

OBPP Overview

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Lincoln County School District



This Presentation Will . . .

- Provide an overview of the issue of bullying
- Provide an overview of the *Olweus Bullying Prevention Program*
- Identify the resources available to help you implement the program



What Is Bullying?

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

OBPP Teacher Guide, p. xii



Three Key Components of Bullying Behavior

1. Involves an aggressive behavior
2. Typically involves a pattern of behavior repeated over time
3. Involves an imbalance of power or strength



Direct Bullying

- Hitting, kicking, shoving, spitting
- Taunting, name-calling, using degrading comments
- Threatening or obscene gestures



Indirect Bullying

- Getting another person to bully someone
- Spreading rumors
- Causing another person to be socially isolated
- Cyber bullying



Why is it important to address bullying in schools?

1. For students and their futures
2. For a healthy school climate
3. For the larger community
4. For the purposes of risk management for schools
5. It's a wise investment



Effects of Being Bullied



- Lower self-esteem
- Depression and anxiety
- Absenteeism and lowered school achievement
- Thoughts of suicide
- Illness

Concerns about Children Who Bully

Children who bully are more likely to:

- get into frequent fights
- be injured in a fight
- steal or vandalize property
- drink alcohol and smoke cigarettes
- be truant or drop out of school
- report poor academic achievement
- perceive a negative climate at school
- carry a weapon



Children Who Bully

Bullying may be part of a conduct-disordered behavior pattern.

This pattern may continue into young adulthood.

Olweus study: “Bullies” were 4 times as likely to have 3 or more criminal convictions by age 24.



Effects of Bullying on Bystanders

Bystanders may feel:

- Afraid
- Powerless to change the situation
- Guilty for not acting
- A diminished empathy for victims over time



Effects of Bullying on School Climate

- Bullying creates a climate of fear and disrespect.
- Bullying interferes with student learning.
- Students may feel insecure and not like school as well.
- Students may perceive a lack of control or caring.



Facts and Myths about Bullying



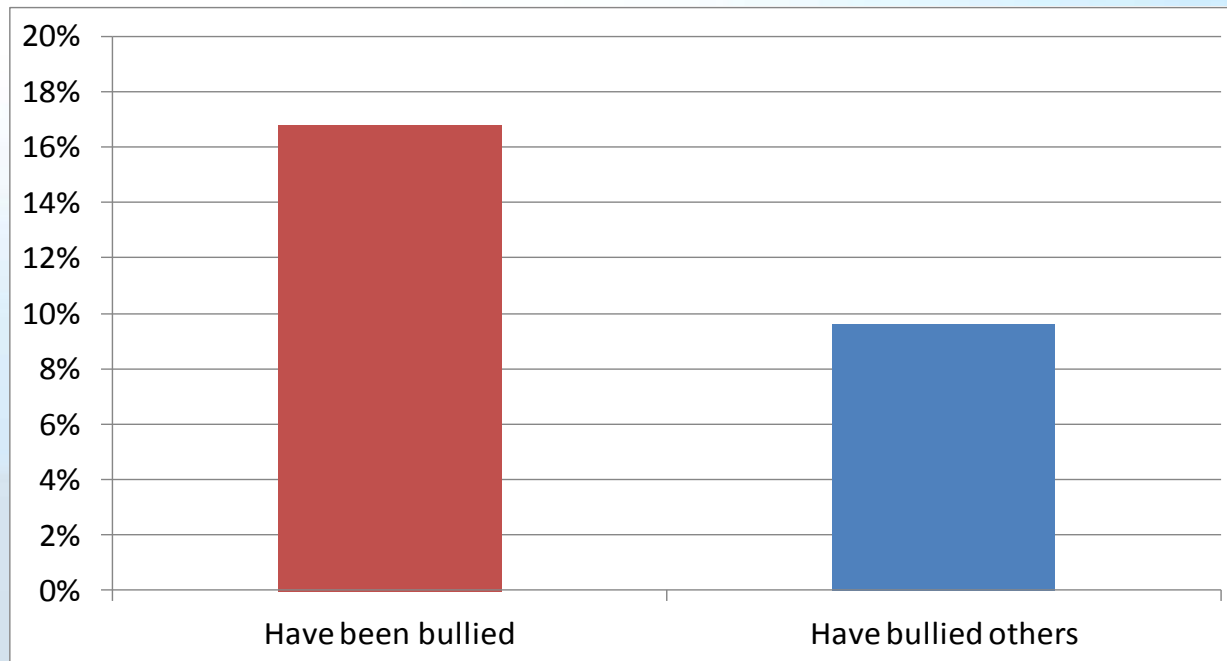
1. True or False?

Studies suggest that fewer than 10% of children are involved in bullying problems in elementary or middle school.

