Olweus Bullying Prevention Program (OBPP)

Program Summary: The Olweus Bullying Prevention Program is an evidence-validated universal intervention for the reduction and prevention of bully/victim problems. The program is implemented in a school with school staff being responsible for the introduction and implementation of the program.

Core components of the program are implemented at the school level, the class level, and the individual level:

- **School-wide components** include the administration of an anonymous questionnaire to assess the nature and prevalence of bullying at each school, a school conference day to discuss bullying at school and plan interventions, formation of a Bullying Prevention Coordinating Committee to coordinate all aspects of school's program, and increased supervision of students at "hot spots" for bullying.
- **Classroom components** include the establishment and enforcement of class rules against bullying, and holding regular class meetings with students.
- **Individual components** include interventions with children identified as bullies and victims, and discussions with parents of involved students. Teachers may be assisted in these efforts by counselors and school-based mental health professionals.

Developer: Dan Olweus, Ph.D.

Website: [http://www.clemson.edu/olweus/index.html](http://www.clemson.edu/olweus/index.html)

Contact: Jane Riese, Director of Training for the Olweus Bullying Prevention Program training in the US, jriese@clemson.edu or (717) 870-7992.

FREQUENTLY ASKED QUESTIONS

1. **What population is the Olweus Bullying Prevention Program designed to target?**
   The Olweus Bullying Prevention Program is designed for students in elementary, middle, and junior high schools (students in grades 3-10). All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions.

2. **What risk and protective factors does the Olweus Bullying Prevention Program target?**
   The Olweus Bullying Prevention Program goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program 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

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3. What kind of outcomes can be expected from the Olweus Bullying Prevention Program?

In research studies*, the Olweus Bullying Prevention Program 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.

Information and research articles demonstrating the impact of the Olweus Bullying Prevention Program can be accessed at:

- The Clemson University Institute on Family and Neighborhood Life  
  [http://www.clemson.edu/olweus/index.html](http://www.clemson.edu/olweus/index.html)
- Hazelden and Clemson University  

4. Who can deliver the Olweus Bullying Prevention Program?

The Olweus Bullying Prevention Program has been successfully implemented by elementary, middle, and junior high schools. It is a school wide initiative and is implemented by school administrators, teachers, and other staff including counselors, nurses, cafeteria staff, bus drivers and all support staff.

5. What type of planning needs to be done before our school implements Olweus?

You will need to spend approximately four to six months in preparation before implementing OBPP in your school. You'll create a Bullying Prevention Coordinating Committee which may include a school administrator, a teacher representative from each grade, a guidance counselor, a school-based mental health professional, and parent and student representatives (BPCC) and prepare for implementation in consultation with your certified Olweus trainer. The link below will give you a sample implementation timeline and other resources to plan for Olweus implementation:


6. How is the Olweus Bullying Prevention Program structured?

The Olweus Bullying Prevention Program is designed to address bullying with components at four levels:

- **Community Level:**
  - Engaging members of your community to participate on the Bullying Prevention Coordinating Committee
  - Creating partnerships with stakeholders within your community to support your anti-bullying efforts.
  - Spreading the anti-bullying messages and sharing best practices in the community.

- **School Level:**
  - Administration of the Olweus Bullying Questionnaire (OBQ) to assess the nature and prevalence of bullying at each school.
The formation of a Bullying Prevention Coordinating Committee, which may include a school administrator, a teacher representative from each grade, a guidance counselor, a school-based mental health professional, and parent and student representatives. The Bullying Prevention Coordinating Committee will guide the school's bullying prevention efforts.

A day for the Bullying Prevention Coordinating Committee to share results of the OBQ with school staff, discuss how Olweus works, and make specific plans for implementing the program at their school.

Teacher supervision of students in locations where bullying occurs most frequently at school, can be implemented after the questionnaire has identified particular “hot spots” within a school, which commonly include the playground, classroom, and lunchroom.

- **Classroom Level:**
  - Establish and enforce specific rules against bullying.
  - Hold regular classroom meetings with students to discuss various aspects of bullying and related antisocial behaviors and adherence to agreed-on classroom rules. Classroom meetings also are used to engage students in a variety of activities (e.g., role playing, writing, small-group discussions), through which they gain a better appreciation of the harm caused by bullying, and learn strategies to combat it.
  - Meet with parents to foster their active involvement are considered highly desirable components both at the classroom and the school levels.

- **Individual Level:**
  - Interventions with individual bullies (or small groups of bullies), victims, and the parents of each to ensure that bullying behaviors cease and that victims receive necessary support to avoid future bullying.

