

Bully Prevention in Positive Behavior Support

Stop/Walk/Talk Response to Problem Behavior

Objectives:

- Discuss C.R.A.S. Expectations (be **kind, respectful, and hardworking**)
- Teach 3-Step Response to a Problem
- Practice

Procedure:

1. Discuss C.R.A.S. Expectations (Cooperative, Respectful, Accountable, Safe)
2. Discuss what rules look like inside and outside the classroom
3. Discuss examples of not following school-wide rules in specific settings

Examples might include:

Throwing objects at another student

Hitting, kicking

Talking behind one's back

Threatening another student

Calling someone names

4. Teach Stop/Walk/Talk (Describe the three steps for responding to problem behavior)

The Stop Signal---teach students the school-wide Stop Signal (verbal and physical action) for problem behavior. Verbal signals can include, “stop, enough, quit-it, un-cool,” etc. The hand signal involves students holding hand up, palm facing the other student, but in safe distance.

- a. Model the use of the “stop” signal when they experience problem behavior or when they see another student experiencing problem behavior.
- b. Practice the “stop” signal, calling volunteers to the front of the class.

Positive examples of when to use the “stop” signal might include:

Johnny pokes Sally in the back while in line

Joey tackles Sam while playing “touch football”

Sam steals the ball from Fred when they are not playing a game

When not to use the signal:

Johnny accidentally breaks the double dribble rule in basketball

Kelly makes a suggestion for a game that Fred does not like

Joey gently taps Sam's back while playing “touch football”

Walk Away---teach students that sometimes, when students tell others to “stop,” problem behavior will continue. When this happens, students are to “walk away” from the problem behavior.

- a. Model “walking away” when students experience continued problem behavior or when they see another student experiencing continued problem behavior.

- b. Practice “walking away” with student volunteers at the front of the class. Include at least three examples of how to “walk away” and at least one example of when not to.

Talk: report problems to an adult--Teach students that even when they use “stop” and they “walk away” from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should “talk” to an adult

- a. Model the “talk” technique students should use when they experience continued problem behavior or when they see another student experiencing continued problem behavior.
- b. Be sure to discuss the difference between “talking” and tattling. Talking is when you have tried to solve the problem. Tattling is when your goal is to get the other person in trouble.

Important Note: If any student is in danger, the “stop” and “walk away” steps should be skipped, and the incident should be reported immediately.

- c. Describe to students how they should expect adults to respond to “talk.” Adults will ask you what the problem is. They will ask if you said “stop.” They will ask if you “walked away” calmly.
 - d. Practice “talk” with volunteers at the front of the class.
5. Review Stop/Walk/Talk by providing students with situations that involve problem behavior.