

# Designing a Comprehensive Bullying Prevention and Intervention Plan



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## Objectives

## Notes:

1. Understand pros and cons of current bullying approaches.
2. Conceptualize a multi-tiered approach:
  - a. Learn a framework for universal prevention (Tier 1).
  - b. Understand how to apply function-based approaches for small group and individual intervention (Tiers 2 and 3).
3. Leave with practical strategies you can implement immediately.

## Research Background

- Bullying is associated with negative effects for \_\_\_\_\_.
- Most students will be involved in one or more roles some time during school.
- Little research has demonstrated positive, replicable effects of prevention or intervention.

**What does a bully “look” like?**

**What contributes to an individual student’s bullying behavior?**

## What We Know About Current Approaches

## Notes:

- Zero Tolerance
- One-size fits all approaches
  - Bystander intervention
  - Bullying prevention lessons
- Design \_\_\_\_\_, \_\_\_\_\_ approaches that work to address the factors in *your* school.

## Avoid

- Heated, emotional reactions
- Purely punitive approaches
- \_\_\_\_\_ relationship between bullying and suicide and bullying and incidents of school violence
- Labels of “\_\_\_\_\_”, “\_\_\_\_\_” and “bully-victim”

## Strive For

- Preventative and instructional approaches
- Data-driven decisions
- A multi-tiered model

## A Framework for Universal Prevention:

- S \_\_\_\_\_
- T \_\_\_\_\_
- O \_\_\_\_\_
- I \_\_\_\_\_
- C \_\_\_\_\_

## Structure the Setting to Prevent

## Notes:

Evaluate the physical and supervisory structure of your school:

- Layout of physical space
- Length of time spent in area
- Expectations for \_\_\_\_\_ within area
- Activities allowed or not allowed
- Number of supervisors
- Supervisor's schedule
- Ability of supervisors to scan and monitor all parts of area
- Supervisor \_\_\_\_\_ in active supervision

## Other Structural Elements

- Implement within the context of broader \_\_\_\_\_ and safety efforts.
- Form an anti-bullying team or task force.
- Increase awareness and solicit a \_\_\_\_\_ from all staff to address bullying concerns.
- For students transitioning to new schools (e.g., elem. to middle or middle to high), evaluate structure of transition.
- Evaluate and refine policies.

## Teach All Stakeholders

Train \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in methods to:

- Prevent bullying
- How to respond in the moment
- How to follow up after an incident

## Example: Cyberbullying

### Notes:

#### Teach Students to Prevent

- Provide focused lessons on appropriate and responsible use of technology.
- Have students collectively generate ideas on how to stop cyberbullying.
- With students, evaluate examples and non-examples from social media, stars and politicians, etc.

#### Teach Families to Prevent:

- Provide initial policy, process, and student responsibility information.
- Regularly share schoolwide data and trends.
- Send home tips, strategies, and tools for parents to address concerns. (See samples on pgs. 11–13)

#### Train Students to Respond in the Moment

- If targeted:

**Figure B-30** What to Do If You Are Cyberbullied

online  
DOWNLOAD

REPRODUCIBLE  
39-1

**WHAT TO DO IF YOU ARE CYBERBULLIED**

- a Do not respond.
- b Document, then delete.
- c Block the person who is cyberbullying.
- d Get off the device or platform (don't go back and check it) and do something I enjoy that makes me feel good.

Positive self-talk statement \_\_\_\_\_

Possible activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- e In person, calmly and assertively tell the person to stop.
- f Report ongoing issues if needed.

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*Cyberbullying Prevention*

## Train Students to Respond in the Moment

## Notes:

- If a bystander:
  - Generate and discuss appropriate and inappropriate responses to cyberbullying.
  - Discuss \_\_\_\_\_ and \_\_\_\_\_ of each response.

### Sample:

Appropriate Response	Inappropriate Response
<ul style="list-style-type: none"><li>• Do not respond to or share the electronic communication.</li><li>• Privately message the person who is being targeted and express support:<ul style="list-style-type: none"><li>○ Remind him to ignore it.</li><li>○ Ask if there is anything you can do to help.</li><li>○ See if the person wants to do something fun.</li><li>○ Tell her you are here for her.</li></ul></li><li>• In person, calmly tell the person who is cyberbullying to stop.</li><li>• Report it—to the school, to the provider, to police if the behavior is illegal.</li></ul>	<ul style="list-style-type: none"><li>• Responding through electronic communication—joining in, “liking”</li><li>• Sharing the content with others*</li><li>• Gossiping with other students in person about the content</li><li>• Continuing to look for more of this kind of content from the person who is perpetrating or about the person who is targeted</li><li>• Not reporting it if it is serious</li></ul>
<p>* Discuss how sharing the content with others, even if you are not the one who generated the original content, is participating in bullying behavior. In addition, if the content is sexually explicit (e.g., graphic photos or videos), anyone who shares the content or has it on a personal device may be at risk of legal charges for child pornography.</p>	

