



FUNDING TOOLKIT

EVERYTHING YOU NEED TO WRITE A SUCCESSFUL
GRANT PROPOSAL, INCLUDING TEMPLATES,
FACT SHEETS, RESEARCH, AND GRANT WRITING TIPS

2017

It always seems impossible until it is done

~ Nelson Mandela

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Olweus Bullying Prevention Program (OBPP) Grant Application Template Primary Components of a Typical Grant Application

This Grant Application Template provides sample text for a grant writer to use in order to create funding applications for implementation of the Olweus Bullying Prevention Program (OBPP). Included are the primary components of a typical grant application. For simplicity and clarity, the template uses [Your School] in the text as a substitute for your school’s actual name. Where the template includes an instruction or comment for the grant writer, the words are in italics. **Please ensure that footnotes are preserved to properly document the source from which references are drawn.** Add the details and specificity regarding your school and vision to help the grant reviewer (1) positively envision this program enacted at your school, and (2) understand that your school is the ideal recipient of their funding assistance. It will take time and effort to assemble sufficient details and specificity. Remember that these are the essential ingredients that will bring this template, and ultimately your plans, to life.

I. Needs Assessment

A. National and International Information

Visit the “Epidemic” section of the **Fact Sheets** in your toolkit to find information that may be cut and pasted into this section of your application. For example:

Recognizing that bullying is a serious public health problem, the National Academies of Sciences, Engineering, and Medicine published a study of what is known and what needs to be known to reduce bullying behavior and its consequences. According to the 2016 Preventing *Bullying Through Science, Policy, and Practice* report, school-based bullying likely affects between 18 and 31 percent of children and youth.¹ A key findings in the report was that bullying is associated with harmful short and long term consequences for youth who are bullied and for those who do the bullying. This includes a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. Reducing the prevalence of bullying and minimizing the harm it causes can have a positive impact on the well-being of children. Multicomponent school-wide programs appear to be most effective at reducing bullying.

In the aftermath of fatal school shootings in Littleton, Colorado; Springfield, Oregon; West Paducah, Kentucky; and Jonesboro, Arkansas, all of America wondered what could drive young people to such acts of violence. We now know that bullying is part of the cause. In the 2002 Safe Schools Initiative report, the U.S. Secret Service and Department of Education found that in 37 school shootings from 1974 to 2000, “Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others

¹ National Academies of Sciences, Engineering, and Medicine. (2016). *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press.

prior to the incident.”² Thankfully, school shootings are still rare, but they do spotlight one of the most serious consequences of bullying, those seeking retaliation.

Be mindful of the mission and goals of each funder to which you apply, and selectively provide the information that helps you most clearly demonstrate connections between the funder’s purpose, the national bullying epidemic, and your school’s bullying problem.

B. State Information

Include information from sources such as your state’s Youth Risk Behavior Survey. Refer to <https://nccd.cdc.gov/youthonline/App/Default.aspx> to see if your state participates in the state-by-state collection of data by the Centers for Disease Control and Prevention that comprises the Youth Risk Behavior Survey. This example can serve as a guide:

According to the 2015 Massachusetts Youth Risk Behavior Survey, 15.6% of high school students in Massachusetts reported being bullied at school in the past year.³ Bullying was defined as when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue, fight or tease each other in a friendly way.

Again, be mindful of choosing to include information that will be interesting and relevant to each funder.

C. Local Information

Be as specific as you can when you describe the bullying problem at your school, and don’t assume the grant reviewer knows anything about your community or the situation. Don’t dwell on the negative or present the problem as one that’s too overwhelming to solve; just briefly and concretely describe it in a way that makes it clear it can be addressed if your school is able to implement the OBPP. After compiling your local data, present it in a form consistent with your presentation of national and state data above.

Demographic information can include the following:

- the number of students in your school by grade levels;
- the school’s location (rural, urban, or suburban);
- relevant demographic data about diversity, crime, drug use, mobility rates, socioeconomic conditions, etc. in your community.

Bullying data specific to your school might include the following:

- number of behavior incidents reported over the past year;
- percentage increase of behavior problems, compared with other years;

² Vossekuil, B., with Fein, R., Reddy, M., Borum, R. & Modzeleski, W. (2002). *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. Washington, DC: United States Secret Service and United States Department of Education, p. 21.

³ 2015 Massachusetts Youth Risk Behavior Survey Results, <https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=MA>

- description of the level of teacher frustration due to instructional time lost when managing bullying behaviors and effects;
- comparison of your school's data to national and state trends;
- results of any survey or other data the school has collected from students or parents about bullying in your school. Consider using the Olweus Bullying Questionnaire to gather specific data for your school, available through Hazelden Publishing: www.hazelden.org/olweus.

II. Organizational Capacity

In this section, you will convince grant reviewers that your organization has the capacity to implement the project you have proposed. Most grants are highly competitive, so you need to convince reviewers that your organization is worthy of their investment and that you will be good stewards of their funding. Describe how your plan will meet their goals and demands.

Demonstrate that your school is well positioned for success with the Olweus Bullying Prevention Program. Give a brief history of your school's efforts to prevent bullying and/or related adolescent problems, such as alcohol and other drug use. List the staff members who will participate in the grant, and describe their qualifications. Include the percentage of time each staff member will dedicate to this project. Also, identify any additional resources that are in place to support your implementation process: community organizations, parent and volunteer groups, neighborhood leaders, volunteers, etc. You can also indicate OBPP support components that you plan to use as resources:

- Certified Olweus Trainer-Consultants may be contracted to provide training and aid in program implementation. Trainer-Consultants offer a wealth of knowledge about the program and provide ongoing consultation in person, as well as via telephone and Internet. Your Trainer-Consultant can also connect you to other schools that have successfully implemented the program.
- The Olweus Bullying Prevention Program Web site (www.clemson.edu/olweus) provides background information, implementation strategies, training information, current evaluation research, and related resources.
- The Hazelden Publishing Web site (www.violencepreventionworks.org) provides background information about the program and specific information about purchasing program materials.

If you plan to select an Olweus Trainer-Consultant, you may wish to explain the process you will use to select this person and describe the qualifications of all Certified Olweus Trainer-Consultants, specified on the Olweus Web site (www.clemson.edu/olweus). If you have already selected a Trainer-Consultant to lead your project, include this person's name and a brief biography highlighting his or her qualifications. You can also attach your Trainer-Consultant's resume as an addendum to your grant application.

Also, you might discuss your selection of the OBPP, in terms of its research-based approach, demonstrated effectiveness, and national recognition, as the ideal program to meet the needs of

your school. Information detailing these aspects of OBPP may be cut from the **Fact Sheets** in your toolkit and pasted directly into your grant application.

