Olweus Bullying Prevention

The Olweus Bullying Prevention Program (OBPP) is the most researched and best-known bullying prevention program available today. Backed by research and successful implementation in many different countries, OBPP is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.

OBPP is used at the school, classroom, and individual levels and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program with the purpose of improving peer relations and making the school a safer and more positive place for students to learn and develop. Strategies for positive bystander behavior, class meetings and opportunities for student involvement are also included in this program.

The goals of the program are to:

- Reduce existing bullying problems among students,
- Prevent the development of new bullying problems, and
- Achieve better peer relations at school.

OBPP is not a classroom curriculum. It is a whole-school, systems-change program at four different levels: school wide, classroom, individual, and community. Core components of the program are implemented at all four levels.

School-Level Components:

- Establish a Bullying Prevention Coordinating Committee
- Conduct committee and staff trainings
- Administer the Olweus Bullying Questionnaire school wide
- Hold staff discussion group meetings
- Introduce school rules against bullying
- Review and refine the school’s supervisory system
- Hold a school kick-off event to launch the program
- Involve parents

Classroom-Level Components:

- Post and enforce school wide rules against bullying
- Hold regular class meetings
- Hold meetings with students’ parents

Individual-Level Components:

- Supervise students’ activities
- Ensure all staff intervenes on the spot when bullying occurs
- Hold meetings with students involved in bullying
• Hold meetings with parents of involved students
• Develop individual intervention plans for involved students

Community Level Components:
• Involve community members on the Bullying Prevention Coordinating Committee
• Develop partnerships with community members to support your school’s program
• Help to spread the anti-bullying messages and principles of best practices in the community

Background on the Developer
Dr. Dan Olweus is a research professor of psychology affiliated with the Research Center for Health Promotion (HEMIL) at the University of Bergen in Norway. He has worked on bullying problems among schoolchildren and youth for nearly forty years. His earliest scientific study of bullying was published in Scandinavia in 1973 and the United States in 1978 as a book titled, Aggression in the Schools: Bullies and Whipping Boys.

In the 1980s, Dr. Olweus conducted the first systematic intervention study against bullying in the world, which documented positive effects of what is now the Olweus Bullying Prevention Program. The success resulted in Dr. Olweus leading a nationwide government initiative to implement OBPP throughout all Norwegian elementary and junior high schools.

Dr. Olweus is generally recognized as a pioneer and founding father of research on bullying problems and as a world-leading expert in this area both by the research community and by society at large. He also was the first to study teachers who bully students.

His book, Bullying at School: What We Know and What We Can Do has been translated into fifteen different languages. Dr. Olweus has received a number of awards and recognitions for his research and intervention work, including the "Distinguished Contributions to Public Policy for Children" award by the Society for Research in Child Development (SRCD). He has been a fellow at the Center for Advanced Study in the Behavioral Sciences (CASES) in Stanford, California.

National and Global Recognitions
• Blueprints for Healthy Youth Development Project of the Center for the Study and Prevention of Violence, University of Colorado:
  OBPP has been rated a “Promising” program by the Blueprints project.
  http://www.blueprintsprograms.com/factSheet.php?pid=17ba0791499db908433b80f37c5fbc89b870084b

• Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice (OJJDP):
**Logic Model**

A logic model is a way to visually represent the underlying rationale for the proven behavioral changes of an evidence-based program. A logic model explains how and why a proven prevention program will work.

A logic model shows how specific program components or activities influence risk and protective factors and the skills, knowledge, attitudes, intentions, and behaviors of the program participants, both immediately following the program (short-term or proximal outcomes) and in later years (long-term or distal outcomes). The logic model for a program is based on an established theory of how specific risk and protective factors are related to youth development. Typically, a program’s components are designed to increase certain protective factors and decrease certain risk factors that have been shown through research to be predictor’s of youths’ future development.

In most programs, you can expect to see changes in specific risk and protective factors and in participant’s skills, knowledge, attitudes and intentions prior to changes in their actual behaviors. Knowing this helps one to have realistic expectations about when and what changes can be expected in the youth or families that are participating in a program and helps guide evaluation of the program’s impact.