## Additional Actions for Cyberbullying Example

- Train staff.
- Train students in how to follow up after a cyber-bullying incident.
- Train families in how to follow up:
  - If student is targeted
  - If student is cyberbullying

## **Observe and Monitor Student Behavior and Data**

## **Notes:**

Gather data:

- Bullying incident reports
- \_\_\_\_\_ (highly recommended)
- Observations
- Focus groups and interviews

## **Collect Information About Bullying Trends**

- Frequency of each type of bullying
- Where in the school it occurs
- Times and activities when it occurs
- Whether students target other students because of certain characteristics
- Typical responses to bullying
- Percent of incidents reported to staff
- Whether students feel supported to deal with bullying

## **Incident Reports**

- Are reports detailed enough to allow you to track trends?  
(See sample on pgs. 14–15)

## **Analyzing Collected Data**

- Helps guide schoolwide efforts
  - Structural alterations
  - Specific lessons for stakeholders
  - Increased staff awareness/attention to behaviors
- Use of “red flag systems” allows identification of students in need of intervention
  - Students who bully
  - Students who are targeted

## Interact Positively to Promote Respect

## Notes:

### Correcting Fluently

Consistency is key!

- Plan to intervene unemotionally with \_\_\_\_\_ incident (even precursors)
- Develop a range of mild to severe corrective consequences

### Common behavioral principle:

*The behavior we pay the most attention to is the behavior that will be exhibited.*

If we become relentless (consistent) in correcting bullying behavior...

### Increase Attention to Positive Opposite

- Strive for a positive ratio of interactions
- At least three times more attention paid to \_\_\_\_\_ and \_\_\_\_\_ than bullying behavior.

### Strategy Examples to Improve Ratios of Interaction

Whole staff:

- Select the most prevalent bullying behavior.
- Define the positive opposite.
- Train all supervisors to \_\_\_\_\_ the positive opposite.
- Take data on how frequently they acknowledge.

Individual supervisor:

- Mark a tally every time you acknowledge respect or inclusion.
- Mark a tally for every correction for a negative peer interaction.
- Strive to maintain \_\_\_\_\_ (positive to corrective).



## Meaningful Intervention

## Notes:

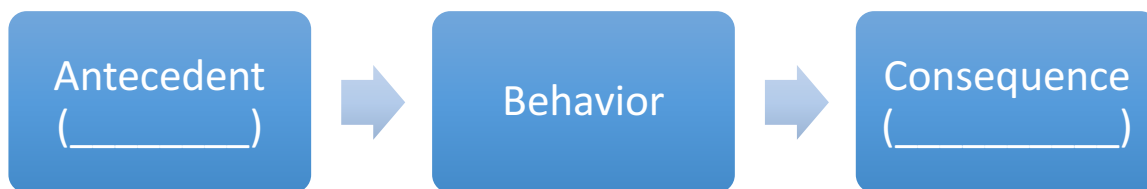
- For a student who chronically bullies
  - Intervene as you would with reading or math deficits.
  - Provide ongoing \_\_\_\_\_ (while relentlessly \_\_\_\_\_ bullying behavior.
  - Provide \_\_\_\_\_ intervention.
- Concurrently support/intervene with student who is targeted.

## Functional Behavioral Assessment

“A systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs. A primary goal of FBA is to guide the development of effective positive interventions...”

~Loman and Borgmeier

Consider the ABCs:



