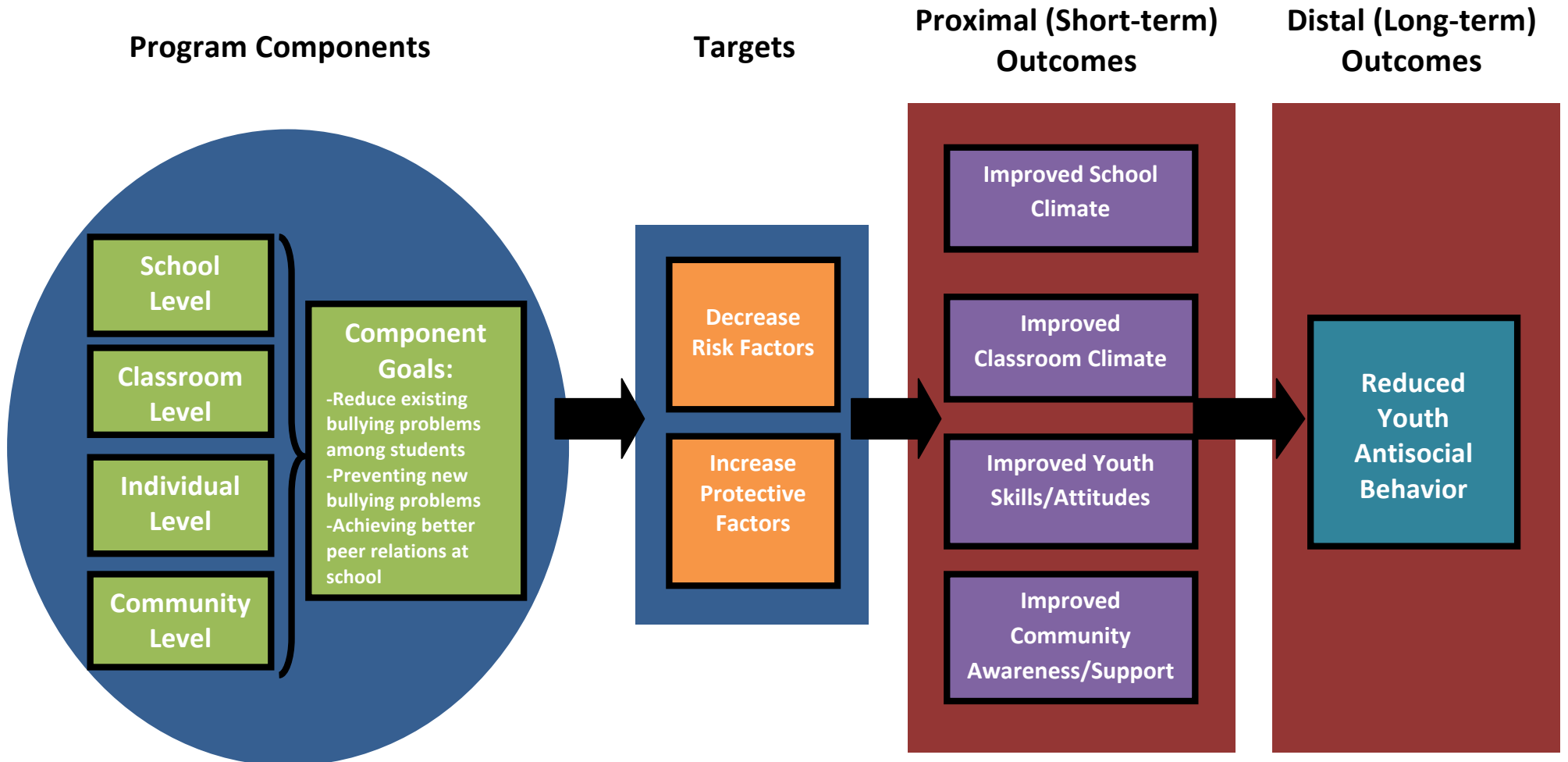


# The Olweus Bullying Prevention Program

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OBPP for US schools developed by Dan Olweus, Ph.D., Susan Limber, Ph.D., Vicki Crocker Flerx, Ph.D., Nancy Mullin, M.Ed., Jane Riese, L.S.W., and Marlene Snyder, Ph.D

*Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University.*

**Overall Goal of Olweus: The school should be a safe and positive learning environment.**



OBPP is a multi-level, multi-component program designed to reduce and prevent bullying in elementary and middle schools through increased awareness and knowledge about bullying. Aims to involve teachers and parents in bullying prevention, develop clear rules against bullying, and provide support and protection to victims of bullying.

**Program Components**

There are four basic components to the Olweus Bullying Prevention Program that work together to achieve the overall goals of the program.

**Program Components:**

Individual  
Classroom  
School  
Community

**Program Goals:**

- \*Reduce existing bullying problems among students
- \*Preventing new bullying problems
- \*Achieving better peer relations at school

**Program Modalities**

Specific strategies, methods, and techniques are used to accomplish the program goals.

- Staff meetings twice per year to review bullying prevention efforts
- Establish a BPPC and hold monthly meetings during the school year
- Faculty/Staff Discussion Groups with a focus on bullying prevention & intervention are held at a minimum of 5 times per year
- One-day committee and staff trainings for new employees and contract workers
- Annual administration of the OBQ
- Annual review & refining of the school's supervisory system
- Post and consistently enforce the four school-wide rules against bullying
- Weekly classroom meetings
- Hold regular discussions with individual students to assess well-being as it relates to the school social
- Keep parents well informed about the school's prevention efforts as well as in individual cases of bullying involving their students
- School personnel utilize on-the-spot and follow-up interventions as described in the OBPP
- School personnel prepares a Quality Plan to ensure the Olweus Standard
- Hold an annual OBPP kick-off event
- Engage the broader community in the OBPP and help to raise awareness about bullying in the community

**Targeted Risk and Protective Factors**

Risk factors, which increase the likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior, are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

- Risk Factors:**
- Low school commitment
  - Poor academic performance
  - Indifferent or accepting teacher attitudes towards bullying
  - Lack of supervision during breaks
  - Rebelliousness
  - Peers' delinquent behavior
  - Peer rewards for antisocial behavior
  - Favorable attitudes towards antisocial behavior
  - Lack of parental supervision
- Protective Factors:**
- School opportunities for prosocial involvement
  - School rewards for prosocial involvement
  - Social skills
  - Interaction with prosocial peers.

**Proximal (Short-term) Outcomes**

Targeted outcomes that the program is designed to impact *immediately following* program completion.

- Research-Proven Outcomes:**
- Decreased self-reported bullying
  - Reduced self-reported anti-social behavior
  - Increased youth satisfaction with school life
  - Improved order and discipline in school
  - Increased youth positive social relationships
  - Increased youth positive attitudes toward school work and school in general
  - Reduced bullying density during lunch and recess (incidents per 100 student hours)
- Hypothesized Outcomes:**
- Less acceptance of anti-social behavior
  - Improved self-esteem
  - Less depression
  - Increased concentration and learning
  - More appropriate reaction patterns to bullying by students
  - Increased community awareness of bullying issues

**Distal (Long-term) Outcomes**

Outcomes impacted by the program *years following* program completion that are hypothesized but follow-up data are not yet available.

- Reduced Youth Antisocial Behavior:**
- Less aggressive & destructive behavior for those who bullied
  - More likely to delay onset of problematic behaviors such as drug and alcohol use
  - Less likely to become involved with deviant peer groups
  - Less likely to drop out of school
  - Less likely to engage in delinquency and violence