



EXPECT
RESPECT
TOGETHER WE
PREVENT BULLYING

TEACH THE 5 CORE STUDENT SKILLS

1. Discriminate respectful from not respectful behavior.
2. Use a “stop” phrase if someone is not respectful.
3. If a bystander feels disrespected or at risk for retaliation, they should use the “stop” phrase.
4. Use a “stop strategy” (stop what you are doing, take a breath, move on, no-big-deal) if asked to stop by another person.
5. Get help from an adult safely (if someone is disrespectful, if you witness disrespect).

be kind

equity

integrity

caring

inclusive

Knowledge

manners

truth

be safe

honesty

supportive

diversity

STAFF RESPONSIBILITY

1. Discriminate respectful from not respectful behavior.
2. Label and interrupt nonrespectful student behavior when encountered.
3. Teach the five core student skills.
4. Mediate conflict if presented with a problem situation.
 - * Did the reporting student deliver the “stop” signal?
 - * Did the perpetrating student “stop” when signaled?
 - * Protect the safety of all.
5. Collect and use information to continually improve the social climate of the school.

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.

EXPECT RESPECT STRATEGIES

Steps for Expect Respect Strategies

Stop Strategy: In a situation where disrespectful behavior occurs, it is important for students 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.
- **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.

Bystander Strategy: In a situation where a student observes another student being treated disrespectfully, it is important for that student (the bystander) to utilize the following steps in an effort to stop the problem behavior before it escalates and to provide support to the student who is being disrespected.





If you, as a bystander, observe someone using the stop strategy, and the perpetrator doesn't stop, do one or all of the following three things:

- Use the stop strategy toward the perpetrator.
- Ask the person who is being disrespected to go with you, and leave the area.
- Comfort the person who was disrespected later by saying something like "I'm sorry that happened, it wasn't fair."

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.

If you observe 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 student who is being disrespected to go with you, and leave the area.
- **Step 3:** Comfort the student who was disrespected by saying something like "I'm sorry that happened. It wasn't fair."

Expect Respect: Bullying Prevention in Positive Behavior Support



Seeking 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 immediately following the incident 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 they will have time and make an appointment.

Providing Support Strategy: In a situation where a student comes to you with a conflict that he or she cannot resolve on his or her 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 report.
- A safety plan for minimizing contact.
- Letting it go ("I just needed someone to listen to me").



Every student | Every classroom | Every subject | Every day

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Learn more about PBIS at <http://blogs.egusd.net/pbis>

REFERENCES/RESOURCES: University of Oregon, 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