## Functions of Bullying Behavior

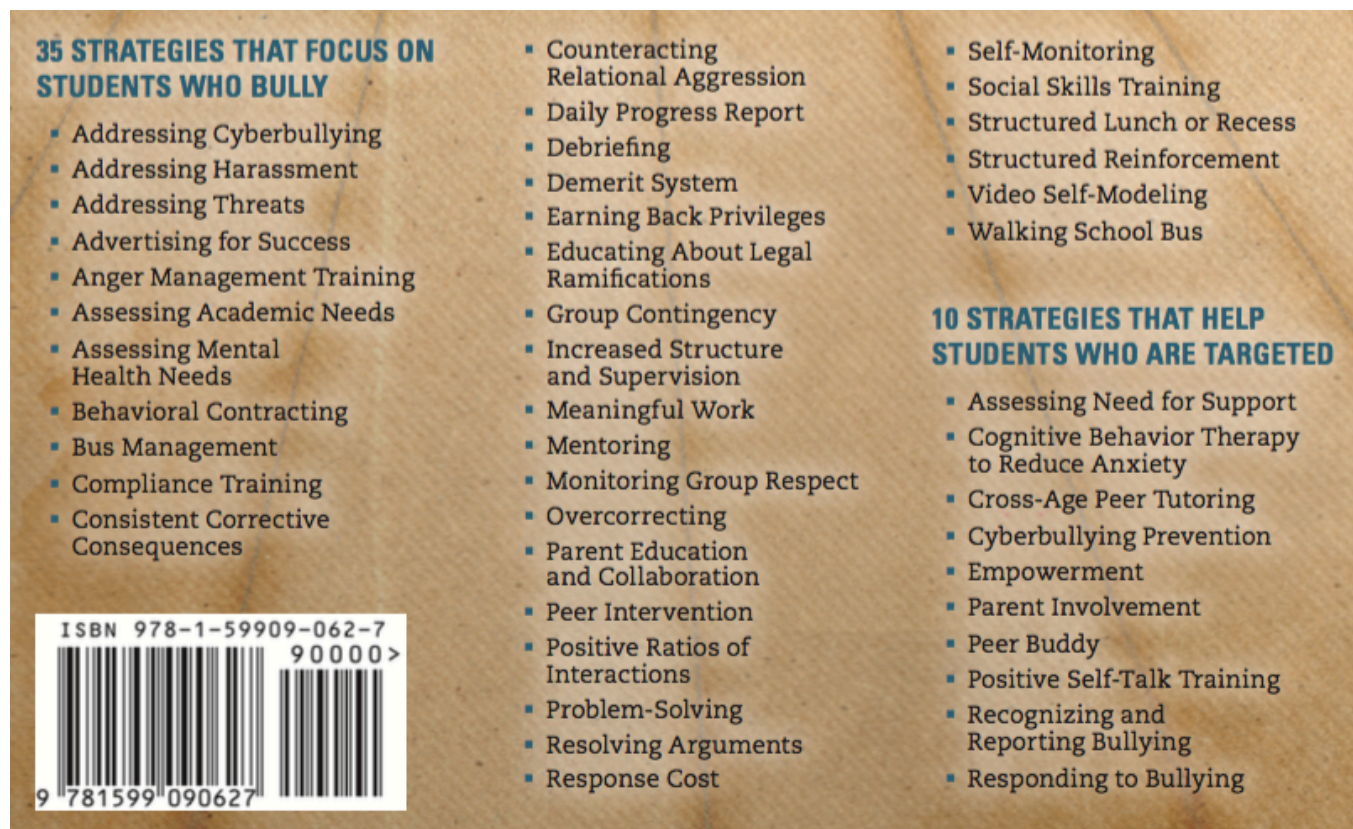
- Attention
  - Peer
  - Adult
  - Student who was targeted
- Escape/Avoidance
- Access to tangibles
- Deficits
  - Academic
  - Social
  - Coping

## Categories for Intervention Strategies

## Notes:

- Setting event
- Antecedent
- Replacement behavior and teaching strategies
- Consequence strategies
  - Positive reinforcement
  - Corrective consequences

## Possible Intervention Strategies



See sample intervention strategy (Video Self-Modeling) on pgs. 16–22.

**Figure A-3** Sample handout for parents on encouraging responsible use of technology

### **Dealing With Technology: Tips and Strategies for Parents**

In today's world, technology is everywhere. Children are exposed to technology in a multitude of forms throughout each day: They text, email, use social media, surf the Internet, watch television and movies, and the list goes on and on. In fact, for many children, technology is one of the main ways they interact with and learn about the world. Thus, it is important that they have some guidance as they negotiate this increasingly technological world.

We have created this tip sheet to help you consider what you can do to help your children remain safe, act responsibly with technology, and learn how to be good digital citizens.

**Talk early and often with your children about safety when dealing with technology. Inform children that:**

- They should never share passwords with anyone other than parents or guardians (even a best friend).
- They should never give out personally identifiable information.
- They should never give anyone their location or agree to meet in person with anyone they met online.

**Discuss identity theft, sexual and financial predators, and other risks in age-appropriate terms.**

**Frequently discuss and review what appropriate and respectful behavior looks and sounds like when communicating through technology. Use the following guidelines:**

- If you wouldn't do it or say it in front of a trusted and respected adult, don't do it online or by text.
- Participating in cyberbullying by sharing, reposting, or commenting on negative remarks about someone else makes the problem worse. The only appropriate response is to not respond and tell a parent or another adult about the cyberbullying immediately.
- If you wouldn't want a comment shared or said about you, don't share or say it.
- Think before you post or text, especially if you are upset or angry. Once a photo or message is in the electronic world, it never really goes away and can seriously affect your reputation, success, and future.
- NEVER send photos or images that contain nudity or messages with sexually explicit content.

