

# Expect Respect Bullying and Harassment Prevention

Wayne RESA  
2023-24

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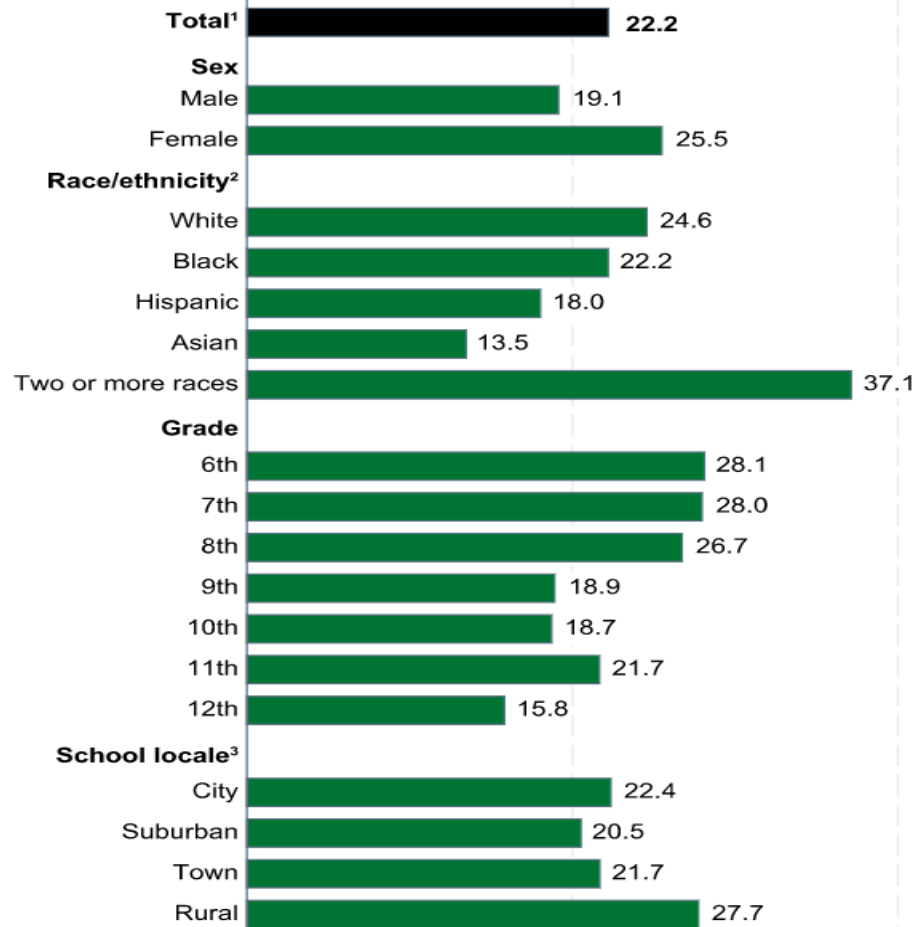
# Agenda

- **Statistics**
- **What is bullying? Effects of bullying.**
- **Expect Respect Key Ideas**
- **Expect Respect Strategies**
- **Incorporating Expect Respect into your PBIS Framework**

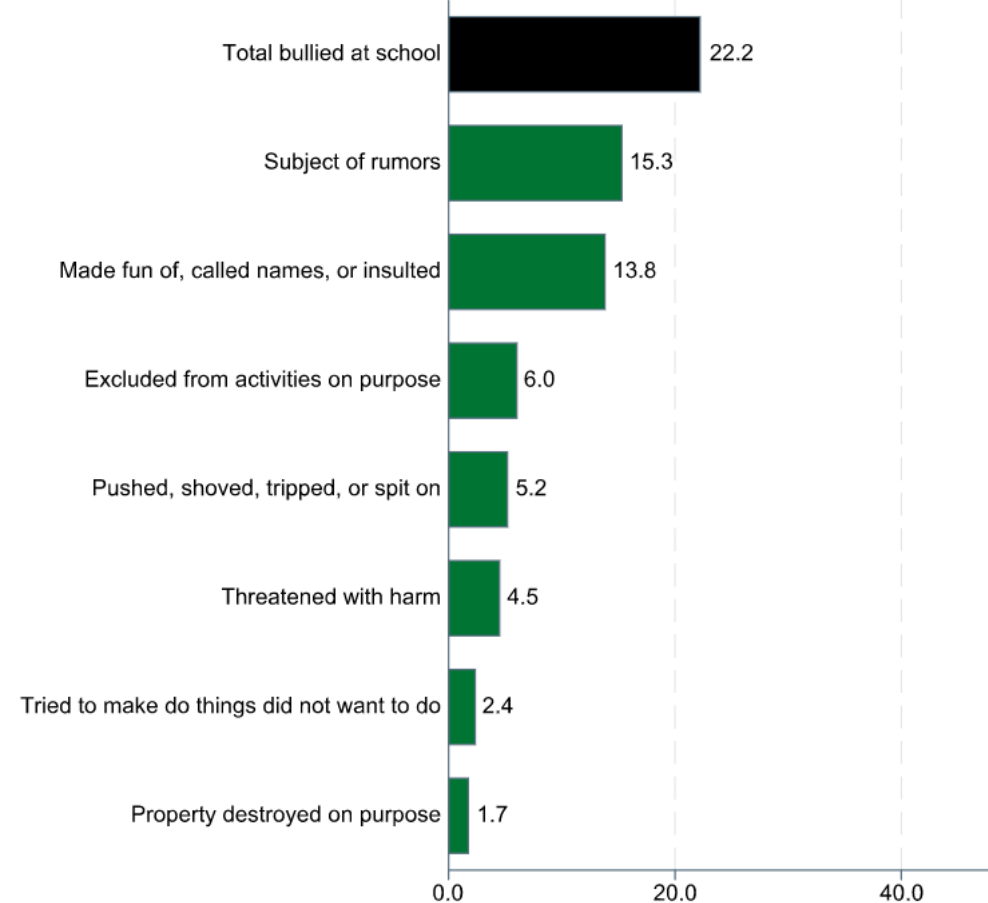
# Students Age 12-18 who Reported being Bullied in 2019

