



Bully Prevention with School-wide PBIS

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Agenda

The Need for Bully Prevention Curriculum

Importance of Bully Prevention Curriculum within PBIS

*Bully Prevention Curriculum – Elementary/
Middle & High School*

Process for School-wide Implementation

Lesson Planning

Questions/Discussion

Welcome & Introductions

Definition of Bullying

1. Specific Type of Aggression
 - Verbal
 - Physical
 - Psychological
2. Behavior is Intended to Harm or Disturb
3. Carried Out Repeatedly and Over Time
4. Imbalance of Power
 - Physical
 - Psychological

Types of Bullying

Direct bullying (aggression, threats)

Indirect (rumors, exclusion)

Relational (damage reputation & relationships)

Cyberbullying (IM, Facebook, etc)

Small Group Discussion

Do you have a problem with bullying behavior at your school or district?

What types of bullying behavior do you see the most?

What strategies have you used to prevent bullying behavior?

What are the outcomes?

Impact of Bullying...



www.ED.gov

Why Bully Prevention?

Its way past time...

CNN INFO MORE VIDEOS SHARE

Bullied to death?

Prosecutors say Phoebe Prince took her own life after she was harassed by other teens. CNN's Alina Cho reports.

Added Mar 30, 2010

more CNN Video »

'Ginger Day' ATTACKS: Boys Arrested For Bullying Redheads

First Posted: 11-30-09 02:04 PM | Updated: 03-18-10 05:12 AM

WHAT'S YOUR REACTION?

Amazing Inspiring Funny Scary Hot Crazy Important Weird

Google™ Custom Search Search Hu

Read More: [Crime](#), [Ginger Day](#), [Ginger Day Arrests](#), [Ginger Day Attacks](#), [Gingers Attacked](#), [Kick a Ginger Arrests](#), [Kick a Ginger Day](#), [Redheads Attacked](#), [South Park](#), [Home News](#)

175 **f** SHARE

3 views **retweet**

117 **comments**

CALABASAS, Calif. - Three boys have been arrested for investigation of bullying red-headed students after a Facebook message promoted "Kick a Ginger Day" at a Southern California school.

Los Angeles County sheriff's spokesman Steven Whitmore said Monday that two 12-year-olds were arrested for suspicion of misdemeanor battery, and a 13-year-old was booked for misdemeanor cyberbullying. They were released to their parents.

A total of eight boys are suspected in the Nov. 20 attacks on seven students at A.E. Wright Middle School in Calabasas.

Authorities believe the shoves and kicks were

Why invest in Bully Prevention?

84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation (GLSEN, 2009).

Students on the autism spectrum are more likely to be victimized than their non-disabled peers (Little, 2002).

40-60% of students with intellectual disabilities report being bullied. But not at a level of intensity or chronicity that differs from typically developing adolescent (Christensen, Fraynt, Neece & Baker, 2012).

Why invest in Bully Prevention?

- ▶ The National School Safety Center (NSSC) called bullying the most enduring and underrated problem in U.S. schools. (Beale, 2001)
- ▶ Nearly **30 percent** of students have reported being involved in bullying as either a perpetrator or a victim. (Cook, Williams, Guerra, & Kim, 2010; Nansel, et al., 2001; Swearer & Espelage, 2004).
- ▶ Victims and perpetrators of bullying are more likely to skip and/or drop out of school. (Berthold & Hoover, 2000; Neary & Joseph, 1994)
- ▶ Victims and perpetrators of bullying are more likely to suffer from underachievement and sub-potential performance in employment settings.

(Carney & Merrell, 2001; NSSC, 1995).

iSAFE Survey

iSAFE America conducted a national survey of more than 1500 students – ranging from fourth to eighth grade.

- **58%** of kids admit someone has said mean or hurtful things to them online
- **53%** of kids admit having said something mean or hurtful to another online
- **42%** of kids have been bullied while online
- **34%** were threatened

Youth who Bully/Bullied

Alcohol & drug abuse

Get into fights, vandalize

Engage in early sexual activity

Increased criminal activities

Abusive

Tend to drop out of school

Impact of Bullying

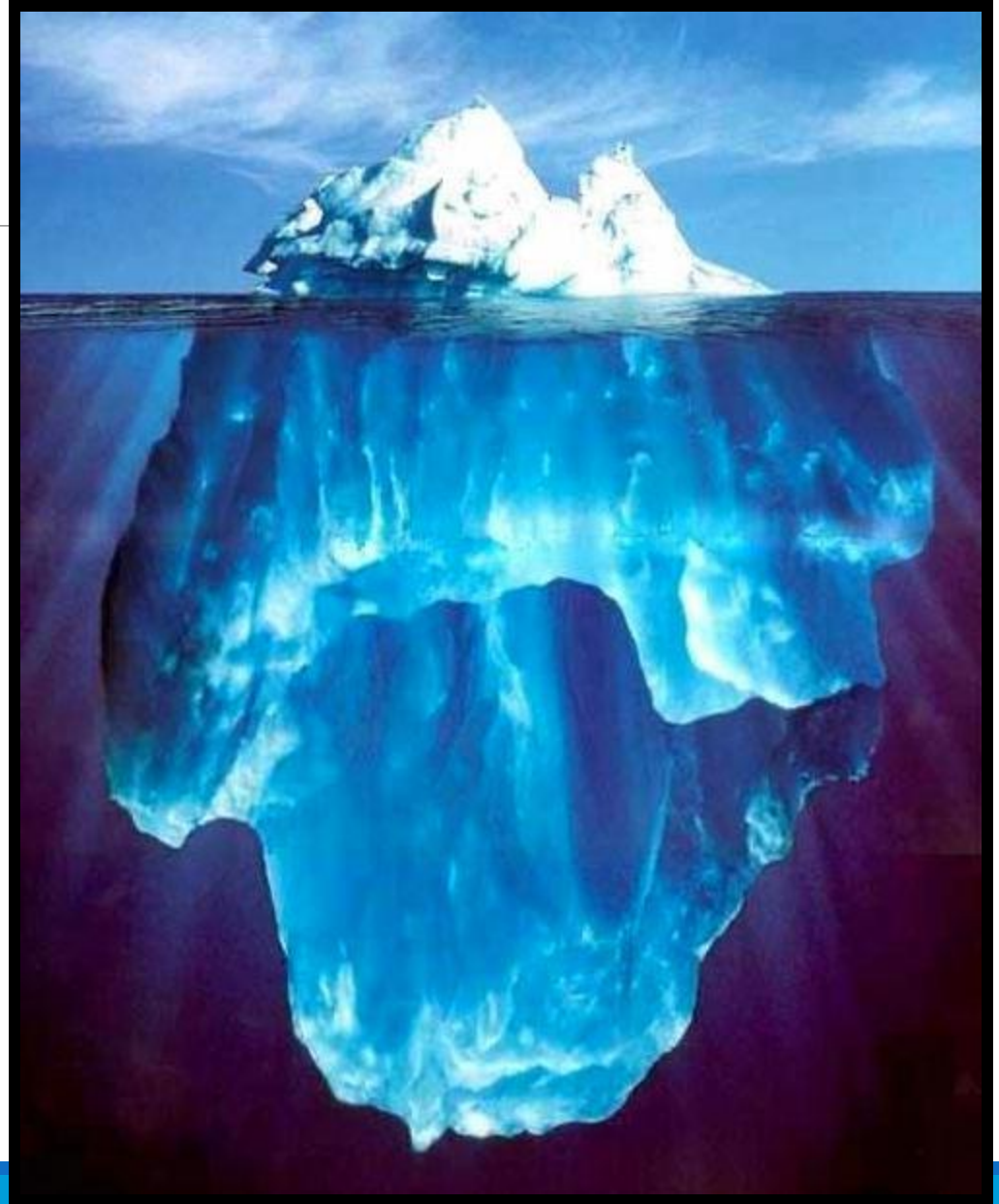
Health Consequences

School Climate

Suicide-Research, links experiences of bullying with higher levels of suicide thoughts and attempts

Morally and legally obligated to provide a safe education environment for ALL students

Adults
only
see the
tip of
the
iceberg.



No means no. The rule is: If someone asks you to stop, you stop.



