

The Olweus Bullying Prevention Program

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

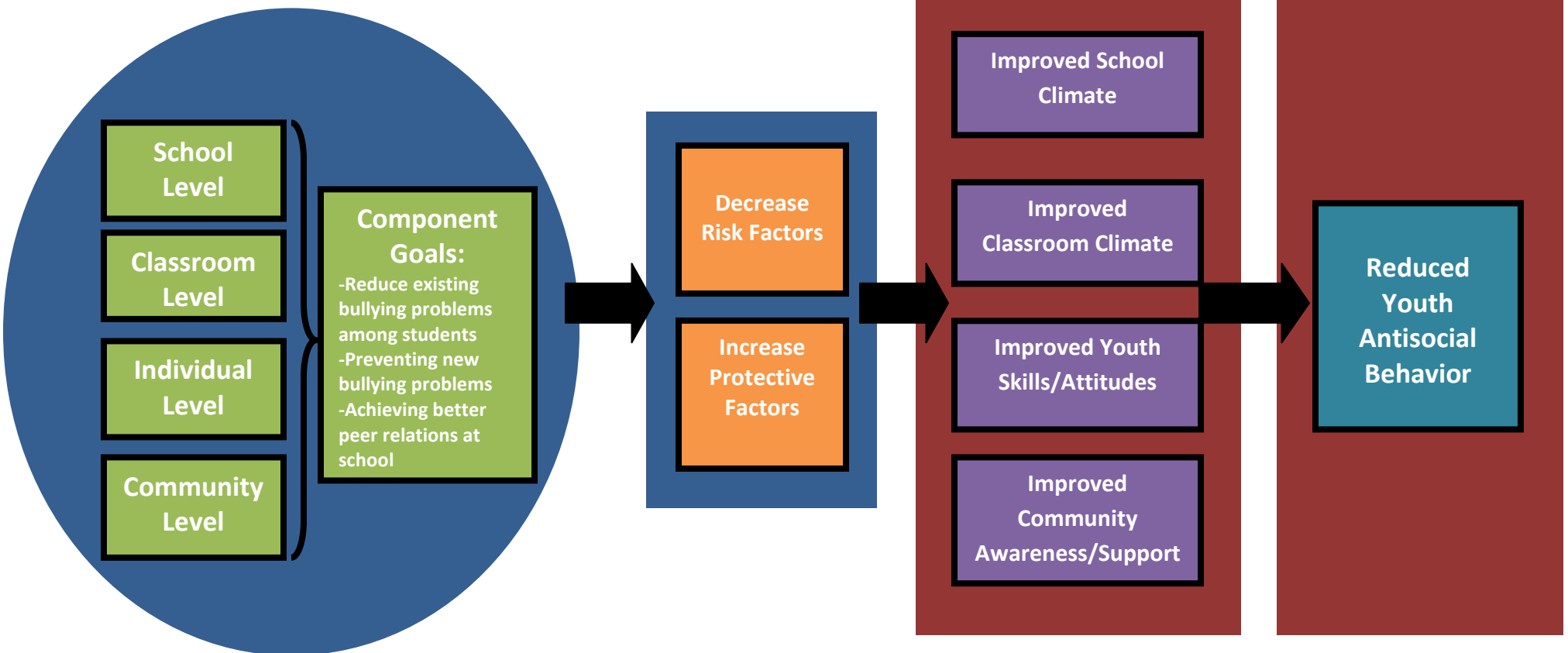
Overall Goal of Olweus: The school should be a safe and positive learning environment.

Program Components

Targets

Proximal (Short-term) Outcomes

Distal (Long-term) Outcomes



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.

Establish a Bullying Prevention Coordinating Committee

Conduct committee and staff trainings

Administer the Olweus Bullying Questionnaire schoolwide

Hold regular staff discussions

Introduce the school rules against bullying

Review and refine the school's supervisory system

Hold a school kickoff event

Post and enforce school wide rules against bullying

Hold regular class meetings

Supervise students' activities

Ensure that all staff intervenes on the spot when bullying occurs

Hold meetings with students involved in bullying

Develop individual intervention plans for involved students

Involve parents

Develop partnerships with community members to support your school's program

Help to spread anti-bullying messages and principles of best practice 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