

Welcome to the *Olweus Bullying Prevention Program* Grant Writer's Toolkit!

Thank you for your interest in bringing the *Olweus Bullying Prevention Program (OBPP)* to your community. As you know, there are too many children who face school with dread rather than excitement, dreading it as a place where they are teased and physically threatened by students who bully. We know this is a problem of epidemic proportions, and there are signs that the epidemic is growing. In fact, the National Association of School Psychologists calls bullying “the most common form of violence in society.” Fortunately, Hazelden Publishing offers *OBPP*, and this award-winning program has been proven effective.

Increasing awareness of bullying and its devastating effects has helped open federal, state, and local funding pockets for groups seeking to acquire effective prevention programs. Hazelden Publishing prepared this toolkit to assist your funding efforts and to facilitate successful implementation of *OBPP*. The toolkit provides fact sheets with concise descriptions of *OBPP* that you can “cut and paste” into the appropriate sections of a grant application. Easy-to-follow instructions, sample wording, and Web site references are included to help with portions of the application requiring information unique to your school. The *Guide to Successful Grant Writing* document will help you identify potential funding sources.

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Welcome to the *Olweus Bullying Prevention Program* Grant Writer's Toolkit! *continued*

THESE TOOLS ARE INCLUDED IN YOUR KIT:

- **Guide to Successful Grant Writing** includes step-by-step instructions with a Needs Assessment section, ideas to help you find funders, and tips to help you critique your proposal through a grant reviewer's eyes. The handy checklist helps you stay organized. (PDF)
- **Fact Sheets** summarize the bullying epidemic and *OBPP* to help you "sell" your grant proposal. (PDF and WORD)
- **Sample Request for a Letter of Commitment** (PDF and WORD)
- **Sample Letter of Commitment** may be included with your request. (PDF and WORD)
- **Grant Application TEMPLATE** (WORD)
- **Sample Timeline** (PDF)
- **Sample Budget** (PDF)
- **Sample Logic Model** (PDF and WORD)
- **Sample Grant Application Transmittal Letter** (PDF and WORD)

Tools provided as PDF files are intended both for your reference and as items you might copy and distribute as needed. For example, you might want to copy our formatted **Fact Sheets** to attach to a **Request for a Letter of Commitment** to your principal. You might want to print the Sample Timeline as a reference while you complete your own timeline in the **Grant Application TEMPLATE**.

Tools provided as WORD documents are worksheets in which you can cut and paste, as well as add the details of your own grant proposals, to create finished application documents. *As you work with these documents to create a portfolio of grant-related documents in your own computer files, it is prudent to save these documents under different names to prevent accidentally overwriting your templates.*

If you decide to seek grant funds for *OBPP*, the prevention, training, and development specialists at Hazelden Publishing can help with technical assistance as you prepare your grant application. We can also connect you with your regional sales representative, who can help you select program materials to address your needs. Please contact Hazelden Publishing at gtemplate@hazelden.org to access these services.

Guide to Successful Grant Writing for the *Olweus Bullying Prevention Program*

INTRODUCTION

Congratulations! You have just begun investigating options available to help your school acquire and implement an award-winning program to

- prevent and/or reduce bullying;
- improve student health, attendance, self-esteem, behavior, and academic achievement;
- improve school climate;
- increase student and parent perceptions of your school as effective, caring, and respectful;
- increase teaching time and student time on task;
- positively empower members of the school community;
- reduce staff burnout;
- reduce legal and risk management concerns;
- decrease bullying related to high-risk, anti-social, and criminal behaviors.

The *Olweus Bullying Prevention Program (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.¹

That said, it's likely that you already have a full-time job that requires more than a full-time effort. Consider both the responsibilities and the benefits of program implementation. *OBPP* is a schoolwide program that requires communication, collaboration, and "buy-in" on the part of school staff, as well as parent involvement, to be successful. *OBPP* is not a short-term solution. It is designed to influence the core values of your school community and become integral to your school's daily routines and procedures over the long term. For these reasons, the outcomes of this effort can be far more significant and long lasting.