Connecting Bully

Prevention to

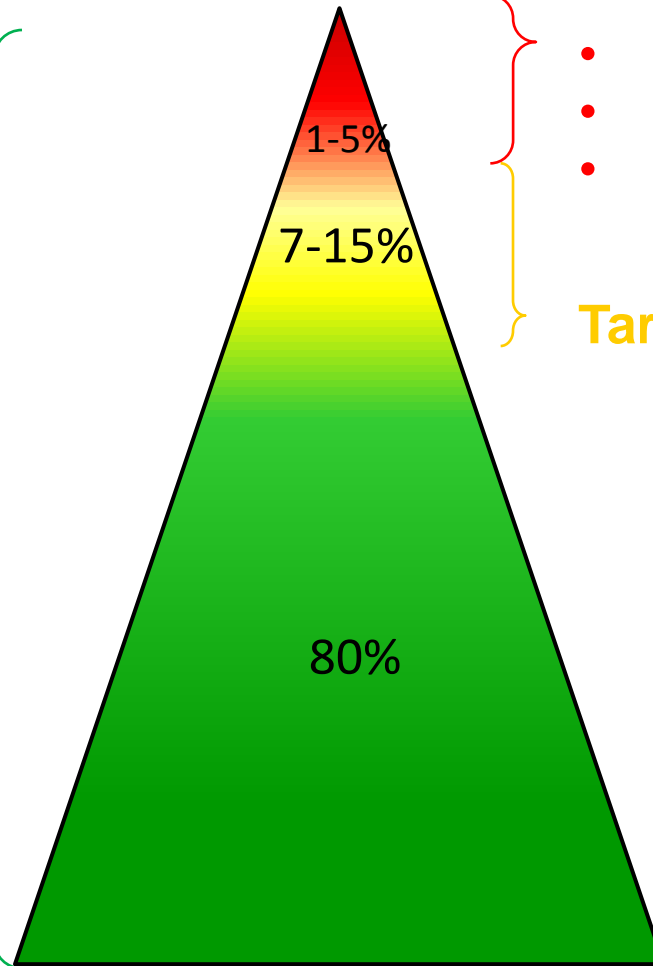
PBIS

PBIS Framework

Universal Prevention

All Students

- Core Instruction
- Preventive
- Proactive
- Common Rules and Expectations
- Common Referral System
- Strength Based Behavior System



Intensive Intervention Few Students

- Individualized
- Function-based
- High intensity

Targeted Intervention Some Students

- Supplemental (to reduce risk)
- High Efficiency
- Rapid Response

All students in school

Best Practices

Bully prevention that is efficient, and “fits” with existing behavior support efforts

Always conduct pre-implementation surveys and pre-implementation focus groups.

Conduct discussions with families, faculty and staff.

- Agreement on need for bully prevention effort.
- Strategy for teaching students core skills
- Strategy for follow-up and consistency in responding
- Clear data collection and data use process
- Advanced support options

Tier I: Universal System

Building a culture of social competence

- A) School-wide behavioral expectations
- B) School-wide agreement about how to respond to bullying behavior.
- C) Define what happens when someone recruits help.

Tier II: Targeted Group (About 10-15 %)

Function based Interventions

Counseling: Anger Management, Conflict Resolution, Social Skills Group

Check In Check Out

Involving Parents

- Increase parents knowledge of bullying behaviors

Mentoring

Continued Monitoring

Tier III: Intensive Individual Interventions (5%)

Individual and/or family Mental Health Counseling

Practical Functional Behavior Assessments and Behavior Support Plans


Family Wraparound Services

Involve law enforcement

Alternative placements

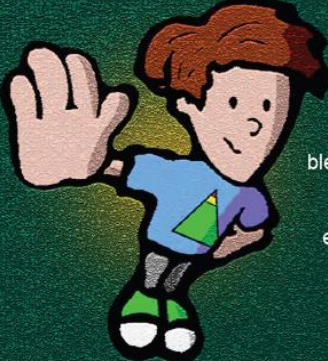
Eight Keys to End Bullying

- Know bullying when you see it
- Establish connections with kids
- Stop bullying whenever you see it
- Deal directly with cyberbullying
- Build social and emotional skills
- Turn bystanders into buddies
- Reach out to kids who bully
- Keep the conversation going



Bully Prevention

In Positive Behavior Support



Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

Scott Ross, Ph.D, Rob Horner, Ph.D, & Brianna Stiller, Ph.D

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



BULLY PREVENTION WITHIN SCHOOL-WIDE PBIS

Acknowledgements:

University of Oregon:

- Dr. Bruce Stiller, Dr. Rhonda Nese, Ann Tomlanovich, Dr. Rob Horner

University of Utah:

- Dr. Scott Ross

Eugene & Bethel School Districts, Oregon

Assumptions

Many schools are already focusing on reducing bullying & harassment

Most schools are already implementing Tier I PBIS.

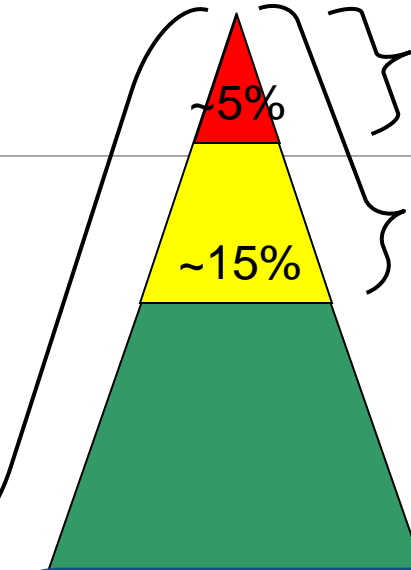
- Do not stop doing things that are working.
- Add the smallest additions that will make the biggest impact on student behavior.
- Never add something new without identifying what you will stop doing to free up the needed resources.

SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Main Ideas:

1. Invest in prevention first
2. Multiple tiers of support intensity
3. Early/rapid access to support

Goal/ Objectives

Goal:

- Define a plan for implementing Bully Prevention within schools already using School-wide PBIS

Objectives:

- 1. Define the **need** for investing in bully prevention
- 2. Define the core elements for “**student orientation**”
 - What to teach, How to teach it.
- 3. Define the core elements for “**faculty orientation**”
 - What to teach, How to teach it.
- 4. Define how to collect and use **data**
 - For both fidelity and impact
- 5. Define the expectations for **advanced support**
- 6. Steps to **Implementation** of BP within PBIS

Bully Prevention



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Core Elements of an Effective Bully Prevention Effort

- Bully prevention that is efficient, and “fits” with existing behavior support efforts
- Bully PREVENTION, not just remediation: Focus on Respect
- Bully prevention with the systems that make the program sustainable

Ineffective Programs:

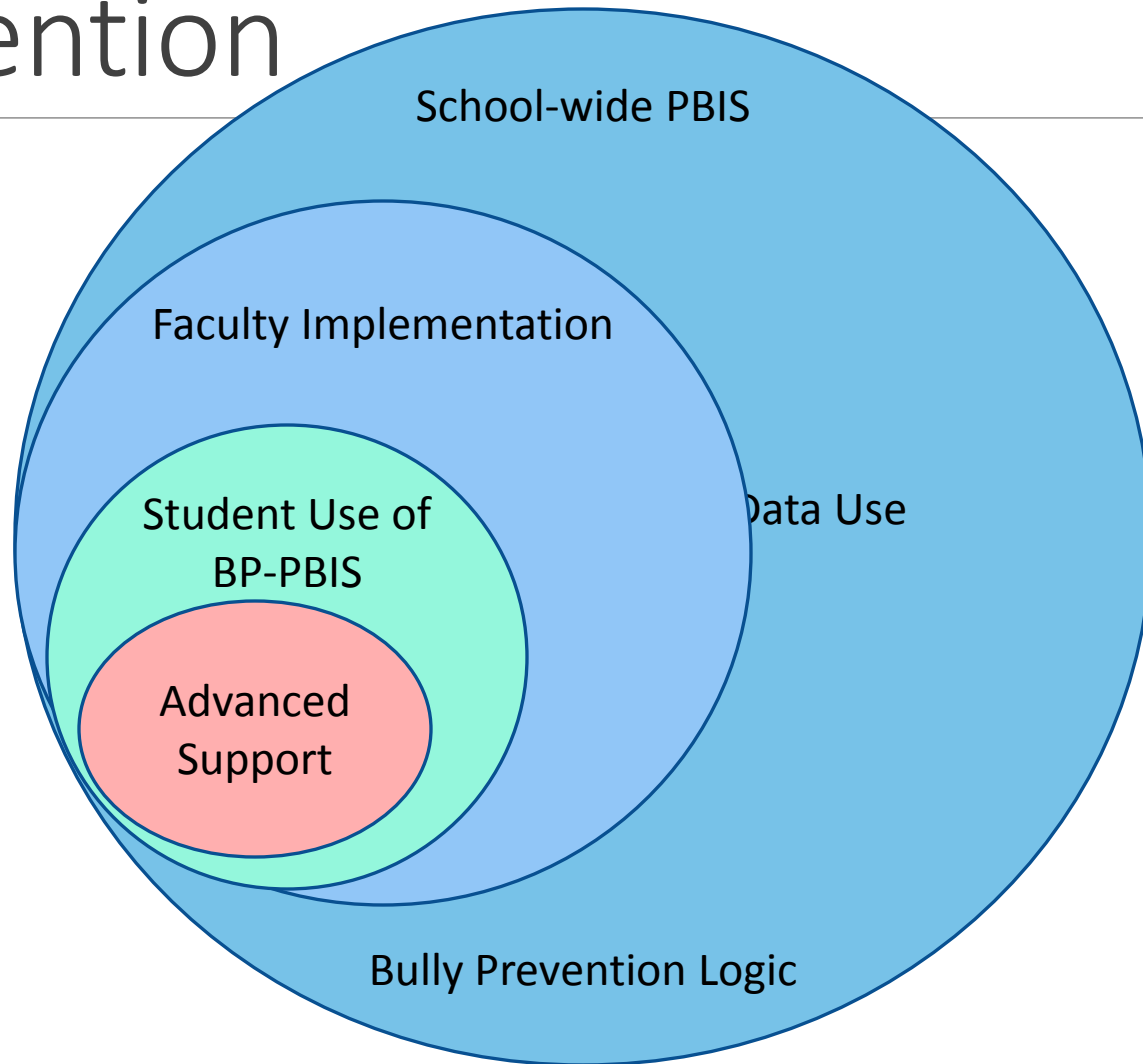
Many Bully Prevention programs focus on the bully

