  - Eye contact
  - Clear voice
- Practice modeling the Stop Signal for students that experience problem behavior or when they see other students experiencing problem behavior

## Walk Away

*Sometimes, even when students tell others to "Stop", problem behavior will continue. When this happens, students are to "walk away" from the problem behavior.*

- Practice modeling "walking away" when students experience continued problem behavior or when they see another student experiencing continued problem behavior
  - Staff should remind students that walking away removes the reinforcement for problem behavior
  - Teach students to encourage one another when they use the appropriate response

Talk: report problem to an adult

*Even when students use "Stop" and they "walk away" from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult*

- Practice modeling the "Talk" technique students should use when they experience continued problem behavior or when they see another student experiencing continued problem behavior

Notes:



## Teacher and Staff Orientation

Be sure to understand the line between "talking" and tattling.

- "Talking" is when you have tried to solve the problem yourself, and have used the "Stop" and "Walk" steps first:

Did you request "Stop"?

Did you "walk away"?

- Tattling is when you do not use the "Stop" and "Walk" steps before "Talking" to an adult
- Tattling is when your goal is to get the other person in trouble

- Note that if any student is in danger, the "Stop" and "walk away" steps should be skipped, and telling an adult should happen immediately

## Responding to Stop/Walk/Talk

*At some point the Stop/Walk/Talk procedure will be used with every student and it is important for them to respond appropriately, even if they don't agree with why the student is saying stop, walking away, or telling an adult.*

- Practice modeling how to respond if someone else uses "Stop", "Walk", or "Talk"

1. Stop what you are doing
2. Take a deep breath and count to 3
3. Go on with your day

Good examples of responding to Stop/Walk/Talk should include

- Responding appropriately even when you don't think you did anything wrong
- Responding appropriately even if you think the other student is just trying to get you in trouble

Notes:



## Teacher and Staff Orientation

## Checking In

*In addition to understanding and teaching the appropriate response to problem behavior, it is important to remind some students about how they should respond, either when they exhibit problem behavior, or when problem behavior is exhibited toward them.*

- For chronic victims of problem behavior
  1. At the beginning of non-classroom times (morning break, recess, etc.), check in with the student and remind them about how to respond to problem behavior.
  2. At the end of non-classroom times, check in again, ask about how it went, and reward them for their efforts.
- For chronic perpetrators of problem behavior
  1. At the beginning of non-classroom times, check in with the student and remind them about how to respond if another student tells them to stop, or walks away.
  2. At the end of non-classroom times, check in again, ask about how it went, and reward them for their efforts.

## Rewarding Appropriate Behavior

*Effective Generalization requires the prompt reinforcement of appropriate behavior after the FIRST time it is attempted*

1. Look for students that use the 3 step response appropriately and reward
2. Students that struggle with problem behavior (either as victim or perpetrator) are less likely to attempt new approaches.
3. Reward them for efforts in the right direction.

Notes:





## Teacher and Staff Orientation

## Responding to Reports of Problem Behavior

*When any problem behavior is reported, follow this specific response:*

Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")

- Ask who, what, when and where.
- Ensure the student's safety.
  - Is the bullying still happening?
  - Is the reporting student at risk?
  - Fear of revenge?
  - What does the student need to feel safe?
  - What is the severity of the situation?
  - "Did you tell the student to stop?" (If yes, praise the student for using an appropriate response)
  - "Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response)

### When the Student Does it Right...

*Adults initiate the following interaction with the Perpetrator:*

- Reinforce the student for discussing the problem behavior (i.e. "Thanks for talking to me.")
  - "Did \_\_\_\_\_ tell you to stop?"
  - If yes: "How did you respond?"
  - If no: Practice the 3 step response.
  - "Did \_\_\_\_\_ walk away?"
  - If yes: "How did you respond?"
  - If no: Practice the 3 step response.
- Practice the 3 step response.
  - The amount of practice depends on the severity and frequency of problem behavior

Notes: \_\_\_\_\_



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Strategy Overview

To strategically prevent bullying behaviors each school will:

1. Determine antecedent interventions that clarify expectations and create a positive culture in schools
  - a. Positive Behavioral Interventions and Supports has been adopted by the U.S. Virgin Islands Department of Education to improve and sustain a support school culture.
2. Reinforce students for standing up for one another (with peer attention)
  - a. Students in middle and high school will implement and participate in “Stand for Courage” through their Bully Prevention Response Team as a reinforcement program for students demonstrating appropriate behaviors.
3. Remove the “pay off” (e.g. praise, attention, recognition) that reinforces bullying
  - a. The following evidence based programs and curriculums will educate students on bully prevention

Included in this curriculum – To be completed within the first semester of each school year:

#### Teacher and Staff Coaching

- Teacher and Staff Orientation: Opening Conversation: (to be presented by the school’s Bully Prevention Coordinator or other district BP-PBS representative)
- Coaching Adults to Respond to Students Reports: (to be presented by the school’s Bully Prevention Coordinator or other district BP-PBS representative)

#### Student Coaching

- Student Bully Prevention Response Team Meeting: Pre-Intervention (to be presented by the school’s Bully Prevention Coordinator or other district BP-PBS representative)

Student Curriculum: Lesson 1 (all students)

Student Curriculum: Lesson 2 (all students)

Student Curriculum: Lesson 3 (all students)

Student Curriculum: Lesson 4 (all students)

Student Curriculum: Lesson 5 (all students)

Student Curriculum: Lesson 6 (all students)

An Implementation Tools Overview

A School Readiness Checklist to be completed prior to implementation

A Letter to Parent(s)/Guardian(s) discussing the program

A Fidelity Checklist for trainers/BP-PBS Coordinator

A Fidelity Checklist for staff members

A Lesson preparation evaluation

A Student Survey



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Teacher and Staff Coaching: Opening Conversation

#### Teacher and Staff Orientation: Opening Conversation

**At this point we have already gone over Stop/Walk/Talk with the teachers and staff.**

Before you teach your staff the Expect Respect Program, it is important to establish why it is imperative that adults interrupt harassment. Some staff members may have different feelings and opinions about this; the opening conversation is a time for all staff members to hear about district expectations in this area, and make agreements about how to interrupt bullying and harassment of various kinds.

#### Opening Conversation Agenda

##### **1) Start with group discussion:**

- How do we as a staff become role models of respect?
- How do we create more safe spaces and safe adults (places and people students feel comfortable with when they have a problem) in our building?
- How many students have observed bullying and harassment in the last month?
- How many have been harassed?
- How many students indicated that they would report to staff members if staff members would listen and help?

##### **2) Activity: Discuss common forms of bullying and harassment we see at school—student to student, student to staff members, staff member to student, and staff member to staff member.**

- Step One: Divide staff members into small groups and have each group identify the most common forms of bullying and harassment that they have observed in the school. Take about 8–10 minutes to do this.
- Step Two: Have each group share their ideas while the facilitator writes them on a white board, poster, or similar surface for the whole group to see.
- Step Three: Categorize the identified bullying and harassment behaviors into three groups:
  - Behaviors to ignore.
  - Behaviors to politely interrupt.
  - Behaviors that result in an office referral.



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For example, whistling in the hallway is a behavior to ignore, saying “this assignment is stupid” is a behavior to politely interrupt, and a student locking another student in the bathroom is a behavior that should generate an office referral.

Note: It is likely that there will be some disagreement about which behaviors go in which categories. When you observe disagreement you can do a tally (how many people feel the behavior goes in one category versus another) or look at what your district policy states regarding behaviors staff must respond to, that is, behaviors that should not be ignored. When a situation is not clearly defined by policy, encourage discussion about the differences of opinion. A uniform response to bullying and harassment is vital to changing school climate.

**3) Using Scripted Phrases to Interrupt Harassment: When inappropriate language and phrases are ignored, it creates an atmosphere in which bullying and harassment are common and accepted. They become the norm and may create a situation in which recipients of bullying or harassment feel that they are not worthy of respect. For this reason, a staff commitment to developing effective strategies for interrupting bullying and harassment is critical. Examples of phrases that can be used to interrupt bullying and harassment include:**

- “Your language is hurtful and offensive. Use another word.”
- “Did you mean that as an insult? I don’t appreciate your using him or her as an insult.”
- “I’m sorry, I don’t understand what’s homosexual about this assignment?”
- “Please use respectful language.”
- Ask staff members for additional ideas.

**4) Discuss how staff members should respond when students escalate as a result of receiving an interrupting phrase from a staff member or another student(s). Examples of responses to student escalation may be:**

- “Here are your choices. You can choose to be respectful now or we’ll need to have a longer discussion.”
- “So far, all you’ve done is use disrespectful language, but if you refuse to follow direction it falls under the category of defiance and I’m going to write you up.”
- “Be respectful—you’re better than this.”
- Ask staff members for additional ideas.



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**5) Wrap up: Summarize what has been covered in your meeting and seek a commitment from the staff to interrupt bullying and harassment behaviors as agreed upon. An example of a wrap-up script is as follows:**

“Today, we’ve identified and categorized most of the socially aggressive behaviors that we routinely observe in our school. We’ve identified behaviors that can be ignored, behaviors that need to be interrupted, and behaviors that should result in an office discipline referral. Each of us needs to know that we are supported by each other. I acknowledge that, at times, it is hard to interrupt these behaviors. Anyone who has ever walked into a group of students to correct their behavior knows that middle/high school kids can be intimidating. However, even though it’s difficult, this is exactly the kind of work we need to be doing to create a safe climate for all students. It’s the kind of work you can’t do on your own and we need to support each other. Ask for help from your administrators and your colleagues. Don’t assume things will work the first time you try them. We are creating a culture change here, and that takes time. So, I’d like each of us to indicate the extent to which we can support this commitment to changing our school climate. No shame, no blame, no judgment, heads down. When I say go, show of hands. Five fingers in the air means I will totally support this, one finger means this is the worst idea ever.”

Note: If there are mostly fours and fives, with very few ones and twos, you have enough staff agreement to move forward. If there are several ones and twos and lots of threes, this signals the need for more staff development.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Teacher and Staff Coaching: Responding

#### Coaching Adults to Respond to Student Reports

In order for a bully prevention system to work, staff members must show students that they support the program. Staff members can show their support of the bully prevention program in many ways; responding appropriately when students report bullying and harassment is perhaps the most important way to show your support.

Sometimes staff members feel underprepared to handle student reports of harassment. This is not rocket science! It's important to do a few key things: Use the scripted support strategy each time a student reports disrespectful behavior, make students feel heard, and direct students through the appropriate next steps.