III. Anticipated Outcomes

The goals of the OBPP are to reduce existing bullying programs among students, prevent new bullying problems, and achieve better peer relations. These goals are pursued by restructuring the school environment to reduce opportunities and rewards for bullying, encouraging pro-social behaviors, and building a sense of community. The *Olweus Bullying Prevention Program* has been more thoroughly evaluated than any other bullying intervention so far. Six large-scale evaluations involving more than 40,000 students have documented significant results.⁴ [Your School] anticipates similar, if not stronger, outcomes:

- A. [Your School] will reduce the number of student reports of bullying others, of being bullied, and of general behavior incidents.
- B. [Your School] will prevent new bullying problems.
- C. [Your School] will reduce related antisocial behavior such as vandalism, fighting, theft, and truancy.
- D. [Your School] will achieve better peer relations at school.
- E. [Your School] will improve our social climate in classrooms and throughout the school environment, to be demonstrated by student reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school.
- F. Implementation of the OBPP will help [Your School] meet National Health Education Standards and Performance Indicators:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

⁴ Olweus, D. (1991). Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program in *The Development and Treatment of Childhood Aggression*, ed. Pepler, D. & Rubin, K. Hillsdale, N.J.: Erlbaum, pp. 411–48; Olweus, D. (2005). A Useful Evaluation Design, and Effects of the *Olweus Bullying Prevention Program*. *Psychology, Crime & Law* 11. Pp.389–402; Olweus, D. & Limber, S.P. (1999). *Blueprints for Violence Prevention: Bullying Prevention Program*. Boulder, CO: Program Institute of Behavioral Science, University of Colorado; Kallestad, J.H. & Olweus, D. (2003). Predicting Teachers' and Schools' Implementation of the Olweus Bullying Prevention Program: A Multilevel Study. *Prevention and Treatment* 6: 3–21.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

G. OBPP will help [*Your School*] address Common Core Standards. Click [here](#) for additional information about the connection between academic standards and the OBPP.

H. OBPP will help [*Your School*] with our efforts to meet the following federal mandates and programs:

[Outline your school's relevant initiatives, such as school climate reform, school connectedness, restorative practices, Positive Behavior Intervention Supports (PBIS), juvenile delinquency prevention, dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets.]

I. New research demonstrating the positive link between bullying and student achievement indicates that the OBPP will help [*Your School*] make positive improvements in statewide student achievement assessments and Every Student Succeeds Act requirements.⁵

IV. Implementation Plan

This section will particularly benefit from your addition of many details and the greatest possible level of specificity regarding your school and your unique vision. Remember, the goal is to get the grant reviewer to visualize and value your plans.

A. Establish a structure for coordinating the OBPP in the school community.

1. Identify and select OBPP committee members and an OBPP coordinator. [*Name as many of these people, and their present job titles, as you can. Make sure you obtain letters of commitment from named individuals to substantiate your claim of their support and involvement.*]
2. Train committee members and the OBPP coordinator. Initiate the two-year consultation relationship with a nationally certified OBPP Trainer-Consultant. Integrate parent and community involvement steps into this plan.
3. Administer the Olweus Bullying Questionnaire schoolwide to assess the nature and prevalence of bullying at [*Your School*].
4. Train [*specify all groups who will be trained at your site and specify how many people are in each group, such as # classroom teachers, # specialists, # resource teachers, # support staff, # parents, # school bus drivers, # cafeteria workers, # custodians, and any others*].
5. Review results of the survey with OBPP Trainer-Consultant and the school staff, discuss elements of the Olweus Bullying Prevention Program, and make specific plans for implementing the program during the upcoming school year.
6. Introduce [*Your School*]'s rules against bullying.
7. Review and refine [*Your School*]'s supervisory system.

⁵ Fleming, C. B., Haggerty, K. P., Catalano, R. F., Harachi, T.W., Mazza, J. J., & Gruman, D. H. (2005). Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades? *Journal of School Health* 75: 342–49.

8. Hold a school kick-off event to launch the program.
9. Meet with parent groups to assess and improve parent involvement on an ongoing basis.
10. Increase teacher supervision of students in locations where bullying occurs most frequently at school. This will be implemented after the questionnaire has identified particular hot spots within [*Your School*], which may include the playground, classroom, and lunchroom.

B. Establish and support classroom-level components.

1. Post and enforce schoolwide rules against bullying in each classroom.
2. Hold regular class meetings to discuss bullying and other social-emotional learning topics. Class meetings also are used to engage students in a variety of activities (such as role-playing, writing, and small-group discussions) through which they gain a better appreciation of the harm caused by bullying and learn strategies to combat it.
3. Address the effects of bullying on bystanders during class meetings and/or special training sessions for student leaders. Students who observe bullying may feel anxious (perhaps they will be targeted next?) or guilty (for not intervening to stop bullying). Over time, students who observe frequent bullying may feel less and less empathy for the student who is being bullied.
4. Meet with parents.

C. Establish and support targeted components for individuals at risk.

1. Supervise students' activities.
2. Ensure that appropriate school staff members intervene on the spot when bullying occurs.
3. Hold meetings with students involved in bullying and their parents, to ensure both that bullying behaviors cease and that students who have been bullied receive necessary support to avoid future bullying.
4. Develop individualized intervention plans for students at risk.

D. Integrate community-level components.

1. Involve community members on the Bullying Prevention Coordinating Committee.
2. Develop partnerships with community members to support the program.
3. Help to spread anti-bullying messages and principles of best practice in the community by engaging community partners and providing training for staff members and volunteers of community agencies.

During initial training discussions, our program director and coordinating committee will refine [*Your School*]'s OBPP action plan to further detail the steps of program implementation and to add steps for the integration of community services (such as mental and social health providers, local law enforcement personnel, and businesses representatives). OBPP staff will provide technical assistance and renewal trainings as needed to assist with implementation of the action plan.

V. Implementation Timeline

You may refer to the Sample Timeline (PDF) in your toolkit and modify the blank table below to outline your school's timeline. The Sample Timeline shows an optimal schedule, with the program launch occurring right away in early fall. Be reasonably detailed and specific in describing your implementation steps, and remember to include approximately four to six months to prepare for your launch date. Also, include enough time for your program to show successful results. For students in grades 4–7, most results can be seen after eight months of intervention work, given reasonably good implementation of the program. For students in grades 8–10, it may take closer to two years to achieve equally good results.

Target Dates for Fall Launch of OBPP	Activity

VI. Budget

Please contact the OBPP office at Clemson University at (864) 656-6271 or june2@clemson.edu for the training-consultation section of your budget. Please contact your Hazelden representative at 1-800-328-9000 for assistance completing the program materials section of the budget for your project's grant application.

VII. Summary Statement

Results from the original research study by Dan Olweus, Ph.D., revealed substantial reductions (typically by 50 percent or more) in the frequency with which students reported being bullied and bullying others. Students reported better order and discipline at school, more positive social relationships, and more positive attitudes toward schoolwork and school. The effects of the program appeared to be cumulative. For some of the outcome variables studied in the program, effects were more marked after twenty months than after eight months of intervention. Finally, a dosage-response relationship was documented. Those classrooms that had implemented certain essential components of the intervention program (including establishment of classroom rules against bullying and use of regular class meetings) showed larger reductions in bullying problems than those classrooms that implemented fewer components. Findings from a recent large-scale study including 70,000 students in Pennsylvania showed the rates of being bullied and the rates of bullying other students decreased for all grade groupings. There were also increases in student's expressions of empathy and decreases in student's willingness to join in bullying. Program effects were maintained and were somewhat strengthened after 3 years.

It is anticipated that the same results will be obtained through the implementation of OBPP at [Your School].