- Problem #1: Inadvertent “teaching of bullying”
- Problem #2: Blame the bully
- Problem #3: Ignore role of “bystanders”
- Problem #4: Initial effects without sustained impact
- Problem #5: Expensive effort
- Problem # 6: Lack of understanding of “bully-victim”

Core Elements of an Effective Bully Prevention Effort

- Focus on Teaching **Respectful Behavior**
- What to do when you see or experience **Disrespectful Behavior**

Elements of Effective Bully Prevention



Core Features of an Effective Bully Prevention Effort.

FIVE STUDENT SKILLS

FOR FACULTY/STAFF

School-wide behavioral expectations (respect others)

Stop routine when faced with disrespectful behavior

Bystander stop routine when observing disrespectful behavior

Stopping routine if someone tells you to “stop”

A **recruit help routine** to recruit adult help if you feel unsafe.

Agreement on need for bully prevention effort

Strategy for teaching students core skills

Strategy for follow-up and consistency in responding

Clear data collection and data use process

Advanced support options



Bully Prevention

In Positive Behavior Support



Giving students the tools to extinguish bullying through the blending of School-Wide Positive Behavior and Intervention Supports, explicit instruction, and a redefinition of the bullying construct.

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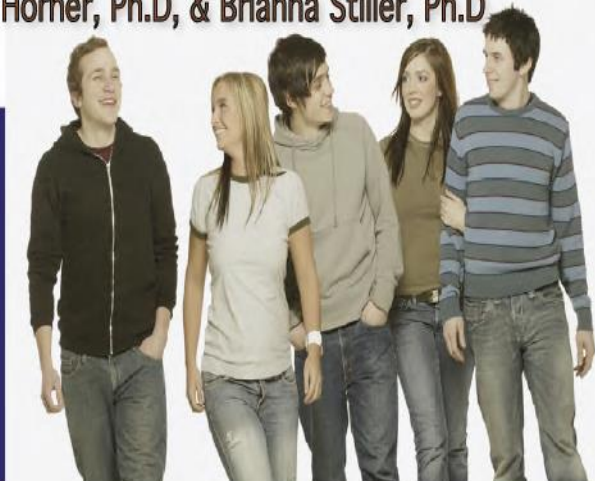


Giving students the tools to reduce bullying behavior by blending school-wide positive behavior support, a simple response to problem behavior, and a functional approach to the bullying construct.

Bully Prevention

In Positive Behavior Support

Scott Ross, Ph.D, Rob Horner, Ph.D, & Brianna Stiller, Ph.D



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

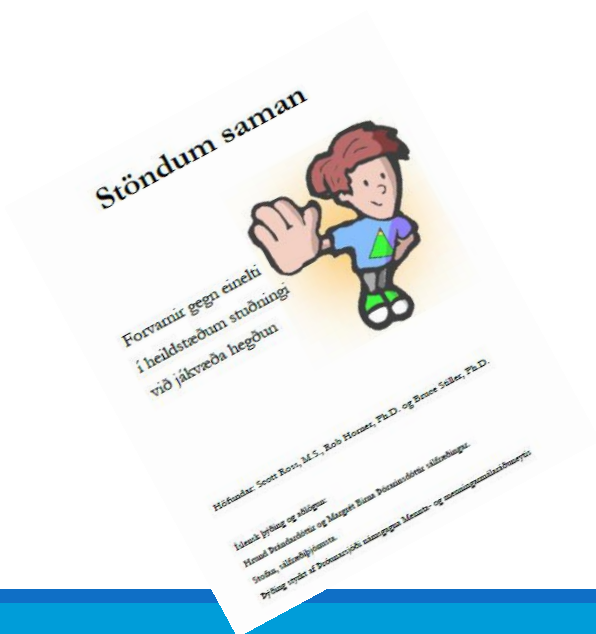
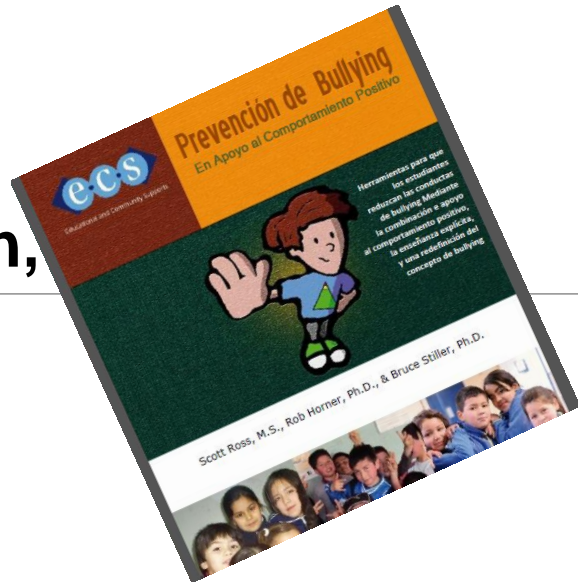


Available at
www.pbis.org



UNIVERSITY OF OREGON

Spanish,
French,
Norwegian,
Icelandic



Staff Training

- Identify the need
- Share Data about Disrespectful behavior
- Distribute the Curriculum for Review
- Teach the Strategies the Students will be using
- Teach the Strategies the Staff will be using
- Finalize Timeline for Implementation

Curriculum

ELEMENTARY

MIDDLE/HIGH



Implementing Bullying Prevention within PBIS

Checklist for Implementation

Before Implementing: Do Staff & Students Perceive Bullying as a Problem?

Bullying Prevention in PBIS: Elementary

Monitoring Implementation Tools
Fidelity Checklist for Implementation

Bullying and Harassment Prevention in PBIS: Elementary Implementation Checklist: To be completed by the PBIS Team			
Task	Target Date	Date Completed	Who?
1. Staff agreement on need			
2. Staff orientation/training			
3. Student Pre-Survey			
4. Lesson 6: Delivered to all supervisors			
5. Lesson 1: Delivered to all students			
6. Lesson 2: Delivered to all students			
7. Lesson 3: Delivered to all students			
8. Fidelity Check with staff			
9. Lesson 4: Delivered to all students			
10. Lesson 5: Delivered to all students			
11. Staff Follow Up Survey			
12. Student Post-Survey			
13. Analyze Data			

Conference website

Bullying Prevention in Positive Behavior Support: Expect Respect

Monitoring Implementation Tools
Fidelity Checklist for Trainers

Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect Implementation Checklist: To be completed weekly by the Expect Respect trainer.		
Task	Target Date	Date Completed
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		

Bully Prevention & Expect Respect Curriculum

Critical Features:

- Facilitate student participation
- Reduce interactions that reinforce bullying
 - Target Recipient Behavior; Perpetrator Behavior; and Bystander Behavior
- Teach students how to respectfully interrupt socially aggressive behavior
 - Establish a School-Wide **Stop Phrase**
 - Teach **Student Strategies**
- Deliver the intervention with sufficient intensity to maintain positive effects

Skills taught:

- Stop Strategy
- Stopping Strategy
- Seeking Support Strategy
- Adult Coaching Strategy

Elementary: Page 1-1 to 1-5

Mid/High: Pages 18-23

Stop, Walk and Talk OR Stop Strategy (Recipient Response)

Step One: If someone treats you in a way that feels disrespectful, use the School wide “Stop Phrase”

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 school adult to approach and ask for support.