Use the support strategy each time a student reports disrespectful behavior

If a student approaches you with a problem involving disrespectful behavior

- **Step One:** Say “Thanks for telling me”
- **Step Two:** Listen empathetically. Get the “who, what, when, and where”. Ask if this is the first time the problem occurred.
- **Step Three:** Ask the student if the person who didn't stop is likely to retaliate if confronted by an adult about their behavior.
- **Step Four:** Help the student select a course of action. Possibilities include:
  - Filing a harassment report
  - Talking with the counselor or administration
  - A plan for minimizing contact between the student and the person who didn't stop
  - A mediated discussion between the two students with the adult as facilitator
  - Letting it go (“I just needed someone to listen to me”)

When using the support strategy, it's important to

#### **1) Let students know that their report is important to you and that you're listening**

- Use reflective statements to let a student know that you're really listening to them



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Reflective statements are the restating of the student's comment. You may use the exact same words used by the student, repeat part of the student's comment, or reword the student's statement. Reflection lets the student know that you are listening and encourages the student to keep talking. **Reflective statements are NOT a time to state your opinion or problem-solve.**

- You can also use simple supportive statements to let the student know that you care about what they're saying.

Examples of supportive statements:

- I can tell you're really upset right now
- This is really bothering you
- I hear you
- This must be really hard for you
- Thank you for telling me
- Your report could be helping someone else
- Let me help you figure out what to do next

### 2) Direct students through the appropriate next steps

- Using your best judgment given the situation, help the student figure out what to do next.

Examples:

- Find an appropriate time to listen to the concern if you are not available when the student initially wants to talk.
- Offer the student a bullying and harassment report sheet, and help them fill it out. Direct them to turn it in to the office, or have them fill it out immediately and deliver it to the office.
- Send the student to the office or to the counselor if the situation needs to be addressed immediately say: "This sounds pretty complicated. Let's have you talk to the counselor now."
- If a student is not sure how they want to proceed, list possible solutions and help them choose.
- Check in with the student the next day to make sure they feel like the issue has been or is being dealt with, and that there has been no retaliation.
- What other questions or concerns do staff members have about taking reports or supporting students experiencing harassment?





## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Coaching – Bully Prevention Response Team Only

#### Student Advisory Meeting: Pre-Intervention

**Objectives:** Students will discuss the implementation of Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect at their school. Students will be asked to provide input on the problem-solving strategies that are included in the program.

**Group Composition:** A group of eight to fifteen students is recommended. It is recommended to select older students (i.e. seventh and eighth graders/eleventh-twelfth graders) who have shown leadership qualities and interest in social justice issues. Ideally this is a diverse group of students who are respected by their peers.

**Time Needed:** 45 minutes to one hour. This meeting should take place before implementation of Expect Respect has begun in your building but after teachers/staff have been trained.

**Materials Needed:** Handout – Rules and Strategies (included in this document)

**Agenda:** **Step One:** Say, “We have some information that tells us that students and staff members don’t always feel safe and respected at school (at this point you may share survey data if you have it). We want to create a school where everyone feels safe from bullying and harassment. In order to do that, we are going to begin a program called Expect Respect at our school this year. The goal of the program is to teach everyone to stand up for themselves and others against bullying and harassment.

*Student participation is the most important part of the program. We asked you to be here today because we’ve noticed that each of you have shown leadership qualities during the time you’ve attended our school. Other students respect you. Your opinions on how we can best do this program are very important to us.*

*We want to make it easy for students to communicate clearly with each other when they’re not feeling respected and we have a few simple rules and strategies to help with that. We want to know what you think about them and if you have suggestions for making them better.”*



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**Step Two:** Read each rule aloud as students follow along on their handout. The rules are not up for negotiation; they are the “Golden Rules” of Expect Respect. Students will have an opportunity to discuss why it’s important to have these rules at school.

Read Rule 1 and use the following questions to guide your discussion. Read Rule 2 and use the same questions to guide your discussion:

- Why is this rule important?
- How can this rule change how people treat each other?
- Will it be easy or hard to follow this rule?

**Rule 1: If someone is feeling disrespected, they have the right to ask the person to stop what they are doing.**

**Rule 2: If someone asks you to stop, you have to stop what you are doing, even if you don’t think you are doing anything wrong.**

**Step Three:** Say, “Expect Respect gives students and staff members different strategies to use in bullying or harassment situations. We want to go over those with you and get your feedback on them.”

Read each strategy aloud as students follow along on their handout. Use the following questions to guide your discussion:

- What do you like about this strategy?
- What do you think of the school-wide stop phrase?
- What would make this strategy better?

**1. Stop/Walk/Talk Strategy:** In a situation where disrespectful behavior occurs, it is important for student recipients to utilize the following steps in an effort to stop the problem behavior before it escalates.

**If someone treats you or someone else in a way that feels disrespectful:**

Step 1: Use the school-wide “stop phrase.”

Step 2: If the person stops, say “cool” or “OK” and move on with your day.

Step 3: If the person does not stop, decide whether to ignore the person or seek support. – *Walk away, ask for adult help if needed.*



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Step 4: If you decide to ignore, don't look at or talk to that person. If you decide to seek support, select a school adult to approach and ask for support.

**2. Stopping Strategy:** In a situation where a student asks another student to stop behaving disrespectfully, it is important for the accused student to utilize the following steps in an effort to de-escalate the situation.

**If someone uses the school-wide stop phrase toward you:**

Step 1: Stop what you are doing, even if you don't think you are doing anything wrong.

Step 2: Remind yourself "No big deal if I stop now."

Step 3: Say "OK" to the person who asked you to stop and move on with your day.

**3. Bystander Strategy:** If you see someone using the stop strategy, and the perpetrator doesn't stop, do one of three things:

Step 1: Use the stop strategy toward the perpetrator

Step 2: Ask the recipient to go with you, and leave the area.

Step 3: Comfort the recipient later by saying something like "I'm sorry that happened. It wasn't fair."

**4. Seeking Support:** In a situation where the recipient of disrespectful behavior has attempted to stop the behavior, yet the problem behavior continues, it is important for the student recipient to take the following steps to recruit support for de-escalating the conflict.

**If you use the school-wide stop phrase and the person doesn't stop:**

Step 1: Decide whether to ignore it or seek support.

Step 2: If you seek support, select a school adult to report to.

Step 3: Approach the adult immediately following the incident and say, "I'm having a problem with \_\_\_\_\_. I asked her/him to stop and she/he continued."

Step 4: If the adult doesn't have time to help solve the problem right then, ask the adult when they would have time and make an appointment.



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**5. Providing Support:** If students need adult support, we are asking all school adults to follow these steps to help resolve the situation.

**If a student approaches you with a problem involving disrespectful behavior:**

Step 1: Say “Thanks for telling me.”

Step 2: Listen empathetically. Ask if this is the first time; determine who, what, when, and where.

Step 3: Ask the student if the person who didn’t stop is likely to retaliate if confronted.

Step 4: Help the student select a course of action. Possibilities include:

- Filing a report
- A safety plan for minimizing contact
- Letting it go (“I just needed someone to listen to me”)

**Step Four:** Say, “Thank you for taking the time to help make our school a better place for everyone.”

Report student-generated ideas and comments to your building’s Expect Respect team. Based on the student feedback, make changes to your stop phrase, strategies, and so forth as you see fit.

**Step Five:** Say: “One way to make this real for students would be for us to do a project together. For example, in some schools, student committees have created some amazing YouTube videos. I have some to show you (show them several student-made YouTube videos like the Roosevelt Middle School STOP video; Use Another Word video from Springfield High School, and so on). In other schools, students have written plays with an anti-bullying message. Or, we could put together an all-school assembly that you would plan and deliver. Are there any other ideas? How many of you would have some interest in doing this?” (If there is interest; identify another time to meet and explore the idea in more detail. If there is not much interest, table the idea until a later time, but consider bringing it up again later in the year). This is also a good time to discuss Stand for Courage (page 15)



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Curriculum: Lesson 1 – All Students

#### Student Coaching

##### Lesson 1: Introduction

- Objectives:
1. Students will identify examples of respectful and disrespectful behavior.
  2. Students will identify motivations or “functions” of disrespectful behavior.
  3. Students will identify strategies to “interrupt” and to avoid reinforcing disrespectful behavior.
  4. Students will be able to deliver the school-wide stop phrase
  5. Student will know how to respond if someone else says the stop phrase to them.

**Time Needed:** Forty-five minutes is typical. Allow more time and repeat the lesson if students need more time to express their feelings about what is currently happening. However, at some point, the adult facilitator should say something like “It is clear that students are frustrated, and that we need to make some changes. We are going to start talking about how to change it right now.” The facilitator should then start introducing the strategies.

**Materials:** Poster board, white board, or document camera (some method of projecting brainstorm ideas), markers for writing, strategy sheet (Telling Someone to Stop, If Someone Asks You to Stop, If You Tell a Person to Stop and They Don’t).

**Strategies:** Explain to students that today we are going to learn about a school wide program called Expect Respect.

**Step 1:** Remind students of classroom expectations for class discussion.

**Examples:**

*“Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today’s discussion.”*

Here is what I want to see and hear:



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1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.
4. Please do not use anyone's name. Talk about events, not people.

Does anyone else have ideas?"

**Step 2:** Ask if anyone can remember the school-wide rules (e.g., Be Safe, Be Responsible, Be Respectful)?

**Step 3:** Say, "Thanks. Now, let's talk about what it looks like when people are treating each other with respect. Without using names, tell me some examples of how students and adults show respect toward one another."

**Step 4:** We all know there are times people do not treat each other respectfully. Without using names, tell me some examples of disrespectful behavior you have seen at school." List examples students give on the whiteboard or whatever other technological means you have at your disposal. Keep this discussion going for about 15 minutes or until students run out of ideas.

If students forget any of the ground rules (especially the one about not naming specific students), gently remind them after the first offense. If the same student forgets twice, deliver a warning statement.

**Step 5:** Say, "Why do we think people are sometimes disrespectful toward one another? In other words, why bother? What does the person who is being disrespectful get out of it?"

Students will probably list all sorts of reasons:

"They are mean."

"They want power or status."

"They are having a bad day."

"They are retaliating for something else."

"They want something the victim has."

"They want attention."

Write down their ideas and encourage discussion. Pay particular attention to statements such as, "they want attention from peers." Encourage more discussion



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about what that looks like. What kinds of things do bystanders do and say that encourages bullying and harassment?

**Step 6:** Say, “What is the best way for students who are not being treated with respect, and for bystanders, to react, so that disrespectful behavior stops?” Write down whatever they say regardless of whether it is acceptable from an adult point of view.

Examples of things students might say include:

“Return insults”

“Fight back”

“Tell an adult”

“Tell them to stop”

“Don’t react—just ignore it”

“Ask a friend for advice”

Encourage discussion of the pros and cons of each suggested action. Also emphasize during this part of the lesson **that bystanders have a great deal of power**. Consider using a T Chart or Table to record their responses (below):

Action	Pros	Cons
Return insults		
Fight Back		
Tell an Adult		
Don’t react—just ignore it		
Ask a friend for advice		
Tell them to stop		

Also, if students have not already identified the following behaviors for interrupting disrespect, introduce these yourself:

Take the recipient away from the situation

Comfort the recipient later by saying something like: “I’m really sorry that happened to you. I felt bad, but I was afraid I’d make it worse if I said anything.”