NOTE: Sexting—sending sexually explicit photos or messages by phone or other technology—is a phenomenon that has become increasingly common, especially among teenage girls. It carries serious risks, such as messages being forwarded to others. In addition, those who send or possess sexually explicit photos of a minor can face felony child pornography charges.

(cont.)

**Figure A-3 (cont.)** Sample handout for parents on encouraging responsible use of technology

**Establish procedures and rules regarding technology in your household.**

Set appropriate limits on how long and where technology can be used. Consider procedures and rules such as the following:

- No more than 2 hours of nonacademic technology use each day on weekends, and less on weekdays.
- Some cell phones and computers can be set to have time limits or to prevent access during specified hours. Create a password for your child and set the device with the desired restrictions.
- All electronic devices are turned off 1 hour before the child's bedtime. Studies have shown that bright lights (such as those on computers, cell phones, and TVs) can interrupt human sleep cycles and delay sleep.
- During dinner, place all cell phones (including parents' phones!) in a box away from the dinner table.
- Create the expectation that electronic devices are not allowed in children's bedrooms. This includes cell phones, computers, TVs, gaming devices, and so on. One possible way to set this expectation is to establish a charging station in the parents' bedroom; all charging cords stay at this station. At bedtime, place all electronic devices in the parents' room to charge.

NOTE: Technology should not be allowed in children's bedrooms for several reasons:

- Electronic devices in bedrooms have been linked to sleep problems in children and teens. Lack of sleep contributes to attention problems, difficulty concentrating and learning, aggressive behavior, increased risk of depression, and a host of other health, behavioral, and emotional issues.
  - Access to technology in the privacy of the bedroom can lead to increased risk for sexting, cyberbullying and conflict, and engaging in behaviors that can put a child at risk for predatory behavior.
  - For children who have unsupervised access to technology, night is a prime time for cyberbullying. When a child is victimized through cyberbullying, it is important to limit and monitor the child's access to technology so that he or she is not bombarded with negative messages 24 hours a day.
- Create a Technology Contract that outlines specific rules and expectations for your children's use of technology. Include expectations for time, location, respectful and appropriate behavior, responsible use of personal information, appropriate and inappropriate sites, and how use will be monitored and supervised.

**Figure A-3 (cont.)**

**You may wish to include responsibility clauses** that allow children additional technology privileges for exceptional behavior as well as penalty clauses that outline potential consequences for violating aspects of the contract.

**Supervise and teach your child about technology use.**

Although filters and parental control features are available and can be a useful starting place, be aware that many children know how to bypass these controls. In addition, your child will likely visit places with no filters and no supervision. Therefore, the best supervisor and teacher is YOU!

Talk with your children about the websites they visit, what they do there, and who they communicate with.

When your children are first exploring technology, explore it with them and give guidance about good versus bad sites, how to evaluate the information they are viewing, and how to make responsible and safe decisions.

Periodically review your children's cell phone and computer histories. Set the expectation that only a designated adult can erase cell phone, browser, and email histories. If the child erases a history, the adult should assume that something inappropriate has occurred and consequences should be put in place.

Over time, as your children demonstrate increased maturity, responsibility, and appropriate use of technology, you may decide to gradually release responsibility to them. However, always remain involved by talking with your children, providing periodic spot checks, and reminding them about the essentials of safety and responsibility as a digital citizen.


**Additional Resources**

- Common Sense Media: [commonsensemedia.org](http://commonsensemedia.org)
- Family Online Safety Institute: [www.fosi.org](http://www.fosi.org)
- Internet Safety Tips for Parents, U.S. Department of Justice: [www.justice.gov/usao/ian/psc/Elementary%20Safety%20Tips%20for%20Parents.pdf](http://www.justice.gov/usao/ian/psc/Elementary%20Safety%20Tips%20for%20Parents.pdf)
- *Kids and technology: Tips for parents in a high-tech world*, Centers for Disease Control and Prevention: [www.cdc.gov/media/subtopic/matte/pdf/cdcelectronicregression.pdf](http://www.cdc.gov/media/subtopic/matte/pdf/cdcelectronicregression.pdf)
- *NetSmartz Workshop*, National Center for Missing and Exploited Children: [www.netsmartz.org/Parents](http://www.netsmartz.org/Parents)
- *10 Ways to Keep Kids Safe Online*, Tech Savvy: [techsavvymag.com/2014/04/07/online-safety-kids-parents/](http://techsavvymag.com/2014/04/07/online-safety-kids-parents/)
- *Tips for Parents*, National Crime Prevention Council: [www.ncpc.org/topics/internet-safety/tips-for-parents](http://www.ncpc.org/topics/internet-safety/tips-for-parents)