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1. Dan Olweus, "Bully/Victim Problems among Schoolchildren: Basic Facts and Effects of a School-Based Intervention Program," in *The Development and Treatment of Childhood Aggression*, ed. D. Pepler and K. Rubin (Hillsdale, NJ: Erlbaum, 1991), 411–48; Dan Olweus, "A Useful Evaluation Design, and Effects of the Olweus Bullying Prevention Program," *Psychology, Crime & Law* 11 (2005): 389–402; Dan Olweus and Susan P. Limber, *Blueprints for Violence Prevention: Bullying Prevention Program* (Boulder: Program Institute of Behavioral Science, University of Colorado, 1999); Jan Helge Kallestad and Dan Olweus, "Predicting Teachers' and Schools' Implementation of the Olweus Bullying Prevention Program: A Multilevel Study," *Prevention and Treatment* 6 (2003): 3–21. Available on the Internet: <http://content.apa.org/journals/pre/6/1/21>.

Guide to Successful Grant Writing for the *Olweus Bullying Prevention Program* *continued*

THIS GUIDE TO SUCCESSFUL GRANT WRITING HAS FOUR PARTS:

1. **The Grant Process, Step-by-Step**
 - A. Initial Approvals and Letters of Commitment
 - B. Grant Application Committee
 - C. Needs Assessment
 - D. Identifying Potential Funding Sources
 - E. Grant Management
 - F. Contract Management
 - G. Program Implementation

2. **Potential Funding Sources**

3. **Through a Grant Reviewer's Eyes**

4. **Additional Resources**

The guide is one of several tools provided in your Grant Writer's Toolkit. Together, these tools are intended to help you secure funds to implement the *Olweus Bullying Prevention Program*.

1. THE GRANT PROCESS, STEP-BY-STEP

Before you decide to pursue outside funds for *OBPP*, consider the tasks involved in applying for grants and, if funded, managing the grant agreement. The following are the primary steps in the grant application and grant management processes:

A. Initial Approvals and Letters of Commitment. Before you begin writing grant applications, you must obtain the necessary authorization to do so. With your grant application, you will need to submit letters demonstrating commitment from the key people who will be responsible for implementing *OBPP*, such as your district superintendent, school principal, school board president, PTO/PTA president, and other leaders in your school community. Recognize that obtaining the approval to seek funding for *OBPP* is tantamount to approval to implement *OBPP*, if funded. You do not want to be in the position down the road of having to decline grant funds because a top authority no longer agrees to implement the program. The Fact Sheets in this toolkit will be useful in supporting your efforts to obtain buy-in from these leaders, so you can proceed to the grant application stage. The Sample Request Letter and Sample Letter of Commitment are also provided to facilitate this initial step. Later on, you may need to return to these individuals to obtain more specific letters of commitment required for individual grant applications.

B. Grant Application Committee. Your school should create a Grant Application Committee of three or four people who will assume primary responsibility for completing the tasks listed herein.

C. Needs Assessment. The Grant Application Committee must develop a qualitative and quantitative description of the specific problems and conditions at your school that the implementation of *OBPP* is designed to resolve and improve. There are many other components of the grant application, but this is the most important and may require the greatest

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Guide to Successful Grant Writing for the *Olweus Bullying Prevention Program* *continued*

time commitment. If there is a match between *OBPP* outcomes and your needs assessment, *OBPP* information will suffice for many of the other application components. The Fact Sheets include additional information about the needs assessment and sources to help you define the nature and scale of the bullying problem at your school. Hazelden Publishing staff can further assist you with this task. You may wish to begin with a survey of your students using the Olweus Bullying Questionnaire, available through Hazelden Publishing at www.hazelden.org/web/public/olweusprevproducts.page.

Use of this questionnaire annually will also help you document the success of your program.

These Web sites and documents provide information that may be useful for your needs assessment:

- U.S. Department of Education “What Works Clearinghouse,” <http://ies.ed.gov/ncee/wwc>
- Substance Abuse and Mental Health Services Administration (SAMHSA), www.workplace.samhsa.gov/WPWorkit/pdf/conducting_needs_assessment_br.pdf
- Center for the Study and Prevention of Violence (Blueprints), www.colorado.edu/cspv/
- Prevention Pathways, <http://preventionpathways.samhsa.gov/programs.htm>
- *Science-Based Prevention Programs and Principles 2002: Effective Substance Abuse and Mental Health Programs for Every Community*, www.download.ncadi.samhsa.gov/prevline/pdfs/BKD479.pdf
- *Developing Competitive SAMHSA Grant Applications*, www.samhsa.gov/Grants/TA/

D. Identifying Potential Funding Sources. There has to be a match between *OBPP* objectives, the nature and scale of your school’s bullying problem, and the funding goals of the potential funding source. You will also have to establish that your proposal is eligible for funding from each funding source. The Potential Funding Sources section (next page) suggests places to start looking for grant funds. Hazelden Publishing staff can further assist you with this task by informing you of other grant opportunities. Also, plan to periodically revisit the Web sites listed below, as funding opportunities change frequently.

