

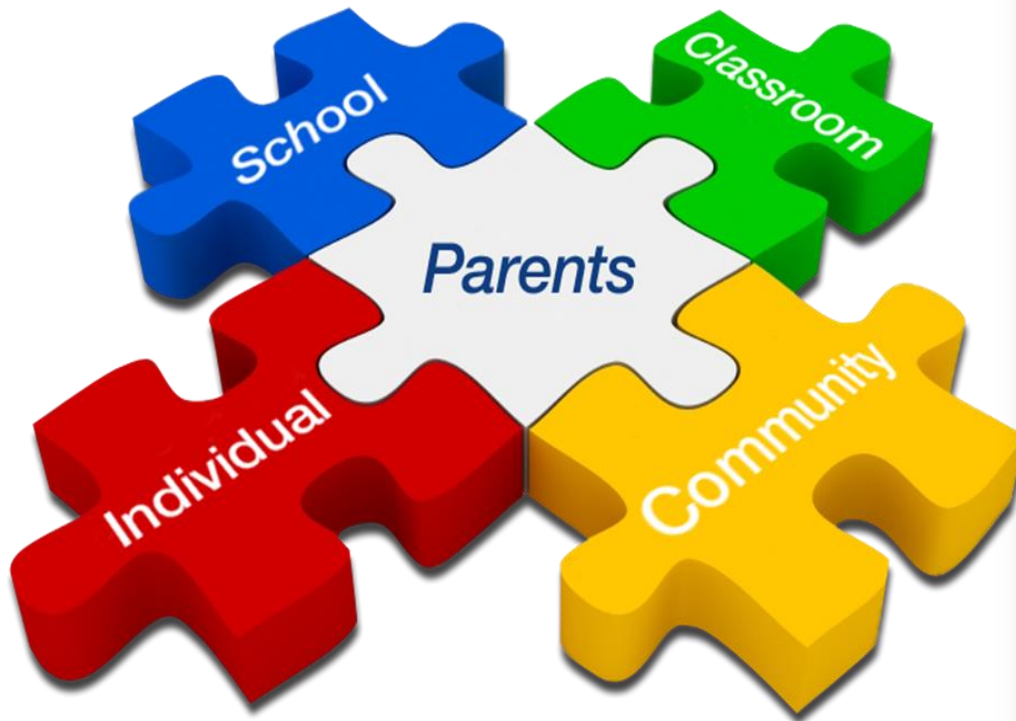


A Whole School Approach to Bullying Prevention

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Olweus Program Components



Program Components

School-Level Components

1. Establish a Bullying Prevention Coordinating Committee (BPCC)
2. Conduct BPCC and staff trainings
3. Administer Olweus Bullying Questionnaire
4. Hold Staff Discussion Group meetings
5. Introduce the school rules against bullying
 - We will not bully others.
 - We will try to help students who are bullied.
 - We will try to include students who are left out.
 - If we know that somebody is being bullied, we will tell an adult at school and an adult at home.
6. Review and refine the school's supervisory system
7. Hold a school kick-off event to launch the program
8. Involve parents

Classroom-Level Components

1. Post and enforce schoolwide rules against bullying
2. Hold regular class meetings
3. Hold meetings with students' parents

Individual-Level Components

1. Supervise students' activities

Overview

- What Works: Principles of effective bullying prevention
- Evidence: Data that support best practices:
The Olweus Bullying Prevention Program
- Strategies: Effective bullying prevention and intervention strategies

Program Principles

1. Adults in school need to show warmth, positive interest, and involvement.
2. Set firm limits for unacceptable behavior.
3. Consistently use supportive, predictable consequences when unacceptable behavior occurs.
4. Adults in the school should act as authorities and positive role models.