7. **What kind of training is needed for the Olweus Bullying Prevention Program?**
   - Members of a school's Bullying Prevention Coordinating Committee are required to attend a two-day training. Trainings are conducted by certified trainers.
   - Bullying Prevention Coordinating Committee members will conduct bullying prevention training for all teachers and other school staff. This full-day training (or two half-day blocks) will give every adult who interacts with students a basic understanding of bullying, the motivation to become involved in bullying prevention, and the skills to intervene appropriately in bullying behaviors.
   - Ongoing telephone consultation for a full school year (at least 10 months) with a certified trainer.
   - Annual booster trainings for staff

8. **What should I plan to budget for in relation to training?**
   Costs of training and consultation may vary by trainer, region of the country, and the number of sites being trained. In general, you can plan for: a formalized training offered by the program developer, training days for your Bullying Prevention Coordinating Committees, training days for your remaining school staff, travel costs including airfare (if necessary), lodging, meals, and local transportation, telephone consultation to each school site for up to one year on a monthly basis. (Check out consultation fees with a certified Olweus trainer)

   Refer to the Olweus Bullying Prevention website link below for most recent cost information for Olweus training: [http://www.olweus.org/public/bullying_prevention_training_info.page?menuheader=5](http://www.olweus.org/public/bullying_prevention_training_info.page?menuheader=5)

9. **What materials are needed to implement the Olweus Bullying Prevention Program?**
   **Required Materials:**
   - Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD (1 per school building)
   - Olweus Bullying Prevention Program Teacher Guide with DVD/CD-ROM (1 per teacher)
   - Olweus Bullying Questionnaire (Either online version or scannable version)
10. How do I purchase the Olweus Bullying Prevention Program?
• Order materials online:  http://www.hazelden.org/itemquest/search.view?srch=Y&start=0&event=&kw=olweus

11. What Olweus Bullying Prevention Program costs should I budget for?
• Required Materials:
  o Olweus Bullying Prevention Program Schoolwide Guide with DVD/CD (1 per school building)
  o Olweus Bullying Prevention Program Teacher Guide with DVD/CD-ROM (1 per teacher)
  o Olweus Bullying Questionnaire with Scanning Services or Online Version
  o Scannable Version (Package of 30 with Scanning Services)
  o Raw data from Hazelden for Student Olweus Bullying Questionnaires

• Recommended Materials:
  o Class Meetings That Matter K-5-A Year's Worth of Resources for Grades K-5
  o Class Meetings That Matter 6-8-A Year's Worth of Resources for Grades 6-8
  o Class Meetings and Individual Intervention DVD Set-A Video Training Program for School Staff

• 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
  o District Report compiling data from all of the schools within a district
  o District Trends Report comparing a district’s data from year to year
  o District Combined Report (if your Olweus implementation involves multiple school districts)

• OBPP Trainer of Trainers for your site-In order to promote sustainability, it is recommended 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.

• 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.

• Optional Program Promotional materials-there are templates for posters on the Schoolwide Guide CD-ROM that your site may want to have reproduced.

• 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.

• Fidelity Verification visit by developer or designee. PCCD funded sites are required to have the implementation quality of their program verified by the developer or trainer in year two. This would include cost for a meeting with the grantee’s overall program coordinator for the Olweus Bullying Prevention Program, document review, onsite visits, and 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.

12. What are some common barriers I might encounter with the Olweus Bullying Prevention Program?

Teachers’ and other staff buy-in and lack of administrative support are two issues that can be common with the Olweus Bullying Prevention Program implementation. Helping teachers and staff make the connection between a positive “non-bullying” atmosphere and academic achievement is helpful. It is also important to pre-plan with district administrators to ensure their crucial support and that time is built into the scheduled to hold meetings since teachers 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, there needs to be a process for collecting, analyzing and reporting the data for a large number of students from the questionnaires. The Bullying Prevention 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

Tracking classroom 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.

13. What evaluation tools should I use?

Below is the list of evaluation tools recommended by the Penn State EPISCenter to collect the outcomes needed to report to PCCD:

- Olweus Bullying Questionnaire
- Raw data purchased from Hazelden for results of Olweus Bullying Questionnaire
- School and District Trend Reports from Hazelden for annual Olweus Bullying Questionnaire
- Class Meeting Activity Log
- OBPP Classroom Implementation Checklist
- OBPP Schoolwide Implementation Checklist First Year of Implementation
- OBPP Schoolwide Implementation Checklist for Continued Implementation
- EPISCenter Bullying Prevention Program-Staff Survey

Sites are expected to monitor implementation quality and fidelity. Fidelity observations are to be conducted by an observer who has been trained in the OBPP program

The EPISCenter provides funded sites with a spreadsheet for entering program outcome and process data and the ability to summarize and report that data to the Pennsylvania Commission on Crime and Delinquency. Raw

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Data purchased from Hazelden for the Olweus Bullying Questionnaire and copied into the spreadsheet. If more extensive analysis is desired sites may consider identifying an evaluator.

14. In what ways can I involve my local prevention 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 and share your local goals for the program.
- Provide board members with a fact sheet and the program’s logic model.
- Help them to understand ways in which they can contribute to the program’s local success.
- Identify potential program champions or community gatekeepers that can help to build relationships that may lead to program support.
- 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.