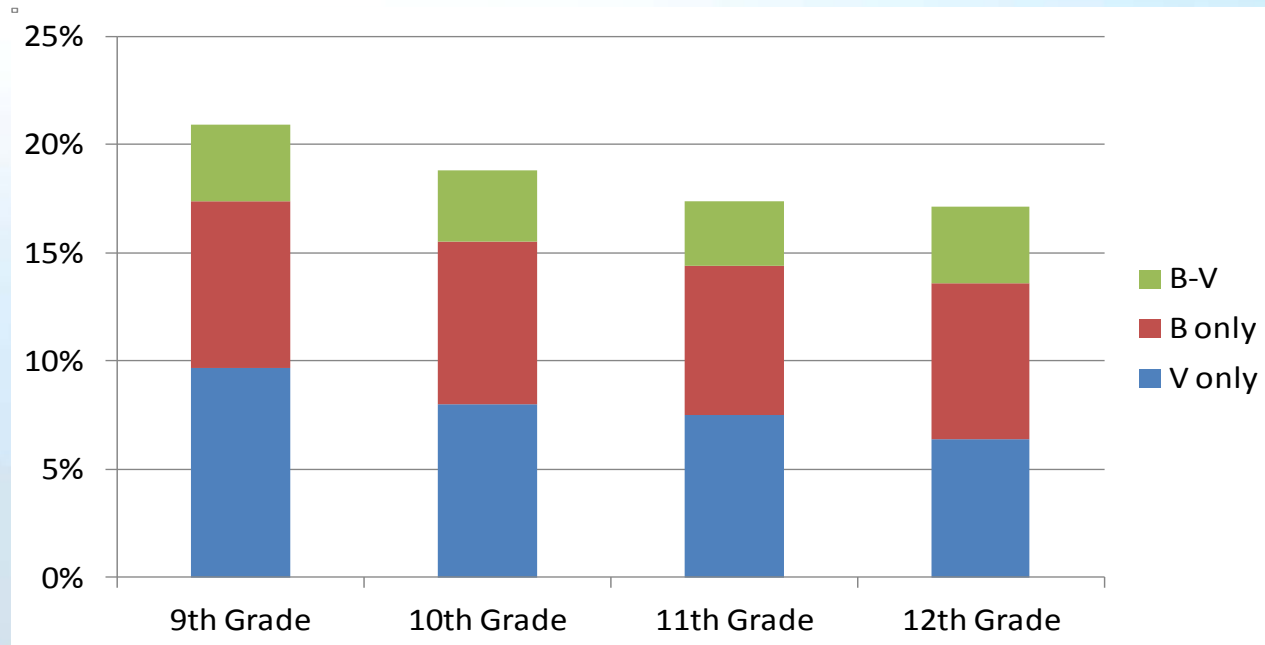
False



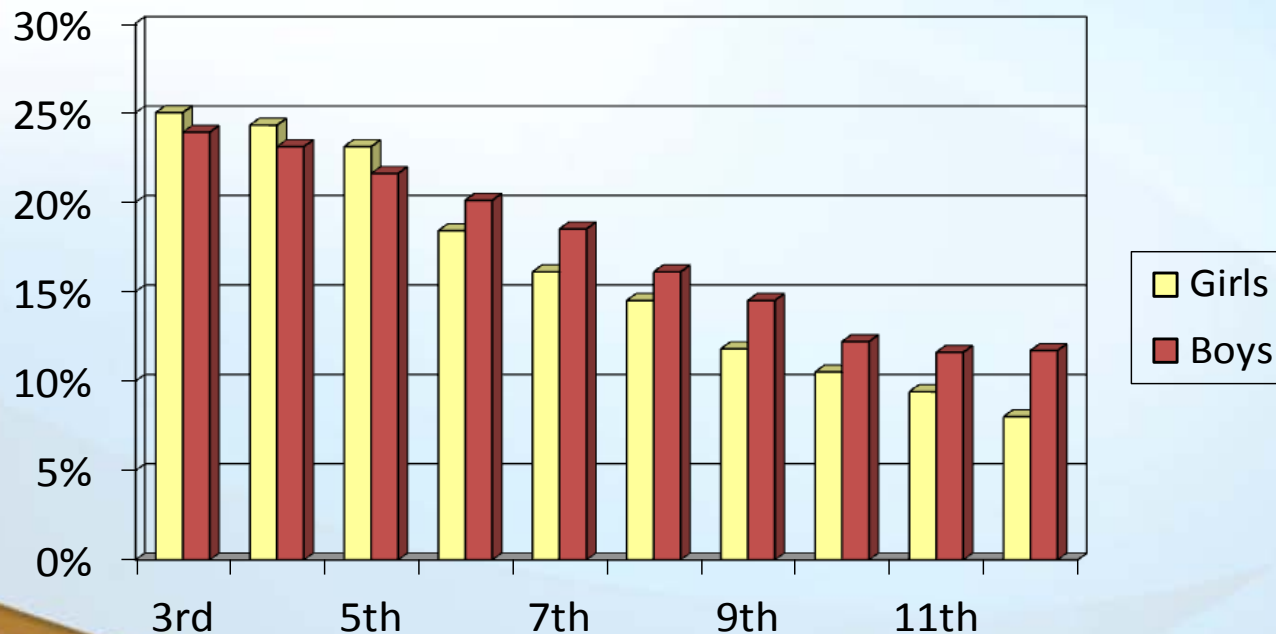
Percentage of Students (Grades 3-12) Who Are Bullied and Who Bully Others



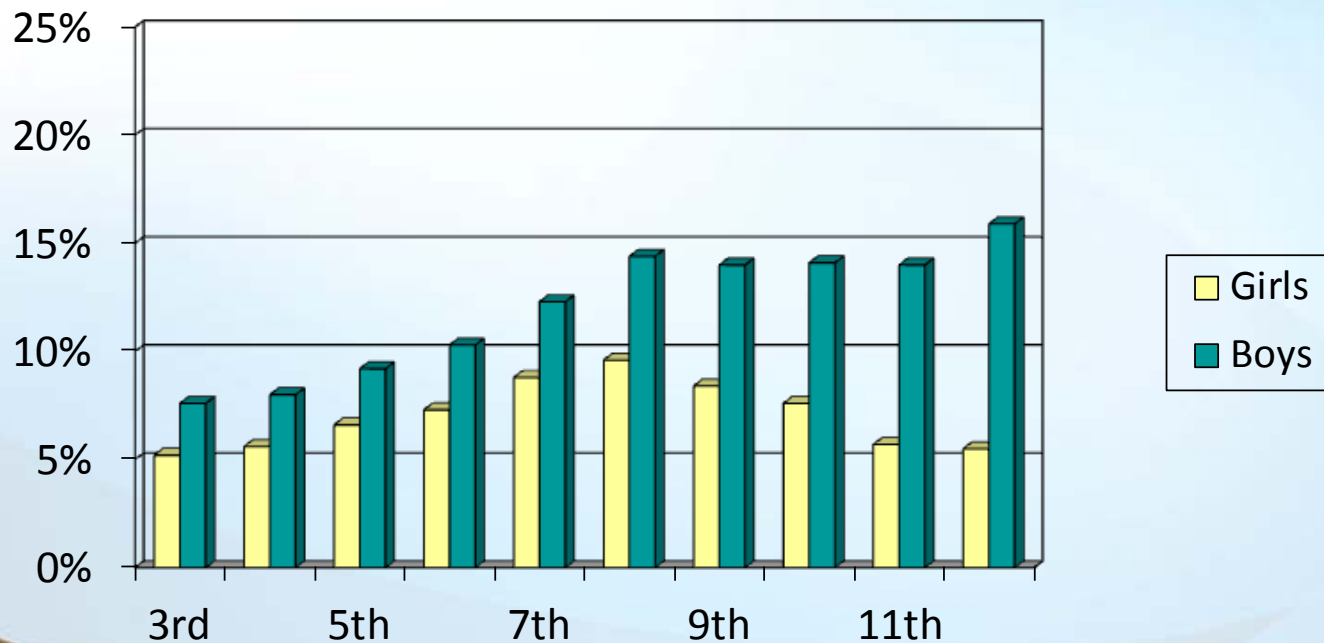
Bullying Status Among High School Students (2-3 times/month or more)