Ask them to stop

Ask an adult to help you solve the problem





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**Step 7:** Introduce the school-wide **stop phrase and stop routine (Stop/Walk/Talk)**. Place the strategy sheet under the document camera so students can see the “Telling Someone to Stop” section. Say, “We want to try something. Every student in our school has the right to be treated with respect. Here is the rule: If someone asks you to stop doing something that they think is disrespectful, you have to stop—whether you were doing it on purpose or not. The stop phrase at our school is: (Demonstrate the school-wide stop phrase—say, “stop”)

Here are the steps to follow (the stop routine) if someone is treating you in a way that does not feel respectful.

- Step One: If someone treats you in a way that feels disrespectful, use the school-wide “stop phrase” – say, “stop” in an assertive tone.
- Step Two: If the person stops, say “cool” or “OK” and move on with your day.
- Step Three: If the person does not Stop, decide whether to ignore the person or seek support.
- Step Four: If you decide to ignore, don’t look at or talk to the perpetrator. If you decide to seek support, select a school adult to approach and ask for support.

**Step 8:** Show students the “If Someone Asks You to Stop” section of the strategy sheet. Say, “Here are the steps to follow if someone asks you to stop”:

- Step One: Stop what you are doing, even if you don’t think you are doing anything wrong
- Step Two: Remind yourself “No big deal if I stop now”
- Step Three: Say “OK” to the person who asked you to stop and move on with your day

**Step 9:** Show students the “Helping Others” section of the strategy sheet. Say, “If you see someone using the stop strategy and the perpetrator doesn’t stop, use the bystander strategy.”

- Step 1: Use the Stop Strategy toward the perpetrator
- Step 2: Ask the recipient to go with you, and leave the area.
- Step 3: Comfort the recipient later by saying something like, “I’m sorry that happened. It wasn’t fair.”



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**Step 10:** Show students the “If You Tell a Person to Stop and They Don’t” section of the strategy sheet. Say, “Here are the steps to follow if you tell someone to stop and they don’t:”

- Step One: Decide whether to ignore it or seek support
- Step Two: If you seek support, pick a school adult to report to
- Step Three: Approach the adult, and say “I’m having a problem with \_\_\_\_\_. I asked her to stop and she continued.”
- Step Four: If the adult doesn’t have time to help solve the problem right then, ask the adult when she or he will have time and make an appointment.

**Step 11:** Encourage discussion and problem solve with students around important “what ifs.”

“What if the person being disrespectful is your best friend? How can you still support the student who is being treated disrespectfully without jeopardizing your friendship?”

*(This is a great question that has come up. Students may have difficulty answering this question. A suggestion for the adult facilitator is to say: “You can let the person who is being disrespectful know you still like them, but you want them to stop doing what they are doing right now. There are several phrases that could be used:*

- “You’re better than this. Please stop”
- “Come on, (student’s name) let it go. It’s not worth it”.
- “What if they won’t stop?” (Another good question. Remind students of their choices. They can either seek support or decide it is not that big of a deal and let it go.)
- “What if the person being disrespectful retaliates later?” (If this happens, the students should be highly encouraged to report retaliation to an adult. Adults need to realize that retaliation is likely, and all students should be taught that retaliation is a serious offense that will result in disciplinary action.)



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- “What if it reaches a level of being not safe for students?” (It is likely students will quickly agree that if the behavior becomes unsafe, with the possibility of injury, it should be reported to an adult immediately. It is important to make this explicit.”)
- “Who can you talk to if it happens and you can’t get it to stop?”

Wrap-up: “Today we have made a commitment to using a school-wide stop phrase. Remember, if someone asks you to stop, the rule is: You stop.

We will have another Expect Respect lesson next week. Between now and then, think about what we’ve discussed and learned today.

Remember, there are four things you can do to make our school a place where all are treated with respect:

1. Use the stop phrase if you are being treated in a way that does not feel respectful.
2. Use the stop phrase to interrupt the behavior of others if you see someone else being treated disrespectfully.
3. If someone uses the stop phrase toward you, stop what you are doing, even if you didn’t think you were being disrespectful.
4. Look for examples of people stopping when they are asked, and thank them for helping to make our school safe and respectful.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Curriculum: Lesson 2 – All Students

#### Student Coaching

##### Lesson 2: Getting on the Bus

- Objectives:
1. Students will discuss the role of the bystander and how bystanders can interrupt harassment or bullying.
  2. Student will identify and practice three critical skills for harassment and bullying prevention:
    1. Using the stop phrase
    2. Bystander use of interruption phrases
    3. Perpetrators following the stopping strategy

Time Needed: Approximately 45 minutes. You will need 2 minutes before class begins to talk with the perpetrator and recipient volunteers (see step four).

Materials: Even number of chairs (six to ten), set up in pairs, like one side of aisle of a bus (set up before class starts, if possible), a baseball hat, a conversation between you, the “perpetrator” and the “recipient”.

#### Instructions:

- Identify a student who will play the role of recipient in front of the class.
- Pull the student who is to play the recipient aside and tell him or her that you need his or her help. Let the student know that he or she is an important player in a demonstration of how to interrupt bullying and harassment.
- Ask the student who will be the “perpetrator” if she or he is open to playing the role. Let her or him know that students will use strategies to interrupt her or his bullying and harassment, and that these strategies may include yelling at the perpetrator, and so forth.
- Ask the student who is playing the “recipient” if he or she is comfortable being the target of the bullying/harassment.
- Check in with the recipient to make sure they are comfortable playing this role. Have other students in mind in case the first student isn't comfortable.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

**Strategies:** Explain to students that today we are going to be working on a role-play called Getting on the Bus.

**Step 1:** Remind students of classroom expectations for class discussion.

Examples: “Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today’s discussion.

Here is what I want to see and hear:

1. Listen respectfully to others.
  2. Share your honest opinions.
  3. Take it seriously.
  4. Please do not use anyone’s name. Talk about events, not people.
- Does anyone else have ideas?”

**Step 2:** Have a brief review of last week’s lesson. Ask students to name as many strategies for interrupting bullying and harassment as they can remember. Fill in the gaps if they’ve forgotten some important ones. Write the strategies on the board. Review the school-wide stop phrase.

**Step 3:** Introduce today’s lesson:

“Today we are going to take a closer look at the role of the bystander, and learn how powerful the bystander can be in a situation where someone is being harassed.”

“Before we start our activity, I want to tell you a story about a student named Zach, who was a student at a high school. Zach was in the school parking lot hanging out with his friends. A car suddenly came streaking toward the group, swerved toward Zach, and bumped into him hard enough that he fell to the ground. The passengers in the car were yelling at Zach, and calling him the “N” word and other racist words and phrases. Then the car zoomed away. Zach was shocked when he looked up at his group of friends to find they were all silently staring at him. Zach said, ‘Why are you looking at me? Those guys in the car are the crazy ones! Why didn’t you say anything to them? Why didn’t you do anything?’ Zach felt really alone.”

“I want you all to think about Zach’s story as we begin our activity.”



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**Step 4:** Set up the “bus.” Set up the chairs (if not already set up), and then ask for volunteers in the following order (knowing that you’ve already tapped your recipient)

1. I will sit in the back of the bus. I am going to make fun of (name of the ` recipient volunteer). (Name of the recipient) will sit in the front of the bus. Give the recipient volunteer the hat and ask him or her to put it on.
2. “I need \_\_\_\_ volunteers to fill the rest of the seats.” Pick as many students as you need to fill the bus.
3. Tell the rest of the students in the class that they are the witnesses, and you will be asking them some important questions about what they see.

**Step 5:** Begin the simulation. Say: “You are all on a bus. \_\_\_\_\_ is wearing a hat, and I will make fun of him or her for wearing the hat. Just for wearing the hat, not for anything else. Go!”

Allow the simulation to go on for a short while. Then say:

“Stop!” Ask the student wearing the hat, the recipient, “How did that make you feel?” Ask the perpetrator, the student in the back of the bus, “How did that make you feel?” Ask the witnesses, the members of the class who are not on the bus, “What did you see?” Witnesses will probably point out which “bus” passengers laughed, which passengers did nothing, which passengers looked at the recipient, and so on.

Tell the students they are going to do the simulation again. Say:

“This time I’m going to ask everyone on the bus to respond to the perpetrator, using whatever strategy you are most comfortable with. Remember, if we all stand up together against harassment, we create safe spaces for everyone.”

Restart the simulation; ask the student in the back of the bus to begin harassing the student in the hat again.

Allow the simulation to go on for a short while. This time, it may stop on its own when the “bus” riders interrupt the harasser. If not, say:



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“Stop!” and go through the same questions as before, noting the differences between the second and first times through the simulation.

It is possible that it could take more than two simulations for students to comfortably demonstrate the interrupting strategies. Do as many run-throughs as needed to allow students to practice the interrupting strategies.

If time permits, simulate other areas (i.e. the cafeteria, hallway, before or after school, and so forth).

**Step 6:** Discuss the power of the bystander. How did this activity illustrate the power that bystanders have to interrupt harassment? How would Zach (from the story at the beginning of the lesson) have felt if his friends had interrupted the harassing behavior? How did it feel to stand together to interrupt harassment? Was it easy or hard? Would it be easier or harder if you had to stand up to a harasser by yourself?

**Wrap Up:** “Today we have discussed and practiced ways to interrupt harassment. In order to make our school, buses, and other places safe for everyone, we must stand together against harassment. As you go through the week, look out for situations where you can stand together to interrupt harassing or disrespectful behavior. I would love to hear about your successes and to give you extra support. Remember that you can talk with me, or another adult you feel comfortable with, if you are having a problem or have any questions.”



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Curriculum: Lesson 3 – All Students

#### Student Coaching

##### Lesson 3: YouTube Reflections and Seeking Support

- Objectives:
1. Students will view video examples of bullying and harassment. They will discuss the perspectives and motivations of the perpetrator, recipient, and bystander, and then relate them to their own experiences at their school.
  2. Students will examine and discuss their own ideas about how they themselves would respond if they were the perpetrator, recipient and bystander.
  3. Students will brainstorm, discuss, and role-play various ways that bystanders can obviously or subtly interrupt bullying and harassment.
  4. Students will complete the Seeking Help form and paste it in the front of their planner.

Time Needed: Approximately 50 minutes. Use with whole class. Allow approximately 30 minutes for the YouTube videos and reflection papers. Allow approximately 20 minutes for the Seeking Help part of this lesson.

Materials: Access to the Internet; a projector; speakers; paper and pencils.