Stopping Strategy (Perpetrator Response)

If someone uses the School wide Stop Phrase toward you:

- **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 and don't do it again”
- **Step Three:** Say “OK” to the person who asked you to Stop and move on with your day

Seeking Support Strategy (Recipient Response)

If you use the School wide Stop Signal and the person does not Stop:

- **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” OR, “I’m not feeling safe because _____”
- **Step Four:** 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.

Bystander Strategy

If you observe someone using the Stop Strategy, and the perpetrator doesn't stop, do one of 3 things:

- 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".

Lesson Planning

The lessons are scripted, and there are many tips for how to respond to “what ifs”

Determine:

- Who will teach the lessons?
- How far apart the lessons will be taught?

Skilled Facilitation is important

- Make the role plays realistic. If the scenarios and responses are trivial or not congruent with how students interact with one another when no adults are present, the students will think the program is silly. Be provocative; the students must be actively engaged

Curriculum Activity

Curriculum Overview Activity

ELEMENTARY

1. 8.1-8.9 (Overview)
2. Lessons 1-5
2. Staff/Supervisors 6.1-7.3
4. Online Tools
(www.pbis.org)

MIDDLE/HIGH

1. Overview p. 3-8
2. Teacher/Staff/Student
Coaching p. 9-23
3. Lessons p. 24-52
4. Monitoring Tools p. 55-61

Bully Prevention Lessons – Elementary Level

Lesson 1: 50 minutes: Introduction

Lesson 2: 30 minutes (Day after Lesson 1):
Stop/Walk/Talk

Lesson 3: 20 minutes: Gossip

Lesson 4: 20 minutes: Inappropriate
Remarks

Lesson 5: 20 minutes: Cyberbullying

Expect Respect Lessons – Middle/High School

YEAR ONE

YEAR TWO

Lessons	Topic
Lesson 1	Orientation & Introduction
Lesson 2	Simulation (Getting on the Bus)
Lesson 3	You Tube Videos & Safety Plan
Repeat & Repair	Reteach & Focus on real situations

Lessons	Topic
Lesson 1	Orientation & Introduction
Lesson 2	Interrupting Bullying & Harassment in the Classroom
Lesson 3	It Gets Better & Seeking Support
Repeat & Repair	Reteach & Focus on real situations

Videos: Examples

Resource for PBIS videos:

<https://vimeo.com/groups/pbisvideos>

Mid/High Curriculum: Pages 28-31

Videos

Video Clips and Discussion:

<https://vimeo.com/groups/pbisvideos/videos/78173708>

(Cyberbullying - Elem)

Bullying (High School/Middle School)

[You Tube Video](#)

Sexual Harassment

<https://www.youtube.com/watch?v=dpIViY2Giao>

Elementary Timeline Example

September–November

- ▶ Faculty Orientation
- ▶ Student Advisory Meeting
- ▶ Lessons 1 – 5
- ▶ Regular check-ins with staff

December– May

- ▶ Review & Reteach

June

- ▶ School-wide event to celebrate Respect

Elementary Timeline Example 2

February – April

- ▶ Faculty Orientation
- ▶ Student Advisory Meeting
- ▶ Lessons 1 – 5
- ▶ Regular check-ins with staff

May–June

- ▶ Review & Reteach

June

- ▶ School-wide event to celebrate Respect

Expect Respect: Timeline Example Middle/High

September – November

- ▶ Faculty Orientation
- ▶ Student Advisory Meeting
- ▶ Lessons 1 – 3
- ▶ Regular check-ins with staff

December – May

- ▶ Fidelity Checks
- ▶ Repeat and Repair
- ▶ Student Project?

June

- ▶ School-wide event to celebrate Expect Respect

Expect Respect: Timeline Example 2

Middle/High

February–April

- ▶ Faculty Orientation
- ▶ Student Advisory Meeting
- ▶ Lessons 1 – 3
- ▶ Regular check-ins with staff

May–June

- ▶ Fidelity Check
- ▶ Repeat and Repair
- ▶ Student Project?

June

- ▶ School-wide event to celebrate Expect Respect

Data: Outcome & Fidelity

Outcome:

- Student: Pre/Post Surveys
- Student Behavioral Data
- Faculty Follow-Up Survey

Fidelity:

- Staff Fidelity Survey

Student Perception Survey – Elementary

(www.pbis.org)

Name _____ ID# _____ Page 1

Student Survey

Directions: Circle the answer that shows how much you agree with the following statements.

In your school:

1. I feel safe.

Strongly Disagree (1)	Disagree (2)	I don't agree or disagree (3)	Agree (4)	Strongly Agree (5)
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2. Other students treat me respectfully.

Strongly Disagree (1)	Disagree (2)	I don't agree or disagree (3)	Agree (4)	Strongly Agree (5)
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3. I treat other students respectfully.

Strongly Disagree (1)	Disagree (2)	I don't agree or disagree (3)	Agree (4)	Strongly Agree (5)
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4. Adults treat me respectfully.

Strongly Disagree (1)	Disagree (2)	I don't agree or disagree (3)	Agree (4)	Strongly Agree (5)
--------------------------	-----------------	----------------------------------	--------------	-----------------------

5. I treat adults in my school respectfully.

Strongly Disagree (1)	Disagree (2)	I don't agree or disagree (3)	Agree (4)	Strongly Agree (5)
--------------------------	-----------------	----------------------------------	--------------	-----------------------

Go to next page

Name _____ ID# _____ Page 2

In the past week:

6. How many times have other students treated you disrespectfully?

Never (1)	1-3 times (2)	4-6 times (3)	7-9 times (4)	10+ times (5)
--------------	------------------	------------------	------------------	------------------

7. How many times did you see someone else treated disrespectfully?

Never (1)	1-3 times (2)	4-6 times (3)	7-9 times (4)	10+ times (5)
--------------	------------------	------------------	------------------	------------------

8. How many times did you ask someone else to "stop"?

Never (1)	1-3 times (2)	4-6 times (3)	7-9 times (4)	10+ times (5)
--------------	------------------	------------------	------------------	------------------

9. How many times did someone ask you to "stop"?

Never (1)	1-3 times (2)	4-6 times (3)	7-9 times (4)	10+ times (5)
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10. How many times did you help someone walk away from disrespectful behavior?

Never (1)	1-3 times (2)	4-6 times (3)	7-9 times (4)	10+ times (5)
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Thank You. Please Wait Quietly.

Conclusion. Thank you for answering the questions on the survey. Your answers will help us learn about what things are like for kids at this school. Do you have any questions you'd like to ask me?

Student Survey (Middle/High)

In your School:	Strongly Disagree	Disagree	Agree	Strongly Agree
Do you feel safe?				
Do other students treat you respectfully?				
Do you treat other students respectfully?				
Do you treat adults in your school respectfully?				

**Curriculum:
Page 60**

In the past week:	Yes	No
Has anyone treated you disrespectfully?		
Have you asked someone to “stop?”		
Has anyone asked you to “stop?”		
Do adults treat you respectfully?		
Have you seen someone else treated disrespectfully?		

Faculty Fidelity Checklist (Middle/High)

Bully Prevention in Positive Behavior Support: Expect Respect					
Fidelity of Implementation: To be completed at least quarterly by all staff (e.g. at staff meetings or online).					
Item	Always	Mostly	Some of the time	Never	NA
1. To what extent have I interrupted bullying/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/harassment incidents to me?					
3. To what extent have I praised the student for reporting the bullying/harassment incident?					
4. To what extent have I encouraged the students to use an assertive word or phrase to interrupt the bullying/harassment incident and/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?					