Percentage of Bullied Students (Olweus & Limber, 2010)



Percentage of Students Bullying Others (Olweus & Limber, 2010)



2. True or False?

The vast majority of children who are bullied tell a teacher or other member of the school staff.

False

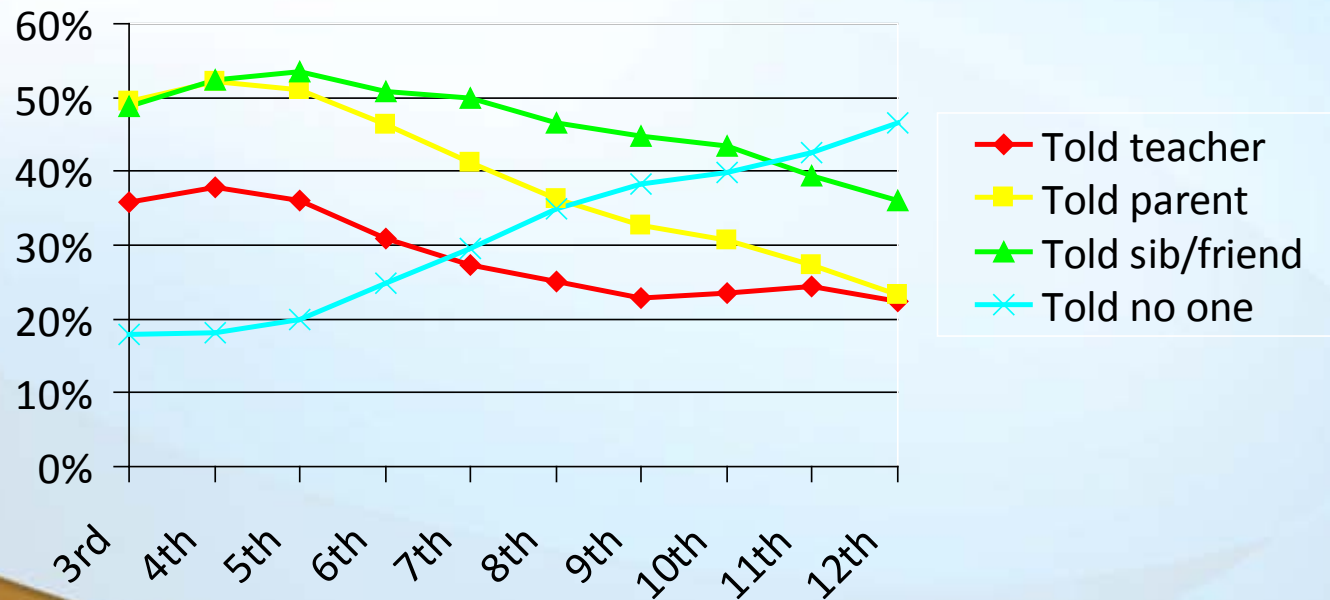


Reporting of Victimization

- Many children do not report bullying to school staff.
- Older students and boys are less likely than younger students and girls to report their victimization.



Percentage of Students Who Have or Have Not Reported Bullying (Olweus & Limber, 2010)