VIII. Attachments

Other items to include with typical grant applications:

- Application Transmittal or Cover Letter
- Letters of Commitment from key parties
- Resumes and/or bios of key participants
- Abstract or Program Overview: When the application is complete, you may want to include a summary of your plans
- Post-Grant Period Activities: A funder may want to see its investment continue to result in benefits beyond the term of the grant. Describe how you will continue the program after the grant period has ended
- Logic Model (see sample)

Logic Model for Implementation and Evaluation: Olweus Bullying Prevention Program
Presented to: [Insert name of funder] on behalf of [Insert names of schools]

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT	EVALUATION METHODS
<i>In order to accomplish our set of activities, we will need the following:</i>	<i>In order to achieve our outcomes, we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished, these activities will lead to the following changes:</i>	<i>We expect that if accomplished, these activities will lead to the following changes in 3—7 years:</i>	<i>We will use the following methods to measure our short- and long-term outcomes:</i>
<p>Endorsement from school administrators at [Your school]</p> <p>Identification and involvement of a Bullying Prevention Coordinating Committee at each school</p> <p>Training and technical assistance from Olweus-Certified Trainer-Consultants (Clemson University)</p>	<p>12 members from each coordinating committee will participate in a 2-day training the first year, a 1-day training the second year, and govern the program throughout the project.</p> <p>142 staff members will be trained in the Olweus program and will be given materials to support their efforts.</p> <p>The Bully/Victim</p>	<p>Teachers of grades 6, 7, and 8 will conduct 20- to 40-minute classroom meetings each week with over 900 students.</p> <p>All school staff will appropriately respond to incidents regarding bullying and will promote anti-bullying behavior.</p> <p>Committee members,</p>	<p>The number of students who report being bullied will be reduced.</p> <p>The number of students who bully others will be reduced.</p> <p>Reports of general antisocial behavior among students will be reduced (e.g., vandalism, fighting, theft, and truancy).</p> <p>Youth attitudes toward</p>	<p>The number of incidents regarding bullying and other violent behavior will be reduced in and out of school.</p> <p>Young people will report feeling safe coming to school.</p> <p>School performance will increase as a result of students feeling safe in their schools.</p> <p>Other elementary</p>	<p>School staff members will be given pre-program and post-program questionnaires to determine changes in knowledge, attitudes, and behaviors related to bullying prevention and response.</p> <p>The anonymous student survey</p>

<p>Materials and data collection tools from Professional and Educational Services at the Hazelden Foundation</p> <p>Funding from the <i>[Insert the name of your funder]</i></p> <p>Commitment from school staff members to implement the program with students</p>	<p>Questionnaire will be distributed to over 900 students.</p> <p>Rules and policies will be gathered and reviewed.</p> <p>Over 1,000 parents will be given information about bullying prevention.</p> <p>Current practices for break period supervision will be reviewed.</p>	<p>teachers, and staff will provide information to at least 500 parents about bullying during parent meetings.</p> <p>Staff members will hold individual meetings with children who bully, with children who are targets of bullying, and with parents.</p> <p>Schoolwide rules against bullying will be adopted and disseminated.</p> <p>A coordinated method of supervision during break periods and on bus time will be adopted.</p>	<p>schoolwork and school will improve.</p> <p>Peer relations at school will improve.</p> <p>The number of students who report being comfortable talking to a teacher and/or a parent about bullying will increase.</p> <p>Teachers will be more confident in their ability to handle bullying incidents</p>	<p>and middle schools in the <i>[Insert information about expansion]</i> will adopt the Olweus program as a result of the successful outcomes of this program at <i>[Insert the schools' names]</i>.</p>	<p>(Olweus Bullying Questionnaire) will be administered prior to the start of the program <i>[Insert year]</i> and annually each school year <i>[Insert years]</i>.</p> <p>Data from the <i>[Insert your data instrument.]</i> administered in <i>[Insert year]</i> and again in <i>[Insert year]</i> will be analyzed to determine trends in perception of school safety and number of bullying incidents. If available, this data will be compiled for <i>[Your schools]</i>.</p>
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Notes:

1. This Logic Model template is based on two schools, with a combined total of two coordinating committees (including 24 staff members), 142 other teachers and staff members, and 900 students. Adapt this table carefully to reflect your school and your needs.
2. The logic model page may look better if you paste it into a separate document that you have set up landscape style.

Complementary Programs You Might Consider Including In Your Grant Application

Training for Community Youth Organizations

What is Bullying and Why Address It?: This hour long online module is Part 1 of training designed to assist community youth organizations (CYO) in using the *Community Youth Organization Guide: Practical Strategies from the Olweus Bullying Prevention Program*. The training provides an overview of Chapters 1 and 2 of the Guide and helps CYOs apply the knowledge within their organization.

\$35.00 per course

Ten Practical Strategies for Effective Bullying Prevention: This one hour online training module is Part 2 of training designed to assist CYOs in using the *Community Youth Organization Guide: Practical Strategies from the Olweus Bullying Prevention Program*. This module reviews the ten strategies from the Olweus Bullying Prevention Program found in the *Community Youth Organization Guide* and helps CYOs determine ways to use the strategies within their organization.

\$35.00 per course

Community Youth Organization Training: This two day training class prepares leaders of youth-serving community organization to train their staff in bullying prevention. The training, based on the *Community Youth Organization Guide: Practical Strategies from the Olweus Bullying Prevention Program*, provides participants with an overview of what bullying is, best practices in bullying prevention, how to incorporate the 10 practical strategies into the CYO, training tips as well as the materials needed to train within their organization.

\$595.00 per course

Additional Professional Development

Bullying 101: This online course provides information and statistics about bullying and peer abuse, employs extensive use of video, animation, and other visuals to create an engaging learning experience, and uses case studies to help you apply the skills needed to create a comprehensive and effective bullying prevention program.

At the completion of this course, learners will be able to:

- Define bullying and the different types of bullying that occur
- Describe the prevalence of bullying in general and by grade, gender, and special characteristics of students
- Identify the short- and long-term consequences for students who are bullied and for students who bully others
- Describe the characteristics of students who are bullied and students who bully others
- Describe ineffective approaches to address the issue of bullying
- Describe the best practices that research has shown to be most effective in addressing bullying
- Demonstrate how those best practices can be applied in a school setting, using the OBPP as one example

Developed by Clemson University and Patricia Agatston, Ph.D., LPC

\$50.00 per course

Bullying 101 for School Principals: This 3 hour course provides information about bullying, cyber bullying, and best practices in implementing bullying prevention programming. The course also addresses the important role that K-12 school administrator (i.e., principals and assistant principals) can play in addressing this issue and provides practical tools and strategies for these leaders. Employing extensive use of video, interactivity and case studies to create an engaging experience, this course helps school administrators apply essential knowledge and skills for preventing or responding to bullying.

Developed in collaboration with faculty from Clemson University, Patricia Agatston, Ph.D., LPC, and the National Association of Elementary School Principals.

\$80.00 per course

Bullying 101 for School Counselors and School Social Workers This three-hour course gives research-based information about bullying, cyber bullying, best practices in bullying prevention, and practical tools and strategies that school counselors and school social workers can use to effectively address bullying. This course employs extensive use of video, interactive elements, and case studies to create an engaging experience for participants.

At the completion of this course, learners will be able to

- Identify the short- and long-term consequences of bullying on students
- Discuss cyber bullying and its impact on students
- Identify best practices in bullying prevention using the *Olweus Bullying Prevention Program* as one example of an effective evidence-based program
- Locate resources that can help school staff members prevent and respond to bullying incidents
- Identify the specific roles that school mental health professionals play in creating a healthy and safe school environment
- Respond effectively to bullying incidents, whether you witness them or they are reported to you
- Work directly with students and parents/caregivers who are involved in bullying incidents
- Help train and support faculty and other school staff members in preventing and responding to bullying, as well as assist faculty in facilitating classroom activities with students
- Work with your school administration to review, select, implement, and evaluate an evidence-based bullying prevention program, when possible

Developed in partnership with the American School Counselor Association (ASCA), the School Social Work Association of America (SSWAA) and Clemson University.

