

# The Olweus Bullying Prevention Program

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

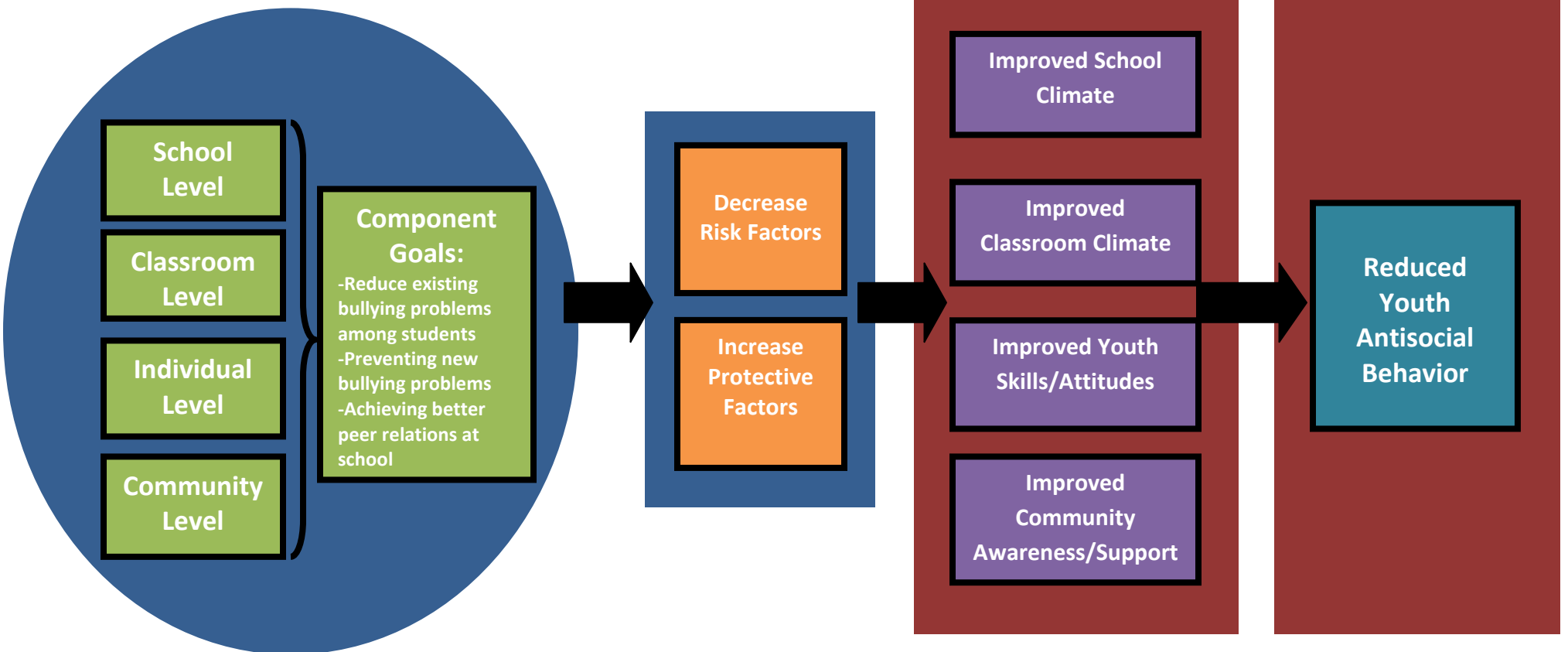
**Overall Goal of Olweus: The school should be a safe and positive learning environment.**

## Program Components

## Targets

## Proximal (Short-term) Outcomes

## Distal (Long-term) Outcomes



**Program Components**

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

**Program Components:**

Individual  
Classroom  
School  
Community

**Program Goals:**

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

**Program Modalities**

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

- Establish a Bullying Prevention Coordinating Committee
- Conduct committee and staff trainings
- Administer the Olweus Bullying Questionnaire schoolwide
- Hold regular staff discussions
- Introduce the school rules against bullying
- Review and refine the school's supervisory system
- Hold a school kickoff event
- Post and enforce school wide rules against bullying
- Hold regular class meetings
- Supervise students' activities
- Ensure that all staff intervenes on the spot when bullying occurs
- Hold meetings with students involved in bullying
- Develop individual intervention plans for involved students
- Involve parents
- Develop partnerships with community members to support your school's program
- Help to spread anti-bullying messages and principles of best practice in the community

**Targeted Risk and Protective Factors**

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

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

**Proximal (Short-term) Outcomes**

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

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

**Distal (Long-term) Outcomes**

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

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