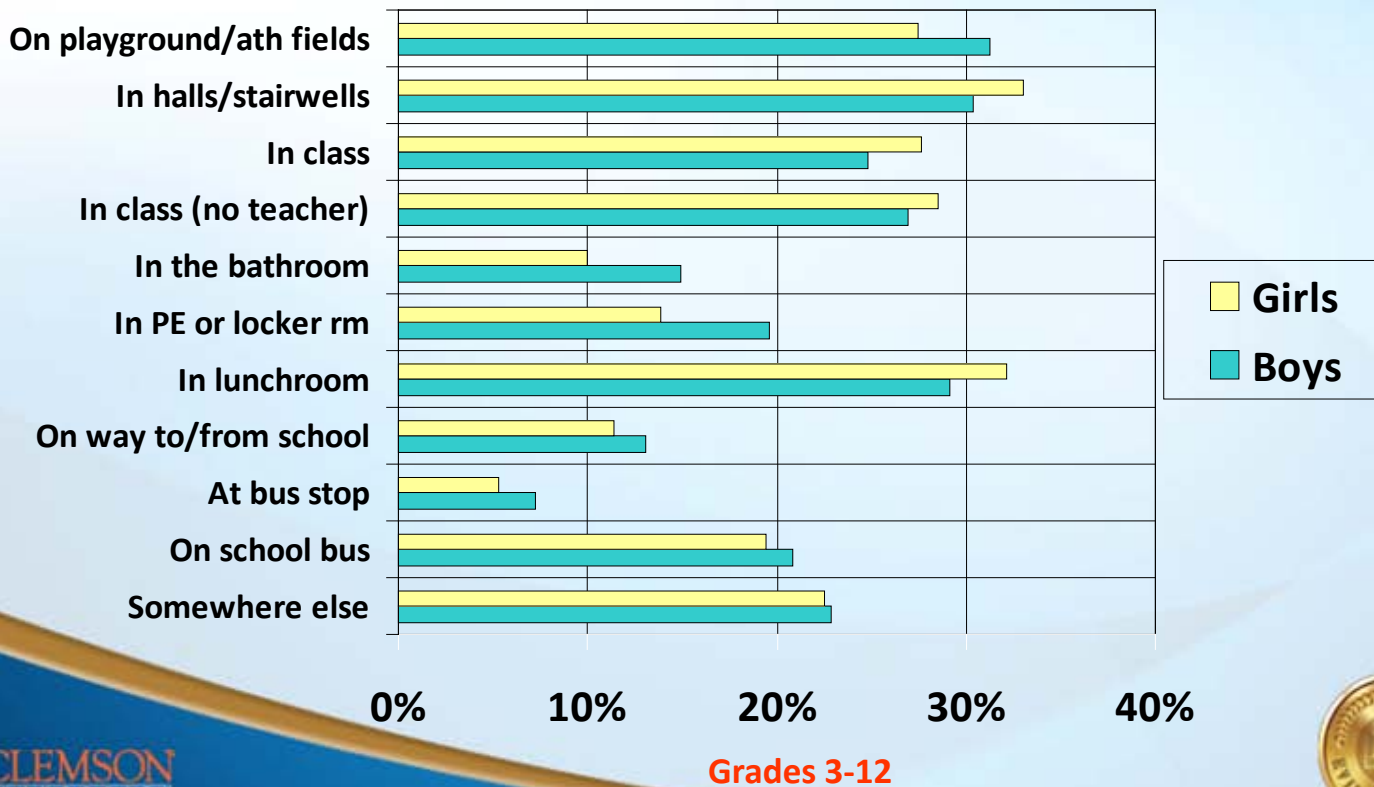
3. True or False?

Bullying is just as likely on the way to and from school as during school hours.

False



Where the Bullying Has Occurred (if bullied once or more) (Olweus & Limber, 2010)



4. True or False?

Most students who observe bullying don't think they should get involved.

False



Students Who Observe

What do you usually do when you see a student being bullied?

38% Nothing. I think the bullying is OK/I take part/I just watch.

27% I don't do anything, but I think I should help.

35% I try to help him or her.

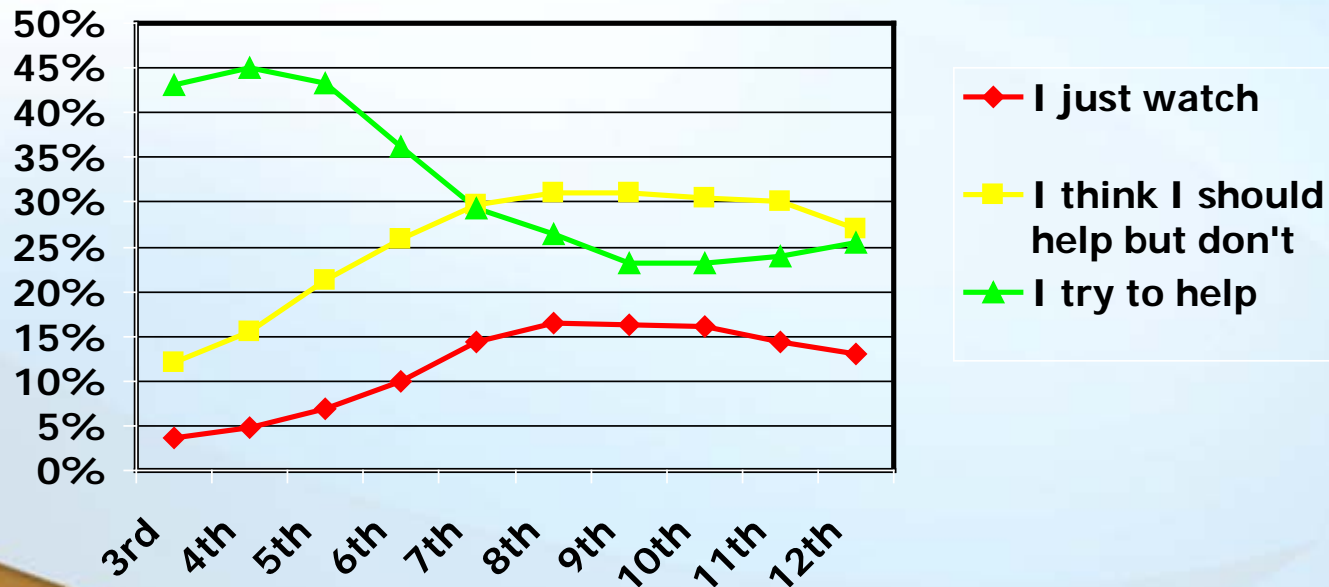
Students' Perceptions of Bullied Students (Olweus & Limber, 2010)

88% of high school girls
and 66% of high school
boys feel sorry when
they see a student being
bullied.



If you see or learn that a student is being bullied, how do you usually react?

(Olweus & Limber, 2010)



5. True or False?

Adults usually have a very accurate sense of the bullying that goes on in their school.

False



Adults' Responsiveness to Bullying

Adults overestimate their effectiveness in identifying bullying and intervening.