The EPISCenter has created a logic model outlining the program modalities, and the risk and protective factors and proximal and distal outcomes that OBPP has been proven to impact.
Targeted Risk and Protective Factors

The Olweus Bullying Prevention Program (OBPP) goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. OBPP has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy.

**Protective Factors Targeted for an Increase:**
- School Opportunities for Prosocial Involvement
- School Rewards for Prosocial Involvement
- Social Skills
- Interaction with Prosocial Peers

**Risk Factors Targeted for a Decrease**
- Low School Commitment
- Poor Academic Performance
- Rebelliousness
- Peer Rewards for Antisocial Behavior
- Favorable Attitudes Towards Antisocial Behavior

**Demonstrated Outcomes**
In research studies*, the Olweus Bullying Prevention Program (OBPP) has been shown to:
- Reduce student reports of being bullied and bullying others by up to 50%. Peer and teacher ratings of bullying problems have yielded roughly similar results.
- Markedly reduce student reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy.
- Improve classroom social climate, as reflected in students’ reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school.

* Six large-scale evaluations comparing students randomly assigned to receive the Olweus Bullying Prevention Program to students assigned to not receive the Olweus Bullying Prevention Program.

For students in grades 4–7, most of these positive results can be seen after only eight months of intervention work, given reasonably good implementation of the program. For students in grades 8–10, it may take somewhat more time, maybe two years, to achieve equally good results. Related research can be reviewed on the website here.
Given typical budget constraints, policymakers seek to fund crime prevention programs that will at least necessarily resources for the prevention program are usually considered well worth the investment.

associated with processing offenses (from police and court costs to prison costs); in such a case the necessary resources for the prevention program are usually considered well worth the investment. Given typical budget constraints, policymakers seek to fund crime prevention programs that will at least

The following is a select bibliography of research articles for the Olweus Bullying Prevention Program (OBPP)


Return on Investment/Cost Benefit Information

A “cost-effective” program is doubly appealing from a societal standpoint if such a program can successfully prevent or reduce delinquency without creating a financial burden to taxpayers – or better yet providing fiscal benefits to taxpayers. The potential economic benefits of a successful prevention or intervention program can be readily demonstrated to policymakers and the public in general. Programs that both reduce problems identified by local communities while also reducing costs to society are especially important as state and local governments become more accountable for both costs and outcomes.

A program that diverts someone from a criminal path will spare society the justice system expenses associated with processing offenses (from police and court costs to prison costs); in such a case the necessary resources for the prevention program are usually considered well worth the investment. Given typical budget constraints, policymakers seek to fund crime prevention programs that will at least
“pay for themselves” while delivering the necessary services for their community. Although the adage that “an ounce of prevention is worth a pound of cure” is well known, it is doubtful most policymakers fully understand the potential taxpayer benefits possible from an effective prevention effort. However, economics experts are now demonstrating how prevention programs may actually provide a substantial return-on-investment.

Click on the link to read the full report: The Economic Return on PCCD’s Investment in Research-based Programs: A Cost-Benefit of Delinquency Prevention in Pennsylvania

**Delivery, Administrator, and Support Staff**

To successfully implement the Olweus Bullying Prevention Program (OBPP), many levels of support are needed including administrators, an Olweus Bullying Prevention Coordinating Committee (BPCC), teaching staff, non-teaching staff, parents, and community members. Detailed information about how to engage each of these groups and their responsibilities for Olweus Implementation can be found in the Olweus Bullying Prevention Program Schoolwide Guide which can be purchased here.

**School Administrators/ School Board Support and Vision**

It is very important for school administrators to support implementation of the OBPP. School administrators should be active participants with the Olweus Bullying Prevention Coordinating Committee (see below) and lead staff discussion groups to discuss how the program is going and what can be done to improve implementation and trouble shoot problems. (To ensure sustainability during the change of building administrators, districts may want to get a commitment from their School Boards that the program will be in place for at least three years, giving school committees the continuing support they need to fully implement regardless of a change in building administrator.)