Handout from *Foundations Module E: Improving Safety, Managing Conflict, and Reducing Bullying* by Randy Sprick, Jessica Sprick, and Paula Rich (2014).  
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Figure B-7 Technology Contract



# TECHNOLOGY CONTRACT

REPRODUCIBLE  


I, Jordan, agree to do the following when using technology (text, email, social media, sending pictures or videos, etc.):

**Expectations**

When using technology, I will never:

- Post or send embarrassing videos or pictures of others
- Send or forward hurtful or threatening messages, including those that may damage another person's reputation

When using technology, I will always:

- Treat others respectfully and the way I want to be treated
- Think twice before I post or send a message, especially when angry
- Immediately disengage if others are participating in cyberbullying
- Ask for permission before taking and posting a photo or video

Use of technology is a privilege and requires responsible behavior. Regardless of who I am with or where I am, I agree to be responsible in my use of technology. If I demonstrate I cannot be responsible, I will lose these privileges:

**Penalty Clause**

If I engage in any restricted behaviors, the following penalties will be put in place:

- Loss of cell phone and internet for at least two days at home and school
- Random spot checks of internet use (no deleting history) for at least two weeks at home and at school
- Community service researching negative effects of cyberbullying and putting together a service project with amount of work required dependent on severity of incident

Student signature <u>Jordan McKeown</u>	Date <u>11/25</u>
Teacher signature <u>Mrs. McIntyre</u>	Date <u>11/25</u>
Parent signature <u>Amy McKeown</u>	Date <u>11/25</u>

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**Figure A-6** Example of Bullying Incident Report

### Bullying Incident Report

Student who was targeted \_\_\_\_\_ Grade \_\_\_\_ ☐ M ☐ F Report # \_\_\_\_\_

Person reporting: \_\_\_\_\_ Date \_\_\_\_\_

\*If the person reporting is left blank or marked "Anonymous," reports will be investigated according to standard procedures. However, if the report cannot be substantiated by other witnesses or other means, the school cannot implement disciplinary action solely on an anonymous report.

Frequency of targeting (with this perpetrator):		Frequency of targeting (with other perpetrators):	
<input type="checkbox"/> First time	<input type="checkbox"/> Once a week	<input type="checkbox"/> First time	<input type="checkbox"/> Once a week
<input type="checkbox"/> A few times a year	<input type="checkbox"/> 2-3 times a week	<input type="checkbox"/> A few times a year	<input type="checkbox"/> 2-3 times a week
<input type="checkbox"/> At least once a month	<input type="checkbox"/> At least once a day	<input type="checkbox"/> At least once a month	<input type="checkbox"/> At least once a day
<input type="checkbox"/> 2-3 times a month	<input type="checkbox"/> Multiple times a day	<input type="checkbox"/> 2-3 times a month	<input type="checkbox"/> Multiple times a day

Student(s) who perpetrated (include grade level and gender) \_\_\_\_\_

Frequency of reported bullying offenses:	FOR ADMINISTRATOR USE ONLY
<input type="checkbox"/> First time <input type="checkbox"/> A few times a year <input type="checkbox"/> At least once a month <input type="checkbox"/> 2-3 times a month <input type="checkbox"/> Once a week <input type="checkbox"/> 2-3 times a week <input type="checkbox"/> At least once a day <input type="checkbox"/> Multiple times a day	Number of reported bullying offenses: _____ Behaviors described: _____ <input type="checkbox"/> Same target <input type="checkbox"/> Different target

**Location of incident**

<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Stairway	<input type="checkbox"/> Bus	<input type="checkbox"/> Bus stop
<input type="checkbox"/> Hall	<input type="checkbox"/> Classroom	<input type="checkbox"/> Via email or instant message	<input type="checkbox"/> Field
<input type="checkbox"/> Playground	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Social media site	<input type="checkbox"/> Via text message
<input type="checkbox"/> Other _____	<input type="checkbox"/> En route to school		

**Activity taking place during incident**

<input type="checkbox"/> Transition	<input type="checkbox"/> Teacher directed activity	<input type="checkbox"/> Game	<input type="checkbox"/> Lunch
<input type="checkbox"/> Classroom entry	<input type="checkbox"/> Classroom exit	<input type="checkbox"/> Bathroom or drinking fountain break	<input type="checkbox"/> Recess
<input type="checkbox"/> Independent work	<input type="checkbox"/> Class free time	<input type="checkbox"/> Other _____	<input type="checkbox"/> Break
<input type="checkbox"/> Partner or group activity			