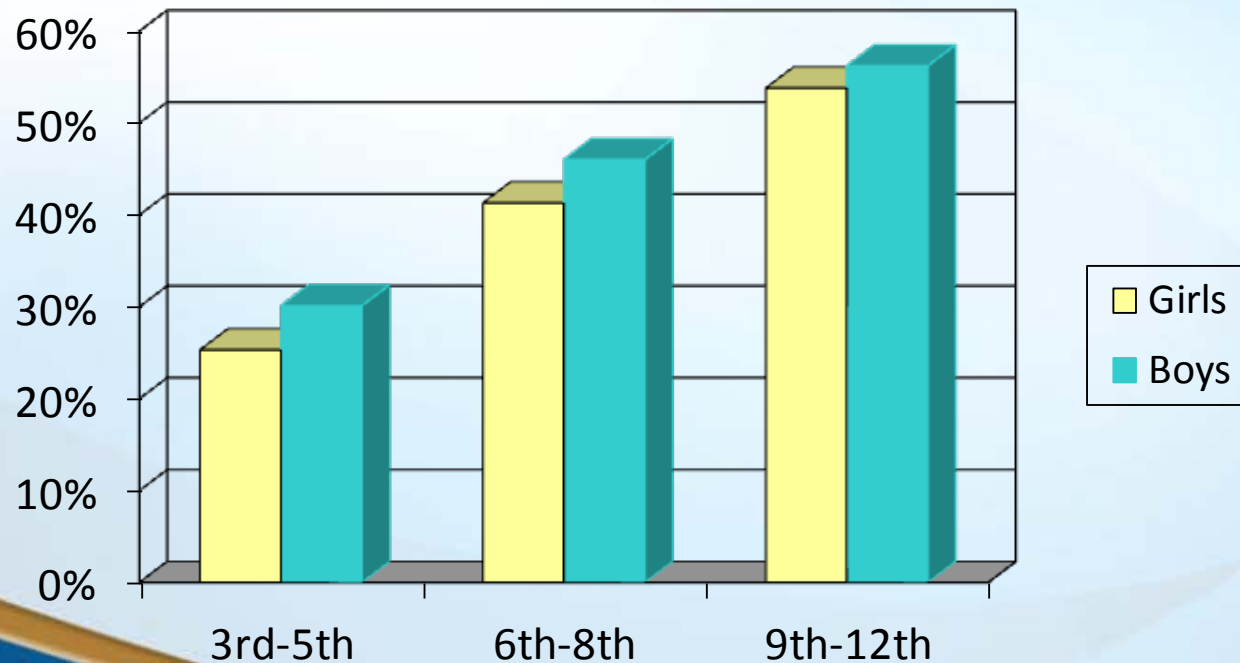
- 70% of teachers believed that adults intervene almost all the time; only 25% of students agreed¹
- 90% of teachers on playgrounds say they intervene ALL the time; videotapes showed intervention 5% of the time²

1. Charach, A., D. J. Pepler, and S. Zieler, "Bullying at School: A Canadian Perspective," *Education Canada* 35 (1995): 12–18.

2. Pepler and Craig, 2003.



Say Teachers Have Done “Little or Nothing” or “Fairly Little” about Bullying (Olweus & Limber, 2010)



Misdirections in Bullying Prevention and Intervention

- Simple, short-term solutions
- “Program du jour” approaches
- Group treatment for children who bully
- Anger management or self-esteem enhancement for children who bully
- Zero-tolerance policies for bullying
- Mediation/conflict resolution to resolve bullying issues
- Selecting inappropriate supplemental materials

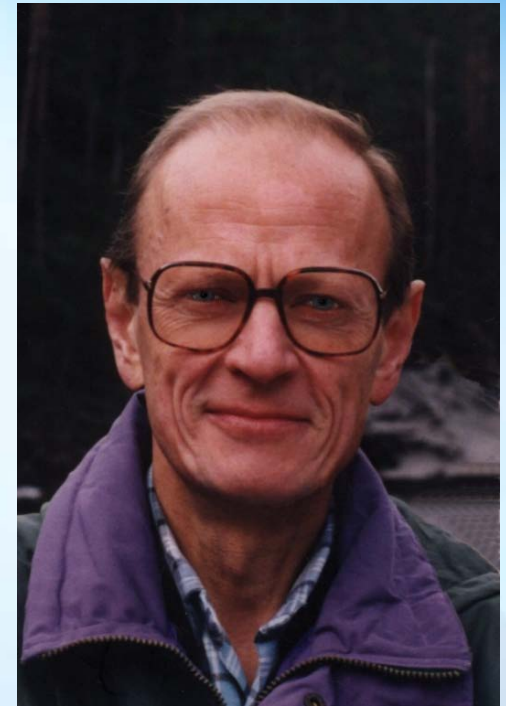


Information on the *Olweus Bullying Prevention Program*



Olweus Bullying Prevention Program

- The most-researched and best-known bullying prevention program available today.
- First systematic research on bullying conducted in the early 1970s by Dr. Dan Olweus.



OBPP is . . .

- designed for ALL students, K-12
- preventive AND responsive
- focused on changing norms and restructuring the school setting
- research-based
- NOT time-limited: requires systematic efforts over time



OBPP is not . . .

- a curriculum
- a conflict resolution approach
- a peer mediation program
- an anger management program



Goals of *OBPP*

- To reduce existing bullying problems among students
- To prevent the development of new bullying problems
- To achieve better peer relations at school



Evaluations in the United States

South Carolina Study

- 18 public middle schools (mostly rural)
- Reductions in students' reports of bullying others after 1 year
- Reductions in boys' reports of being bullied and feelings of social isolation after 1 year

Philadelphia Study

- 6 public elementary and middle schools
- Urban setting, mostly minority and low-income families
- Bullying incident density decreased by 45% over 4 years



Evaluations in the United States

Washington Study

- 10 public middle schools (7 intervention/3 control)
- Relational and physical victimization decreased 28% among white students; no decrease among other students
- Students in intervention schools were more likely to perceive that other students actively intervened in bullying