#### **Part 1: YouTube Reflections**

Strategies: Explain to students that today we are going to be working through a lesson called YouTube Reflections. All students will view a set of YouTube videos relating to bullying and harassment. Students will then get into small groups and use their own experiences with bullying and harassment to create storyboards for videos like the ones they will watch today. Following that activity, students will write Reflection Papers discussing their reactions and personal experiences.

**Step 1:** “Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today’s discussion.”

“Here is what I want to see and hear:

1. Listen respectfully to others.
2. Share your honest opinions.





## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

3. Take it seriously.
4. Please do not use anyone's name. Talk about events, not people.

Does anyone else have ideas?"

"We are going to watch some YouTube videos. In each video, there is a message about bullying and harassment. We will watch each video and have a short discussion about it."

**Step 2:** Show several videos (three or four is a recommended number to show). You may select videos from the list below, or choose other videos you discovered on your own. Following each video, encourage discussion around these questions:

"What do we think the perpetrator wanted? What did they gain from their behavior?"

"How do you think the person who was targeted was feeling?"

"What could the person who was targeted do that might help?"

"What should the person who was targeted avoid doing that could make it worse?"

"What could bystanders do to make it help the person who was targeted?"

**Step 3:** Assign students into groups of three to four. Make sure that you have pre-assigned the groups so that you do not waste time.

Pass out two copies of the Storyboard Graphic Organizer and one copy of the Sample Storyboard to each group. Tell the groups that the group member with the birthday closest to today is the group facilitator.

Say, "Each of you should think of instances of bullying and harassment you have witnessed and think about how it might look in

Bullying Prevention in Positive Behavior Support: Expect Respect video similar to what we just watched. Share your ideas with the group, discuss them for 5 minutes and then vote on which idea the group would like to make into a storyboard. The facilitator needs to make sure everyone gets a chance to speak and to vote on their favorite idea. It is OK to combine ideas if that makes sense to the group.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

“Use the story board sheets to show your group’s idea for a video like the ones you saw. The story board has a box to show an image of a target student or students, a second box to show an image of a perpetrator or bully, a third box to show the bystander, and two final boxes to show the actions.”

“You have two Storyboard sheets so that you can make a rough draft and write all over it. The second sheet is a final copy. The final product does not need to be artistic—stick figures are fine—but it does need to be neat and legible. Take a look at the Sample Storyboard to get you started and feel free to ask me questions. OK, get started.”

When groups are finished, they can elect a reporter to share the storyboard with the class. The teacher should collect the storyboards and tell students that they can use them again in the future to create an actual video or skit.

“Each of you is to write a Reflection Paper. Your paper should be at least two paragraphs long. Write about a personal experience you have had with bullying and harassment. Explain what happened and how it made you feel. You may include names of others involved if you want to, but you do not have to include names. If you want to talk to me about your Reflection Paper, now or sometime in the future, I will make time to talk with you. You have 20 minutes to write. If you are not finished and want to take it home and bring it back tomorrow, you may do so. Are there any questions? Begin.”

Wrap Up: “Today we have discussed and practiced ways to interrupt harassment. In order to make our school, buses, and other places safe for everyone, we must stand together against harassment. As you go through the week, look out for situations where you can stand together to interrupt harassing or disrespectful behavior. I would love to hear about your successes and to give you extra support. Remember that you can talk to me, or another adult you feel comfortable with, if you are having a problem or have any questions.”



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Curriculum: Lesson 4 – All Students

#### Lesson 4: Seeking Support

**Objective:** Students will complete the seeking help form and paste it in the front of their planner.

**Time Needed:** Approximately 20 minutes.

**Materials:** Seeking Support worksheet, scissors, glue, school planner

**Strategies:** The instructor or facilitator models for students how to complete a plan for seeking support. The objective is to show that it's important for all of us (adults and students alike) to know what to do if we, or someone we see, is being harassed. Explain to students that today we are going to be working on building a plan for seeking support.

**Step 1:** Pass out the worksheet.

Say, "You all have learned about what bullying and harassment look like, how to interrupt harassment, and how powerful bystanders can be if they stand together. Today we are going to fill out a plan for seeking support if you should ever need it. This will help us remember how to get help if we, or someone we see, is being harassed. The support plan will also help us remember what strategies we can use to interrupt harassment. I'll show you how I'm filling out my plan, and then you'll get to work on yours. When you're done, you'll paste the plan into your planner."

***Demonstrate filling out the plan. This will help students take the activity seriously.***

**Step 2:** Students fill out the plan. Teacher walks around the room, helping students who are stuck, answering questions, and so on. When students have completed their plan (or as much as they are able to complete at that time), they will paste the safety plan into their planners.

**Step 3:** Invite students to an upcoming forum on a date identified by the Expect Respect team.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

**Wrap Up:** Say, “Please see me if you need help or more time to fill out your safety plan. It’s really important that we’ve all thought through how to keep everyone safe.” This is our last Expect Respect lesson. Every student, and most teachers, have done this important work. We have all learned to recognize and interrupt harassment. I know this is not an easy task, but remember: by standing together against harassment, by speaking up, by saying “stop” when you or someone you see is being harassed, you are helping to create a safe school for everyone.”



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Reference List of YouTube Videos

Teaching Respect—Example of Kobe Bryant and LeBron James. (3:01).

[www.youtube.com/watch?v=gNN000Ood\\_s&feature=player\\_embedded](http://www.youtube.com/watch?v=gNN000Ood_s&feature=player_embedded)

(This would be a great video for a reflection paper; there is room for a lot of different interpretations. Displays Kobe and LeBron talking about respect.)

Example of Correct Responses to Disrespect—Red Hair Example (0:50).

[www.youtube.com/watch?v=nWJut7KQhI4&feature=player\\_embedded](http://www.youtube.com/watch?v=nWJut7KQhI4&feature=player_embedded)

(Touches on what other people can do to combat bullying behavior.)

Effect of Verbal Disrespect—Words Hurt (0:32)

[www.youtube.com/watch?v=1j6YA03hm4k&feature=player\\_embedded](http://www.youtube.com/watch?v=1j6YA03hm4k&feature=player_embedded)

(Displays words attacking a child and the overall effect they may have.)

Example of a Narrative of the Effects of Bullying (5:01)

[www.youtube.com/watch?v=JnHraVRBfL8&feature=player\\_embedded](http://www.youtube.com/watch?v=JnHraVRBfL8&feature=player_embedded)

(Displays clips from “Freaks and Geeks” that show a story of someone being bullied, and being hospitalized due to it. Clip was approved for individual awareness only, with excessive pre-teaching and explanation of the content. Not appropriate for class wide setting.)

[www.youtube.com/watch?v=PtFtbaKIYyg](http://www.youtube.com/watch?v=PtFtbaKIYyg)

“Hero in the Hallways” depicts students in the halls of their schools with anti-bullying messages. Excellent way to wrap up a lesson.

[www.youtube.com/watch?v=ax96cghOnY4](http://www.youtube.com/watch?v=ax96cghOnY4)

Joel Burns tells gay teens it will get better.

[www.youtube.com/v/zg47LjCfEn8?fs=1&hl=en\\_US](http://www.youtube.com/v/zg47LjCfEn8?fs=1&hl=en_US)

Little boy speaks out against using the N-word.

[news.yahoo.com/s/yblog\\_thelookout/20101115/us\\_yblog\\_thelookout/gay-michigan-student-defends-suspended-teacher](http://news.yahoo.com/s/yblog_thelookout/20101115/us_yblog_thelookout/gay-michigan-student-defends-suspended-teacher)

Fourteen-year-old boy speaks on behalf of a teacher who was suspended for standing up for gay students.

[www.msnbc.msn.com/id/3032600/vp/41928090#41928090](http://www.msnbc.msn.com/id/3032600/vp/41928090#41928090)



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Storybook Graphic Organizer

**Target**

**Perpetrator**

**Bystander**



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Expect Respect—Seeking Support

If a friend, someone I don't know, or I am being bullied, the four adults at school I can report to are:

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_

The two adults I can report to outside of school are:

1. \_\_\_\_\_ 2. \_\_\_\_\_

If I'm feeling too upset or nervous to make a report by myself, or I need to talk to someone about what's going on, two friends I can count on are:

1. \_\_\_\_\_ 2. \_\_\_\_\_

If I see someone being bullied, here are three strategies I can use to interrupt the bully's behavior:

- 1.
- 2.
- 3.

If my family or I need to contact someone at school about bullying, here is some information we can use:

School Phone Number: \_\_\_\_\_

Principal's E-mail and Phone: \_\_\_\_\_

Assistant Principal's E-mail and Phone: \_\_\_\_\_

Counselor's or Team Leader's E-mail and Phone: \_\_\_\_\_



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Curriculum: Lesson 5 – All Students

#### Student Coaching

#### Lesson 5: Interrupting Bullying and Harassment in the Classroom

- Objectives:
1. Students will discuss the role of the bystander and the power a bystander has to interrupt bullying and harassment
  2. Students will identify, practice, and evaluate specific strategies bystanders can use to interrupt bullying and harassment

Time Needed: Approximately 45 minutes. You will need 3 minutes or so to talk with the perpetrator and recipient volunteers (see Materials Needed section) sometime before you teach this lesson. You will also need approximately five minutes to set up your classroom for the role-play.

Materials Needed: A “Glee” item (for example, a “G” made out of paper and stuck to the recipient’s shirt); “Glee” video: [www.youtube.com/watch?v=6pmqIVhEYkE&feature=related](http://www.youtube.com/watch?v=6pmqIVhEYkE&feature=related); a conversation between you, the “perpetrator,” and the “recipient.”

Instructions:

Identify two students who will role-play in the class. Have several choices in case the first students aren’t comfortable.

Pull these two students aside and tell them you need their help with an Expect Respect lesson. Tell the students that they are important players in a demonstration of how to interrupt bullying and harassment.

Ask the student who will be the “perpetrator” if he or she is open to playing the role and give him or her an overview of the role-play. Let him or her know that students will use strategies to interrupt his or her “bullying” behavior. Explain to the “perpetrator” that you will be role-playing with him or her, and that you would like him or her to begin his or her part of the role-play when you have moved away from his or her table.

Ask the student who is playing the “recipient” if she or he is comfortable being the target of the “bullying” and give her or him an overview of the role-play.





## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

Classroom set-up: create two groups; one where the “perpetrator” will sit with three other students and one where the “recipient” will sit with three other students. The rest of the classroom should be set up so the remaining students can see the role-play fish bowl style.

Lesson:

**Step One:** Remind students of the ground rules for classroom discussion:

1. Listen respectfully to others.
2. Share your honest opinions.
3. Take it seriously.
4. No names.

**Step Two:** Have a brief review of last week’s lesson. Ask students to name as many strategies for interrupting harassment as they can remember. Fill in the gaps if they’ve forgotten some important ones. Write the strategies on the board. Review the school-wide stop phrase.