\$50.00 per course

Fact Sheets

Cut and paste from these documents to support your OBPP grant proposal.
You are free to include any relevant passages in your letters and applications.

- *The Bullying Epidemic and the Olweus Bullying Prevention Program*
- *The Olweus Bullying Prevention Program*
- *Essential Systems Change through Multicomponent Programs*
- *Academic Achievement*
- *OBPP Components*
- *History of the Olweus Bullying Prevention Program*

The Bullying Epidemic and the *Olweus Bullying Prevention Program*

The Epidemic

In the aftermath of fatal school shootings in Littleton, Colorado; Springfield, Oregon; West Paducah, Kentucky; and Jonesboro, Arkansas, all of America wondered what could drive young people to such acts of violence. We now know that bullying is part of the cause. In the 2002 *Safe Schools Initiative* report, the U.S. Secret Service and Department of Education found that in 37 school shootings from 1974 to 2000, “Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident.”⁶ Thankfully, school shootings are still rare, but they do spotlight one of the most serious consequences of bullying, those seeking retaliation.

Recognizing that bullying is a serious public health problem, the National Academies of Sciences, Engineering, and Medicine published a study of what is known and what needs to be known to reduce bullying behavior and its consequences. According to the 2016 *Preventing Bullying Through Science, Policy, and Practice* report, school-based bullying likely affects between 18 and 31 percent of children and youth.⁷ A key findings in the report was that bullying is associated with harmful short and long term consequences for youth who are bullied and for those who do the bullying. This includes a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. Reducing the prevalence of bullying and minimizing the harm it causes can have a positive impact on the well-being of children. Multicomponent school-wide programs appear to be most effective at reducing bullying.

Because many students don’t tell their teachers or other adults they are being bullied, it is an underreported problem. From the data available, we know it is a problem of epidemic proportions⁸ that has not been decreasing. According to the Youth Risk Behavior Survey, since 2009 the percentage of students who reported being bullied at school has remained steady at approximately 20%.⁹

⁶. Vossekuil, Bryan, with Robert Fein, Marissa Reddy, Randy Borum, and William Modzeleski. *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. Washington, DC: United States Secret Service and United States Department of Education, May 2002, p. 21.

⁷ National Academies of Sciences, Engineering, and Medicine. 2016. *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press.

⁸. A research team (Nansel et al. 2001), including members from the National Institute of Child Health and Human Development (NICHD) of the National Institutes of Health (NIH) and from the Health Resources and Services Administration (HRSA), conducted a nationally representative survey of bullying in United States schools. Of the 15,686 students surveyed in grades 6 through 10 in public and private schools throughout the United States, Nansel et al. (2001) uncovered the following: 19 percent of students reported bullying others “sometimes” or

⁹ Centers for Disease Control and Prevention. (2015) Youth Risk Behavior Survey Data. Available at: www.cdc.gov/yrbs

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.¹⁰ Student bullying is pervasive. In the first nationally representative U.S. study of bullying, comprising more than 15,000 students in grades 6–10, 17 percent of students reported having been bullied “sometimes” or more often during the school term, and 8 percent had been bullied at least once a week. Nineteen percent had bullied others “sometimes” or more often during the school term.¹¹

Beyond the perpetration of violence, bullying also has serious physical and mental health consequences. The National Association of School Psychologists called bullying “the most common form of violence in society.” Bullying affects children’s mental and physical health, attendance, and school performance. Recognizing that bullying is a serious public health problem, the National Academies of Sciences, Engineering, and Medicine published a study of what is known and what needs to be known to reduce bullying behavior and its consequences. A key finding in the 2016 *Preventing Bullying Through Science, Policy, and Practice* report was that bullying is associated with harmful short and long term consequences for youth who are bullied and for those who do the bullying. This includes a range of physical problems, increased risk of mental health issues, and engagement in other high-risk activities. An estimated 160,000 children miss school every day because they are afraid they will be attacked or intimidated by other students.¹² Drs. J. H. Hoover and R. O. Oliver¹³ found that 25 percent of students in grades 4–8 experienced academic troubles as a result of bullying. Children who are bullied are five times more likely to be depressed and suicidal,¹⁴ and students who bully are more likely to fight, drink, and smoke than their non-bullying peers.¹⁵ Bullies are four times as likely to have three or more criminal convictions by age twenty-four.¹⁶

¹⁰ Dan Olweus, *Bullying at School: What We Know and What We Can Do* (Oxford, England: Blackwell Publishing, 1993).

¹¹ T. R. Nansel, M. Overpeck, R. S. Pilla, W. J. Ruan, B. Simons-Morton, and P. Scheidt, “Bullying Behaviors among U.S. Youth,” *Journal of the American Medical Association* 285, no. 16 (2001): 2094–2100.

¹² National Education Association

¹³ J. H. Hoover and R. O. Oliver, *The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors*. (Bloomington, IN: National Education Service, 1996).

¹⁴ James Alan Fox, Delbert S. Elliott, R. Gil Kerlikowske, Sanford A. Newman, and William Christeson, *Bullying Prevention Is Crime Prevention: A Report by Fight Crime: Invest in Kids*, (Washington, D.C.: 2003).

¹⁵ T. R. Nansel, M. Overpeck, R. S. Pilla, W. J. Ruan, B. Simons-Morton, and P. Scheidt, “Bullying Behaviors among U.S. Youth,” *Journal of the American Medical Association* 285, no. 16 (2001): 2094–2100.

¹⁶ Dan Olweus, *Bullying at School: What We Know and What We Can Do* (Oxford, England: Blackwell Publishing, 1993).

The Olweus Bullying Prevention Program

With over thirty-five years of research and successful implementation throughout the world, the *Olweus Bullying Prevention Program* (OBPP) is a systems-change program proven to prevent or reduce bullying by involving everyone who comes in contact with students at the school, classroom, individual, and community levels. OBPP aims to restructure the elementary, middle, and high school environment to reduce opportunities and rewards for bullying.

OBPP has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations involving more than 40,000 students have documented effective results:¹⁷

- A 20 to 70 percent reduction in student reports of being bullied and bullying others.
- Reduction in existing bully and victim problems as well as prevention of new cases of bullying.
- Significant reductions in student reports of general antisocial behaviors (e.g., vandalism, fighting, theft, and truancy).
- Significant improvements in classroom order and discipline.
- More positive attitudes toward schoolwork and school.
- Improved peer relations at school.

Using OBPP will also help schools meet portions of many federal mandates and programs they are already administering, school climate reform, school connectedness, high-stakes testing, juvenile delinquency prevention, school dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets. Since research has also shown that there is a correlation between bullying and academic performance, OBPP may help schools improve their results in statewide student achievement assessments¹⁸ and Every Student Succeeds Act requirements as well.

OBPP helps schools meet federal mandates of the *Every Student Succeeds Act* and implement important initiatives under the *Student Support and Academic Enrichment Grant Program*. Research shows a positive link between bullying prevention and student achievement, so OBPP can help improve student achievement on statewide assessments¹⁹ as well as helping schools implement required activities to support safe and healthy students.

¹⁷ Olweus, D. (1991). Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program in *The Development and Treatment of Childhood Aggression*, ed. Pepler, D. & Rubin, K. Hillsdale, N.J.: Erlbaum, pp. 411–48; Olweus, D. (2005). A Useful Evaluation Design and Effects of the Olweus Bullying Prevention Program, *Psychology, Crime & Law* 11 389–402; Olweus, D. & Limber, S.P. (1999). *Blueprints for Violence Prevention: Bullying Prevention Program*. Boulder, CO: Program Institute of Behavioral Science, University of Colorado; Kallestad, J.H. & Olweus, D. (2003) Predicting Teachers' and Schools' Implementation of the *Olweus Bullying Prevention Program: A Multilevel Study*, *Prevention and Treatment* 6: 3–21.