Elementary Staff Survey

Bully Prevention

In Positive Behavior Support

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	

Lessons Learned

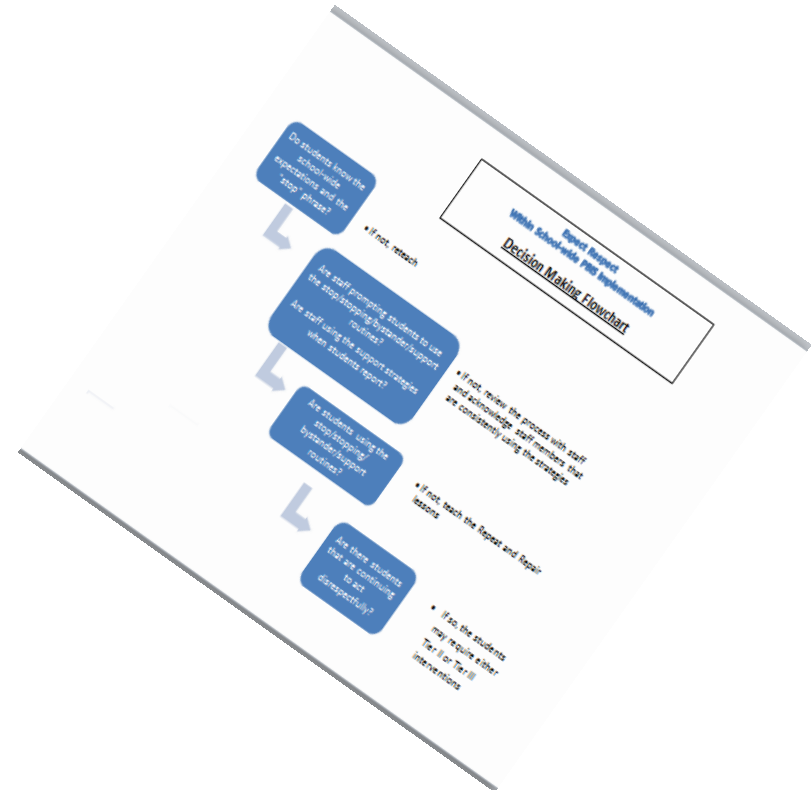
A Team (PBIS Team) is needed to monitor implementation

Keep the conversation going

Facilitate active participation from the students and ***keep it real!***

Solicit feedback from the staff and maintain staff involvement

Flowcharts



Elem: Page 7-3

Bully Prevention Team Training

Thursday, March 5

**8:30-11:30 am: Elementary School
Teams**

1:00-4:00 pm: Middle School Teams

Research

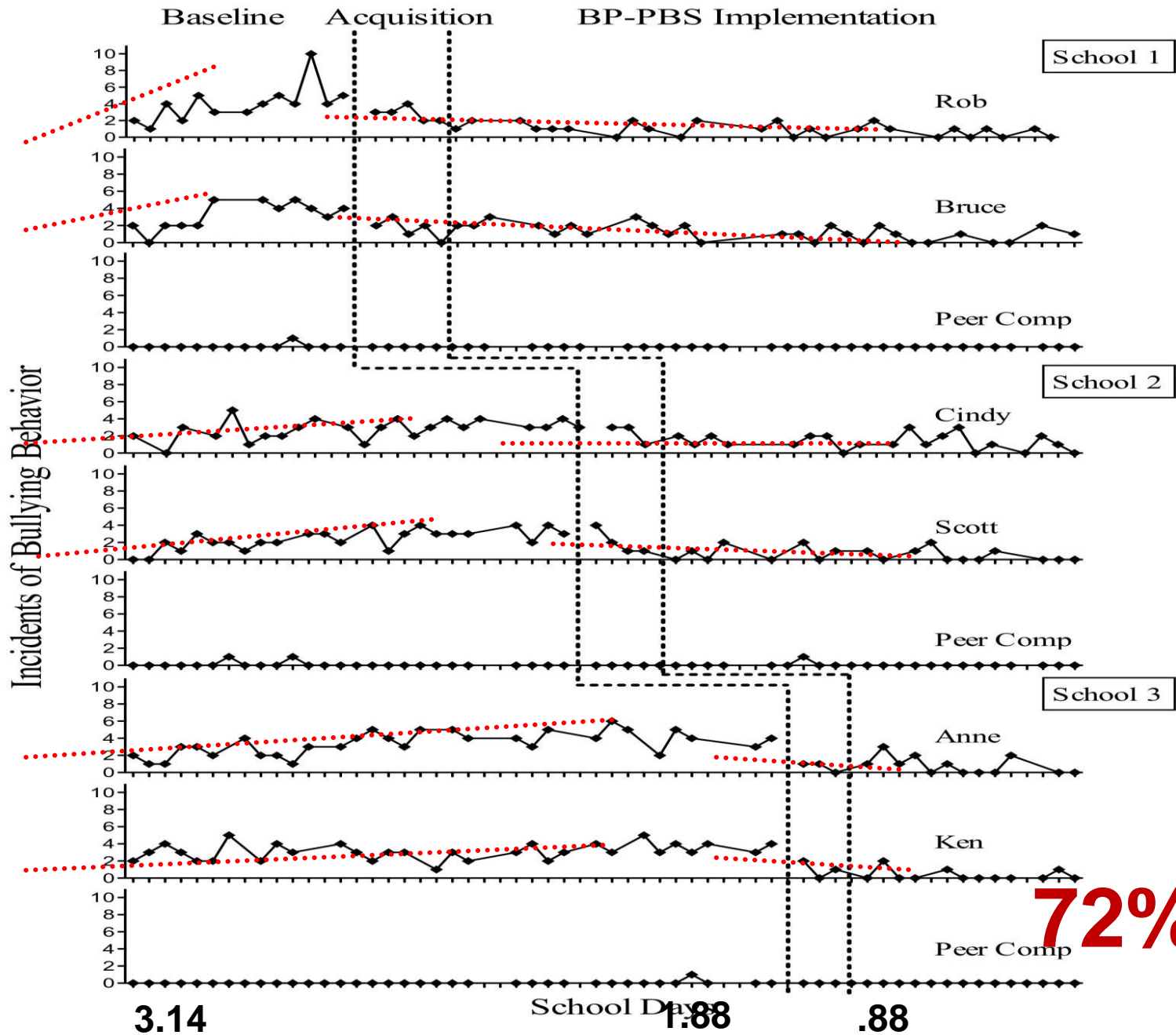
BULLY PREVENTION & EXPECT RESPECT
CURRICULUM



Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis, 42*(4), 747-759.

Three Schools

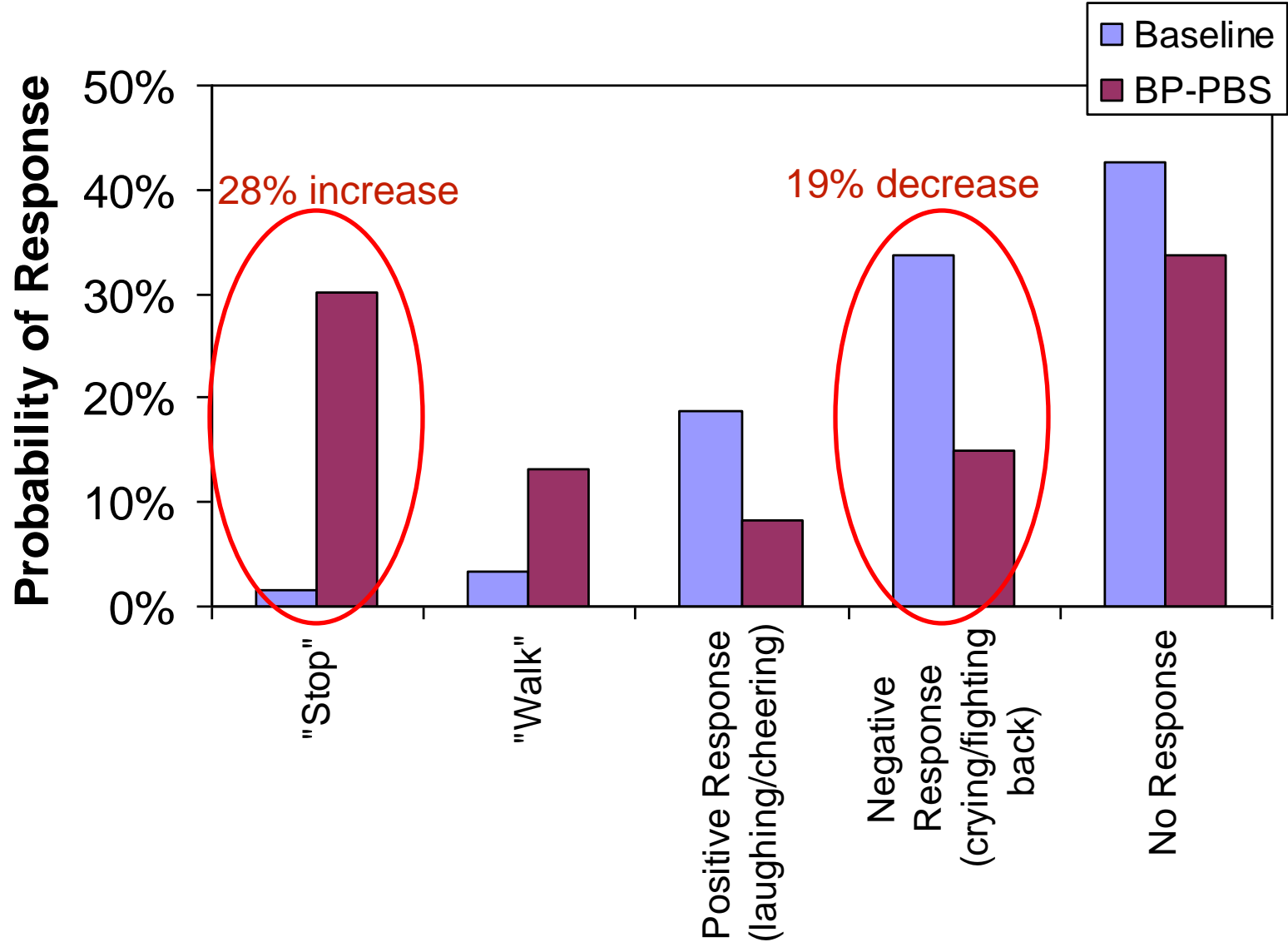
- **Six students identified for high rates of verbal and physical aggression toward others.**
- **Whole school implementation of SWPBIS**
- **Whole school addition of Stop-Walk-Talk**
- **Direct observation of problem behavior on playground.**