**Olweus Bullying Prevention Coordinating Committee**

- The Olweus Bullying Prevention Coordinating Committee (BPCC) is a group of people who lead implementation at each school building. Each school should have their own BPCC and appoint a chair or co-chairs to lead the BPCC. The BPCC should be made up of a variety of people including school administrators, teachers from each grade level, school counselors, support staff or non-teaching staff members, parents, and community members. The Bullying Prevention Coordinating Committee’s responsibility is to plan the school’s bullying prevention efforts over the course of several years. The OBPP should not be looked at as a one year project. There is a Bullying Prevention Coordinating Committee Workbook (an implementation planning tool) as part of the Olweus Bullying Prevention Program Schoolwide Guide.

**Teaching Staff**

One of the main roles teachers play in implementing the OBPP, is leading class meetings to discuss bullying and other topics related to building a positive classroom and school environment. (Class meetings should take place at least once a week.) Teachers will also be encouraged to do on-the-spot and follow-up interventions with individual students to address bullying behaviors, post and enforce the school bullying rules, and participate in staff discussion groups to support implementation.
**Non-Teaching Staff**

All staff in the school building implementing the OBPP should be trained to help with promoting a positive school atmosphere. They should be able to recognize bullying from other negative behaviors, reinforce OBPP school rules, principles and policies, be able to stop a bullying situation in progress, effectively report bullying incidents, and may serve as a liaison to the other members of the non-teaching staff as a member of the BPCC.

**Parents**

Parents are encouraged to be active members of the OBPP by serving on the BPCC, attending special parent meetings held schoolwide or in their child’s classroom, helping to promote OBPP to other parents, and helping with parent and schoolwide events. By attending a parent information session on the school’s bullying prevention program, parents learn about the negative impact of bullying behavior, learn to watch for signs that children are being bullied or bullying others, and are encouraged to bring concerns to appropriate school personnel.

**Community Members**

Encouraging community members to be involved with OBPP implementation can help provide financial, material, or “people’s” support as well as help determine how to integrate the program in the community. The school also has an opportunity to help educate the community about the impact of bullying behavior upon the community.

**Training**

Detailed information about training is available at: http://www.violencepreventionworks.org/public/training.page (One menu item directs you to information about finding an outside, contracted trainer for your school committee training. Another menu item offers information about preparing your own staff member to become a certified Olweus Trainer)

- Members of a school's Bullying Prevention Coordinating Committee are required to attend two-day training workshops. Trainings are conducted by Olweus certified trainers.
- Bullying Prevention Coordinating Committee members will conduct bullying prevention training for all teachers and other school staff each year. This full-day training will give every adult who interacts with students a basic understanding of bullying, the motivation to become involved in bullying prevention efforts, and the skills to intervene appropriately in bullying behaviors. Teaching staff will also learn how to present bullying prevention information in a class meeting format and how to do individual interventions.
- The Coordinator of the BPCC will have access to ongoing telephone consultation for a full school year (at least 12 months) with a certified trainer.
- Annual booster trainings for existing staff. (Teachers and other school staff new to the system each year must have the basic one-day training to sustain program efforts.)
- Sites are encouraged to identify a trainer who is in your general area and contact him or her directly. A list of certified trainers is available at http://www.clemson.edu/olweus/trainers.html#pennsylvania
- You may contact Jane Riese by email jriese@clemson.edu or by phone (717) 870-7992 with any training questions for the Olweus Bullying Prevention Program.
You may contact Marlene Snyder, PhD. by email nobully@clemson.edu or by phone 864-710-4562 with any questions regarding research and grant writing for the Olweus Bullying Prevention Program.

Costs of training and consultation may vary by trainer, region of the country, and the number of sites being trained.