## National Center for Education Statistics

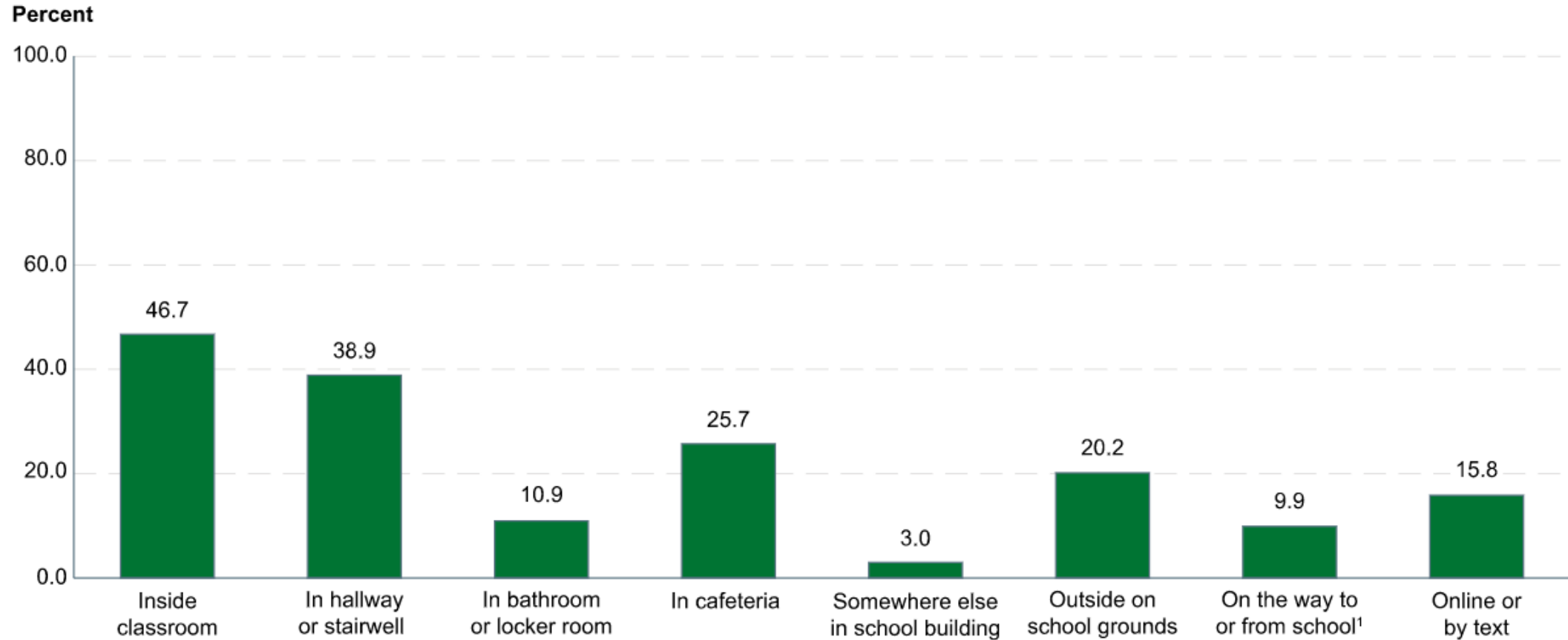
### Student or school characteristics



### Type of bullying

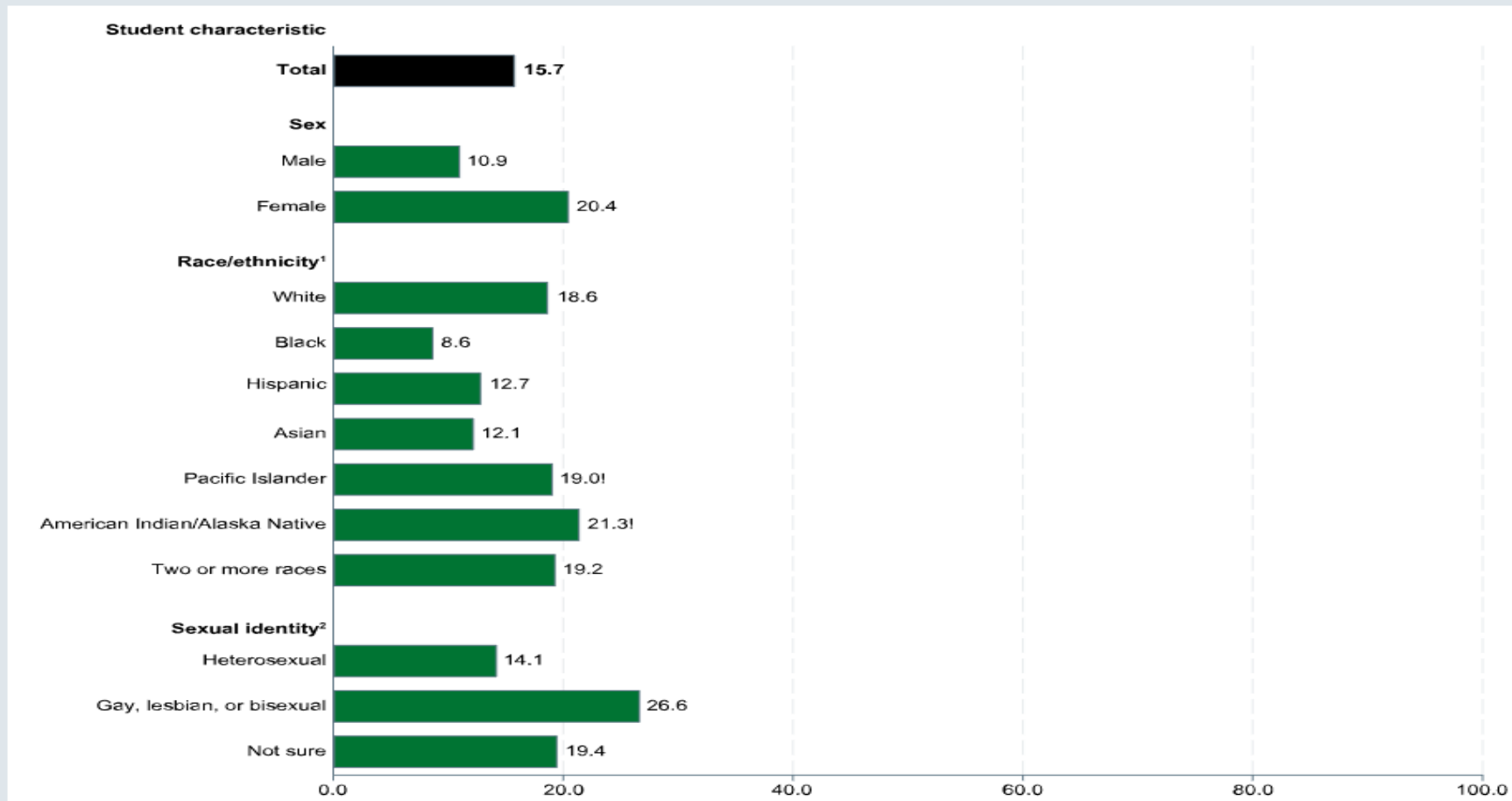


# Students Age 12-18 who Reported