¹⁸ Fleming, C. B., Haggerty, K. P., Catalano, R. F., Harachi, T.W., Mazza, J. J., & Gruman, D. H. (2005). Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades? *Journal of School Health* 75: 342–49.

¹⁹ Fleming et al. (2005). Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades? *Journal of School Health*, 75(9): 342–49.

Significant long-term benefits:

- Student health, attendance, self-esteem, behavior, and academic achievement improve.
- Schoolwide climate improves.
- The school is perceived as more effective, caring, and respectful.
- Teaching time and student time on task increase.
- Members of the school community experience positive empowerment.
- Legal and risk management concerns decrease.
- Related high-risk and criminal behaviors decrease.

Community benefits: Studies by Dan Olweus, Ph.D., show how bullying can affect the community at large because students who bully are more apt to commit crimes or abuse drugs. One such study found that students who bully are five times as likely as non-bullying students to become adult criminals, while those they target are more likely to be depressed as adults or suffer from substance abuse. Olweus found that bullying prevention lowers rates of vandalism, fighting, theft, and truancy, while improving the overall school climate.

Research based:

OBPP has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations involving more than 40,000 students have documented effective results:²⁰

- A 20 to 70 percent reduction in student reports of being bullied and bullying others.
- Reduction in existing bully and victim problems as well as prevention of new cases of bullying.
- Significant reductions in student reports of general antisocial behaviors (e.g., vandalism, fighting, theft, and truancy).
- Significant improvements in classroom order and discipline.
- More positive attitudes toward schoolwork and school.
- Improved peer relations at school.
- Norwegian students report bullying others 50 to 70 percent less after two years of OBPP.
- Norwegian students self-report less antisocial behavior, such as vandalism, fighting, theft, alcohol use, and truancy, after two years of OBPP.
- Norwegian schools report improvements in climate after two years of OBPP.

In a large-scale evaluation of the OBPP in Pennsylvania schools evaluating the effects of the OBPP over 2 and 3 years, researchers found students in grades 3-11 from 210 schools over 2 years showed:

²⁰ Olweus, D. (1991). Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program in *The Development and Treatment of Childhood Aggression*, ed. Pepler, D. & Rubin, K. Hillsdale, N.J.: Erlbaum, pp. 411–48; Olweus, D. (2005). A Useful Evaluation Design, and Effects of the *Olweus Bullying Prevention Program*. *Psychology, Crime & Law* 11. Pp.389–402; Olweus, D. & Limber, S.P. (1999). *Blueprints for Violence Prevention: Bullying Prevention Program*. Boulder, CO: Program Institute of Behavioral Science, University of Colorado; Boulder, CO. Kallestad, J.H. & Olweus, D. (2003) Predicting Teachers' and Schools' Implementation of the *Olweus Bullying Prevention Program: A Multilevel Study*, *Prevention and Treatment* 6: 3–21.

- Clear and systematic reductions in **rates of being bullied** for students in most grades and all grade groupings (grades 3-5, 6-8, and 9-11).
- Clear and systematic decreases in **rates of bullying other students** in most grades and all grade groupings.

Findings from a sub-sample of more than 31,000 students from 95 schools over 3 years showed:

- Increases in students' expressions of **empathy with bullied students** and decreases in students' **willingness to join in bullying**.
- Increases in students' perceptions that **peers, teachers and in particular their home (main?) teachers had made efforts to put a stop to bullying at school**.

Program effects were maintained, and were somewhat strengthened after 3 years.²¹

Widespread need:

- School-based bullying likely affects between 18 percent and 31 percent of children and youths, and that the prevalence of cyber victimization ranges from 7 percent to 15 percent of youths.²²
- The latest data from the *Youth Risk Behavior Survey* (YRBS) indicates that nationwide, 20% of students in grades 9-12 had been bullied on school property in the previous 12 months.²³
- About 33 percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year, and about 27 percent of students who reported being cyber-bullied anywhere indicated that they were cyber-bullied at least once or twice a month.²⁴
- 5.6% of students in grades 9-12 did not go to school at least once during the previous 30 days because they felt unsafe at school or on the way to and from school.²⁵
- 64% of children who were bullied did not report it.²⁶ Children with disabilities were two to three times more likely to be bullied than their nondisabled peers.²⁷

²¹ Limber, S.P., Olweus, D, Breivik, K. & Wang, W. (submitted). Evaluation of the Olweus Bullying Prevention Program: A Large Scale Study of U.S. Students in Grades 3-11

²² National Academies of Sciences, Engineering, and Medicine. 2016. *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press.

²³ Centers for Disease Control and Prevention. (2015) Youth Risk Behavior Survey Data. Available at: www.cdc.gov/yrbs

²⁴ Robers, S., Zhang, A., Morgan, R.E., & Musu-Gillette, L. (2015). Indicators of School Crime and Safety: 2014 (NCES 2015-072/NCJ 248036). National Center for Education Statistics, U.S. Department of Education and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC.

²⁵ Centers for Disease Control and Prevention. (2015) Youth Risk Behavior Survey Data. Available at: www.cdc.gov/yrbs

²⁶ Petrosina, A., Guckenburg, S., DeVoe, J., & Hanson, T. (2010). *What characteristics of bullying, bullying victims, and schools are associated with increased reporting of bullying to school officials?* Institute of Educational Sciences.

²⁷ Marshall, C.A., Kendall, E., Banks, M.E., & Gover, M.S. (Eds.) (2009). *Disabilities: Insights from Across Fields and Around the World*. Praeger Publishing: Westport, CT.

National recognition of the *Olweus Bullying Prevention Program*:

The Olweus Bullying Prevention Program has received recognitions including:

- Listed as a Promising Program on the [Blueprints for Healthy Youth Development Registry of Evidence-based Positive Youth Development Programs.](#)



Blueprints Certified: Meeting the highest standards of evidence through independent review by the nation’s top scientists.”

- In May 2016, The National Academies of Sciences, Engineering, and Medicine released a new report, Preventing Bullying through Science, Policy, and Practice. The report emphasizes that “the most likely effective bullying prevention programs are whole school, multicomponent programs that combine elements of universal and targeted strategies.” They also noted that the Olweus Bullying Prevention Program is “the most extensively studied bullying prevention program” of this type. You can download a copy of the report at http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_172366.pdf
- In a meta-analyses conducted by Ttofi & Farrington (2008, 2009, 2011) that is widely recognized as the most comprehensive and rigorous meta-analyses on bullying prevention programs found that whole-school programs can be successful in reducing bullying but there are great variations in the effects of different programs. Researchers concluded that that programs “inspired by the work of Dan Olweus worked best” (Ttofi et al., 2008, p. 69) and that future efforts should be “grounded in the successful Olweus programme” (p.72).

Essential Systems Change through Multicomponent Programs

According to the 2016 National Academies Report, *Preventing Bullying Through Science, Policy, and Practice*, multicomponent schoolwide programs, which combine elements of these universal programs along with more targeted interventions for youths at risk of bullying or being bullied—for example, teaching more intensive social–emotional skills or de-escalation approaches—appears to be most effective at reducing bullying.²⁸

A U.S. Secret Service analysis of school shootings concluded that if schools are to be successful in reducing long-term violence problems and increase opportunities for student success, they must give up the notion that simplistic programmatic solutions will reduce these types of results. A systems-change process must be initiated. One of the crucial elements of this systems change is faculty and staff training and development.