**Training/Consultation Costs**

In general, a single certified Olweus trainer may charge less than the listed prices, but no more than:

- $3,000 for a two-day training involving one or two school building's Bullying Prevention Coordinating Committees.
- Travel costs for the certified Olweus trainer, including airfare (if necessary), lodging, meals, and local transportation.
- $125 per hour for telephone consultation to each school site for a minimum of one year on a monthly basis. This price includes the cost of the phone call. (Check out consultation fees with each certified Olweus trainer; amounts charged for consultation vary.)
- Refer to the Olweus Bullying Prevention website link below for most recent cost information for Olweus Training of Trainers: [http://www.clemson.edu/olweus/training_staff.html#costs](http://www.clemson.edu/olweus/training_staff.html#costs)

**Supplies/Costs***:

Below is a list of expenses that are important to consider when implementing the Olweus Bullying Prevention Program*:

**Required Materials:**

- Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD (one per Bullying Prevention Coordinating Committee Member) $89.95 each.
- Olweus Bullying Prevention Program Teacher Guide with DVD/CD-ROM (one per teacher) $59.00 each.
- Olweus Bullying Questionnaire (Either online version $0.95 each or scannable version 30/$33.95).
- Standard School Data Report from Hazelden for Student Olweus Bullying Questionnaire includes narrative as well as graphs of key data for use in PowerPoint presentations. The standard School Report is provided at no cost when a school purchases the scannable version of OBQ.
- Raw data comes as an excel spreadsheet and provides your site with the data from all of the Olweus Student Bullying Questionnaires. For PCCD grantees, this spreadsheet will be uploaded into the INSPIRE data collection system. Sites can purchase their raw data for up to 15 schools.

**Recommended Materials:**

- Class Meetings That Matter K-5-A Year’s Worth of Resources for Grades K-5: $79.00 each
- Class Meetings That Matter 6-8-A Year’s Worth of Resources for Grades 6-8: $79.00 each
- Class Meetings and Individual Intervention DVD Set-A Video Training Program for School Staff: $175 each
For more information about program materials, help determining costs of materials for your program, or to find out about discounts on large purchase quantities, sales at the Hazelden 1-800-328-9000 or customersupport@hazelden.org.

You may also order materials online: http://www.hazelden.org/itemquest/search.view?srch=Y&start=0&event=&kw=olweus

The Olweus Bullying Prevention Program provides a “funding toolkit” at http://www.hazelden.org/web/public/funding_and_grant_toolkits.page

• Other potential costs:
  o Standard School Data Report from Hazelden for Student Olweus Bullying Questionnaire includes narrative as well as graphs of key data for use in PowerPoint presentations. The standard School Report is provided at no cost when a school purchases the scannable version of OBQ.
  o Trends Report comparing a school’s data from year to year = $175/year.
  o District Report compiling data from all of the schools within a district = $175/year
  o District Trends Report comparing a district’s data from year to year = $175/year.
  o District Combined Report (if your Olweus implementation involves multiple school districts) =$175/year

• Substitute teachers - so teachers can attend an all-staff, full day training. (Current substitute teacher rate for your school district)

• Annual booster training all teachers implementing the Olweus Bullying Prevention Program – Contact certified trainer for this cost.

• Annual one day training for all new teaching and professional staff.

• Annual training for all new school employees – may be shorter than one day (i.e. bus drivers, custodial, lunch staff, playground supervisors).

• OBPP TOT for your site-In order to promote sustainability, it is recommend that someone at your site complete the Training of Trainers for the Olweus Bullying Prevention Program. This person would be available to train new teachers/providers and provide booster trainings thereby reducing future training costs.

The cost of participation in the TOT is $4,200, which includes:
  o Participation in the 3-day TOT Part I
  o Participation in a 2-day TOT Part II training approximately 12 months later
  o Participation in regular phone consultation with an Olweus Technical Assistance Consultant (OTAC) (approximately 15 hours of consultation over a 24 month period)
  o A complete set of training materials
  o Access to the trainer-only section of the OBPP website

The price does not include costs associated with your travel or lodging or with meals associated with Part I or II of the training or the certification training.
• **Onsite Coordinator** - Having a person designated to coordinate the implementation of Olweus is recommended by the developer. This person could be part or full-time depending on the number of schools where Olweus is being implemented. This person could become a certified Olweus trainer. See OBPP TOT for your site above.