being Bullied in 2019



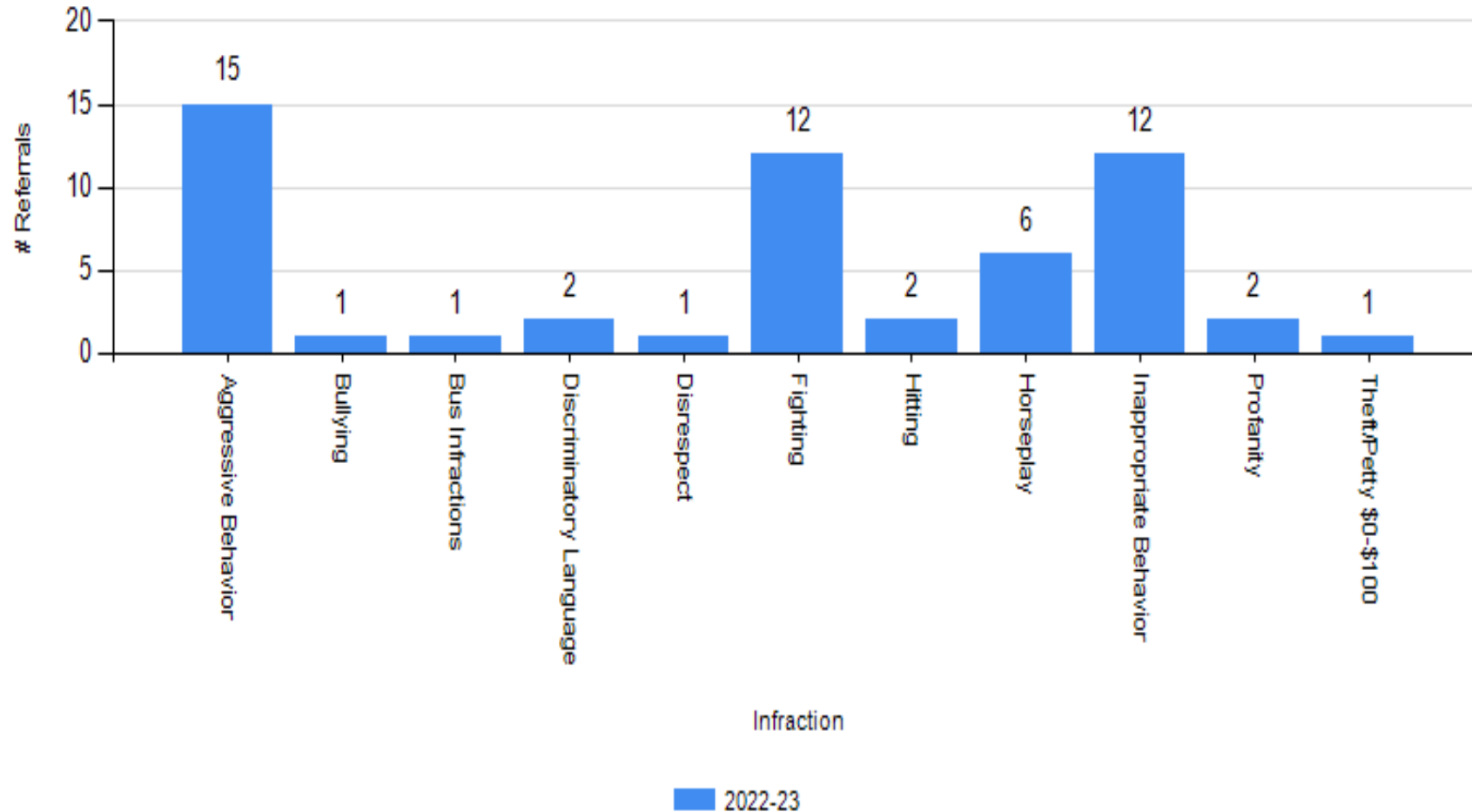
# Percentage of students in grades 9–12 who reported having been electronically bullied during the previous 12 months, by selected student characteristics: 2019