**Step Three:** Introduce today’s lesson: “Today we are going to take a closer look at the role of the bystander, and learn how powerful the bystander can be in a situation where someone is being harassed.” “Before we start our activity, let’s talk about the TV show “Glee.” How many have seen “Glee”? For those that haven’t seen it, can someone tell the class what “Glee” is about?

Allow students to give a brief summary of the show then add your own summary:

“Thank you. “Glee” is a show about high school students who sing in the school glee club. Their group is made up of all different kinds of students—some from popular groups like the cheerleaders—but on the whole the glee kids are treated poorly by the rest of the school and called names like “nerd,” “geek,” and “lady” (this name is applied to boys only). In this video, you’ll see scenes of the glee kids getting “slushied” (having slushie drinks thrown on them) by the students who consistently bully them at school.

**Step Four:** Show video

[www.youtube.com/watch?v=6pmqIVhEYkE&feature=related](http://www.youtube.com/watch?v=6pmqIVhEYkE&feature=related)



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### **Step Five:** 15–20 minutes

Ask your pre-identified recipient and perpetrator to take their seats.

Ask for six volunteers to participate in the role-play and explain that they will play members of the class. Seat three volunteers with the recipient and three with the perpetrator.

Begin the simulation. Say:

“For our role-play today, we are going to imagine that (recipient) is a member of the glee club. Students sitting with (recipient) and (perpetrator) you are members of my class. I’m the teacher and I’m helping students with their work. The rest of you are witnesses. (*Perpetrator*), I want you to make fun of (recipient) for being a member of the glee club. Go!”

***Allow the simulation to go on for a short while. Then say:***

“Stop!” Ask the recipient, “How did that make you feel?” Ask the perpetrator, “How did that make you feel?” Ask the witnesses, “What did you see?” Witnesses will probably point out which “members of the class” laughed, which “members of the class” did nothing, which “members of the class” looked at the recipient, and so forth.

Tell the students they are going to do the simulation again. Say: “This time I’m going to ask all the members of the class to respond to the perpetrator, using whatever strategy you are most comfortable with.

Remember, if we all stand up together against harassment, we create safe spaces for everyone.”

Restart the simulation; ask the perpetrator to begin harassing the recipient again.

Allow the simulation to go on for a short while. This time, it may stop on its own when the students interrupt the harasser. If not, say:

“Stop!” and go through the same questions as before, noting the differences between the second and first times through the simulation. Remind students of the interrupting strategies written on the board.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

It's possible that it could take more than two simulations for students to comfortably demonstrate the interrupting strategies. Do as many run-throughs as needed to allow students to practice the interrupting strategies. If time permits, allow other volunteers to play members of the class and practice interrupting strategies.

**Step Six:** 5–10 minutes

### **Discuss the power of the bystander.**

How did this activity illustrate the power that bystanders have to interrupt harassment?

Last year, 32 percent of Madison students reported that bullying and harassment occur in classrooms. How easy or hard is it to interrupt disrespectful behavior in the classroom?

### **Wrap Up:**

Say, "Today we have discussed and practiced ways to interrupt harassment. In order to make our school safe for everyone, we must stand together against harassment. As you go through the week, look out for situations where you can stand together to interrupt harassing or disrespectful behavior. I would love to hear about your successes and to give you extra support. Remember that you can talk with me, or another adult you feel comfortable with, if you are having a problem or have any questions."



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Curriculum: Lesson 6 – All Students

#### Student Coaching

#### Lesson 6: “It Gets Better” Reflection and Seeking Support

Objectives	<ol style="list-style-type: none"><li>1. Students will view “It Gets Better” videos. They will discuss the perspectives and motivations of the adult spokespeople and the Intended audience.</li><li>2. Students will construct a timeline illustrating and analyzing how issues of bullying and harassment change through the years, from kindergarten to adulthood.</li><li>3. Students will use their timelines to discuss why bullying and harassment develops into a serious problem in the middle school years and what can be done to limit it based on what they know about elementary school, high school, and adulthood.</li><li>4. Students will complete the seeking support form and paste it in the front of their planner.</li></ol>
Time Needed:	Approximately 50 minutes. Use with whole class. Allow approximately 35 minutes for the “It Gets Better” videos, timeline construction, and discussion. Allow approximately 15 minutes for the seeking support part of this lesson.
Materials:	Access to the Internet, a projector, speakers, paper and pencils,

#### **Bullying and Harassment Chronology for each student.**

##### **Part 1: “It Gets Better” Reflections**

**Step 1:** “Class, today we are going to talk about how all of us can help make our school safe and a place where all of us want to be for Six hours a day. We are going to have a discussion about how we treat each other. Before starting, I want us to set some agreements for today’s discussion.

Here is what I want to see and hear:

1. Listen respectfully to others.
2. Share your honest opinions.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

3. Take it seriously.

4. Please do not use anyone's name. Talk about events, not people.

Does anyone else have ideas?"

"We are going to watch some YouTube videos that are part of a project called "It Gets Better." There are hundreds of these videos online all made by adults and designed to be watched by young people. The videos were made in response to several teenagers who killed themselves because they were harassed for being gay, or because people thought they were gay. The key message is that bullying and harassment is a big problem in middle school, but that it gets better as you grow up. In each video, there is a message about bullying and harassment. We will watch each video and then you will individually complete a worksheet.

**Step 2:** Show the "It Gets Better" videos. After watching all the videos, say:

"These videos are made by adults for students to watch"

"Who do you think would benefit by watching this video?"

"Why are adults making these videos?"

**Step 3:** Pass out one copy of the Bullying and Harassment

Chronology and one copy of the Sample Storyboard to each student. Say, "This handout is a way for you to show how the issues of bullying and harassment are the same or different depending on how old you are. Please look at your worksheet. For each time of life—elementary school, middle and early high school, and high school to adult—you are asked to think about the following:

Who is the recipient, or who gets bullied? Why are they bullied?

How do they respond?

Who is the perpetrator, or bully? Why do they bully?

What do bystanders do when they witness bullying or harassment?

Part of the handout is already filled in to help you get started. You are responsible to fill out at least two separate ideas in each square in the chronology. You can use your own experience and what you have heard from other students and adults."



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

Give students about 7 minutes to fill out the chronology worksheet.

**Step 4:** Ask the students to get into groups of three or four.

Say, “Share what you have written on your chronology with your group. Compare your ideas and as a group pick two reasons why there is less bullying in elementary school and two reasons why there is less bullying among adults. Circle those ideas on your chronology sheets.”

The intent is to have students recognize the unique factors that make bullying and harassment so prevalent in middle school. Social pressures cause students in middle school to do things that they perhaps would not have done in elementary school or would not do in adult life (such as not report a problem, not tell someone to stop being disrespectful, and so on). Circulate while students are working in groups. If students are struggling with thinking about why there is less bullying in elementary school and among adults, suggest the following:

- “In elementary school, students who are the target of bullying and harassment are more likely to report the problem. There is less pressure from other students not to tell and more support of the idea that you should report to adults when you have a problem. As adults, bullying and harassment happens less because many adults refuse to put up with someone who behaves that way toward them or another adult. In other words, they quickly put an end to bullying and harassment by telling the perpetrator to stop.”

Discussion:

- Have the groups share their best ideas with the class.
- Ask students to share how we could use this information at our school to decrease bullying and harassment.

Wrap Up:

“Last year at our school, \_\_% percent of our students reported that they had observed harassment based on sexual orientation. Students also observed harassment based on gender, appearance, race, and disabilities. I know you all hear this kind of disrespect in the halls nearly every day. The next time you hear it, I challenge you to do something about it. Interrupt that disrespectful behavior; don’t be a bystander. Help things get better NOW for all students.”



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Reference List of YouTube Videos

Ellen DeGeneres: [www.youtube.com/watch?v=\\_B-hVWQnjjM](http://www.youtube.com/watch?v=_B-hVWQnjjM)

San Francisco Giants: [www.youtube.com/watch?v=A1TcD95kmGQ](http://www.youtube.com/watch?v=A1TcD95kmGQ)

President Obama: [www.youtube.com/watch?v=HzcAR6yQhF8&feature=related](http://www.youtube.com/watch?v=HzcAR6yQhF8&feature=related)



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Implementation Tools Overview

#### *Bullying Prevention in Positive Behavior Support: Expect Respect*

##### Monitoring Implementation Tools

###### Overview

Collecting data to support implementation of any intervention is vital to sustaining support for effective programs. The authors of Expect Respect encourage schools and districts to collect data on the implementation of this bullying and harassment prevention program, to see if it is helping your staff and students create a safer school environment. Before implementation of Expect Respect, schools are encouraged to complete the Readiness Checklist, found on page 54. This checklist will help schools determine if they have the necessary resources to implement this intervention successfully. Next, you will find a Letter to Parent(s) or Guardian(s), which can be used to inform families of the bullying intervention being implemented at school as well as the main components of the intervention, which they may use at home. After that, you will find a Fidelity Checklist for Expect Respect Trainers, to track the implementation of the different components of the intervention throughout the school year. Also included is a Fidelity Checklist for Staff Members, which can be completed quarterly during regularly scheduled staff activities (e.g. staff meetings). This checklist also serves as a reminder of the different steps staff members may take when bullying incidents occur. The Lesson Preparation Evaluation is designed to give teacher feedback by a peer coach on presenting lessons from the Expect Respect curriculum. It can also be used by teachers for self-evaluations. Last, the Student Survey, is a tool that schools can use to assess students' perceptions of their school environment and their responses to bullying and harassment behaviors. It may also be used to collect pre- and postintervention data, to assess if implementation of Expect Respect had an effect on the way students view school safety.





## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Readiness Checklist

#### *Bullying Prevention in Positive Behavior Support: Expect Respect*

#### Monitoring Implementation Tools

#### Readiness Checklist for Trainers

<b>Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect Readiness Checklist</b>			
<p>This readiness checklist is designed for use by school and district administrators considering implementing bullying prevention efforts in their school. Schools that have these five features in place are more likely to be successful in their implementation of <i>Expect Respect</i>.</p> <p>Our school is ready to adopt <i>Expect Respect</i> when...</p>			
Item	Data Source	Scoring Rubric	Score (circle)
<b>School Need</b>			
1. Bullying is identified by our faculty and administration as an issue in need of intervention.	<ul style="list-style-type: none"> <li>* Office discipline referral (ODR) data</li> <li>* Survey data</li> <li>* Comments from teachers, students, and parents</li> <li>* Staff vote</li> </ul>	<p><b>Yes</b> = Data indicate a level of need</p> <p><b>No</b> = Data does not indicate a level of need</p>	<p><b>Yes</b></p> <p><b>No</b></p>
<b>Team Support</b>			
2. We have a team that can follow through with implementation and adaptation of <i>Expect Respect</i> .	<ul style="list-style-type: none"> <li>* School-wide system already implemented</li> <li>* Team established</li> <li>* Team vote</li> </ul>	<p><b>Yes</b> = Data indicate team readiness</p> <p><b>No</b> = Data does not indicate team readiness</p>	<p><b>Yes</b></p> <p><b>No</b></p>
3. The team has time to (a) receive training, (b) adapt <i>Expect Respect</i> to fit its school, (c) deliver the <i>Expect Respect</i> lessons, and (d) meet at least monthly to manage on-going improvement.			<p><b>Yes</b></p> <p><b>No</b></p>
<b>District and School Support</b>			
4. We have access to district coaching that will work with the school team to adapt and implement <i>Expect Respect</i> after training.	<ul style="list-style-type: none"> <li>* Contact information for district coaches</li> <li>* School-wide data system being used</li> <li>* Staff vote</li> <li>* Part of school improvement plan for next year</li> </ul>	<p><b>Yes</b> = Data indicate availability of district and school support</p> <p><b>No</b> = Data do not indicate availability of district and school support</p>	<p><b>Yes</b></p> <p><b>No</b></p>
5. We have a data system that will help us determine if we are implementing <i>Expect Respect</i> with fidelity and that it is having a meaningful impact on student behavior.			<p><b>Yes</b></p> <p><b>No</b></p>

Nese and Horner, 2012



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Letter to Parent(s)/Guardian(s)

#### Bullying Prevention in Positive Behavior Support: Expect Respect

Dear Parent(s) or Guardian(s):

\_\_\_\_\_ School has been implementing a program, Positive Behavioral Interventions and Supports. This program focuses on social climate and teaches students the core values of respect, safety, and responsibility. One of the more challenging obstacles for schools relates to socially aggressive behavior, also known as bullying and harassment. Bullying and harassment includes taunting, rumor spreading, humiliation, name-calling, exclusion, and physical aggression. These behaviors can be particularly challenging for school staff members to address because they are often covert.

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect is a program designed to empower students to positively impact the social environment in their school. We help students accomplish this by teaching them specific skills and including them in discussions about how these issues can best be addressed.

There are three strategies we want students to learn, and there is one strategy for staff members to learn, as part of Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect. They are:

1. Stop Strategy: In a situation where disrespectful behavior occurs, it is important for student recipients to utilize the following steps in an effort to stop the problem behavior before it escalates.

If someone treats you in a way that feels disrespectful:

- Step 1: Use the school-wide stop phrase.
- Step 2: If the person stops, say something like “Cool” or “OK” and move on with your day.
- Step 3: If the person does not stop, decide whether to ignore the person or seek support.
- Step 4: If you decide to ignore, don’t look at or talk to that person. If you decide to seek support, select a school adult to approach and ask for support.

Stopping Strategy: In a situation where a student asks another student to stop behaving disrespectfully, it is important for the accused student to utilize the following steps in an effort to de-escalate the situation.

If someone uses the school-wide stop phrase toward you:

- Step 1: Stop what you are doing, even if you don’t think you are doing anything wrong.
- Step 2: Remind yourself “No big deal if I stop now.”
- Step 3: Say “OK” to the person who asked you to stop and move on with your day.



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

2. Recruiting Support Strategy: In a situation where the recipient of disrespectful behavior has attempted to stop the behavior, yet the problem behavior continues, it is important for the student recipient to take the following steps to recruit support for de-escalating the conflict.

If you use the School wide stop phrase and the person doesn't stop:

- Step 1: Decide whether to ignore it or seek support.
- Step 2: If you seek support, select a school adult to report to.
- Step 3: Approach the adult and say, "I'm having a problem with \_\_\_\_\_. I asked her to stop and she continued."
- Step 4: If the adult doesn't have time to help solve the problem right then, ask the adult when she will have time and make an appointment.

3. Providing Support Strategy (for adults): In a situation where a student comes to you with a conflict that they cannot resolve on their own, it is important to take the following steps in order to help the student resolve the situation.

If a student approaches you with a problem involving disrespectful behavior:

- Step 1: Say "Thanks for telling me."
- Step 2: Listen empathetically. Ask if this is the first time; determine who, what, when, and where.
- Step 3: Ask the student if the person who didn't stop is likely to retaliate if confronted.
- Step 4: Help the student select a course of action. Possibilities include:

Filing a harassment report

Creating a safety plan for minimizing contact

Letting it go ("I just needed someone to listen to me")

Here's how you can help: If your student reports a situation that sounds like bullying or harassment, please do two things: 1) Try using the steps in the Providing Support Strategy (above), 2) Please contact a school adult to report the situation. Since a high percentage of incidents are covert, the school adults may not be aware of a bullying situation. By contacting us, you will be helping us to take actions that will help to create a supportive and inclusive school climate. Your involvement in helping us create a safe school environment for all students means so much to our staff, teachers, and community.

Thank you for your assistance,



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Fidelity Checklist for Trainers/BP-PBS Coordinators

#### *Bullying Prevention in Positive Behavior Support: Expect Respect*

##### Monitoring Implementation Tools

##### Fidelity Checklist for Trainers

<b>Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect</b>		
<b>Implementation Checklist:</b> To be completed weekly by the Expect Respect trainer.		
<b>Task</b>	<b>Target Date</b>	<b>Date Completed</b>
1. Staff training completed		
2. Student Advisory Council meeting held		
3. Lesson 1 delivered to all students		
4. Lesson 2 delivered to all students		
5. Fidelity Check 1 (self-assessment) completed		
6. Repeat and Repair 1 completed		
7. Lesson 3 delivered to all students		
8. Lesson 4 (optional) delivered to all students		
9. Fidelity Check 2 (self-assessment) completed		
10. Repeat and Repair 2 completed		
11. Student Work Group formed to create project (some schools will choose not to do this). Additional meetings scheduled and tasks assigned.		
12. Fidelity Check 3 (self-assessment) completed		
13. Student Surveys administered		
14. All Data (Fidelity Checks and Student Surveys) collected		
15. All Data analyzed		



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Fidelity Checklist for Staff Members

#### *Bullying Prevention in Positive Behavior Support: Expect Respect*

##### Monitoring Implementation Tools

##### Fidelity Checklist for Staff Members

Bully Prevention in Positive Behavior Support: Expect Respect					
<b>Staff Self-Assessment:</b> To be completed at least quarterly by all staff members (e.g. at staff meetings or online).					
Item	Always	Mostly	Some of the time	Never	NA
1. To what extent have I interrupted bullying and harassment behaviors I have observed in or around the school since our last staff meeting?					
2. To what extent have I reflectively listened when students have reported bullying and harassment incidents to me?					
3. To what extent have I praised the student for reporting the bullying and harassment incident?					
4. To what extent have I encouraged the students to use an assertive word or phrase to interrupt the bullying and harassment incident or walk away?					
5. To what extent have I checked back in with students, following a report, to determine if the issue has been resolved from the student's point of view?					



## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Lesson Preparation Evaluation

#### *Bullying Prevention in Positive Behavior Support: Expect Respect*

##### Monitoring Implementation Tools

##### Lesson Preparation Evaluation

**Lesson Preparation Evaluation:** This worksheet is designed to give the teacher feedback by a peer coach on presenting lessons from the Expect Respect curriculum. It can also be used by the teacher for self-evaluations.

**Teacher** \_\_\_\_\_

**Coach** \_\_\_\_\_

**Lesson number and title** \_\_\_\_\_

**Describe the setting and the activity that took place.**

**Did the teacher follow the lesson and the script? Please describe.**

**Did the teacher provide praise for the students' participation? Please describe.**

**What went well during the lesson?**

**What suggestions or ideas do you have for improving the delivery of the lesson?**

**Teacher, what do you feel were your strengths?**

**Teacher, what would you like to improve?**





## Strategy 1: Expect Respect/Stand for Courage (Middle and High School)

### Student Survey

#### *Bullying Prevention in Positive Behavior Support: Expect Respect*

##### Monitoring Implementation Tools

##### Student Survey

Your school is involved in a study to learn how students feel about stopping bullying in schools. We are asking students to complete a short survey about respect at your school. If you agree to participate in the survey, please answer the following questions:

Student Assent: I agree to participate in a bullying prevention program called Expect Respect and want to take the survey:

Yes  
No

Please answer the questions below about respect at your school.

In your school:	Strongly Disagree	Disagree	Agree	Strongly Agree
Do you feel safe?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do other students treat you respectfully?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you treat other students respectfully?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do adults treat you respectfully?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you treat adults in your school respectfully?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past week:	No	Yes
Has anyone treated you disrespectfully?	<input type="radio"/>	<input type="radio"/>
Have you asked someone to "stop?"	<input type="radio"/>	<input type="radio"/>
Has anyone asked you to "stop?"	<input type="radio"/>	<input type="radio"/>
Do adults treat you respectfully?	<input type="radio"/>	<input type="radio"/>
Have you seen someone else treated disrespectfully?	<input type="radio"/>	<input type="radio"/>



## Strategy 2: Stop, Walk, Talk (Elementary School)

### Strategy Overview

To strategically prevent bullying behaviors each school will:

1. Determine antecedent interventions that clarify expectations and create a positive culture in schools
  - a. Positive Behavioral Interventions and Supports has been adopted by the U.S. Virgin Islands Department of Education to improve and sustain a support school culture.
2. Develop and train Student-led Bully Prevention Response Team
  - a. Stop/Walk/Talk and Stand for Courage
3. Reinforce students for standing up for one another (with peer attention)
  - a. Student-led Bully Prevention Response Teams will work with their Bully prevention Coordinator to develop consistent, systematic ways to recognize students demonstrating the appropriate, bully prevention behaviors. One possible way for the team to recognize is through the “Stand for Courage” project.
4. Remove the “pay off” (e.g. praise, attention, recognition) that reinforces bullying
  - a. The following evidence based programs and curriculums will educate students on bully prevention

Included in this curriculum – To be completed within the first semester of each school year:

Student Curriculum: Part 1

Student Curriculum: Part 2

Student Curriculum: Managing Gossip

Student Curriculum: Managing Inappropriate Remarks

Student Curriculum: Managing Cyber Bullying





## Strategy 2: Stop, Walk, Talk (Elementary School)

# Stop, Walk, Talk – Bully Prevention

## Student Curriculum: Part 1

**Time:**

50 Minutes

**Objectives:**

## Establish rules and expectations for group discussions

Teach 3-5 school-wide rules for outside the classroom

## Teach Social Responsibility Skills (Stop/Walk/Talk)

## Group Practice

**Procedure:**

- I. Establish rules for instruction based on 3-5 schoolwide positively stated rules (use your school's behavioral expectations matrix)

*Examples might include:*

- Be safe – *keep hands and feet to yourself*
- Be Responsible – *participate in class*
- Be Respectful – *one person speaks at a time*