• **Supplies for your Kickoff Event(s)** - Consider providing funds for each school to have a kickoff event.

• Handout materials for parents and hosting a parent information night.

• **Optional Program Promotional materials** - There are templates for posters on the Schoolwide Guide CD-ROM that your site may want to have reproduced, or you may wish to produce your own designs. Posters should be hung in public hallways and in each classroom.

• **Verification of implementation quality assurance visit by developer or designee.** Pennsylvania funded sites are expected to host the developer for a quality assurance or fidelity certification visit in the third quarter of the second year of funding. An estimated cost for one visit with the grantee’s overall program coordinator for the Olweus Bullying Prevention Program is approximately includes document review at $150/school, $1000 for an onsite visit, and $100/district for preparation of letter for PCCD. In addition the site should budget for travel costs that include airfare or mileage, hotel, airport parking, and per diem. Each site should contact Jane Riese at (717)-870-7992 or jriese@clemson.edu for an estimated cost of to fulfill this requirement. Please be aware that a developer or designee may require visits to multiple sites to verify sufficient implementation quality. Potential grantees need to contact the developer or designee to get an estimate of the travel and time expenses for the verification of implementation quality visit for their specific site and include that cost in their budget for the second year of grant funding.

• **Program Evaluation Costs** - Make sure to include the cost for the Olweus Bullying Questionnaire for each student, processing of the questionnaires, and reports from Hazelden. Pennsylvania funded sites are also expected to produce an outcomes report in the third quarter of the second year of funding. The EPISCenter provides PCCD-funded sites with tools to summarize and report data to the PCCD. However, if more extensive analysis is desired locally, a site may wish to consider identifying an evaluator and incorporating those costs.

*Costs as of August 2013—Please refer to program website for the most recent Olweus Bullying Prevention Program costs.*

**Implementation Supports**

**Involving the Local Collaborative Board:**

Local collaborative boards can play an important role in program development and sustainability. At start-up, present the research behind the Olweus Bullying Prevention Program (OBPP) and share your local goals for the program. Provide board members a fact sheet and the logic model for OBPP. Help them to understand ways in which they can contribute to the program’s local success. Also, try to identify potential program champions or community gatekeepers that can help to build relationships that may lead to program support. Throughout implementation, provide frequent verbal reports on the
program’s impact and at least annually provide a written summary of program outcomes. Identify board members to become engaged in generating outcome reports and securing sustainability funds.

The Pennsylvania Commission on Crime and Delinquency (PCCD) requires funded sites to report outcomes on a quarterly basis to a collaborative board. They define a collaborative board as a board of diverse community partners who work together to organize, plan, and implement prevention strategies. Examples of collaborative boards include but are not limited to: Integrated Children’s Service Plans (ICSP); Communities That Care (CTC) Delinquency Prevention Policy Boards; Balanced and Restorative Justice Teams; State Health Improvement Coalitions; State Incentive Grant Planning Boards; Criminal Justice Advisory Boards; and Weed and Seed Assistance for Impact Delegation (AID) Teams or other collaborative boards, including those established to focus on implementing healthy community objectives. It has been demonstrated that those prevention programs planned and implemented through a collaborative board structure are more likely to be implemented with fidelity and more likely to be sustained after funding.

**Timeline for Implementation**

The Olweus Bullying Prevention Program (OBPP) Schoolwide Guide provides an Implementation Flowchart of the steps that need to be taken to implement OBPP over time. The chart is broken into categories:

- Before Starting with Students
- Getting Started with Students
- After the First Few Months of Implementation
- Maintaining Your Program (After the First Year of Implementation)

**Benchmarks for Start-up and Implementation**

The Olweus Bullying Prevention Program (OBPP) is a school-wide, systems change program that is effective at reducing rates of bullying in a school if implemented with fidelity. This Readiness Assessment will help you gauge how prepared your school is to implement the program. If you answer, yes, to almost all of the items on the assessment, your school is most likely ready to move forward to implement the OBPP. If not, we encourage we encourage you to use this assessment as a guide to help you prepare for implementation.