**Behavior**  
Write a specific description of what happened -- words that were said, how many times, etc. Then complete the checkboxes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Physical Aggression	Verbal Aggression
<input type="checkbox"/> Hit <input type="checkbox"/> Pushed <input type="checkbox"/> Kicked <input type="checkbox"/> Took materials or items <input type="checkbox"/> Damaged materials or items <input type="checkbox"/> Inappropriate touching <input type="checkbox"/> Other _____	<input type="checkbox"/> Teasing <input type="checkbox"/> Threatening <input type="checkbox"/> Name calling <input type="checkbox"/> Inappropriate gesture <input type="checkbox"/> Other _____

Relational Aggression	Cyber Aggression
<input type="checkbox"/> Spreading rumors <input type="checkbox"/> Excluding <input type="checkbox"/> Intimidating staring or looks <input type="checkbox"/> Other _____	<input type="checkbox"/> Teasing <input type="checkbox"/> Threatening <input type="checkbox"/> Name calling <input type="checkbox"/> Spreading rumors <input type="checkbox"/> Other _____

**Other Behavior Information**  
Words or actions expressed harassment or discrimination toward the following:

<input type="checkbox"/> Racial/ethnic	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Religious	<input type="checkbox"/> Weight
<input type="checkbox"/> Gender identity/Expression	<input type="checkbox"/> Sexuality/Sex	<input type="checkbox"/> Disability	<input type="checkbox"/> Physical
		<input type="checkbox"/> Other _____	<input type="checkbox"/> Ancestral

How did the student who was victimized respond? Check all that apply.

<input type="checkbox"/> Said, "Please stop."	<input type="checkbox"/> Physically fought back	<input type="checkbox"/> Cried or visibly upset
<input type="checkbox"/> Walked away	<input type="checkbox"/> Told an adult	<input type="checkbox"/> Other _____
<input type="checkbox"/> Verbally fought back		

List names of all peers who were present and near enough to witness or overhear the incident: \_\_\_\_\_

How did peers respond? Check all that apply. To the right of each checked item write names, if known, of students who engaged in that behavior.

☐ Intervened

How did adults who were present respond? Check all that apply. Then write names, if known, to the right of each checked item.

☐ Ignored: \_\_\_\_\_

☐ Verbal reprimand: \_\_\_\_\_

☐ Moved student(s) to new location: \_\_\_\_\_

☐ Sent to office: \_\_\_\_\_

☐ Ended the task or activity: \_\_\_\_\_

☐ Other: \_\_\_\_\_

What was the immediate result for the student who perpetrated the aggressive behavior? Check all that apply.

<input type="checkbox"/> Negative peer attention	<input type="checkbox"/> Gained technology	<input type="checkbox"/> Gained access to activity or game
<input type="checkbox"/> Positive peer attention	<input type="checkbox"/> Gained anger	<input type="checkbox"/> Gained access to social group/peer attention
<input type="checkbox"/> Gained adult attention	<input type="checkbox"/> Caused fear or pain	
<input type="checkbox"/> Gained property	<input type="checkbox"/> Removed from task or activity	

**FOR ADMINISTRATOR USE ONLY**  
What follow-up measures have been or will be taken with the student who was victimized? Check all that apply, and list dates to the right of each item for when follow-up measures have or will occur.

☐ None at this time

☐ Phone call to parents

☐ Counselor support

☐ Referral to Student Support Team

☐ Other intervention

**FOR ADMINISTRATOR USE ONLY**  
What follow-up measures have been or will be taken with the student who perpetrated? Check all that apply, and list dates to the right of each item for when follow-up measures have or will occur.

☐ None at this time

☐ Phone call to parents

☐ Staff-assigned consequences: \_\_\_\_\_

☐ Administrator-assigned consequences: \_\_\_\_\_

☐ Police notified

☐ Student referred to Student Support Team

☐ Review of case scheduled

Who was bullying to stop: \_\_\_\_\_

Who was victimized to come with them: \_\_\_\_\_

Adult: \_\_\_\_\_

Back: \_\_\_\_\_

Back: \_\_\_\_\_

or do anything: \_\_\_\_\_

Positive response to the aggressive behavior

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Figure A-7** Example of Excel spreadsheet

# Video Self-Modeling

**Purpose:** The referred student and a staff member design and record a short video to demonstrate positive, prosocial behaviors in response to antecedents or environments that typically trigger the student's aggressive behavior, or to develop prosocial behaviors for a student who is frequently targeted.

## Focus

School

## Intervention Type

Individual

## Bullying Category

Physical, Verbal, Relational

## Participants

- Student
- Teacher, school counselor, school psychologist, behavior specialist, mentor, other students as appropriate

## DESCRIPTION

The purpose of Video Self-Modeling is to use the concept of *feedforward*, which allows a student to see herself performing a task at a level slightly more advanced than she is currently performing. Video Self-Modeling can assist students in learning replacement behaviors, generalizing behaviors to new situations and environments, and sequencing a group of previously mastered skills to perform a new, more complex skill.