- II. Discuss what school-wide rules look like outside the classroom

*Examples might look like:*

- Saying nice things to other students.
- Walking in hallways or the cafeteria
- Keeping your hands and feet to yourself

Notes:\_\_\_\_\_



## Strategy 2: Stop, Walk, Talk (Elementary School)

- III. Discuss examples if not following school-wide rules in specific settings (use your school's behavioral expectations matrix)

Examples might include:

- Running in the hallways or cafeteria
- Throwing objects at another students
- Hitting, kicking or holding one down
- Talking behind someone's back
- Threatening another student
- Calling someone names
- Cheating or lying

- IV. Discuss why kids exhibit problem behavior outside of the classroom

### The candle under a glass cup

#### Materials Needed:

Small candle

Clear glass cup that can fit over top of candle

Matches or lighter

#### Procedure:

1. Compare fire and problem behavior with the class (Light the candle)
  - Both can be bright and both can hurt
2. Explain how problem behavior needs peer attention to keep going just like a candle needs oxygen to stay lit.
3. Discuss the many forms of peer attention
  - Arguing with someone that teases you
  - Laughing at someone being picked on
  - Watching problem behavior and doing nothing about it.
4. Explain how taking away peer attention is like taking the oxygen away from a candle (cover the lit candle with the clear glass cup, and watch as the flame slowly dies out).
5. Students can take away the peer attention that keeps problem behavior going by:
  - Telling someone teasing you to "Stop"
  - Walking away from problem behavior
  - Helping another student by saying "Stop" or by walking away from problem behavior with them.
  - Telling an adult

Notes: \_\_\_\_\_

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## Strategy 2: Stop, Walk, Talk (Elementary School)

- V. Teach Social Responsibility Skills (Stop/Walk/Talk) – Describe the 3 steps for reposing to problem behavior

Be sure to practice each step with the students and ensure that they are fluent. This should include at least 3 correct examples and at least 2 non-examples (When not to use the 3-step response)

### 1. The Stop Signal

- Teach students the school-wide “Stop Signal” (verbal and physical action) for problem behavior.
- Model the use of the Stop Signal when they experience problem behavior or when they see another student experiencing problem behavior.
- Practice the Stop Signal, calling volunteers to the front of the class.
  - Include at least 3 examples of the right time to use the Stop Signal

Positive examples of when to use the Stop Signal might include:

- Johnny pokes Sally in the back over and over while in line
- Susie teases Sally and calls her a derogatory name
- Joey tackles Sam while playing two-hand touch football
- Sam steals the ball away from Fred when they are not playing a game that involves stealing.

- Include at least 1-2 examples of when not to use the Stop Signal

Negative examples: when not to use the Stop Signal

- Johnny accidentally breaks the double-dribble rule in basketball
- Kelly makes a suggestion for a game that Fred does not like
- Sam steals the ball away from Fred when they are playing basketball: a game where stealing is appropriate
- Sally continues to poke Susie in line, even after Susie has delivered the Stop Signal

Notes: \_\_\_\_\_

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## Strategy 2: Stop, Walk, Talk (Elementary School)

## 2. Walk Away

*Sometimes, even when students tell others to "Stop", problem behavior will continue. When this happens, students are to "walk away" from the problem behavior.*

- Model "walking away" when students experience continued problem behavior or when they see another student experiencing continued problem behavior

Remind students that walking away removes the reinforcement for problem behavior

- Teach students to encourage one another when they use the appropriate response
- Practice "walking away" with student volunteers at the front of the class
  - Include at least 3 examples of how to "walk away" and at least one example of when not to

3. Talk: report problems to an adult

*Teach students that even when they use “Stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult.*

- Model the "talk" technique students should use when they experience continued problem behavior or when they see another student experiencing continued problem behavior

Be sure to discuss the line between "talking" and tattling.

- "Talking" is when you have tried to solve the problem yourself, and have used the "stop" and "walk" steps first:
  - Did you request "stop"?
  - Did you "walk away"?
- Tattling is when you do not use the "stop" and "walk away" steps before "talking" to an adult
- Tattling is when your goal is to get the other person in trouble

Notes:

## Strategy 2: Stop, Walk, Talk (Elementary School)

### Important Note:

If any student is in danger, the "Stop" and "walk away" steps should be skipped, and the incident should be reported immediately.

- Describe to students how they should expect adults to respond to "Talk"
  1. Adults will ask you what the problem is
  2. They will ask if you said "stop"
  3. They will ask if you "walked away" calmly
- Practice "Talk" with student volunteers at the front of the class
  - Again, be sure to include at least 3 examples of how to "talk" and at least one example of when not to "talk"

#### 4. Review Stop/Walk/Talk

- Test students orally on how they should respond to various situations that involve problem behavior

Include questions that involve each possible scenario:

- Using "Stop", "Walk", and "Talk"
- Responding to "Stop", "Walk", and "Talk"

Notes:



## Strategy 2: Stop, Walk, Talk (Elementary School)

### Stop, Walk, Talk – Bully Prevention

#### Student Curriculum 2

**Time:**

30 Minutes

**Objectives:**

Review the Social Responsibility Skills (Stop/Walk/Talk)

Teach students how to reply when someone uses Stop/Walk/Talk

Group Practice

**Procedure:**

Review rules for instruction based on 3-5 school-wide positively stated expectations (use your school's behavioral expectation matrix)

*Examples might include:*

- Be Safe - Keep hands and feet to self
- Be Respectful - When giving examples of things that have happened to you, rather than saying the names of others, say, "Someone I know..."
- Be Responsible - Practice what you learn when you are outside the classroom

Review what school-wide positively stated expectations (use your school's behavioral expectation matrix) look like outside the classroom

*Examples might include:*

- Saying only nice things about other people
- Following the rules of the game you are playing
- Waiting your turn

Notes: \_\_\_\_\_

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## Strategy 2: Stop, Walk, Talk (Elementary School)

Review the Social Responsibility Skills (Stop/Walk/Talk) – *Discuss the 3 steps for responding to problem behaviors*

- Review the school-wide Stop/Walk/Talk signals (verbal and physical action) to be used when students experience problem behavior or when they see another student experiencing problem behavior
- Remind students that Stop/Walk/Talk removes the reinforcement for problem behavior
- Teach students to encourage one another when they use the appropriate response

## Respond to Stop/Walk/Talk

*Teach students that at some point the Stop/Walk/Talk procedure will be used with EVERY student and it is important to respond appropriately, even if you don't agree.*

- Model how to respond if someone else uses "Stop", "Walk", or "Talk"
- Stop what you are doing
- Take a deep breath and count to 3
- Go on with your day

Good examples of responding to Stop/Walk/Talk should include

- Responding appropriately even when you don't think you did anything wrong
- Responding appropriately even if you think the other student is just trying to get you in trouble

Notes:



## Strategy 2: Stop, Walk, Talk (Elementary School)

### Group Practice

*Break up the class into groups of 2*

- Instruct the students to practice the “Stop” Signal, as well as how to reply to someone else using the “Stop” Signal with you.

Students should take turns being the target and the instigator of problem behavior.

- Students should first practice a given problem behavior scenario
- Once students have completed the first practice, they may be allowed to practice a scenario that they have personally encountered.
- After 5 minutes, bring class back together and discuss questions of comments that arose during practice.

Some possible scenarios that can be practiced:

- Johnny says something rude to Sally
- Joey steals the ball that Sam is playing with

Notes: \_\_\_\_\_

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## Strategy 2: Stop, Walk, Talk (Elementary School)

## Group Practice (Part 2)

*Briefly remind students how they should expect adults to respond when problem behavior is reported.*

When students report problem behavior to an adult:

1. Adults will thank you for coming to them
2. They will ask you what the problem is
3. They will ask if you said "stop"
4. They will ask if you "walked away" calmly
5. They will practice Stop/Walk/Talk

*Separate the class again, this time into groups of 4 with 1 person in each group acting as, a target of problem behavior, an instigator of problem behavior, a bystander, and a playground supervisor.*

- Instruct the students to practice the entire
- Stop/Walk/Talk sequence, how to reply when someone else uses the “Stop” Signal with you, and how adults will respond to reports of problem behavior.
  - Students should take turns being each of the roles
  - Once students have completed a given practice scenario, then they may be allowed to practice a scenario that they have personally encountered.

Notes:



## Strategy 2: Stop, Walk, Talk (Elementary School)

## Review Stop/Walk/Talk

- Finally, Test students orally on how they should respond to various situations that involve problem behavior
- Reward students for appropriate behavior

Include questions that involve each possible scenario:

- Using "Stop", "Walk", and "Talk"
- Responding to "Stop", "Walk", and "Talk"

Notes: \_\_\_\_\_



Notes:

- Being safe means helping to make sure others are not at risk of getting hurt.
- Being respectful means being kind to others, saying only nice things about others, even when they are not present.
- Being responsible means making sure one thinks about his or her actions/what they say and how they will affect others.



Saying hurtful things to someone

- Students should first practice this with an instructed scenario (teacher chooses fictitious scenario with fictitious children).

[illegible]



## Strategy 2: Bully Prevention: Managing Inappropriate Remarks (Elementary School)

### Student Curriculum: Bully Prevention- Managing Inappropriate Remarks

**Time:**

20 Minutes

**Objectives:**

Review the Social Responsibility Skills (Stop/Walk/Talk) Using  
Stop/Walk/Talk with Inappropriate remarks Group Practice

**Procedure:**

Review rules for instruction based on 3-5 school-wide positively  
stated rules

*Examples might include:*

Be Safe  
Be Responsible  
Be Respectful

Discuss what school-wide rules have to do with  
inappropriate remarks

Examples might look like:

- Being safe means monitoring what you say.
- Being Respectful means saying only nice things about other students.
- Being Responsible means encouraging others and making them feel good.

Notes: \_\_\_\_\_

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## Strategy 2: Bully Prevention: Managing Inappropriate Remarks (Elementary School)

### Group Practice Part 2

After 5 minutes of practicing in pairs, bring class back together and discuss questions and comments that arose during practice.

*Next, separate class into groups of 4, with 1 person in each group acting as a playground supervisor, a target of an inappropriate remark, an instigator, and a bystander*

Instruct the students to practice the entire Stop/Walk/Talk sequence, how to reply when someone uses the “Stop” signal with you, and how adults will respond to reports of inappropriate remarks.

- Students should take turns being each of the roles.
- Once students have completed an instructed practice scenario, then they may be allowed to practice a scenario that they have personally encountered.

### Review Stop/Walk/Talk with Inappropriate Remarks

- Test students orally on how they should respond to various situations that involve inappropriate remarks.
- Reward students for their participation and appropriate behavior.