Figure 6. Percentage of students in grades 9–12 who reported having been electronically bullied during the previous 12 months, by selected student characteristics: 2019

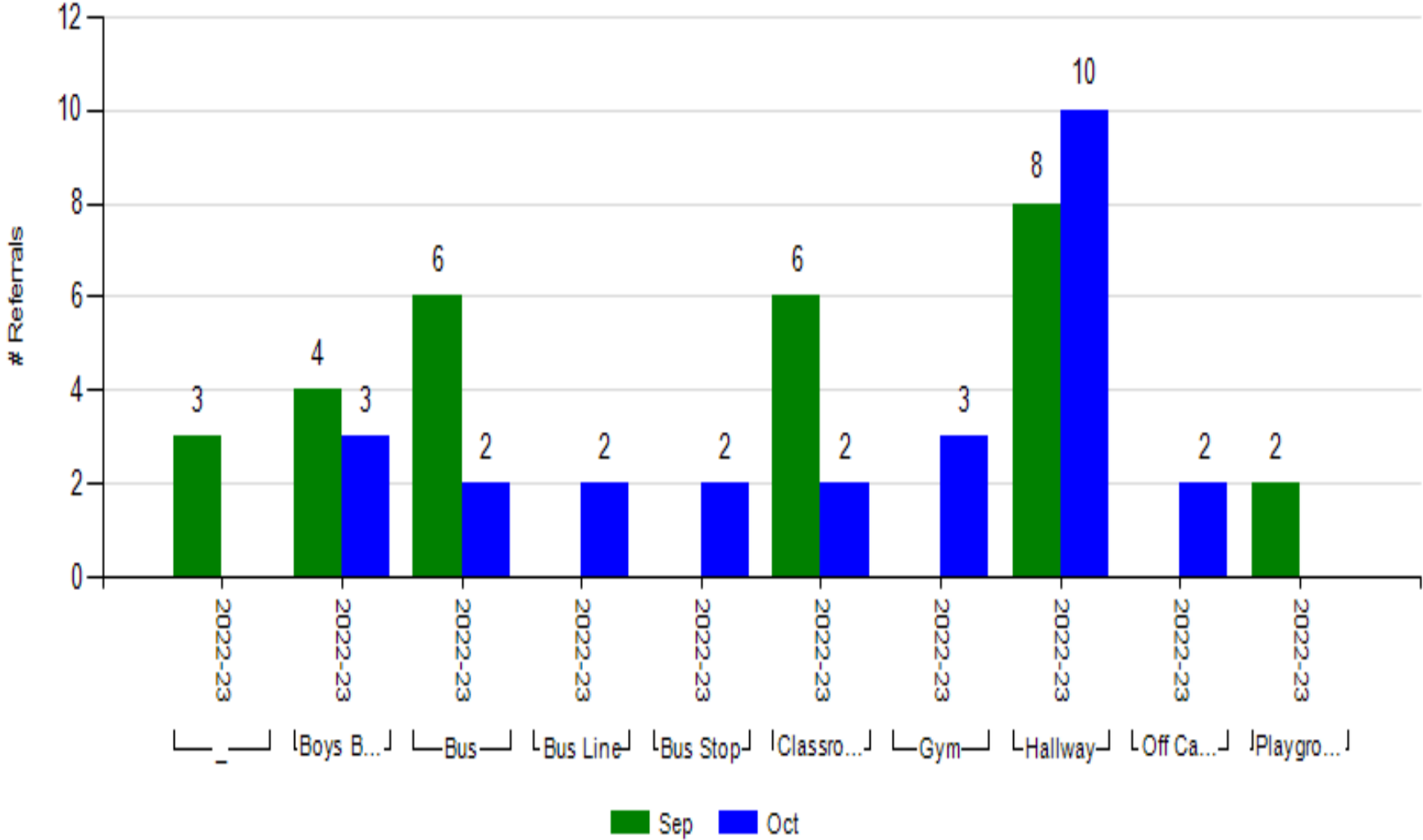


# *Recent Middle School Report*

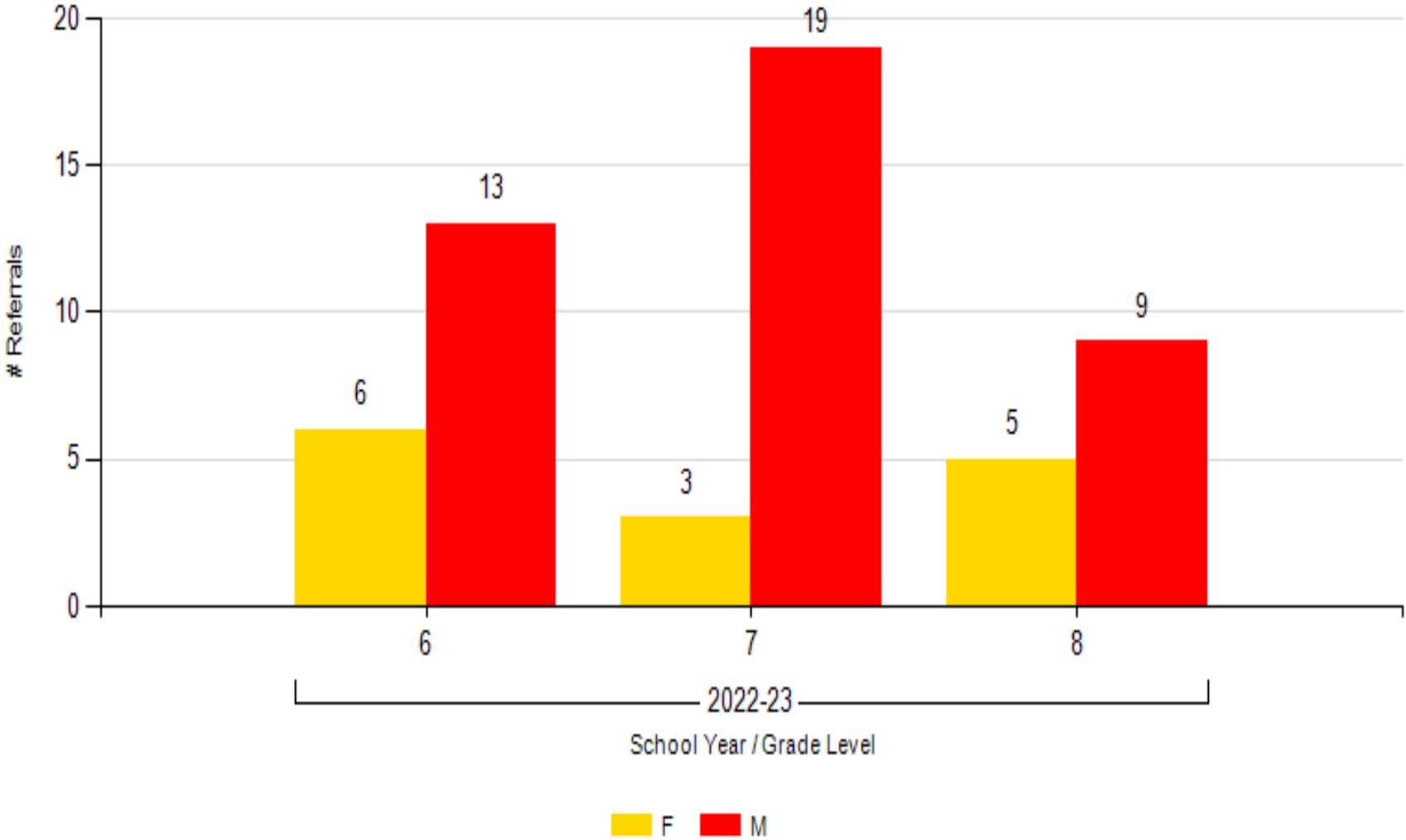
## ODRs by Infractions YTD



# ODRs by Location YTD



# ODRs by Gender YTD





# Team Implementation Checklist

## *Tier One Teaching Behavior Expectations*

### Wayne County Middle Schools

In Place	Partially in Place	Not in Place
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1. Bully prevention strategies are taught as part of the Tier One matrix, e.g., “Expect Respect” or “Stop, Walk, Talk”.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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1. Bully prevention strategies are taught as part of the Tier One matrix, e.g., “Expect Respect” or “Stop, Walk, Talk”.	<input type="checkbox"/>	<input type="checkbox"/>	x	
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List 3 high priority areas for improvement based upon completion of the Team Implementation Checklist. Describe action plan and timeline to address these needs.

1. Implement Expect Respect to help students with conflict resolution skills.

# **Matt's Law, 2017**

## **State of Michigan**

- **Schools/Districts shall adopt a policy prohibiting bullying and cyberbullying.**
- **Encourages training for school employees on bully prevention programs.**
- **Encourages education for students and parents on bully prevention.**

# What is Bullying?

**In order to be considered bullying, the behavior must be aggressive and include:**

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.**
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.**

**Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.**

# Who is at risk for being bullied?

<https://www.stopbullying.gov/bullying>

- **LGBTQ youth**
- **Youth with disabilities**
- **Socially isolated youth**

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider “cool”
- Are perceived as weak or unable to defend themselves
- Are depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

# Children more likely to bully

**There are two types of kids who are more likely to bully others:**

- **Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.**
- **Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.**

**Children who have these factors are also more likely to bully others;**

- **Are aggressive or easily frustrated**
- **Have less parental involvement or having issues at home**
- **Think badly of others**
- **Have difficulty following rules**
- **View violence in a positive way**
- **Have friends who bully others**

# Why Some Youth Bully:

## Some youth bully:

- to attain or maintain social power or to elevate their status in their peer group.
- to show their allegiance to and fit in with their peer group.
- to exclude others from their peer group, to show who is and is not part of the group.
- to control the behavior of their peers.

## Some youth who bully:

- may have been bullied in the past or currently.
- have feelings of insecurity and low self-esteem, so they bully to make themselves feel more powerful.

## Some youth who bully:

- come from families where there is bullying, aggression, or violence at home.
- may have parents and caregivers that do not provide emotional support or communication.
- may have parents or caregivers who respond in an authoritarian or reactive way.
- may come from families where the adults are overly lenient or where there is low parental involvement in their lives.