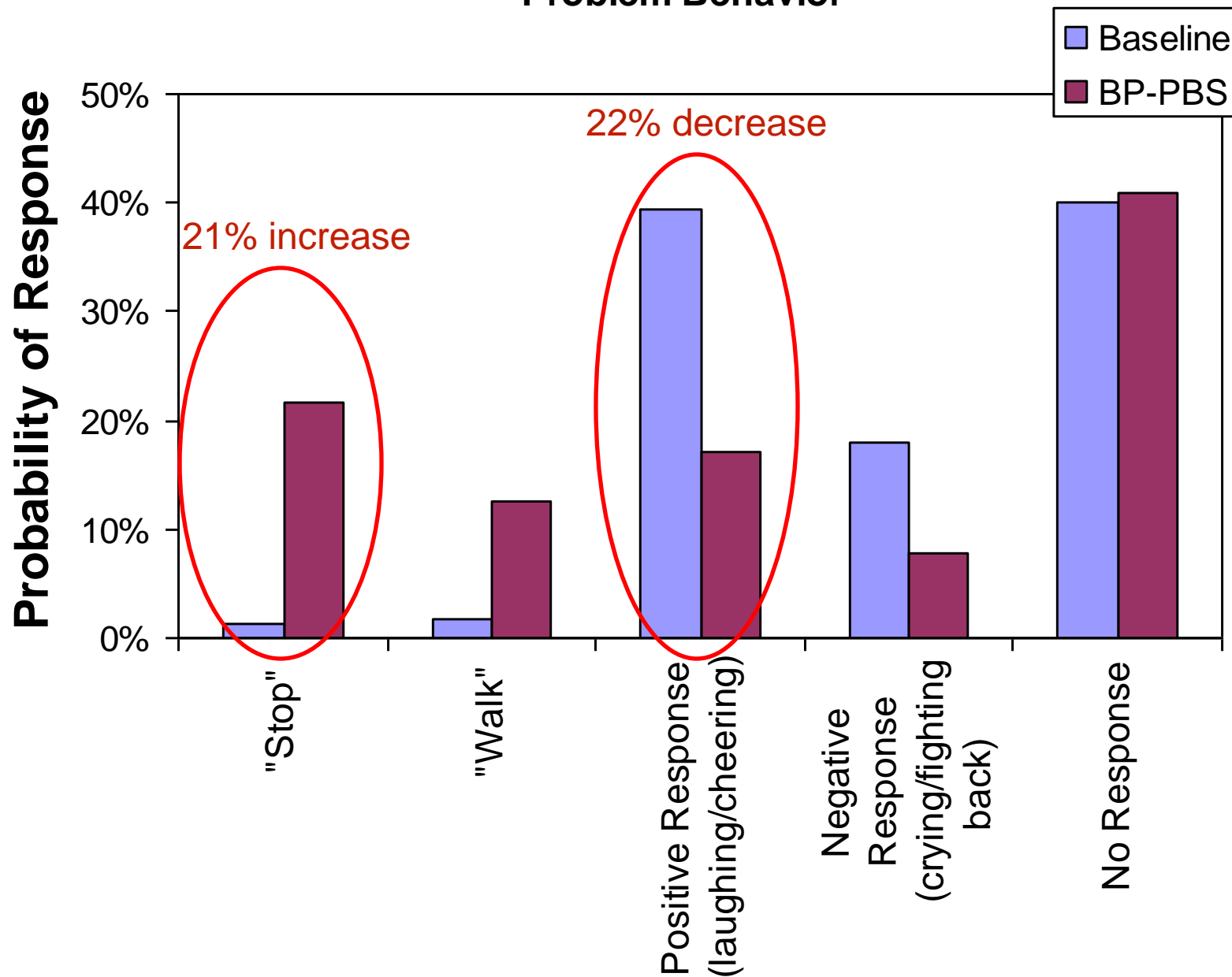
72%



Conditional Probabilities of Victim Responses to Problem Behavior



Conditional Probabilities of Bystander Responses to Problem Behavior



Expect Respect Study, 2011-12

NESE, R. N. T., HORNER, R. H., ROSSETTO DICKEY, C., STILLER, B., & TOMLANOVICH, A. (IN PRESS). *DECREASING BULLYING BEHAVIORS IN MIDDLE SCHOOL: EXPECT RESPECT*. SCHOOL PSYCHOLOGY QUARTERLY.