E. Grant Management. The Grant Application Committee will need to develop, assemble, submit, and track the status of all grant applications. The **Grant Application Template** in your toolkit describes the key content of a typical grant application. If funded, the school will need to do the following:

- Obtain the approval of a grant agreement with the funding source.
- Maintain all records.
- Obtain data regarding outcomes.
- Submit periodic accounting reports to the funding source.
- Implement an *OBPP* evaluation program.
- Report to the funding source the results of the program evaluation.
- Complete grant close-out requirements.

F. Contract Management. The school will be responsible for entering into and managing a contract with an Olweus trainer if one is engaged.

G. Program Implementation. The Program Description portion of the **Grant Application Template** describes responsibilities of the school in implementing *OBPP*.

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Guide to Successful Grant Writing for the *Olweus Bullying Prevention Program* *continued*

2. POTENTIAL FUNDING SOURCES

Schools that implement the *Olweus Bullying Prevention Program* have sought funding from many different sources, including the following:

- U.S. Department of Education, Office of Safe and Drug-Free Schools (www.ed.gov/about/offices/list/osdfs/programs.html).
- U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (<http://ojjdp.ncjrs.org/>).
- School district funds.
- City and county health department funds.
- In some circumstances, federal Title I, Title IV, and Title V funds can be used for the program.
- City Block Grants are another possible funding source. Some schools have found eager sponsorship from local businesses.
- Concerned parents have often given financial support and volunteer support for bullying prevention efforts in their schools through their local PTO/PTA organization.
- Other Web sites have information on grant writing and sources of funding, for example: www2.scholastic.com/browse/search.jsp?query=grants&c17=7&x=21&y=8.

Contact your Hazelden sales representative at 1-800-328-9000 for more information on possible funding sources.

3. THROUGH A GRANT REVIEWER'S EYES

Funding sources are besieged by applications, so securing grant funding is highly competitive. The job of a funding source's professional application reviewer is to select the highest quality applications for further review. A successful application will be complete, concise, and consistent with the application form. The application will seek funding to address issues that the funding source has a past record of supporting, and it will provide evidence that, if funded, the grantee will produce quantifiable results.

The grant application writer should consider the application from the grant reviewer's perspective. Remember that grant reviewers are people too, so make your application compelling and interesting to read. A grant is an investment that should further the funding source's goals and objectives in measurable ways. The job of the application writer is to show how the proposed grant will be a good investment for the funding source as well as good for the grantee.

4. ADDITIONAL RESOURCES

Would you like more ideas for writing effective grant applications? There are many resources available on the Internet. A good starting point is <http://k12grants.org/>, especially the ten grant writing tips listed there. Another excellent resource is *Developing Competitive SAMHSA Grant Applications*. This comprehensive online manual can help you acquire skills and resources for planning, writing, and preparing your grant application. It may be downloaded and ordered at <http://www.samhsa.gov/Grants/TA/>.

Sample Letter

From Grant Writer to Key Leader, Requesting a Letter of Commitment

Before you begin writing grant applications, you must obtain the necessary authorization to do so. Also, your grant application is much stronger if you submit it with letters of commitment to implement the *Olweus Bullying Prevention Program (OBPP)* from key personnel, such as your district superintendent, school principal, school social worker, school board president, PTO/PTA president, and future *OBPP* program coordinator. Obtaining their approval to seek funding sources for *OBPP* is tantamount to their approval to implement *OBPP*, if funded. Print your letter on school letterhead.