Bullying requires tailored interventions that are distinct from:

- **School Climate Reform Efforts.** A healthy school environment cannot happen if bullying in the school is not addressed. However, research shows that simply addressing school climate is not enough.²⁹ Bullying may negatively affect the climate of the entire school (or a segment of a school) if it is prevalent. Persistent bullying may even create a hostile learning environment that can interfere with a student’s civil rights. To reduce bullying, it is important to change the climate of the school and the social norms with regards to bullying. However, changes in school climate do not automatically create a change in prevalence of bullying incidents.
- **Conflict Mediation.** OBPP stresses that bullying prevention is *not* conflict resolution—which assumes that both parties in conflict share some responsibility and the goal is usually compromise—as the student who is bullied cannot be expected to negotiate a resolution. Bullying is about an imbalance of power and a form of “peer abuse.” Conflict resolution models assume equality of both power and responsibility. Applying conflict resolution strategies to a bullying relationship jeopardizes the student who was bullied by assigning blame and requiring actions beyond that child’s social capacity while freeing the student who bullies from a degree of responsibility.

²⁸ National Academies of Sciences, Engineering, and Medicine. 2016. *Preventing Bullying Through Science, Policy, and Practice*. Washington, DC: The National Academies Press.

²⁹ Spriggs, A.L., Iannotti, R.J., Nansel, T.R. & Haynie, D.L. (2007). Adolescent bullying involvement and perceived family, peer and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health, 41*, 283-293.; Bradshaw, C.P., Debnam, K.J., Martin, L. & Gill, R. (2006, September 20). *Assessing rates and characteristics of bullying through an internet-based survey system*. Paper presented at the Persistently Safe Schools Conference. Washington, D.C.; 2011 Bullying in Schools: An Overview Bulletin, Office of Juvenile Justice and Delinquency Prevention. <http://www.ojjdp.gov/pubs/234205.pdf>

Academic Achievement

OBPP helps schools meet federal mandates of the *Every Student Succeeds Act* and implement important initiatives under the *Student Support and Academic Enrichment Grant Program*. Research shows a positive link between bullying prevention and student achievement, so OBPP can help improve student achievement on statewide assessments³⁰ as well as helping schools implement required activities to support safe and healthy students.

National Education Standards

The OBPP supports National Academic Standards for English Language Arts/Literacy at all grade levels. Class Meetings and Curriculum Connections in *Class Meetings That Matter* meet Common Core Standards in at least one category. For example:

- SL 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- RL-3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RI 9-10.2 Determine a central idea of a text and analyze its development over course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

The Olweus Bullying Prevention Program supports the **National Health Education Standards**.³¹ Implementation of OBPP will help [*Your School*] meet National Health Education Standards and Performance Indicators:

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
- Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Implementation of OBPP also helps to meet other academic standards, including writing, communication skills, and language arts. OBPP will help [*Your School*] address Common Core Standards. Click [here](#) for additional information about the connection between academic standards and the OBPP.

³⁰. Fleming et al. (2005). Do Social and Behavioral Characteristics Targeted by Preventive Interventions Predict Standardized Test Scores and Grades? *Journal of School Health*, 75(9): 342–49.

³¹. Standards are taken from John S. Kendall & Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*, 3rd ed. (Aurora, CO: Mid-continent Research for Education and Learning [MCREL], 2000).

OBPP Components

The OBPP addresses the problem of bullying at four levels: school-wide, classroom, individual, and community:

The eight **school-level** components include establishing a Bullying Prevention Coordinating Committee that participates in a two-day training to build capacity to oversee program implementation. Committee training is followed by a one-day all staff training and ongoing staff discussion groups. Students complete an anonymous questionnaire to assess the nature and prevalence of bullying at the school. Results are used in the development of a system ensuring adult supervision of areas where bullying occurs.

There are three **classroom level** components. These include defining and enforcing rules against bullying. Class meetings focused on bullying prevention, peer relations, and pro-social behaviors are held weekly for grades K-8 and every other week for grades 9-12. The OBPP provides guidance about integrating bullying prevention themes across curriculum areas. Parental involvement occurs through classroom or grade level meetings held periodically during the year.

There are five **individual-level** components for dealing with individual bullying incidents. The OBPP encourages staff to intervene when bullying is witnessed, suspected, or reported, and provides training so all staff are well prepared to intervene, follow up, and communicate with parents. On-the-spot and follow-up interventions provide staff with actions to take when they witness bullying first-hand and when bullying is reported or suspected but not observed. Interventions are designed to ensure the cessation of the bullying behavior, to provide support to students who are bullied, and to educate students about behavioral expectations.

The three **community-level** components are designed to develop community support as a core component of the OBPP so students receive consistent anti-bullying messages in all areas of their lives. Community members are partners in supporting the program and can also be members of the Bullying Prevention Coordinating Committee.

Out of School Time Activities

Although research has not measured OBPP's effectiveness in out of school time settings, appropriate staff training can extend school efforts into these additional youth-serving programs. In addition to prevention and reduction of bullying, this can help students understand that bullying is not just a school issue. Rather, it is one that spills over into all areas of their lives and communities. Resources are available for implementing the OBPP in a Community Youth Organization.

Program Support

- **Certified Olweus Trainer-Consultants** can aid in program implementation. Schools are strongly encouraged to contract with a certified Olweus Trainer-Consultant or have a staff member certified as an Olweus Trainer-Consultant. This person will have a wealth of knowledge about the program and will be available for ongoing consultation. A certified Olweus Trainer-Consultant may also know of other schools in your region that have successfully implemented the program and could serve as a resource to you.
- **Olweus Bullying Prevention Program Materials Web site** (www.violencepreventionworks.org): This Website provides comprehensive information about the program, including research, endorsements, background information on bullying, program material information, and state-level information.
- **Olweus Bullying Prevention Program Trainer Web site** (www.clemson.edu/olweus): This Web site provides background information about the program, implementation strategies, training information, current evaluation research, and other related resources. [You will find additional information about OBPP at this Web site.]

Administration of the Olweus Bullying Questionnaire is usually an effective way to achieve awareness and involvement. In general, staff members will be more inclined to initiate countermeasures if they realize the number of students in their own school who are directly involved in bullying problems and learn how these problems affect students. The Olweus Bullying Questionnaire measures the amount and type of bullying in each school. The following outcomes are measured:

- reduction of students' reports of bullying and others being bullied
- reduction of students' reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy
- improvement of the "social climate" of the class, as reflected in students' reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school

This questionnaire is the program's key instrument for planning and evaluation. Data from this survey is used to build support for the program, identify issues that are specific to each school, and tailor strategies that will be most effective. Also, the Bullying Prevention Coordinating Committee can collect data on disciplinary reports, especially concerning bullying and victimization, vandalism, fighting, theft, and truancy.

History of the Olweus Bullying Prevention Program

Bullying has probably been around as long as people have, when a more powerful member of a tribe discovered he could control a weaker member through threats or physical intimidation. But it wasn't until the early 1970s that Dan Olweus, Ph.D., a professor at the Research Center for Health Promotion at the University of Bergen in Norway, initiated the first systematic research study about bullying in the world. (The results were published in a Swedish book in 1973 and in the United States in 1978 under the title *Aggression in the Schools: Bullies and Whipping Boys*.) For a considerable period of time, up to the early 1990s, there was very little attention to and research on the topic of bullying outside of Scandinavia.

