

Edition 09 – 2

Spring 2009

Research Précis

Best Practices: Safe and Drug-free Schools and Communities

Creating a better tomorrow...

Title: Bullying Prevention Program

Overview:

The *Bullying Prevention Program* (sometimes called *Olweus Bullying Prevention Program*) is a universal, primarily school-based prevention program designed to reduce and prevent bully/victim problems by reducing environmental opportunities for bullying in schools and by reducing positive social rewards (e.g., peer support, approval) often gained through bullying.

Target: Elementary, middle, and junior high school students (students ages 6-15)

Extent/Duration of Program: The program has multi-faceted school-wide components, policies and rules, and individual intervention procedures, and so is of year-round duration. Classroom component implementation may vary by locality and environment.

Program Costs:

- Implementation cost is about \$7 to \$10 per student, depending on the size of the school. Costs drop considerably after the first year of implementation.
- All staff participates in one-day training. One-and-a-half day training is provided to a local Bullying Prevention Coordinating Committee that is comprised of the principal of the school and one teacher from each grade involved.

For further information, or to order:

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Principles/Approaches/Components: The *Bullying Prevention Program* is based on the premise that modifying the school environment and dealing appropriately with individual bullies in a systematic manner prevents the expansion of the violent behaviors associated with bullying. The program consists of school level, classroom level, and individual level components. At the school level, a questionnaire is used to assess the prevalence and type of bullying that occurs, a conference day is used to discuss bullying and to plan interventions, a Bullying Prevention Coordinating Committee is formed to manage all aspects of the school's program, and supervision is increased at the school's "hot spots" for bullying. At the classroom level, class rules against bullying are established and enforced, and regular class meetings are held with students. At the individual level, specific interventions are employed with children identified as bullies and victims and discussions are held with parents of these students. Where possible, counselors and school-based mental health professionals assist teachers in these efforts.

Evidence-based Effectiveness: A two-and-a-half year study that concluded in 1999 indicated that the program results in a substantial reduction in student reports of bullying/victimization and antisocial behavior (e.g., vandalism, fighting, theft, truancy). Findings based on student

reports further revealed significant improvements in social climate (e.g., improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school) and increased communication between parents and children about drug use.

Safe and Drug-free Schools and Communities Act (SDFSCA) connections:

B - Activities that involve families, community sectors, and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.

E.x - Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

E.xi - Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

E.xiii - Violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.

National Standards connections:

Grades 1 through 9

Health Education Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Health Education Standards, Second Edition: Achieving Excellence. American Cancer Society, 2007.

Family and Consumer Sciences Area of Study 1.0 (Career, Community and Life Connections): Comprehensive Standard – Integrate multiple life roles and responsibilities in family, work, and community settings.

National Standards for Family and Consumer Sciences Education, Second Edition. National Association of State Administrators of Family and Consumer Sciences, 2008.

Counseling: Personal and Social Development Standard C: Students will understand safety and survival skills.

ASCA National Standards for Students. American School Counselor Association, 2004.

Recognition and additional reports:

The following organizations/institutions have recognized the *Bullying Prevention Program*. The organizations are in alphabetical order and the status of the recognition is in parentheses.

Center for the Study and Prevention of Violence (Blueprints Model Program)

Office of Juvenile Justice and Delinquency Prevention (Model Program)

SAMHSA (Model Program)

GENERAL NOTES: The intent of the above synthesis and correlations is to assist teachers and school administrators dedicated to using best practices to reduce violence and substance abuse among students. To our knowledge, the information was current upon publication. However, details pertaining to status of program recognition, research and findings, costs, and contact information are subject to change.

Correlations to the Safe and Drug-free Schools and Communities Act (SDFSCA) federally approved activities and to national education standards have been limited in depth (“standard” level only) and breadth (number of standards and subjects) due to the encompassing nature of many programs that typically qualify as model or exemplary. The correlations listed should not be viewed as exhaustive.

Designed Instruction’s effective SDFS program research review series was funded by the United States Department of Education. For information on other effective programs for promoting safe and drug-free schools and communities, visit www.designedinstruction.com/learningleads/effective-sdfs-programs.html

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