- **Readiness Assessment Tool**
  This can be found on the homepage of the [Olweus Bullying Prevention Program website](http://www.olweus.org). The EPISCenter also has developed an [Olweus Readiness Tool](http://www.episcen.org) specifically for Pennsylvania schools considering implementation of a new or expansion of the program through grant funds from PCCD.

Checklists are provided for use in the Olweus Bullying Prevention Program (OBPP) Schoolwide Guide to guide implementation and ensure the program is being implemented with good quality.

- **OBPP Classroom Implementation Checklist**
  This needs to be completed by each teacher who is implementing classroom meetings during the first six months to a year of implementation to help track quality of program implementation. It is located in the Olweus Bullying Prevention Program Teacher Guide CD which can be purchased [here](http://www.olweus.org).
• **OBPP Schoolwide Checklist First Year Implementation**
  This needs to be completed by each school’s Bullying Prevention Coordinating Committee during the first year of implementation. It is intended to be used as a guide for discussions among members of the BPCC to make improvements in program implementation where needed. It is located in the Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD, which can be purchased [here]().

• **OBPP Schoolwide Checklist for Continued Implementation**
  This needs to be completed by each school’s Bullying Prevention Coordinating Committee during each subsequent year of implementation. It is intended to be used as a guide for discussions among members of the BPCC to make improvements in program implementation where needed. It is located in the Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD, which can be purchased [here]().

**Description of Outcomes Assessment Process**

In order to get the most out of the Olweus Bullying Prevention Program, it is important to monitor the process as you implement the program. You should prepare for and evaluate youth, changes in youth attitudes and behavior and the quality of program implementation.

Evaluation tools recommended by the Penn State EPISCenter to collect the outcomes needed to report to PCCD:

• **Olweus Bullying Questionnaire**
  The Olweus Bullying Questionnaire is administered to all students in grades 3-12 (if third-graders are proficient readers) before the program begins and at regular intervals (ideally each year) from then on. It should be administered annually to all students during approximately the same timeframe each year. For example, if the survey is administered in May during Year 1 of implementation, the survey should be administered during May each year thereafter. It can be purchased on the Hazelden website by clicking [here](#) for the online version or [here](#) for the scannable version.

• **School and District Trend Reports from Hazelden for annual Olweus Bullying Questionnaire**
  The results of your questionnaires are compared to a national database. You will receive a “Standard Report” with narrative that interprets the results and graphs of key data for use in PowerPoint presentations and outcomes reporting. View a sample standard report (Enter Username: OlweusSample and Password: OlweusTest) (72 pages with an explanation of results, tables and graphs). Note: With this option you have an opportunity to purchase a “Trends Report” for an individual school or entire school district comparing data from year to year.

• **Class Meeting Activity Log**
  This document is used to track regular weekly implementation of classroom meetings. Teachers complete the log and turn them in to their school’s Bullying Prevention Coordinating Committee to help guide implementation and support of OBPP. It is located in the Olweus Bullying Prevention Program Teacher Guide with DVD/CD which can be purchased [here]().

• **OBPP Classroom Implementation Checklist**
  This needs to be completed by each teacher who is implementing classroom meetings during the first six months to a year of implementation to help track quality of program implementation. Teachers should complete it during their first year of implementation. The checklist gives teachers benchmarks for a class meeting and helps them to determine that they
are reaching the goals of the program. It is located in the Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD which can be purchased here.

- **OBPP Schoolwide Checklist First Year Implementation**
  This needs to be completed by each school’s Bullying Prevention Coordinating Committee during the first year of implementation. It is intended to be used as a guide for discussions among members of the BPCC to make improvements in program implementation where needed. The checklist should be updated every couple of months as implementation progresses and be shared with the school’s certified Olweus trainer as a way to track implementation quality. It is located in the Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD, which can be purchased here.