# Effects of Bullying

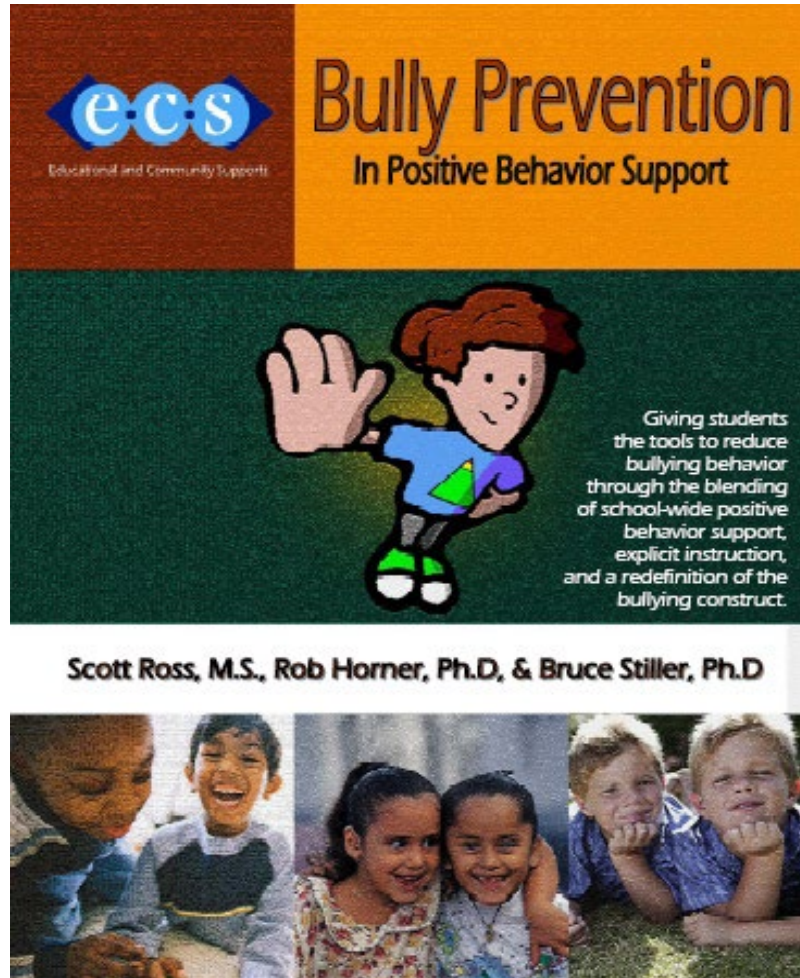
**Kids who are bullied can experience negative physical, social, emotional, academic, and mental health issues. Kids who are bullied are more likely to experience:**

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.**
- Health complaints.**
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.**
- A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.**

# Acknowledgments

## Bully Prevention Manuals - Elementary & Secondary

<https://www.resa.net/teaching-learning/pbis>



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

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



**O** UNIVERSITY OF OREGON



# **Expect Respect – Purpose**

## **Secondary Manual**

- **Aggression, violence, threats, intimidation, and isolation compromise the ability of students to learn and perform in school.**
- **Establishing a school-wide expectation for common respect, teaching what that means, and ensuring that all students and faculty and staff members share in the responsibility of making schools respectful settings can make a difference.**

# Key Ideas

- **A high percentage of bully behavior is reinforced by attention from peers. Peer attention can come in the form of encouragement or joining in from bystanders, but also in the form of reactions from the recipient.**
- **An effective bullying and harassment prevention program must target the behavior of bystanders.**
- **An effective program must provide students with some simple strategies they can use to interrupt disrespectful behavior.**

# **How does Expect Respect fit into your PBIS Framework?**

- **Labels the behavior, not the student.**
- **The behavior from a PBIS perspective is disrespect/harassment.**
- **The positive behavior expectation is RESPECT.**
- **Expect Respect helps create a common language and practice around harassing behavior.**

# See how it fits into your school-wide matrix

## DAVIDSON MIDDLE SCHOOL BEHAVIOR EXPECTATIONS MATRIX

	Classrooms	Office	Hallways	Bathrooms	Cafeteria	Anti-Bullying
BE RESPECTFUL	<ul style="list-style-type: none"> <li>Use kind words and actions/help others</li> <li>Use materials appropriately</li> <li>Be patient and wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and actions/help others</li> <li>Respect classes in session</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and wait your turn</li> <li>Use good manners</li> <li>Listen during announcements</li> </ul>	<ul style="list-style-type: none"> <li><b>STOP:</b> Interrupt and model respect, rather than watch or join in</li> </ul>
BE RESPONSIBLE	<ul style="list-style-type: none"> <li>Be on time to class</li> <li>Come prepared for class</li> <li>Return materials to their proper place</li> <li>Complete and turn in all assignments and homework (<b>ON TIME</b>)</li> <li>Use your time wisely</li> <li>Actively participate in class</li> <li>Keep classroom litter free</li> </ul>	<ul style="list-style-type: none"> <li>Be honest</li> <li>Follow established procedures</li> </ul>	<ul style="list-style-type: none"> <li>Use assigned locker appropriately</li> <li>Go directly to your destination</li> <li>Keep hallways litter-free</li> <li>Report damages, disruptions, or graffiti to a staff member</li> <li>Keep all electronic devices out of sight</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilet</li> <li>Report damages, disruptions, or graffiti to a staff member</li> <li>Keep all electronic devices out of sight</li> <li>Use during passing time</li> <li>Return to room promptly</li> </ul>	<ul style="list-style-type: none"> <li>Come prepared for lunch (lunch, money, coat, etc.)</li> <li>Clean up your own table/floor area</li> <li>Leave food and drink in the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li><b>WALK:</b> Invite people who are being disrespected to join you &amp; move away</li> </ul>
BE SAFE	<ul style="list-style-type: none"> <li>Sit correctly in assigned seat</li> <li>Store materials in designated area (No backpacks)</li> </ul>	<ul style="list-style-type: none"> <li>Sit or stand in designated area</li> </ul>	<ul style="list-style-type: none"> <li>Walk, at a safe pace, on the right-hand side of the hallway and staircase</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands with soap and water</li> <li>Use facilities appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Follow lunch line procedures</li> <li>Always walk</li> </ul>	<ul style="list-style-type: none"> <li><b>TALK:</b> Report to an adult immediately.</li> </ul>
ALWAYS	<ul style="list-style-type: none"> <li>Follow all staff directions</li> <li>Use appropriate language, volume, and tone</li> <li>Keep hands, feet, and objects to yourself</li> <li>Respect others' privacy and property</li> <li>Respect school property</li> </ul>			<ul style="list-style-type: none"> <li>In case of an emergency follow specific procedures</li> <li>Report problems to staff</li> <li>Do not open locked doors to outside (ask adult staff member)</li> <li>Value people and their property</li> </ul>		