Notes: \_\_\_\_\_

When students report gossip to an adult:

1. The adult will thank you for coming to them
2. They will ask you what the problem is
3. They will ask if you said “Stop”
4. They will ask if you “walked away” calmly
5. They will practice Stop/Walk/Talk

Include questions that involve each possible scenarios  
Using Stop/Walk/Talk  
Responding to Stop/Walk/Talk





## 20 Minutes

### **Review the Social Responsibility Skills (Stop/Walk/Talk) Using Stop/Walk/Talk with Cyber-Bullying Group Practice**

- Being Safe means not sharing personal photos or photos of others.
- Being Respectful means saying only nice things about other students in person and on social media or online.
- Being Responsible means using technology appropriately.

Notes:



## Strategy 2: Bully Prevention: Managing Cyber-Bullying (Elementary School)

Examples of NOT being respectful or kind to other students

- Repeatedly sending offensive, rude, or insulting emails and text messages
- Posting cruel gossip or rumors about a person to damage his or her reputation or friendships
- Sharing someone's secrets online

### Review the Social Responsibility Skills (Stop/Walk/Talk)

- Discuss the 3 steps for responding to cyber-bullying

Review the school-wide Stop/Walk/Talk signals (verbal and physical action) to be used when students use technology to be disrespectful to other students.

- How can Stop/Walk/Talk be used when someone uses technology to be disrespectful to other students?
- Here walking away might not be feasible though one can walk away from a device in which they are using, or, students can skip to the talk step.

**Group Practice** - Break the class up into groups of 2, and have the students pass a piece of paper back and forth to one another, simulating digital media.

Instruct the students to practice using the "Stop" Signal and the reply to "Stop" when someone says something disrespectful using digital media. Also, students should practice how to respond when someone delivers a "Stop" response to them.

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Examples of replying to stop/walk/talk should include

- Responding appropriately even when you don't think you did anything wrong
- Responding appropriately even if you think the other student is just trying to get you in trouble



Edition 1 - 2017

## Strategy 2 - Faculty Follow-up

Using the following form to self-assess once school-wide expectations are in place and bully-prevention curriculums have been taught: Record data and utilize the flowchart on the following page to make decisions to improve self-assessment score.

### Faculty Follow-up Survey

1. Are students able to identify our school-wide expectations?

No				Yes
1	2	3	4	5

2. Do students use the BP-PBS “stop” signal when appropriate?

No				Yes
1	2	3	4	5

3. Do faculty use the BP-PBS “pre-correct” routine when appropriate?

No				Yes
1	2	3	4	5

4. Do faculty use the BP-PBS “review” routine when appropriate?

No				Yes
1	2	3	4	5

5. To what extent do students perceive our school as a safe setting?

Not Safe				Very Safe
1	2	3	4	5

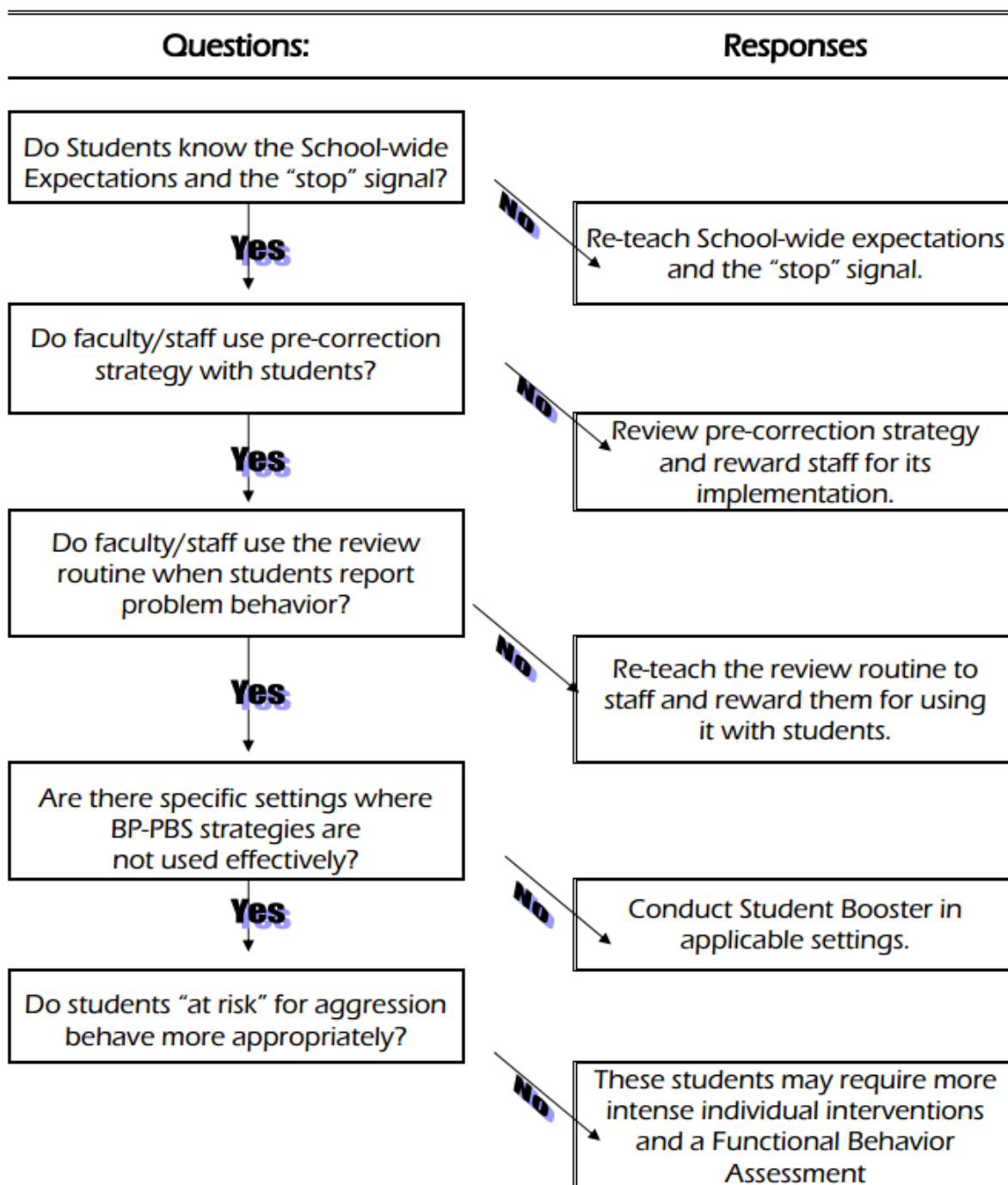
6. Has there been a decrease in aggression since we instituted BP-PBS?

No Decrease				Big Decrease
1	2	3	4	5



## Strategy 2 - Faculty Follow-up

### Decision Making Flowchart



## Parent/Family Outreach

### Parent/Family Outreach

Parents and family members play a crucial role in preventing and managing bullying. Information for parents regarding what your school does to prevent and respond to bullying is very important. Be sure to include parents and families in your bully prevention strategies and provide helpful resources.

Help parents and families recognize the warning signs involved in bullying; students could be bullied, bullying others, or witnessing bullying. Though warning signs could indicate other issues, parents/caregivers should talk to their child if they display any sort of behavioral or emotional changes. Many times kids won't ask for help.

#### **Warning Signs a Child is Being Bullied:**

*Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.*

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide



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### Warning Signs a Child is Being a Bully:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity



## Online Resources

### Teachers and School Staff

StopBullying.gov is managed by the U.S. Department of Health and Human Services in partnership with the Department of Education and the Department of Justice. It features webpages on What Is Bullying, Cyberbullying, Who Is at Risk, Preventing Bullying, and Responding to Bullying. <http://www.stopbullying.gov>

The StopBullying.gov Bullying Prevention Training Center includes a research-based training module presentation that can help you lead bullying prevention efforts in your local community, the Community

Action Toolkit, user guides tailored to 11 audiences, and trainings for educators and school bus drivers.

<http://www.stopbullying.gov/prevention/training-center/index.html>

Bullying: What You Need to Know Infographic: <http://www.stopbullying.gov/image-gallery/whatyouneed-to-know-infographic.html>

Youth Leaders' Toolkit: <http://www.stopbullying.gov/resources-files/youth-leader-toolkit.pdf>

Youth Engagement Toolkit: [http://www.stopbullying.gov/what-you-can-do/teens/YouthEngagement\\_brieftoolkit\\_Compliant.pdf](http://www.stopbullying.gov/what-you-can-do/teens/YouthEngagement_brieftoolkit_Compliant.pdf)

StopBullying.gov Blog: <http://www.stopbullying.gov/blog>

### Parents and Families

PACER Center's National Bullying Prevention Center Founded in 2006, PACER's National Bullying Prevention Center provides resources for students, parents, educators, and others, and recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students. <http://www.pacer.org/bullying/>

Stop Bullying: Speak Up Campaign | Cartoon Network - This website has an educator's guide, parent tip sheet, resources on what to do to stop bullying, Q & A, videos, and messages from celebrities. It is also features the campaign's 30-minute documentary special on bullying introduced by President Obama.

<http://www.cartoonnetwork.com/promos/stopbullying/index.html>





## Online Resources

KnowBullying App | SAMHSA -Research shows that parents and caregivers who spend at least 15 minutes a day talking with their child can build the foundation for a strong relationship and help prevent bullying. KnowBullying has simple conversation starters to begin a discussion with your child. The app also features bullying prevention tips, bullying warning signs, reminders to talk with your child, social media options, and a section for educators.

App: <http://store.samhsa.gov/apps/knowbullying/index.html>



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## **Rules & Strategy Sheet**

### **Telling Someone to Stop**

- **Step One:** If someone treats you in a way that feels disrespectful, use the school- wide stop phrase. Say, “stop” in an assertive tone.
- **Step Two:** If the person stops, say “cool” or “OK” and move on with your day
- **Step Three:** If the person does not stop, decide whether to ignore the person or seek support
- **Step Four:** If you decide to ignore, don’t look at or talk to the perpetrator. If you decide to seek support, select a school adult to approach and ask for support.

### **If Someone Asks You to Stop**

- **Step One:** Stop what you are doing, even if you don’t think you are doing anything wrong
- **Step Two:** Remind yourself “No big deal if I stop now”
- **Step Three:** Say “OK” to the person who asked you to stop and move on with your day

### **If You Tell a Person to Stop and They Don’t**

- **Step One:** Decide whether to ignore it or seek support
- **Step Two:** If you seek support, select a school adult to report to
- **Step Three:** Approach the adult, and say “I’m having a problem with \_\_\_\_\_. I asked her to stop and she continued.”
- **Step Four:** If the adult doesn’t have time to help solve the problem right then, ask the adult when he or she will have time and make an appointment.

**If you observe someone using the stop phrase and the perpetrator doesn’t stop, or if you see someone who is clearly not being treated with respect, please do one of the following:**

- Use the stop strategy toward the perpetrator
- Ask the recipient to go with you, and leave the area.
- Comfort the recipient later by saying something like “I’m sorry that happened. It wasn’t fair.”