- **OBPP Schoolwide Checklist for Continued Implementation**
  This needs to be completed by each school’s Bullying Prevention Coordinating Committee during each subsequent year of implementation. It is intended to be used as a guide for discussions among members of the BPCC to make improvements in program implementation where needed. It is located in the Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD, which can be purchased here.

- **Staff Discussion Group Log**

- **EPISCenter Bullying Prevention Program-Staff Survey**
  This short survey developed by the EPISCenter should be administered to all staff in a building where OBPP is being implemented during the early part of Year Three of implementation to be able to report improvement in school atmosphere outcomes to PCCD.

### Fidelity Recommendations

- The checklists listed above in the Outcomes Assessment process section as evaluation tools help schools make sure they are implementing the Olweus Bullying Prevention Program (OBPP) with good quality.

- In addition to using the checklists, the Class Meeting Activity Log verifies that class meetings are happening weekly according the developer’s recommendations. It is encouraged that the Class Meeting Activity Logs are reviewed by the BPCC at each school and feedback given to teachers about classroom meetings as well as regular staff discussion groups to address implementation barriers and other topics.

- It is also recommended that during the 12-18 months of initial implementation, the school have at least monthly contact with their certified Olweus trainer. This will assist sites in implementing with good quality and help them develop processes for keeping with the program’s model year after year for sustainability.

- PCCD funded sites are required to have the implementation quality of their program verified by the developer or trainer in the third quarter of the second year of funding. An estimated cost for one visit with the grantee’s overall program coordinator for the Olweus Bullying Prevention Program is approximately includes document review at $150/school, $1000 for an onsite visit, and $100/district for preparation of letter for PCCD. In addition the site should budget for travel costs that include airfare or mileage, hotel, airport parking, and per diem. Each site should contact Jane Riese at (717)-870-7992 or jriese@exchange.clemson.edu for an estimated cost of to fulfill this requirement.
• Please be aware that a developer or designee may require visits to multiple sites to verify sufficient implementation quality. Potential grantees need to contact the developer or designee to get an estimate of the travel and time expenses for the verification of implementation quality visit for their specific site and include that cost in their budget for the second year of grant funding.

Common Barriers to Implementation

• Teachers’ and other staff buy-in and lack of administrative support are two critical issues in the Olweus Bullying Prevention Program implementation. Helping teachers and staff make the connection between a safe school climate, which includes a positive “non-bullying” atmosphere, and academic achievement is helpful. Connections with bullying prevention can also be made with good physical and mental health of students, with systemic violence prevention, suicide prevention, a student’s civil rights, and a student’s right to a free and appropriate education. It is important to pre-plan with district administrators to ensure their crucial long term support to ensure that time is built into the school schedule to hold committee and training meetings since teachers involved in the BPCC may find it difficult to work them into their existing schedules.

• Careful planning of the data collection process for the Olweus Bullying Questionnaire (OBQ) needs to be addressed as part of the grant planning process. Because Olweus is a universal intervention and each student completes the OBQ annually, a process for collecting, analyzing and reporting the data for a large number of students from the questionnaires must be in place. The Bullying Prevention Coordinating Committees should review the results of the questionnaires annually and share with the rest of the staff to address the individual needs of each school (i.e. staff supervision planning, improvement of student willingness to report bullying to the adults, etc.)

• Tracking class meeting information is another area that can be a struggle for sites. A process needs to be put in place so that teachers are informed as to how to complete the developer provided Class Meeting Activity Log, when they need to be submitted, and how they will receive feedback on how their class meetings are going.

• The EPISCenter is available to help sites develop an evaluation strategy for the Olweus Bullying Prevention Program at (814) 863-2568 or EPISCenter@psu.edu.

• Some teachers may need guidance and support regarding what to cover during classroom meetings beyond specific bullying issues. Developing a resource to give teachers ideas for weekly topics or purchasing Class Meetings that Matter: A Resource for Grades K-5 and/or Class Meetings That Matter: A Resource for Grades 6-8 from Hazelden is beneficial for most sites. Olweus Trainers have been provided with lists of materials that are compatible with the OBPP philosophy.

Citations