[Insert date]

[Insert key leader's complete name, title, and mailing address]

Re: Request for a letter of commitment to implement the *Olweus Bullying Prevention Program (OBPP)* at [Insert your school's name]

Dear [Insert key leader's name]:

We have a bullying problem at [Insert your school's name]. [Summarize what you know today about the bullying problem at your school.] There are too many children who face school with dread rather than excitement, dreading it as a place where they are teased and physically threatened by students who bully. Nationally, bullying is a problem of epidemic proportions. The National Association of School Psychologists calls bullying "the most common form of violence in society." Fortunately, there is a bullying prevention program that works: the *Olweus Bullying Prevention Program (OBPP)*.

I am requesting support and authorization to seek outside funding to implement *OBPP* at [Insert your school's name] beginning next fall [or whatever the correct start-up date may be]. *OBPP* is the most researched and best-known bullying prevention program available today. With over thirty-five years of research and successful implementation throughout the world, *OBPP* is a systems-change program proven to prevent or reduce bullying by involving all individuals at all levels of the school community. *OBPP* works to restructure the school environment, reducing opportunities and rewards for bullying. Although school administrators, teachers, and other staff are primarily responsible for introducing and implementing the program, *OBPP* includes parents and the community in these efforts. The program is designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.

OBPP has received numerous acknowledgments of excellence, including

- Blueprints Model Program, Center for the Study and Prevention of Violence, University of Colorado at Boulder (www.colorado.edu/cspv/blueprints/model/programs/BPP.html),
- Model Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (www.modelprograms.samhsa.gov),

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Sample Letter

From Grant Writer to Key Leader, Requesting a Letter of Commitment *continued*

- Effective Program, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice (www.ojjdp.ncjrs.org), and
- Level 2 Program, U.S. Department of Education (www.helpingamericasyouth.gov).
“Level 2” programs have been scientifically demonstrated to prevent delinquency or reduce the risks and enhance protection from delinquency and other child and youth problems using either an experimental or quasi-experimental research design, with a comparison group.

The goals of *OBPP* are

- to reduce existing bullying problems among students,
- to prevent the development of new bullying problems, and
- to achieve better peer relations at school.

In addition, *OBPP* will help **[Insert your school’s name]** meet the requirements of federal mandates and initiatives we have already undertaken: **[List your school’s programs, such as Safe and Drug Free Schools, Positive Behavioral Interventions and Supports, school connectedness, juvenile delinquency prevention, school dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets.]** New research demonstrates a correlation between bullying and student achievement, so bullying prevention also will help **[Insert your school’s name]** improve student scores on statewide assessments and meet annual yearly progress requirements.

If funded, **[Insert your school’s name]** would implement *OBPP* schoolwide. Our students would all participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, would receive additional individualized interventions. *OBPP* requires communication, collaboration, and “buy-in” from school staff, as well as parent involvement, to be successful. *OBPP* is not a “quick fix.” It is designed to integrate prevention efforts into our daily routines and procedures over the long term.

Because *OBPP* is a systems-wide approach to bullying, it needs the support of key leaders in our school community, including district leadership. While *OBPP* may seem like a huge commitment, I am confident it will cut down on lost teaching time and staff burnout related to bullying problems, protect our school from potential legal actions related to bullying, and, in the long term, reduce the costs to our community caused by the effects of bullying.

Please review the attached synopsis of the bullying epidemic and the *Olweus Bullying Prevention Program*. If you agree that our school and community would benefit from this award-winning approach, I ask that you provide me with a letter of commitment to implement *OBPP*, if funded. Inclusion of your letter would strengthen **[Insert your school’s name]**’s grant applications by providing evidence of the overall support we have and will continue to receive as we move toward program implementation.

Please address your letter to **[Insert the name of the contact person for the source from which you will seek funds]** and include a variation, in your own words, of the attached sample letter.

Thank you in advance for your prompt attention to and consideration of this matter.

Very truly yours,

[Grant writer, insert your name here.]

Attachments:

1. Synopsis of the Bullying Epidemic and the *Olweus Bullying Prevention Program*
2. Sample Letter of Commitment

Sample Letter of Commitment

Please print your letter on letterhead. Thank you.