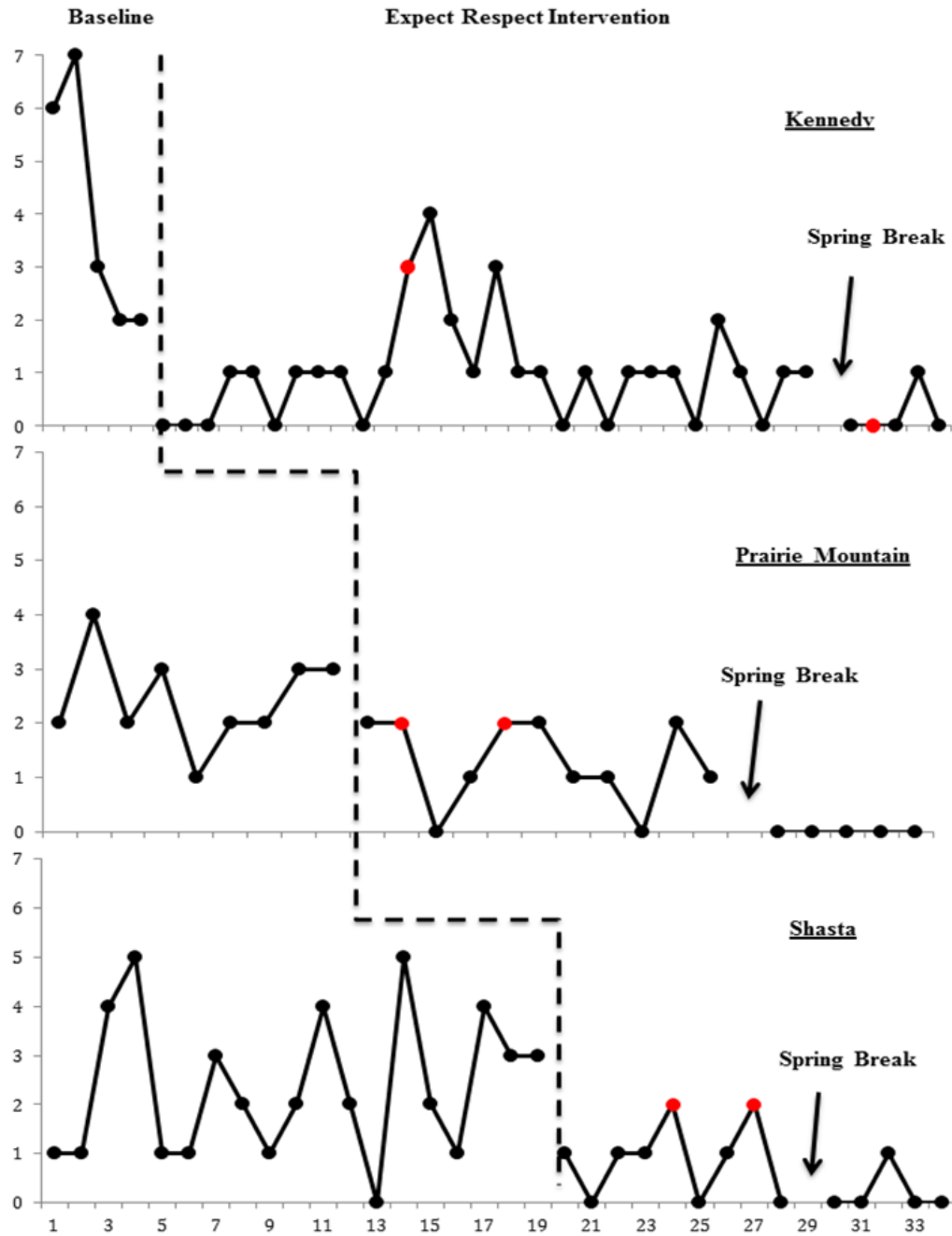


Expect Respect Study

Piloted in 3 PBIS middle schools

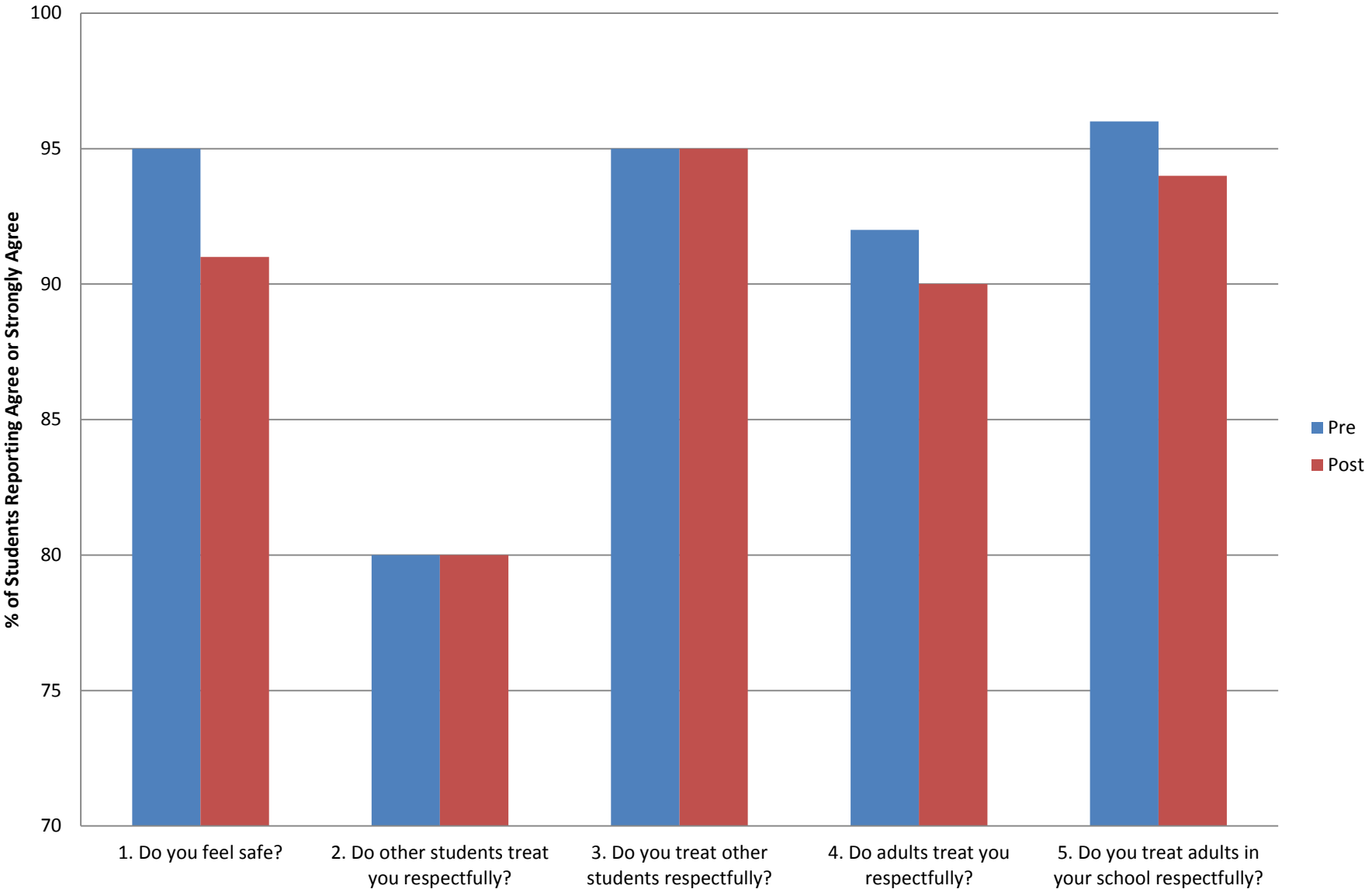
- None of the schools had been implementing *Bully Prevention in PBIS* before this study

Data on bullying/harassment behavior collected during 6th-7th grade lunch for 20 minute observations