In 1983, after three previously bullied boys in northern Norway committed suicide, Dr. Olweus developed the *Olweus Bullying Prevention Program* (OBPP) as part of Norway's national campaign against bullying in schools. OBPP was carefully evaluated in a large-scale project involving 40,000 students from forty-two schools, followed over a period of two and a half years.³²

The program has since been refined, expanded, and further evaluated with successful results in five additional large-scale projects in Norway. Since 2001, as part of the Norwegian government's plans for the prevention and reduction of delinquency and violence among children and youth, OBPP has been implemented on a large-scale basis in elementary and lower secondary schools throughout Norway.

Dr. Olweus has for a long time seen the phenomenon of bullying in the context of human rights.³³ As early as 1981, he proposed enacting a law against bullying in schools. He argued that it is a fundamental human right for a student to feel safe in school and to be spared the repeated humiliation implied in bullying. In the mid-1990s, these arguments led to legislation against bullying by the Swedish and Norwegian parliaments. Similar legislation has been adopted in all fifty states in the United States and in several other countries.

During the 1990s, Dr. Olweus worked closely with American colleagues, notably Dr. Susan P. Limber, now at Clemson University in South Carolina, to implement and evaluate the program in the United States, also resulting in positive outcomes. Since then, thousands of schools in almost every state in the United States have used the program, and the number is growing. Additional studies of these efforts are being conducted. Summaries of and citations to current research may be found at www.clemson.edu/olweus.

³² Olweus, D. (1991). Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program in *The Development and Treatment of Childhood Aggression*, ed. Pepler, D. & Rubin, K. Hillsdale, N.J.: 411–48.

³³ Olweus, D. (1981). Vad skapar aggressiva barn? [What creates aggressive children?], in Telhaug, A. O. & Vestre, S. E. Oslo, (eds) *Normkrise og oppdragelse* [Norm crisis and child rearing], Norway.

Budget Considerations

for Implementation of the
Olweus Bullying Prevention Program

- *Training Costs*
- *Program Material Costs*
- *Other Cost Considerations*
- *Sample Worksheet for Building-Specific Cost Estimates*

Training Costs

A. Training Options

Implementation of the program begins with a certified OBPP Trainer-Consultant conducting a two day training for a Bullying Prevention Coordinating Committee at the school. There are two options when considering OBPP training for your school and/or district.

1. Locate an OBPP Certified Trainer-Consultant.

[Click here](#) for a listing of OBPP Certified Trainer-Consultants in your area. Trainer-Consultant rates will vary but cannot be more than \$3,000 for a 2 day committee training plus up to \$125/hour/school for the consultation that follows. Many Trainer-Consultants charge less than the maximum.

2. Secure an OBPP Certified Trainer-Consultant within your district.

If your district has more than three school buildings, you may find it more cost effective to have someone from your school district become an OBPP Certified Trainer-Consultant.

Information about Trainer-Consultant Certification costs and the application process are found on the OBPP Trainer Certification section at www.clemson.edu/olweus.

OBPP staff at Safe & Humane Schools, Clemson University can assist you in determining the most appropriate training option for your school or district. Please contact either June Jenkins (june2@clemson.edu) or Jan Urbanski (jurbans@clemson.edu).

B. Trainers' Travel Cost

If you are contracting with a Trainer-Consultant, remember that travel-related expenses are an additional cost to you. Trainer-Consultants should provide a written Memorandum of Understanding detailing their costs when working with a school district. Customary travel expenses that should be covered for the Trainer-Consultant are airfare, travel costs, meals, and lodging. These costs would be in addition to the training fees.

C. Ongoing Consultation Fees

Trainer-Consultant consultation to the school's coordinating committee is required for the first 12-18 months to guide implementation of the program with fidelity to the model. The Trainer-Consultant is to consult with the school committees for approximately an hour each month during the first year of program implementation. Consultation fees vary by Trainer-Consultant, but the fees cannot exceed \$125 per month for 12 months. Many charge less. Payment of these fees may be made up front in the Trainer-Consultant's contract or paid month by month.

D. Training Certification Course Option

Some districts have invested in having their own Trainer-Consultant when there are multiple buildings in the school district and they can show financial advantage to do so. Districts providing funding for an in-house Trainer-Consultant to train multiple buildings should consider whether job responsibilities allow for the time to conduct OBPP training in addition to other regularly assigned duties.

Visit www.clemson.edu/olweus/traininginfo.html for information on Trainer Certification Course options, (TCC) certification requirements, and fees to secure a Trainer-Consultant within a district. You may contact June Jenkins, Training-Consultation Coordinator at june2@clemson.edu with questions about the training options.

The training cost and the consultation costs for an independent Trainer-Consultant should be considered as compared to the in-district Trainer-Consultant option. Schools considering funds to train their own Trainer-Consultant should consider how their staff might respond to an in-house training for a systems-change program as compared to bringing in a Trainer-Consultant from outside of the district.

F. Meeting Room Consideration

Experience has taught us that taking the entire committee away from the school's physical plant allows members to fully concentrate on the training and accomplish much of the implementation plan. Attendance at both days of training for all committee members is required. Making the training a special event is important to convey to committee members that this initiative is a priority effort by the district. Choose a special, comfortable place for training and plan for the costs accordingly. Committee training is two full days, for example from 8:30 a.m. to 4:00 p.m. Consider any rooms fees when budgeting for training.

G. Substitute Teacher Costs for Committee Members

Substitute teaching rates vary by location. Be sure to plan for this expense if this training is to be held during the school year. For example, if the substitute teacher fee is \$125 per day with 2 days of committee training, multiply that number by the number of committee members.

H. Staff Training

The optimal schedule includes one day for training all teachers, administrators, and support staff. Schools should determine how they will provide one day of training time for all adults. The Olweus Model recommends that the trained OBPP coordinating committee members provide the teacher training during a scheduled teacher training day. Some large schools have arranged for a certified Trainer-Consultant to participate in that training day. If that is the case, you will need to add additional fees for the training—determined by your Trainer-Consultant. When the committee does the training, there are no additional training fees, but committee members will need to be covered for additional planning time and substitute teachers if necessary. Scheduling the training time for all adults who work in the building well in advance is key. Committee members may have to provide multiple training days to cover training for all adults in the building.

I. Materials for Training

Materials to include in the budget for the 2-day Bullying Prevention Coordinating Committee training are:

- OBPP Schoolwide Guide (1 per committee member)
- OBPP Teacher Guide (1 per committee member)
- Bullying Prevention Coordinating Committee Notebook (1 per committee member)

Copying costs for supplemental materials for training: approximately 20 pages of materials to be copied for each person attending the training.

J. Additional Building-Specific Cost Considerations

The Bullying Prevention Coordinating Committee will attend a 2-day training and the full staff will participate in a 1-day training as part of program implementation. Costs for substitutes or training stipends may need to be considered.

Program Material Costs

A Hazelden sales representative can give you a bid for the cost of program materials for any grants you may be writing. Call 1-800-328-9000 to contact your regional sales representative for this free bid.

Required Program Materials

Olweus Bullying Questionnaire

It is recommended that schools use a survey to gather baseline data. Building-specific information will help you to accurately describe bullying problems in each school building for your needs assessment, program planning, and program evaluation efforts. Data collection and analysis prior to training will provide each school's Olweus Bullying Prevention Coordinating Committee with the information they need.

The Olweus survey is available in three different formats—a scannable version, an online version, and a smart board version. Costs vary with each option and are based on the number of students (3rd-12th graders) that you will survey.