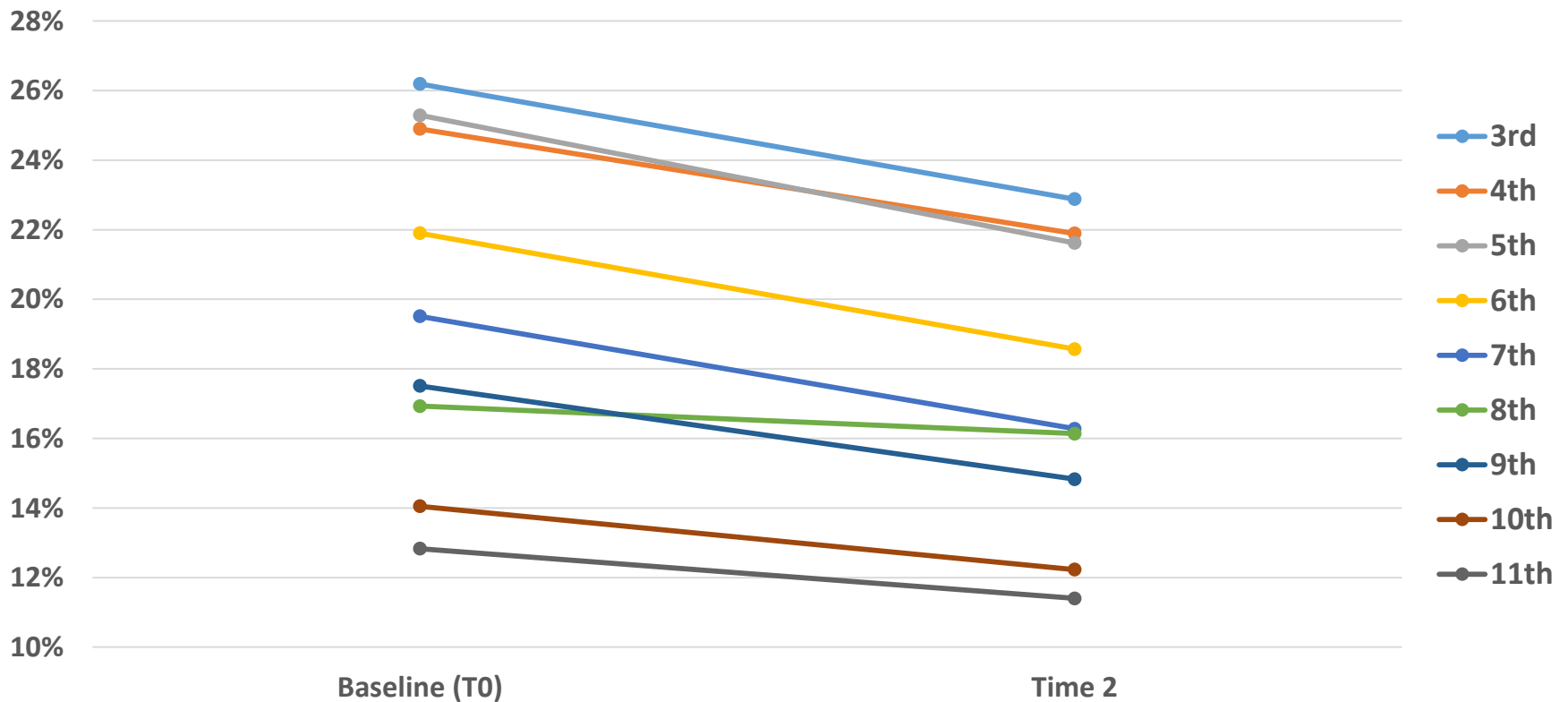


Evidence

- One of most researched programs in the world
- Summary of research in American Journal of Orthopsychiatry (2010)
- Earlier findings in Scandinavia published
- PA study ready for submission

US: Percentage of Students Being Bullied Prior to and After Implementation of the OBPP (71,000 students, 210 schools)