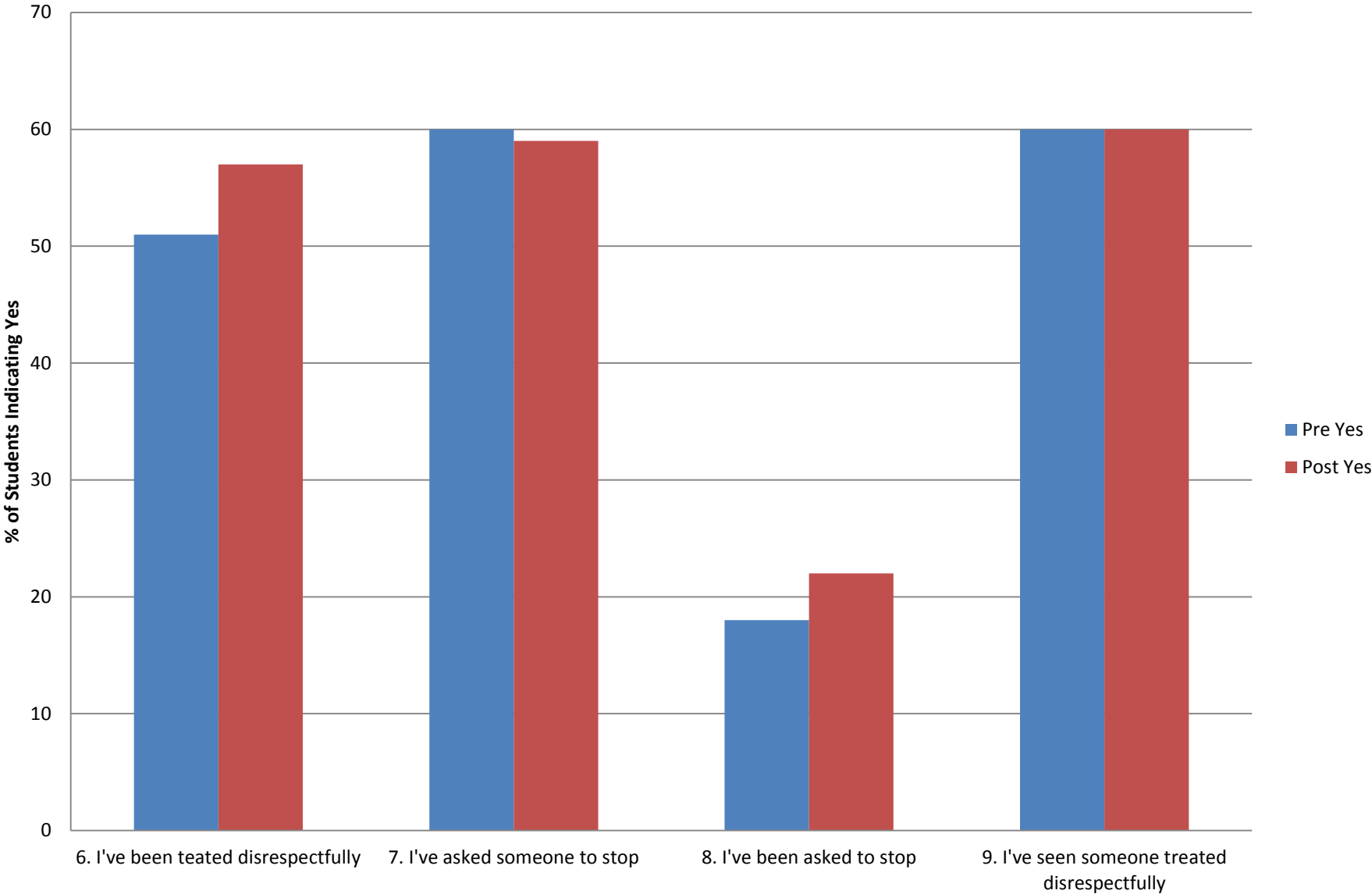
School 1 Student Survey

Expect Respect

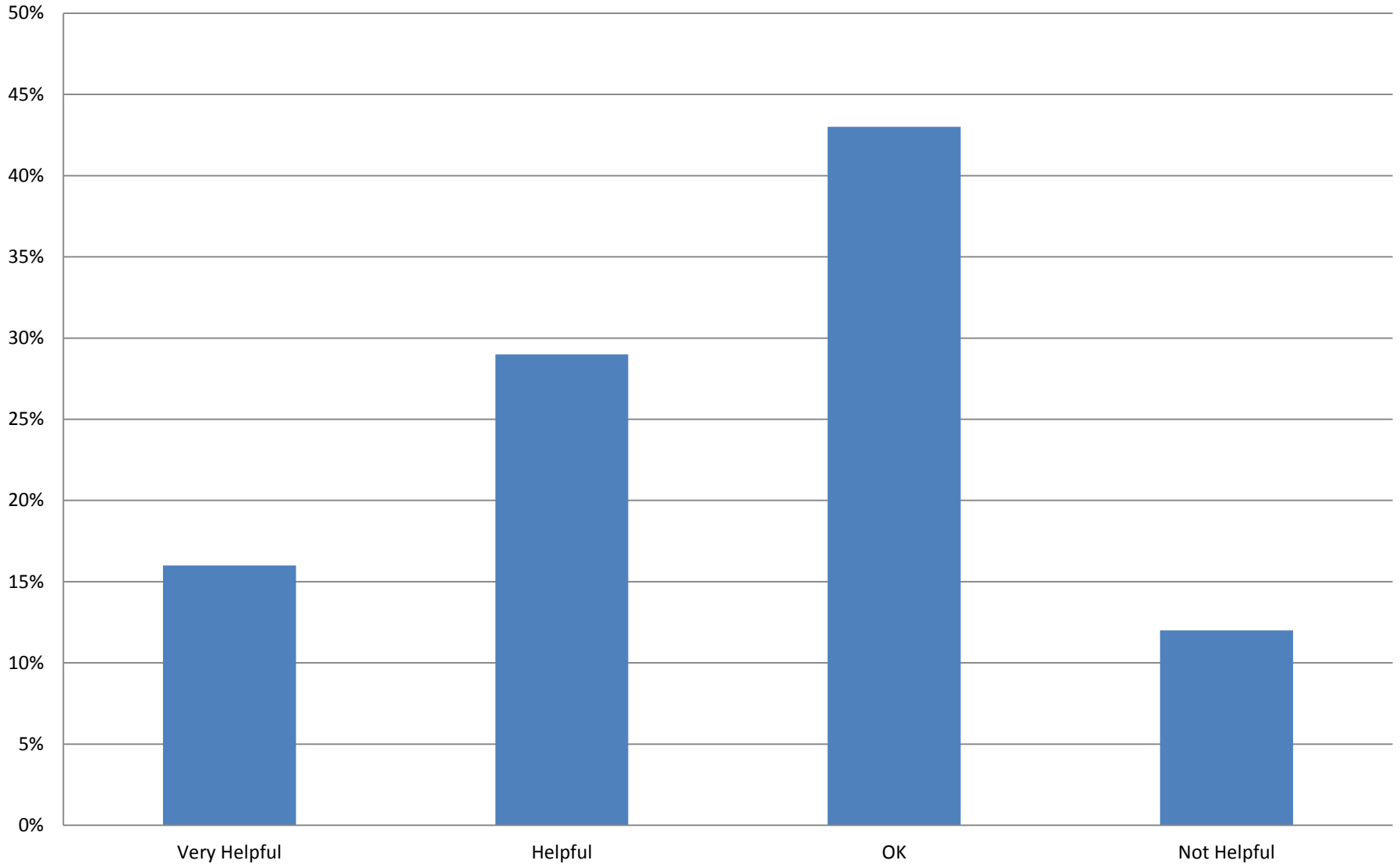


School 1 Student Survey

Expect Respect Program

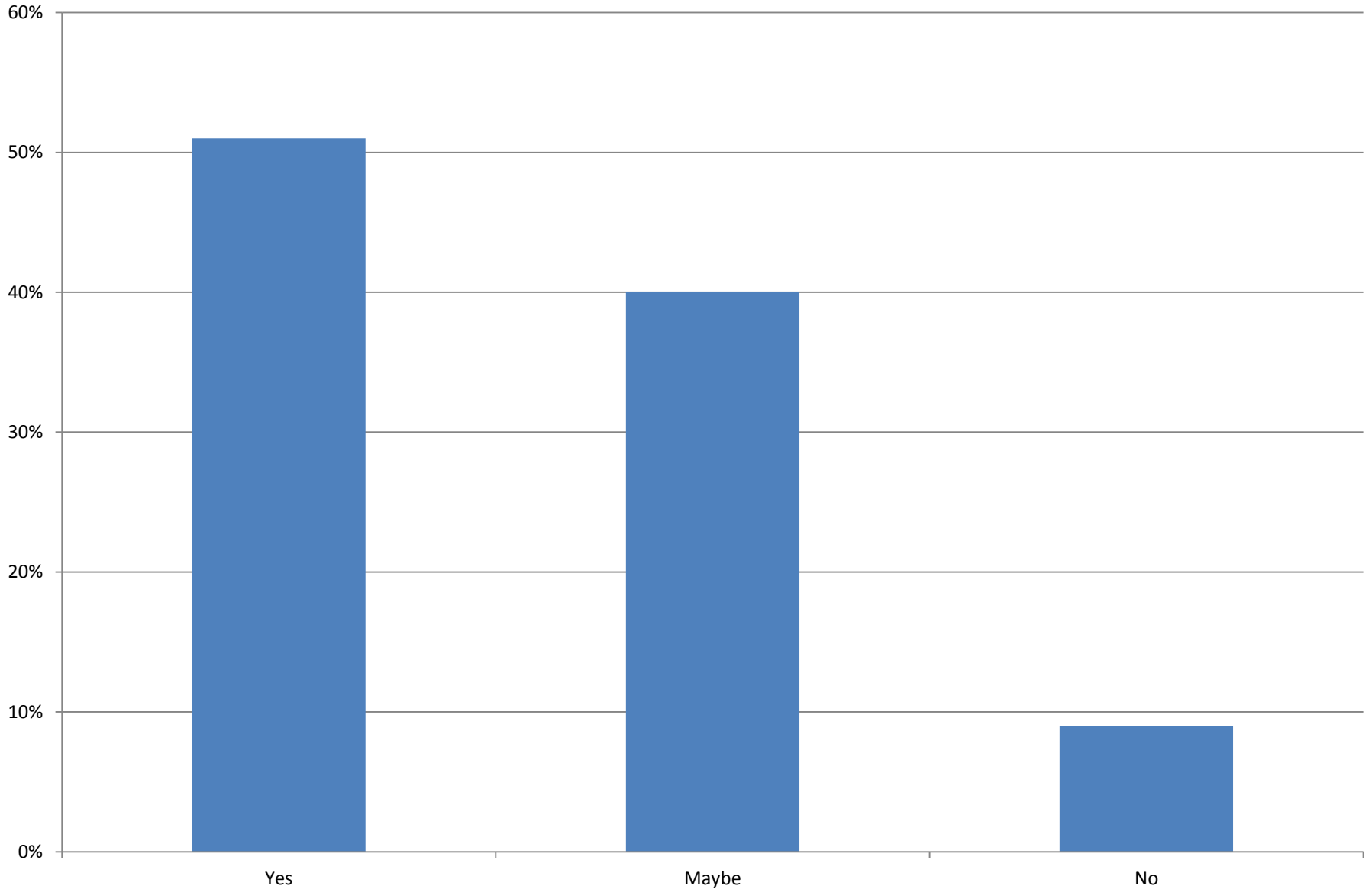


Was Expect Respect Helpful for You and Your School?
School 1 Post Student Survey
May 2012



Should Your School Teach Expect Respect Next Year?

Student Survey May 2012



Expect Respect Outcomes

Direct Observation data shows reduction in socially aggressive incidents during and after implementation of *Expect Respect*.

Student survey data indicates students liked the program, but that it didn't change their perceptions of bullying in the school.

Behavior can change before perception does