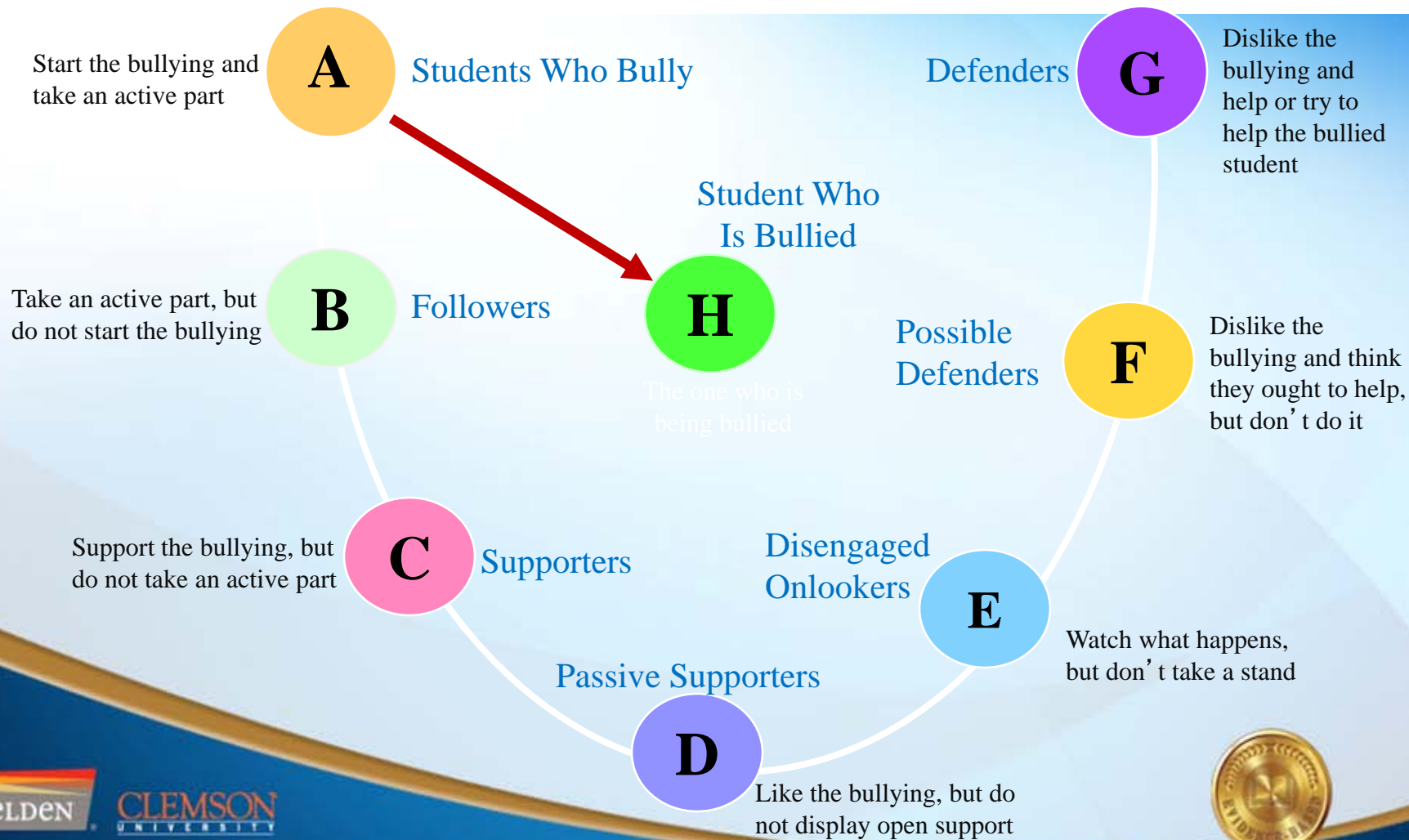


Program Principles

1. Adults in school need to show warmth, positive interest, and involvement.
2. Set firm limits for unacceptable behavior.
3. Consistently use nonphysical, nonhostile negative consequences when rules are broken.
4. Adults in the school should act as authorities and positive role models.



What Roles Do Students Play in Bullying Situations?