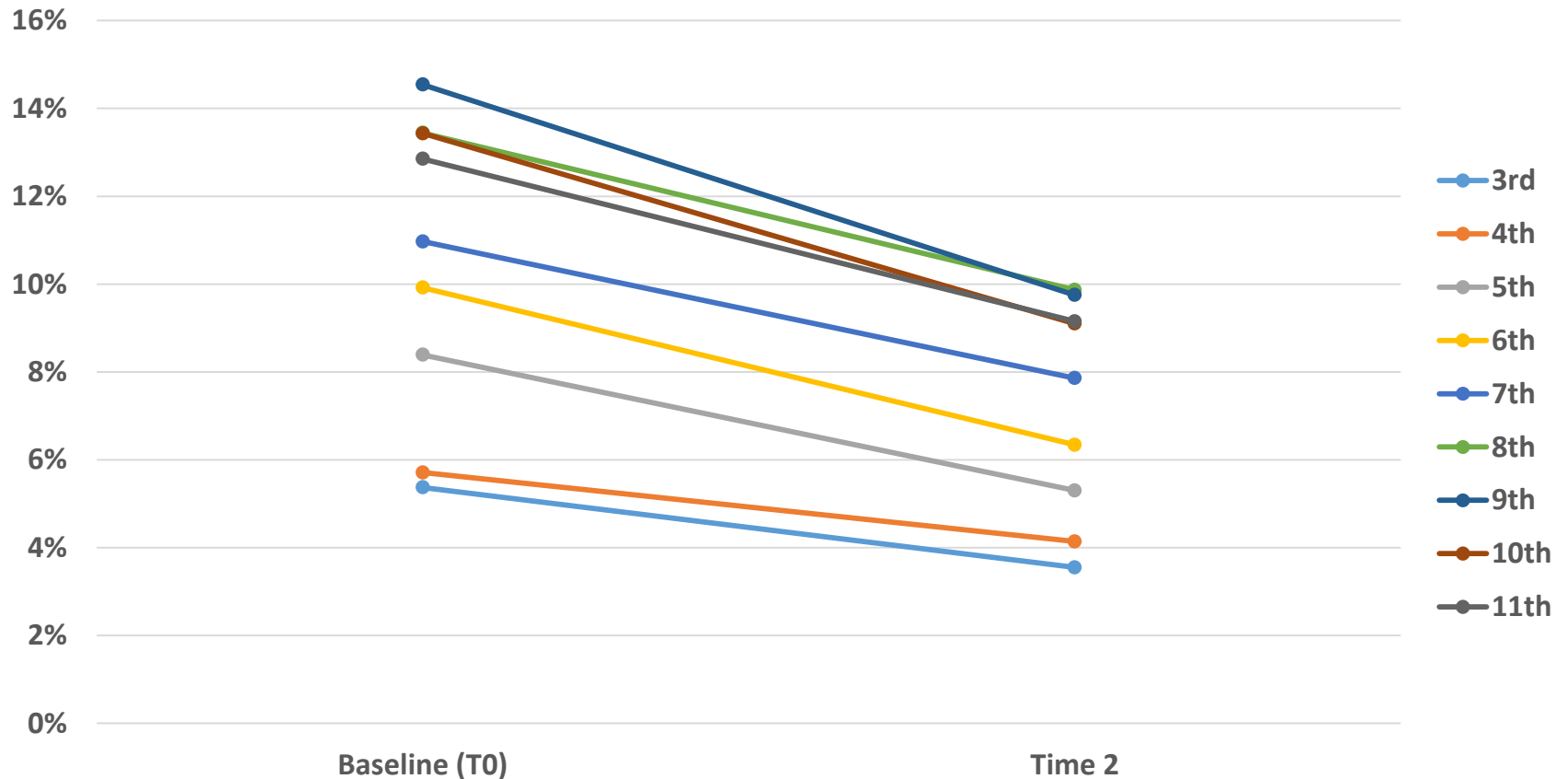
Bullied 2-3 times/month or more



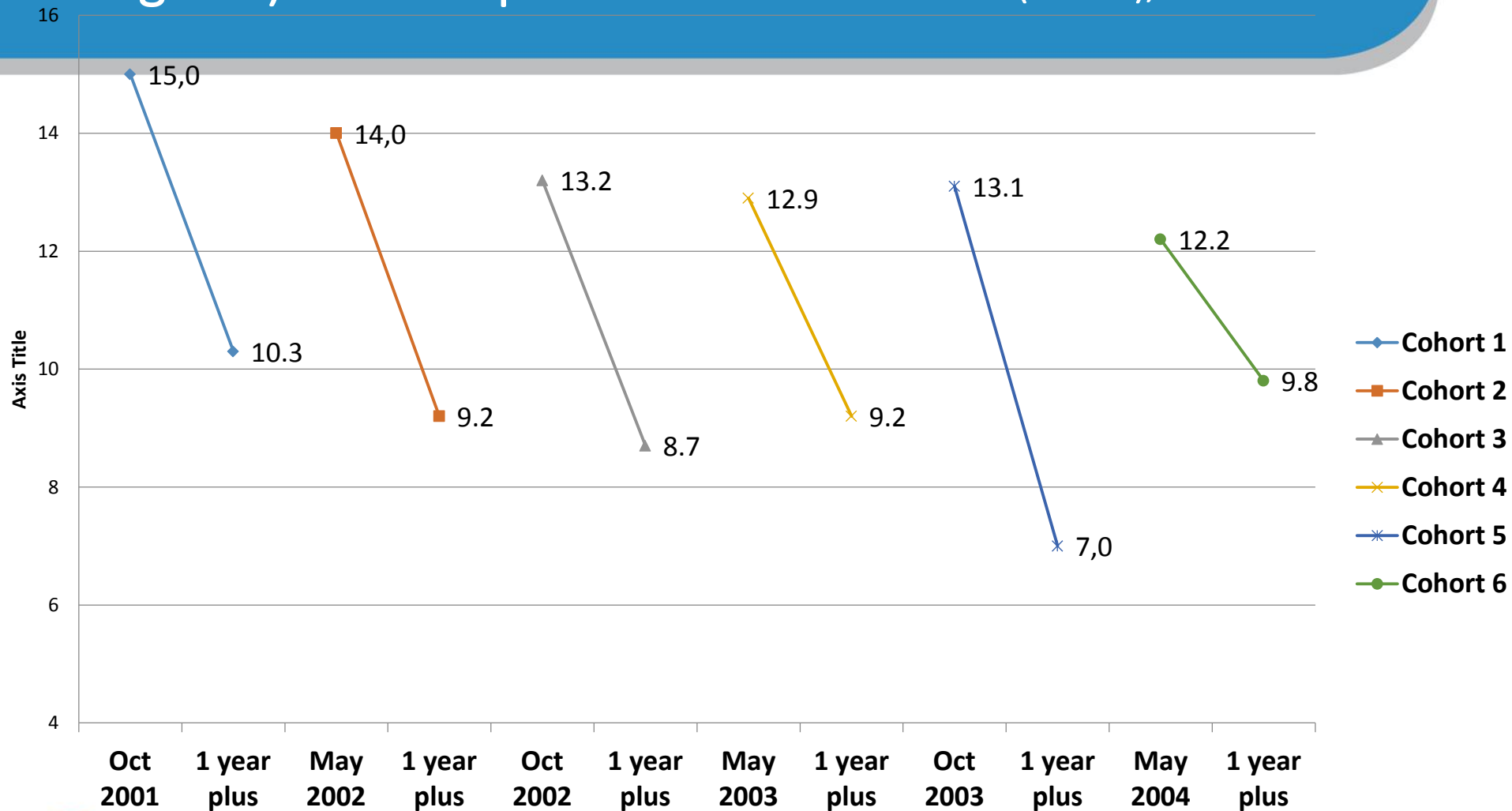
Conducted with support from the Highmark Foundation.

US: Percentage of Students Bullying Others Prior to and After Implementation of the OBPP (71,000 students, 210 schools)