## HOW THE STRATEGY APPLIES TO THE STUDENT WHO BULLIED

Video Self-Modeling has been used successfully to increase prosocial interactions of students who demonstrate externalizing behaviors. Because the intervention video may be constructed to show specific replacement behaviors in varying environments, contexts, and circumstances, you can tailor it to a wide variety of times, places, people involved, and activities that may be precursors to or triggers of bullying behavior.

## HOW THE STRATEGY APPLIES TO THE STUDENT WHO WAS TARGETED

Some students who are frequent targets of bullying exhibit provocative behaviors that serve as precursors to bullying behavior. Certain actions or unskillful social interactions may be stigmatizing and increase the likelihood of bullying. This intervention can be used to reduce these behaviors, increase the student's



*Type of*  
**STRATEGY**

- *Setting Event*
- *Antecedent*
- *Teaching*

prosocial behaviors, and decrease the likelihood that the student is a target of bullying. Moreover, Video Self-Modeling can be used with the target student to illustrate appropriate responses to bullying behavior. Targeted students who exhibit heightened responses such as crying or yelling may reinforce the bullying student and increase the likelihood that the bullying behavior continues. Self-Modeling videos can show the targeted student responding unemotionally and seeking help appropriately.

**FUNCTIONS ADDRESSED**

Video Self-Modeling can be tailored to address the following functions:

- **Deficits:** When watching the intervention video, students learn alternative, more prosocial ways to deal with situations.
- **Escape:** Environments in which a student feels unsuccessful or uncomfortable may trigger the need to escape that environment. The intervention video can be recorded in troublesome environments to depict appropriate behavior in that environment and so allow the student to address uncomfortable situations in appropriate ways.

**CAVEATS**

**Adult attention:** If the function of the student's bullying behavior may be to gain adult attention, implement Video Self-Modeling with caution. This strategy involves one-on-one time with an adult, which could increase motivation for misbehavior if the student is looking for adult attention. Consider using Video Self-Modeling in conjunction with another intervention that will



provide ongoing adult attention at the point that Video Self-Modeling procedures are winding down (e.g., Mentoring [21], Meaningful Work [20], etc.).

### SUPPLEMENTAL STRATEGIES

In conjunction with Video Self-Modeling, it may be advantageous to use Behavioral Contracting (8) and Structured Reinforcement (33) to help motivate the student to use replacement behaviors.

## Procedures

### Materials and Preparation

- iPad, iPhone, Android smartphone, or other equipment to record the video with the student
- iMovie (Mac), KineMaster (Android), or other software for video editing

### 1 Select a goal behavior.

Any behavior that is observable and measurable, and can be captured on video either directly or through prompting and editing, may serve as an appropriate goal behavior. For example, if bullying behavior often occurs when the student is waiting in line for lunch, during recess games, or other activities (e.g., the student cuts in line, pushes, calls other students names), the goal behavior might be “wait patiently in line and follow expectations for talking with others.” Once you select a goal, carefully evaluate whether it is appropriate for Video Self-Modeling. Setting a specific goal is important because the video must clearly depict the student performing a behavior or sequence of behaviors successfully. Choosing a focused, specific, and measurable goal behavior will help you monitor the student’s progress.

### 2 Choose a setting in which the student has demonstrated inappropriate behavior in the past.

For example, for the student who bullies when waiting in line, plan to record a video that shows the student waiting quietly in the lunch line without bothering other students, getting her lunch, and finding a seat at a lunch table.

If the student exhibits bullying behavior in many different settings or situations, consider the following as you make decisions about the focus of the video:

#### **Severity of the Problem**

You may decide to begin Video Self-Modeling in the setting where the student exhibits the most frequent or most severe bullying behavior (e.g., if the student's bullying behavior is most severe on the playground, begin with a video that takes place on the playground).

Or it may be beneficial to start Video Self-Modeling in a location that is problematic for the student but where misbehavior is less severe. It may be easier for the student to change his behavior in such a location. For example, if the student's bullying is most severe on the playground because of the numerous potential triggers in this environment but the student also exhibits some bullying behavior in the classroom, you may choose to start with a video in the classroom. Selecting a slightly less problematic environment may set the student up for greater success, which can help you build momentum to tackle the more problematic environment. In the meantime, provide other intervention (e.g., Structured Lunch or Recess [32], Increased Structure and Supervision [19], etc.) in the more problematic location.

#### **Number of Individuals Involved**

Filming a video with fewer individuals will be more manageable than filming an interaction that involves many people (e.g., a classroom interaction with a small group of students is more manageable than a situation that requires a crowded lunch line and cafeteria table).