# **TEACH EXPECT RESPECT USING EXPLICIT INSTRUCTION?**

**Explicit instruction is a way to teach in a direct, structured manner.**

**Anita Archer describes explicit instruction as a 3 step process:**

- **Modeling & Demonstration – “I do”**
- **Guided Practice – “We do”**
- **Independent Practice – “You do”**

**Small Groups or Whole Class.**

# EXPECT RESPECT

## Four Strategies



***First:***

### **Telling Someone to Stop**

- **Step One:** If someone treats you in a way that feels disrespectful, use the schoolwide 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 person. If you decide to seek support, select a trusted school adult to approach and ask for support.

# 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 trusted 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.**

# Elementary/Secondary

Wayne RESA makes Expect Respect posters





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

- Step One: Stop what you are doing, even if you don't think you are doing anything wrong. Just Stop!**
- 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.**

# Elementary/Secondary



**PBIS**  
WAYNE RESA POSITIVE BEHAVIOR  
INTERVENTIONS & SUPPORT

**If someone asks you to stop:**

**Stop**  
the behavior.



**Breathe**  
and count to 3.



**Leave**  
the area.



**RESA** SERVICE LEADERSHIP COLLABORATION EXCELLENCE  
Leading... Learning for All

**If someone asks you to stop:**

**STOP** the behavior.

**BREATHE.**

**LEAVE** the area.

**EXPECT RESPECT**

## **Third: Be an Upstander, Not a Bystander**

**If you see someone who is clearly not being treated with respect, please do one of the following:**

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

# Elementary/Secondary



**PBIS**  
WAYNE RESA POSITIVE BEHAVIOR  
INTERVENTIONS & SUPPORT

If you see  
someone being  
disrespected, you  
are a bystander.

Become an **UPSTANDER**:



**Help Everyone  
Respect Others**



**RESA**  
WAYNE SERVICE LEADERSHIP COLLABORATION EXCELLENCE  
Leading... Learning for All

If you see someone being  
disrespected, you are a bystander.

Become an **UPSTANDER**.

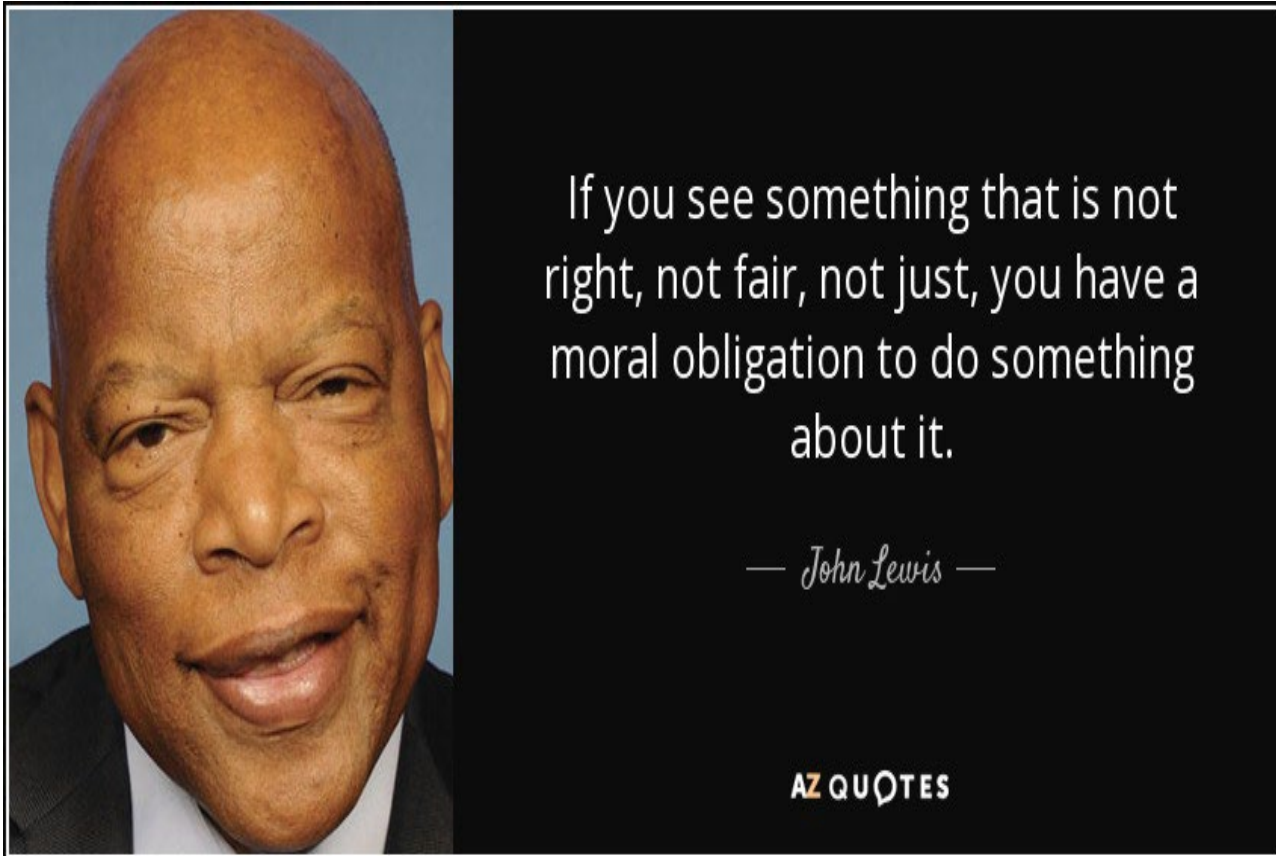
**HELP  
EVERYONE  
RESPECT  
OTHERS**

**EXPECT  
RESPECT**

# Expect Respect Videos

- Kindergarten & Elementary
- <https://www.midwestpbis2.org/training-content/bullying-behavior-prevention/videos>
- Secondary
- <https://sites.google.com/a/zion6.org/west-pbis/expect-respect>
- <https://www.youtube.com/watch?v=CjF5tZhjScc&t=13s>