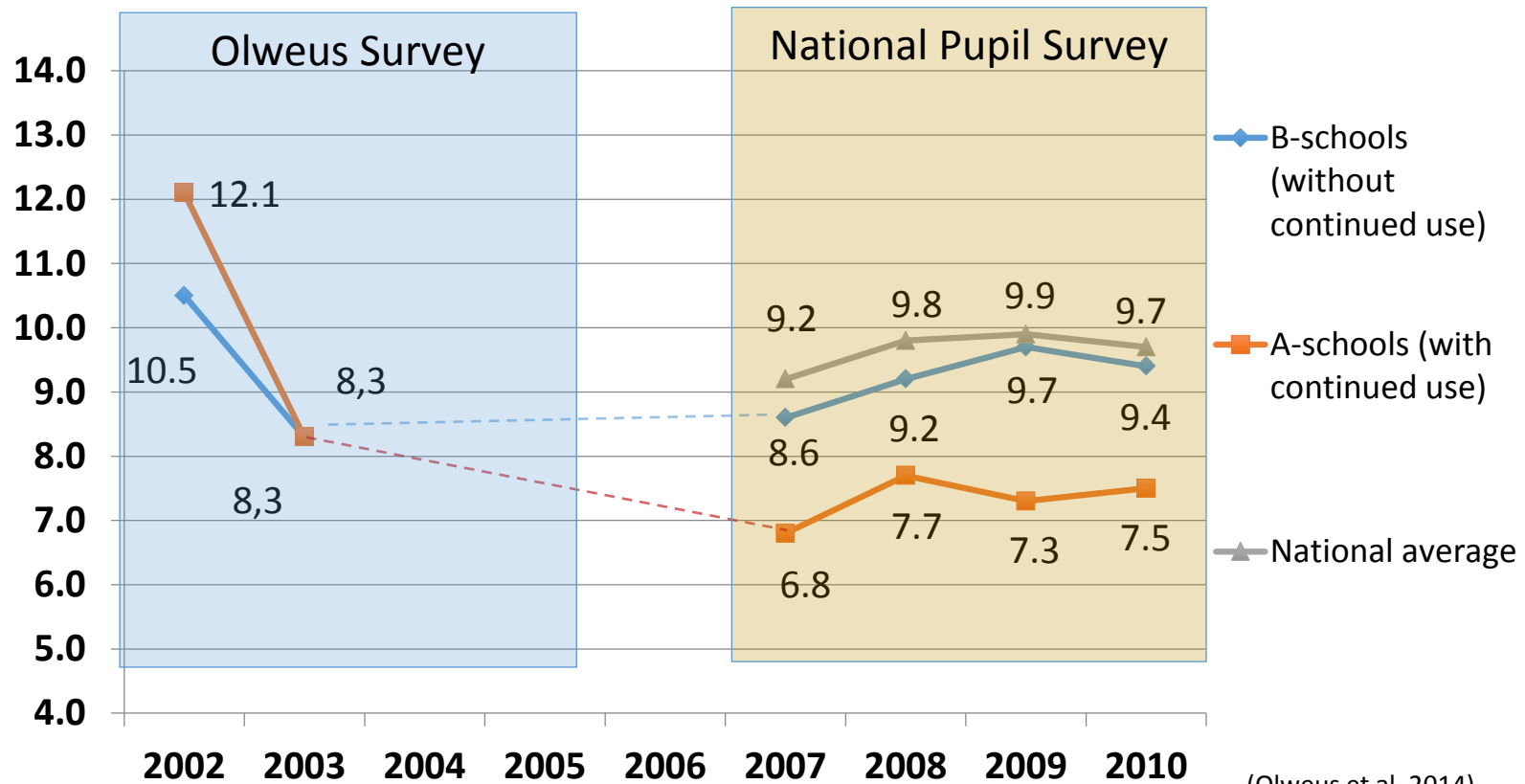
Bullying Others 2-3 times/month or more



Norway: Percentages of Students Being Bullied Before (Upper Figures) and 8 Months After (Lower Figures) OBPP Implementation Six Cohorts (n>300), Gr. 4-7



Being Bullied: Long-Term Outcomes for Schools that Continued Use of the OBPP (66 schools) vs. Schools that Discontinued the OBPP (95 schools) vs. National Average (Norway)



(Olweus et al, 2014)

Ttofi & Farrington Meta-analyses

(2008, 2009, 2011)

- Whole-school programs can be successful in reducing bullying
- Programs “inspired by the work of Dan Olweus worked best”

Effective Strategies for Bullying Prevention and Intervention



It is a fundamental human right for all children to be educated in a safe and humane school community.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is typically repeated over time.¹ Bullying is recognized as an urgent public health issue and remains prevalent in schools around the world.

Meta-analyses have revealed that bullying prevention programs are effective in reducing bullying and that those programs "inspired by the work of Dan Olweus worked best."²

Why the Olweus Bullying Prevention Program Works:

The Olweus Bullying Prevention Program (OBPP) incorporates what researchers and practitioners have identified as best practices in bullying prevention and intervention.³

1. Focus on the whole school environment

The OBPP is a comprehensive, school-wide program that involves the entire school community in the form of school-wide interventions, classroom activities, and individual interventions. To reduce bullying, it is important to change the climate of the school and the social norms with regard to bullying. It must become normative for staff and students to notice and respond when a child is bullied or left out. Since bullying is not the sole responsibility of any single individual at a school, it requires buy-in and efforts of everyone in the school environment—teachers, administrators, counselors, other non-teaching staff (such as bus drivers, nurses, school resource officers, custodians, cafeteria workers, and school librarians) parents, and students.