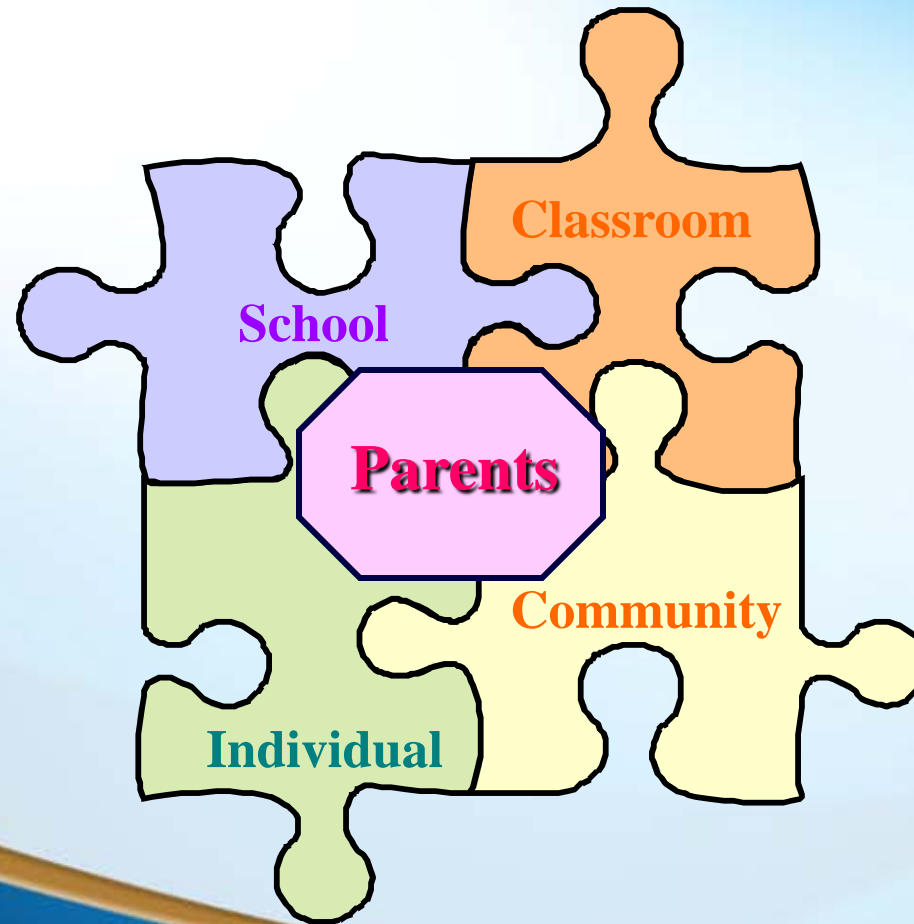


A Strong Partnership in Bullying Prevention



EVIDENCE-BASED PROGRAM

Program Components



School-Level Components

1. Establish a Bullying Prevention Coordinating Committee (BPCC)
2. Conduct committee and staff trainings
3. Administer the Olweus Bullying Questionnaire
4. Hold staff discussion groups
5. Introduce the school rules about bullying
6. Review and refine the school's supervisory system
7. Hold a school kick-off event to launch the program
8. Involve parents



School Rules about 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.



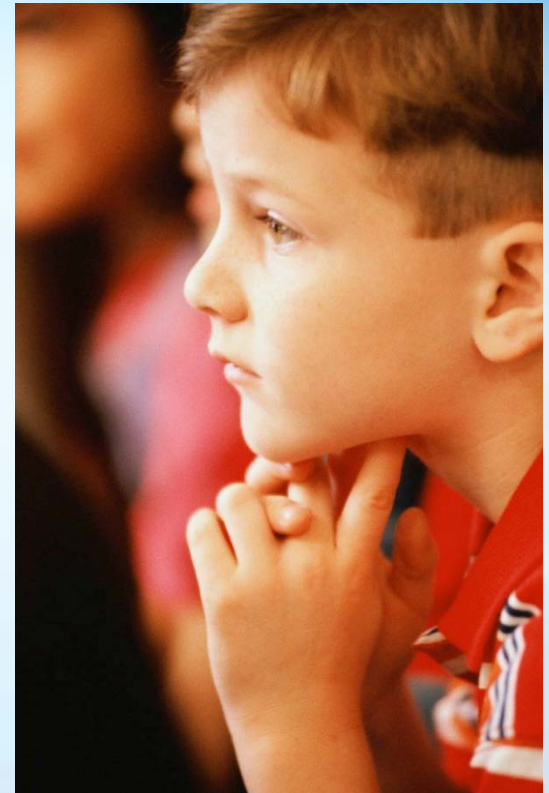
Classroom-Level Components

- Post and enforce schoolwide rules against bullying
- Hold regular class meetings
- Hold meetings with students' parents



Individual-Level Components

- Supervise students' activities
- Ensure that all staff members intervene on the spot when bullying occurs
- Hold meetings with students involved in bullying
- Develop individual intervention plans for involved students

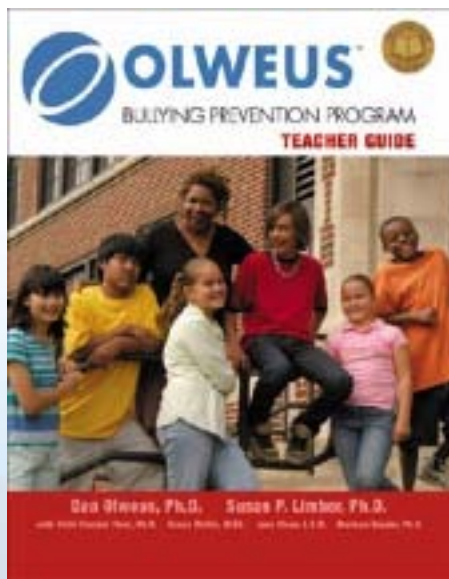


Community-Level Components



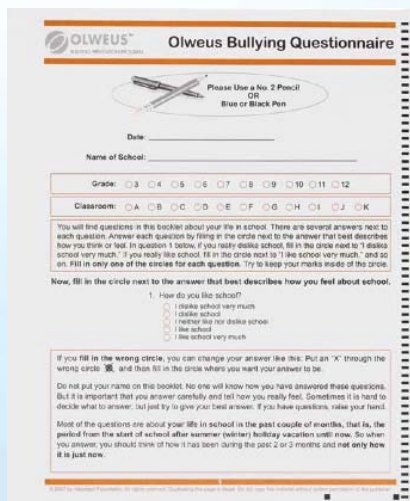
- Involve community members on the BPCC
- Develop partnerships with community members to support your program
- Help spread anti-bullying messages and principles of best practice throughout the community

Required *OBPP* Materials



Teacher Guide
with DVD and CD-ROM

Olweus Bullying Questionnaire



OLWEUS™
BULLYING PREVENTION PROGRAM

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.

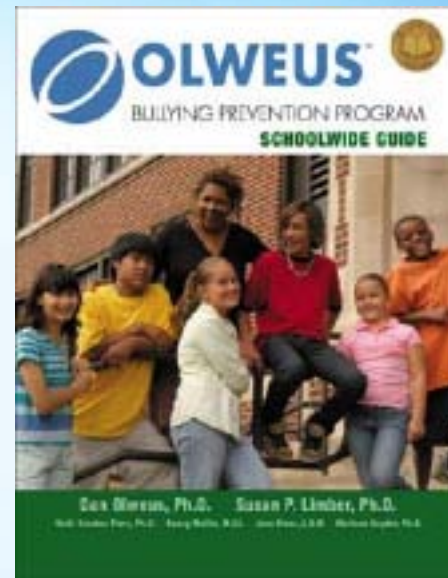
1. How do you like school?

☐ I dislike school very much
☐ I dislike school
☐ 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.