Schoolwide Guide

All members of the school committee should have a copy of the Schoolwide Guide. These are available from Hazelden Publishing at a cost of \$98.95 each, with discounts for larger orders.

Teacher Guide

Optimally, each school's Coordinating Committee member should have a copy of the Teacher Guide and ideally all teachers should have a copy of the Teacher's Guide (minimally, there should be one Teacher Guide for every three teachers). These are available from Hazelden Publishing at a cost of \$62.95 each, with discounts for larger orders.

Supplemental Resources

Bullying Prevention Coordinating Committee Notebook

Each school's Bullying Prevention Coordinating Committee member should receive a coordinating committee notebook with committee training materials. A certified Olweus Trainer-Consultant can provide a free copy that your school can photocopy or you can purchase a version from Hazelden.

Class Meetings and Individual Interventions DVD set

Class Meetings and Individual Interventions DVD High School set

These sets of two training videos can be used to train your school committee and all staff in two of the most important components of OBPP. It is recommended that each school have a copy of the DVD set appropriate for the grade level.

Class Meetings That Matter—A Resource Guide for Grades K-5

This manual provides an additional year's worth of class meeting activities for primary grades. It is recommended that schools have at least one manual for every three teachers (ideally one for every teacher).

Class Meetings That Matter—A Resource Guide for Grades 6-8

This manual provides an additional year’s worth of class meeting activities for secondary grades. It is recommended that schools have at least one manual for every three teachers (ideally one for every teacher).

Class Meetings That Matter—A Resource Guide for Grades 9-12

This manual provides an additional year’s worth of class meeting activities for high school grades. It is recommended that schools have at least one manual for every three teachers (ideally one for every teacher).

More Class Meetings that Matter: A Resource Guide for Grades K-5

This manual provides new ideas and topics to extend class meeting efforts and engage students in social and emotional learning. In addition to other bullying-related topics, it includes three lessons aimed at reducing the high rates of bullying experienced by students with disabilities.

More Class Meetings That Matter: A Resource for Grades 6-8

This manual provides new ideas and topics to extend class meeting efforts and engage students in social and emotional learning. In addition to other bullying-related topics, it includes three lessons aimed at reducing the high rates of bullying experienced by students with disabilities.

More Class Meetings That Matter: A Resource for Grades 9-12

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Hazelden on Demand (electronic subscription)

At more than 50% of the print cost, the OBPP electronic subscription provides the entire staff easy, 24/7 digital access to the core programs they need to implement *OBPP* with fidelity and improve outcomes. Core subscription includes the *Schoolwide Guide*, *Teacher Guide*, and unlimited online *Olweus Bullying Questionnaires*. A subscription with all supplemental materials is also available.

Other Related Violence Prevention Resources

Cyber bullying: A Prevention Curriculum for Grades 3-5

This 5-session curriculum and parent/student program introduces students to the issue of cyber bullying and teaches them appropriate, respectful ways to use cyber technologies.

Cyber bullying: A Prevention Curriculum for Grades 6-12

This 8-session curriculum and parent/student homework activities introduces students to the issue of cyber bullying and teaches them appropriate, respectful ways to use cyber technologies.

Community Youth Organization Guide

The manual and accompanying CD-ROM provide everything youth-serving organizations need to create an environment where kids are included, feel safe, and know the adults and leaders care

about them. It offers practical strategies to help prevent bullying, reduce reports of bullying, and enrich peer relationships.

Peaceful School Bus Program

This positive, proactive program addresses the issue of bullying on school buses. Designed for students in grades K-12, the manual provides step-by-step instructions and all of the program materials needed to implement the program.

Other Cost Considerations

After the official committee and educator training, there will be costs for implementation of the various components of the program that should be considered:

- Posters of the Olweus Rules are to be posted in the common areas and in each classroom. These posters can be made by the students in art classes, computer generated from the CD Poster file in the Schoolwide DVD, or they can be professionally done. Depending upon the number of posters needed, and whether or not they will be laminated to protect them for years of wear, the costs should be considered. The posters are an important part of the program and need to be neatly done and large enough for easy reading/viewing.
- The Bullying Prevention Coordinating Committee will be meeting monthly to guide the full implementation of the program. Some schools have provided a special meeting space and hospitality to encourage members to continue this important work.
- Schools are encouraged to hold parent information meetings to introduce the Olweus Bullying Prevention Program. You may want to consider a small budget for printing of key pieces of information for parents—including mailings of invitations to the parent event. You may want to include a hospitality budget for the parent meetings.
- Program kick-off or launch event. The program requires an “introduction and celebration” of new policies and rules against bullying behavior. Schools may choose to bring in a speaker or provide bracelets, T-shirts, pencils, or other tokens with anti-bullying messages. Some schools have created a budget for this event. Others have relied upon community or parent associations to help with these costs.
- You may wish to provide a budget for books for curriculum or class meetings and/or videos to supplement materials for your teachers.
- Olweus Trainer-Consultants need to participate in a recertification process and may wish to participate in update meetings. Some schools have provided funds for attending regional or national school safety or bullying prevention conferences.

Sample Worksheet for Building-Specific Cost Estimates

Required Program Materials	Description	Cost
Olweus Bullying Questionnaire	Price depends on option selected and number of students	TBD
Hazelden on Demand Option	If selecting the 3 year e-subscription option	\$1,500 maximum per school
Olweus Schoolwide Guide with DVD and CD-ROM	One per coordinating committee member if not purchasing the e-subscription option	TBD
Olweus Teacher Guide with DVD and CD-ROM	One for each coordinating committee member and one per teacher (or every 3 teachers) if not purchasing the e-subscription option	TBD
Add other recommended supplemental materials as desired.	Price dependent on product selected if not purchasing the e-subscription option	TBD
Required Training Items	Description	Cost
OBPP Trainer Certification Course	If selecting the option to have someone from the school attend a Trainer Certification Course (TCC) so they can provide the training and consultation for the school.	\$3,950 per participant
Travel to attend Trainer Certification Course	If selecting the option to attend a TCC Price depends upon TCC option and location of course	TBD
Bullying Prevention Coordinating Committee Training	If selecting to hire someone to provide training for school Price depends upon arrangements with the Trainer-Consultant. The maximum training fee for two school committees attending the same training is \$3,000. Training more than two schools at once requires hiring additional Trainer-Consultants.	\$1,500 maximum per school
Consultation Fees	Price depends upon arrangements with your Trainer-Consultant. Trainer-Consultants usually charge \$50-\$75/month and may not charge more than \$125/month. The maximum fee for one school is \$125/month x 12 months.	\$1,700 maximum per school
Travel and Meals for Trainer-Consultant (mileage, meals, lodging)	Price depends upon arrangements with the Trainer-Consultant.	TBD
Substitute Teachers for Coordinating Committee (year one)	Costs vary by location and the number of teachers on the committee, as well as whether or not staff development days are	TBD

	used to eliminate this expense. For example, \$125/day x 2 days x 12 teachers = \$3,000.	
Teacher Training – 1 Day for All Adults	If not using a staff development day you may need to pay substitutes when the Committee members train the faculty and staff	TBD
Coordination of Meetings and Activities for Coordinating Committee*	2 hours/week x 40 weeks <i>Some schools provide a stipend.</i>	TBD
Meeting Space*	\$100/day x 3 days <i>Some schools find trainings more effective when conducted off-site.</i>	\$300
Travel for attendance at conferences	travel expenses, meals, lodging, registration	TBD

All expenses are estimated on the basis of one school's coordinating committee.

*Optional expenses.