#### **Accessibility of the Location or Activity**

Consider whether filming in a particular location requires additional logistics based on the location or activity, and select a location that will be manageable (e.g., if the student exhibits bullying behavior on the bus and in the hallways, you may choose to film the first video in the hallway because a bus video requires coordination with the transportation department and more time to set up).

### **3 Develop a progress-monitoring system or plan.**

Consider implementing a frequency tally or rating scale in the setting that will be featured in the video. Begin collecting baseline data while you complete the planning phases of Video Self-Modeling (Steps 4–5).

Collecting and using information about the bullying behavior during both the baseline and intervention phases will allow you to assess whether the intervention is working.

#### **4 Plan the video.**

It may be useful to create a script or storyboard to figure out the details in advance of filming. The video may be planned with the student if it is appropriate to do so. Decide whether the student will need any kind of prompts during video recording to capture optimal behavior. Prompts may be edited out of the final video. Plan to record in the setting when no other students are present (and plan to have adults play the role of involved students), or get the student's permission and suggestions for including other students in the video.

#### **5 Create the video with the student.**

Record at least one video for the student's goal behavior. If you capture enough footage initially, you can create more than one video. While not necessary, a variety of videos may help keep the student interested in the intervention. During recording, avoid capturing any prompts used. If a prompt appears on the recording, edit the video so the prompt is not apparent.

#### **6 View the video with the student on a regular basis.**

The student should watch the video approximately every other school day over 4 to 6 weeks. The viewing should typically occur in a private location such as the school psychologist's office or an empty classroom. If possible, have the student view the video just before entering the problematic environment.

### **Suggestions for Generalizing, Monitoring Progress and Follow-Up**

- Ensure that all staff members who work with the student focus on reinforcing positive behavior and improvements throughout the intervention period. If the video is location specific, supervisors of that



location should make a concerted effort to monitor and provide positive and corrective feedback when the student is in the setting.

- You may decide to implement a formalized reward system in combination with Video Self-Modeling to acknowledge and reinforce the student for using skills modeled in the video. See Structured Reinforcement (33).
- As the student demonstrates success, consider how to apply Video Self-Modeling strategies to other settings and situations, if needed. For example, if the student is working on appropriate behavior in the lunch line but still exhibits bullying behavior on the playground, consider whether to film another video to address appropriate playground interactions.
- When the student consistently exhibits appropriate behavior, begin fading use of Video Self-Modeling. The student may view the video only twice a week, then once a week, then every other week, for example.

## Considerations/Troubleshooting



*The student continues to exhibit inappropriate behavior in the setting or conditions depicted in the video.*

Continue to use the video for 2 weeks while providing appropriate corrective consequences for bullying incidents and positive feedback and reinforcement for positive efforts. If the student continues to struggle after 2 weeks, create a new video with the student. Design it to address any specific behavioral issues that arose in the 2-week intervention period.

If the problem continues, provide additional supports and intervention:

- Implement structural alterations or increased supervision when warranted and possible in the setting (see Increased Structure and Supervision [19] and Earning Back Privileges [16]).
- Provide explicit instruction in expected behaviors while the student continues to view the self-modeling video. Provide opportunities for the student and supervising adult to discuss appropriate versus inappropriate behaviors. Have the student role-play appropriate behaviors and receive immediate feedback.
- Increase incentives for appropriate behavior (see Structured Reinforcement [33] and Behavioral Contracting [8]).

## References

Based on research and best-practice recommendations in these categories:

- **Effectiveness of using video self-modeling to decrease misbehavior**

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- **Procedures for implementing a video self-modeling intervention**

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- **Strategies for promoting self-monitoring and self-management of behavior**

Dunlap, G., Clarke, S., Jackson, M., Wright, S., Ramos, E., & Brinson, S. (1995). Self-monitoring of classroom behaviors with students exhibiting emotional and behavioral challenges. *School Psychology Quarterly*, 10(2), 165.

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## Solutions and Implementation Strategies for Effective Tiered Behavior Interventions

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Please rate your interest	Low <span style="float: right;">High</span>									
Schoolwide Discipline Strategies	1	2	3	4	5	6	7	8	9	10
Classroom Management Strategies	1	2	3	4	5	6	7	8	9	10
Tier 2 Behavior Interventions	1	2	3	4	5	6	7	8	9	10
Tier 3 Behavior Interventions	1	2	3	4	5	6	7	8	9	10
Absenteeism	1	2	3	4	5	6	7	8	9	10
Playground Behavior Strategies	1	2	3	4	5	6	7	8	9	10
Cafeteria Behavior Strategies	1	2	3	4	5	6	7	8	9	10
PD for Behavior Management	1	2	3	4	5	6	7	8	9	10
PD for Leadership in Behavior Strategies	1	2	3	4	5	6	7	8	9	10

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