2. Assess bullying at school

The Olweus Bullying Questionnaire (OBQ) is an anonymous, research-based survey administered to students that assesses the nature, extent, and location of bullying problems in a school. Adults are not always accurate in estimating the prevalence of bullying at their school and are frequently surprised by the amount of bullying that students experience, the types of bullying that are most common, or the "hot spots" where bullying happens. Surveying annually is recommended to determine program effects.

3. Form a group to support bullying prevention activities

The Olweus Bullying Prevention Coordinating Committee (BPCC) is a representative group from the school that includes an administrator, a teacher from each grade, a member of non-teaching staff, a school counselor or other school-based mental health professional, a parent, and a community representative to serve as the leadership team for program implementation at the school. The BPCC undergoes a comprehensive, highly organized two day training by a Certified Olweus Trainer-Consultant. This team then meets at least monthly to plan bullying prevention activities, train and motivate staff, students, and parents, and ensure that efforts continue over time.

1. Focus on the whole school environment.

- Involve the *entire* school community
- Norm is to notice and respond



2. Assess bullying at school.

- Survey students anonymously
- Survey annually to determine effect.



The image shows a sample of the Olweus Bullying Questionnaire. At the top, it features the Olweus logo and the title "Olweus Bullying Questionnaire". Below the title, there is a graphic of a pencil and a pen with the instruction "Please Use a No. 2 Pencil OR Blue or Black Pen". The form includes fields for "Date", "Name of School", "Grade" (with options 3 through 12), and "Classroom" (with options A through K). A paragraph of instructions explains how to fill in the circles for each question, emphasizing that only one circle should be filled. Below this, the first question is "1. How do you like school?", with five response options: "I dislike school very much", "I dislike school", "I neither like nor dislike school", "I like school", and "I like school very much". A box at the bottom provides additional instructions, including a warning not to put the name on the booklet and a note about the time period covered by the questions (the past couple of months).

OLWEUS™
www.olweus.com

Olweus Bullying Questionnaire

Please Use a No. 2 Pencil
OR
Blue or Black Pen

Date: _____

Name of School: _____

Grade: ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Classroom: ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K

You will find questions in this booklet about your life in school. There are several answers next to each question. Answer each question by filling in the circle next to the answer that best describes how you think or feel. In question 1 below, if you really dislike school, fill in the circle next to "I dislike school very much." If you really like school, fill in the circle next to "I like school very much." and so on. Fill in only one of the circles for each question. Try to keep your marks inside of the circle.

Now, fill in the circle next to the answer that best describes how you feel about school.

1. How do you like school?

☐ I dislike school very much
☐ I dislike school
☐ I neither like nor dislike school
☐ I like school
☐ I like school very much

If you fill in the wrong circle, you can change your answer like this: Put an "X" through the wrong circle, and then fill in the circle where you want your answer to be.

Do not put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and tell how you really feel. Sometimes it is hard to decide what to answer, but just try to give your best answer. If you have questions, raise your hand.

Most of the questions are about your life in school in the past couple of months, that is, the period from the start of school after summer (winter) holiday vacation until now. So when you answer, you should think of how it has been during the past 2 or 3 months and not only how it is just now.

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3. Form a group to coordinate bullying prevention activities.

- Team received training
- Tailors program for school
- Meets monthly



4. Train all staff in bullying prevention.

- How to identify bullying
- Effects of bullying
- Practice how to intervene
- School policies



5. Establish and enforce school rules and policies related to bullying.

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Our Group's Anti-bullying Rules

①

We will **not bully** others.

②

We will try to **help those** who are being bullied.

③

We will **include others** who are left out.

④

If we know that someone is being bullied, **we will tell** an adult at the program and an adult at home.

6. Involve children in regular discussions about bullying.

- Class meetings—regular circle discussions
- Deepen relationships
- Provide tools to address problems
- Student advisory groups



7. Increase adult supervision in locations where bullying occurs.



8. Intervene consistently and appropriately in bullying situations.



- Prepare all staff to intervene
- Intervene “on-the-spot” when bullying is witnessed
- “Follow-up” interventions provide deeper conversations and solutions.



9. Garner parent support for bullying prevention.

- Involve families from the start
- Parents must feel welcome to contact the school
- Involve them at all levels of implementation



10. Provide ongoing support.



- Ongoing support is needed
- Provide adequate resources so process is clear
- Leader commitment is essential



11. Continue efforts over time.

- Don't give up!
- Change takes time
- No “end date”
- Refresh efforts each year



Thank You

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