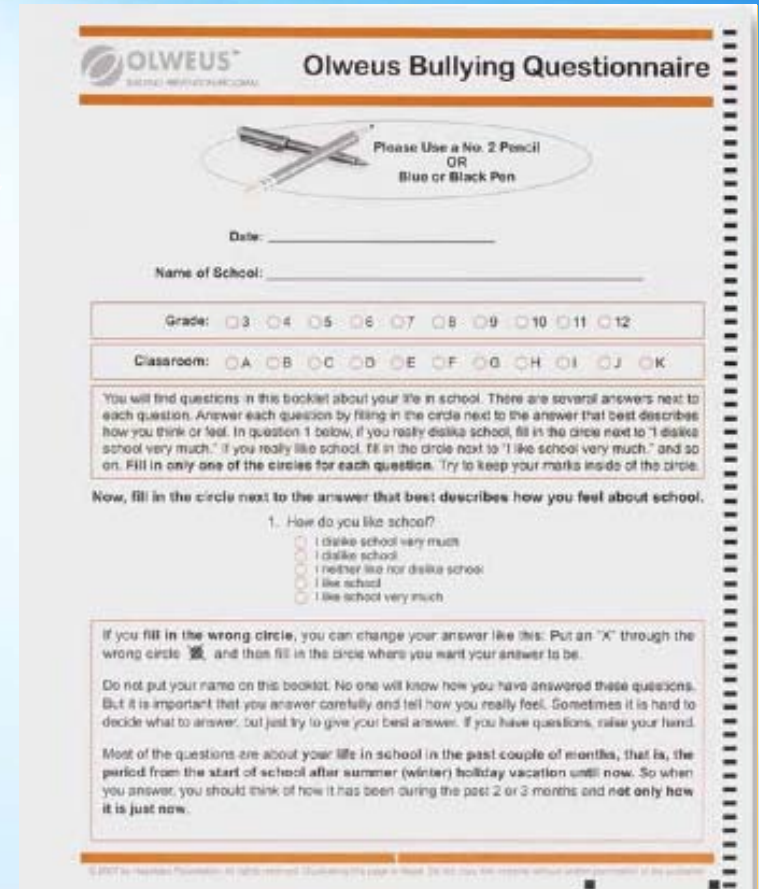
Most of the questions are about your life in school in the past couple of months, that is, the period from the start of school after summer (winter) holiday vacation until now. So when you answer, you should think of how it has been during the past 2 or 3 months and not only how it is just now.



Schoolwide Guide
with DVD and CD-ROM

Option 1: Olweus Bullying Questionnaire Scannable Survey

Option 2: Bully/Victim Questionnaire Online



OLWEUS
BULLYING PREVENTION PROGRAM

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


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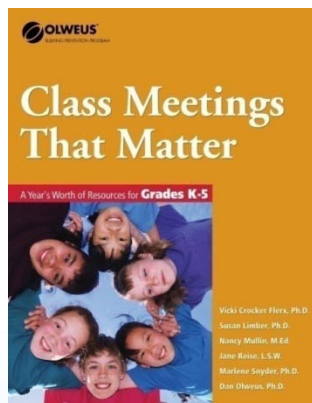
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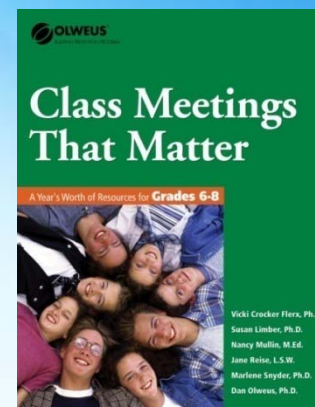
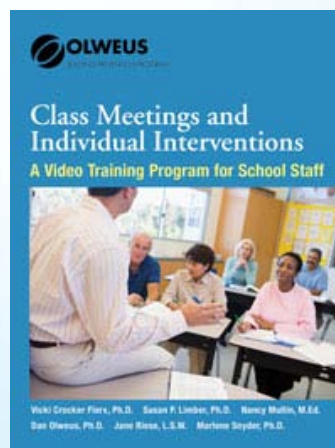
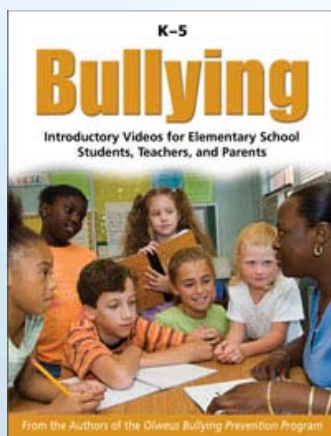
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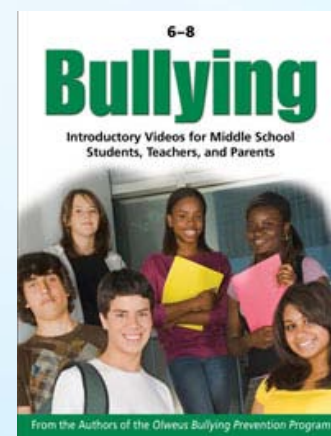
© 2007 by Hazelden Foundation. All rights reserved. Questioning only page is blank. Do not copy this response without written permission of the publisher.



Grades K-5



Grades 6-8



A sample school report
is available online

[http://www.pdastats.com/
olweusbullyingreports/login.asp](http://www.pdastats.com/olweusbullyingreports/login.asp)

Username: OlweusSample

Password: OlweusTest



For more information about
the *Olweus Bullying Prevention Program*

www.olweus.org

1-800-328-9000 in the U.S.

1-651-213-4590 outside the U.S.

OBPP Training Information

- Training is highly recommended for successful program implementation
- Training is provided by a certified Olweus trainer
- It consists of a 2-day training for committee members and consultation for at least one school year



For more information about *OBPP* training

www.clemson.edu/olweus

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1-717-870-7992

Dr. Marlene Snyder

nobully@clemson.edu

1-864-710-4562



Take-Home Message

- It *is* possible to reduce bullying.
- It requires a *team* effort.
- It requires a long-term commitment.

