

Readiness Tool: Olweus Bullying Prevention Program (OBPP)

Planning for and implementing an evidence-based program involves many processes. This tool is designed to walk you through the processes for implementing OBPP and help you prepare for a strong quality evidence-based program implementation and sustainability.

Program Selection

Is OBPP a good fit for your community? While researching and comparing possible programs, consider the following information to determine if OBPP is the best fit for the community.

1. Are these the risk and protective factors identified and/or prioritized by your community?

OBPP Targeted Risk Factors	OBPP Targeted Protective Factors
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • School opportunities for prosocial involvement • School rewards for prosocial involvement • Social skills • Interaction with prosocial peers

2. Is OBPP appropriate for the population you plan to target?

- The Olweus Bullying Prevention Program is designed for students in elementary, middle, and junior high schools (students in grades 3-10).

3. What are the outcomes you intend to change in your targeted population?

OBPP Short-term (Proximal) Outcomes	OBPP Long-term (Distal) Outcomes
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Implementation Planning Steps

4. Is it feasible for you to invest in the following key elements **BEFORE** OBPP is implemented?
- **Program Buy In:** Is their support for the implementation of OBPP at all levels?
 - **Program Coordination:** One person should be designated for overall responsibility for planning, coordination and supervision of the OBPP implementation.
 - **Initial training:** Initial training of the Bullying Prevention Coordinating Committee (BPCC) takes at least 2 days. The BPCC will then train the rest of the teachers and staff this training requires one full day and substitute teachers may be needed.
 - **Teacher Buy In:** Education for teachers as to what the program is, how it will be implemented, what the expectations are for implementing, and what type of support they will receive. This is important and should occur BEFORE training days.
 - **Administrative Support:** School administrators should plan for support of the teachers implementing OBPP. Administrators must plan time for weekly classroom meetings facilitated by the teachers, provide additional prep time, and allow all OBPP implementers to meet and discuss how implementation is going on a regular basis.
 - **Classroom Meeting:** Grade appropriate classroom meeting materials need to be provided for each teacher including a Teacher’s Manual,
 - **Budget:** A budget for annual expenses beyond the initial training and purchase of materials should be developed and incorporated into the school/district annual budget.
 - **Data collection and analysis plan:** Determine the following: When will Olweus Bullying Questionnaire be administered? Who will be responsible for administering, collecting and submitting the surveys to Hazelden for analysis? Who will be responsible for analyzing and reporting the results?

RESOURCES AVAILABLE TO HELP PLAN FOR OBPP:

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| <ul style="list-style-type: none"> • Evaluation Tools • OBPP Logic Model | <ul style="list-style-type: none"> • OBPP Training Contact • Data collection for PCCD grantees |
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Implementation Steps

5. Can these expectations for quality and dosage be met within the existing structure and with the existing resources?
- Classroom meetings are to be held weekly and typically take 30-40 minutes.
 - Hold an initial Kick-Off event to announce the start of the program and annually thereafter.
 - Bullying Prevention Coordinating Committee should meet monthly (minimum of 8 per year) and include the program coordinator and committee members in each building.
 - Sufficient time should be allotted for teachers and staff to participate in monthly discussion groups through the first year of implementation and at least 5 per year onward.
 - Olweus Bullying Questionnaire is to be administered yearly.

Steps for Assessing Program Impact

6. Does the Organization have the capacity to collect outcomes data and to monitor program fidelity?

Data collection:

- OBPP Bullying Questionnaire (OBQ)
- Standard School Report from and Raw Dataset from Hazelden
- OBPP Implementation Checklists
- OBPP Class Meeting Activity Logs
- EPISCenter Bullying Prevention Program Staff Survey

Data entry/analysis and PCCD reporting:

- Designee to enter data into the [OBPP Spreadsheet for Outcomes Analysis and PCCD Quarterly Reporting Tool](#)
- Designee to complete quarterly reporting requirements in Egrants for PCCD.

Fidelity monitoring:

- A person(s) to monitor the progress through monitoring and completion of Olweus Implementation Checklists and provide feedback on implementation quality. This is typically a responsibility of the Program Coordinator.
- Organization administrators should plan for group time to discuss implementation challenges and successes as part monthly staff discussion groups and BPCC meetings.

Steps for Sustainability

7. Can funds/resources be identified to sustain key implementation elements of the program beyond the initial seed funding? Make sure to carefully consider and designate those responsible for sustainability planning and securing funds/resources.

- Will OBPP program supply costs be built into the school/district annual budget?
- Will a school representative be trained to become a certified Olweus trainer and be available to provide OBPP facilitator training to new teachers, staff, and BPCC members?
- Will there be capacity to purchase annual OBQ surveys and analyze outcomes data?
- Will there be capacity to continue to support teacher and staff time to conduct classroom meetings and monitor implementation quality?

Addressing Challenges during Implementation

8. By carefully pre-planning OBPP implementation you will be addressing most of the common barriers encountered, however, it is still important to develop a plan for addressing day to day challenges before starting OBPP.

- Are there practical or ideological barriers within your school/district that could inhibit the adoption and implementation of the program?
- Inadequate time planned for classroom meeting, staff discussion groups, data collection and supervision can be an obstacle.
- Who will be the main point of contact in each school when a teacher or staff has question related to OBPP?
- Who will be the contact person with the Certified Olweus Trainer to relay questions and answers to teachers, support staff, and administrators?
- How will school/district administrators address teachers and staff who are struggling with implementation, what resources will be made available to them?

Additional assistance and resources for implementing OBPP can be obtained by contacting EPIS at 814-863-2568.