# Who do you know that is or was an Upstander?



## Become an Upstander to Bullying

<https://www.youtube.com/watch?v=StPGbbBBrl0>

## Stand Up To Bullying

<https://www.youtube.com/watch?v=y5Y2X0Tt0W4>

# Tell Parents Something Good!

## POSITIVE POSTCARDS



Your Student, \_\_\_\_\_  
was caught...

- Being Respectful**
- Being Responsible**
- Being Safe**
- Being an Upstander**

# **Fourth:**

## **Adult Response to Student Reports**

**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 administrator.**
  - **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.”)**



# Incorporating Expect Respect into the PBIS Framework

- **Expect Respect in PBIS (includes on-line)**
  - **Elk Grove High School**  
<https://www.youtube.com/watch?v=eqpn9wzVCvk>

## Take-aways

- **Stop signal**
- **Empathy groups**
- **Cultural responsiveness**
- **GSA**

# Start a Student PBIS Club

- **Expect Respect Messaging**
- **Culturally Responsive Input**
- **Help Identify Hotspots**
- **Reward/Acknowledgment Practices**
- **Leadership Opportunities**
- **Creative Outlet**



# Bully Prevention for Parents:

<https://www.stopbullying.gov/bullying>

## How to Prevent Cyber-Bullying

Common types of cyberbullying are posting hateful, mean, or derogatory messages or content and participating in negative group conversations. There are other types of [cyberbullying tactics](#), and it can also happen during [gaming](#). Here are things you can do to prevent cyberbullying and protect your child from harmful digital behavior:

- Monitor a teen's social media sites, apps, and browsing history.
- Review or re-set your child's phone location and privacy settings. Follow or friend your teen on social media sites or have another trusted adult do so.
- Stay up-to-date on the latest [apps, social media platforms](#), and digital slang used by children and teens.
- Know your child's user names and passwords for email and social media.
- [Establish rules](#) about appropriate digital behavior, content, and apps.
- Teach your child good [digital citizenship skills](#).
- Use a parental monitoring software to restrict content, block domains, or view your child's online activities without looking at their device every day.

***Consider a Home/School Plan***

# Research

- **Bradshaw, C (2013). Preventing bullying through Positive Behavioral Interventions and Supports (PBIS): a multitiered approach to prevention and integration. *Theory into Practice*, 52 (4), 288-295.**
- **Ostrander, J., Melville, A., Bryan, J.K., & Letendre, J. (2018). Proposed modification of a school-wide bully prevention program to support all children. *Journal of School Violence*, 17 (3) 367-380.**

# Resources

- **Become an Upstander to Bullying 1:39**
  - <https://www.youtube.com/watch?v=StPGbbBBrI0>
- **Empathy: Bystander Effect 5:35 (group effect)**
  - <https://www.youtube.com/watch?v=Wy6eUTLzcU4>
- **Expect Respect in PBIS (includes on-line) High School 16:21** <https://www.youtube.com/watch?v=eqpn9wzVCvk>
- **Cyberbullying/upstanders Demi Lovato 1:41**
  - <http://onlinesense.org/cyber-bullying-bystanders-teens/>

# Wayne RESA PBIS Professional Development 2023-24

## Positive Behavioral Interventions and Supports Wayne RESA Course Offerings Fall-Winter 2023-24



### ► Course #5421: PBIS Tier 3 Series

- **FBA/Data Systems**  
October 3, 2023  
8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**  
November 10, 2023  
8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**  
November 21, 2023  
8:30 AM–10:30 AM (Virtual)
- **Wraparound**  
December 11, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5417: PBIS Tier 1 Series

- **Tier 1 Systems/Basics**  
September 20, 2023  
8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**  
October 13, 2023  
8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**  
November 3, 2023  
8:30 AM–10:30 AM (Virtual)
- **Expect Respect**  
November 28, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5419: PBIS Tier 2 Series

- **Tier 2 Systems/Check In Check Out**  
September 25, 2023  
8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**  
October 18, 2023  
8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**  
November 15, 2023  
8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**  
December 8, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5424: Early Intervention for Young Children at Risk for Oppositional Behavior

- October 6, 2023  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)



## Positive Behavioral Interventions and Supports Wayne RESA Course Offerings Winter/Spring 2024



### ► Course #5481: PBIS Tier 3 Series

- **FBA/Data Systems**  
January 30, 2024  
8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**  
March 5, 2024  
8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**  
April 11, 2024  
8:30 AM–10:30 AM (Virtual)
- **Wraparound**  
May 1, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5476: PBIS Tier 1 Series

- **Tier 1 Systems/Basics**  
January 17, 2024  
8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**  
February 6, 2024  
8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**  
March 8, 2024  
8:30 AM–10:30 AM (Virtual)
- **Expect Respect**  
April 16, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5479: PBIS Tier 2 Series

- **Tier 2 Systems/Basics**  
January 22, 2024  
8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**  
February 14, 2024  
8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**  
March 12, 2024  
8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**  
April 24, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5484: Early Intervention for Young Children at Risk for Oppositional Behavior

- March 15, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)

### ► Course #5486: PBIS Tier 1 Overview

- May 7, 2024  
8:30 AM–10:30 AM (Virtual)



[Register here.](#)