[Insert date]

[Insert contact person's complete name, title, and mailing address]

Re: Letter of commitment to implement the *Olweus Bullying Prevention Program (OBPP)* at [Insert your school's name]

Dear [Contact person's name]:

I submit this letter of commitment with full enthusiasm in the hope that [Insert name of potential funder] will approve [Insert your school's name]'s application for funds to implement the *Olweus Bullying Prevention Program (OBPP)*. I firmly believe that *OBPP* is an effective program that addresses the bullying problem we have here at [Insert your school's name]. I am pleased to convey my complete support of the goals and objectives of *OBPP* and my ongoing commitment to doing what is necessary to ensure its implementation at [Insert your school's name]. As [Insert job title], I will be one of the people responsible for ensuring the school's entire faculty and staff are also fully committed to the success of the program, and I will work to involve the students, their parents, and the community.

I understand that this commitment may involve

- helping to establish and maintain a Bullying Prevention Coordinating Committee;
- providing staff time for training;
- helping in the efforts to communicate the anti-bullying messages, principles, and rules of *OBPP* throughout the school and our community;
- helping to coordinate meetings with students and parents involved in bullying incidents;
- helping to establish partnerships with community members to support [Insert your school's name]'s bullying prevention program;
- helping to launch the program through a kick-off event identified by the Bullying Prevention Coordinating Committee; and
- helping to administer the Olweus Bullying Questionnaire schoolwide.

I have reviewed the components of *OBPP*, and I am aware that *OBPP* is a schoolwide program that requires a high level of communication, collaboration, and involvement on the part of those involved. I also understand that *OBPP* is not designed as a short-term solution, but as a systems-change tool that is meant to be integrated into [Insert your school's name]'s daily routines and procedures over the long term.

Continued...

Sample Letter of Commitment *continued*

Rest assured, that **[Insert your school's name]** has my ongoing support and gratitude for implementing an award-winning and proven approach to bullying that will benefit **[Insert your school's name]** as well as the entire community.

Since we lack the financial resources to fund *OBPP* internally, we must rely on support from **[Insert name of potential funder]** to fund this remarkable program. I hope you choose to invest in **[Insert your school's name]**'s bullying prevention efforts.

Thank you for your thoughtful consideration.

Sincerely,

[Insert your name and title]

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Sample Logic Model for Implementation and Evaluation: *Olweus Bullying Prevention Program*

Presented to The Best Foundation on behalf of Appleton and Franklin Middle 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 7–10 years:</i>	<i>We will use the following methods to measure our short- and long-term outcomes:</i>
<ul style="list-style-type: none"> Endorsement from school administrators at Appleton and Franklin Middle Schools Identification and involvement of a Bullying Prevention Coordinating Committee at each school Training and technical assistance from Olweus-Certified Trainers (Clemson University) Materials and data collection tools from Professional and Educational Services at the Hazelden Foundation Funding from the Best Foundation Commitment from school staff members to implement the program with students 	<ul style="list-style-type: none"> 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. 132 staff members will be trained in the Olweus program and will be given materials to support their efforts. The Olweus Bullying Questionnaire will be distributed to over 900 students. Rules and policies will be gathered and reviewed. Over 1,000 parents will be given information about bullying prevention. Current practices for break period supervision will be reviewed. 	<ul style="list-style-type: none"> Teachers of grades 6, 7, and 8 will conduct 20- to 40-minute classroom meetings with over 900 students. Other school staff will appropriately respond to incidents regarding bullying and will promote anti-bullying behavior. Teachers will provide information to at least 500 parents about bullying during parent meetings. Staff members will hold individual meetings with children who bully, with children who are targets of bullying, and with parents. Schoolwide rules against bullying will be adopted and disseminated. A coordinated method of supervision during break periods and on bus time will be adopted. 	<ul style="list-style-type: none"> The number of students who report being bullied will be reduced. The number of students who bully will be reduced. Reports of general antisocial behavior (e.g., vandalism, fighting, theft, and truancy) among students will be reduced. Youth attitudes toward schoolwork and school will improve. Peer relations at school will improve. The number of students who report being comfortable talking to a teacher and/or a parent about bullying will increase. Teachers will be more confident in their ability to handle bullying incidents. 	<ul style="list-style-type: none"> The number of incidents regarding bullying and other violent behavior will be reduced in and out of school. Young people will report feeling safe coming to school. School performance will increase as a result of students feeling safe in their schools. Other elementary and middle schools in the Brighton Public Schools and in Founders Park will adopt the Olweus program as a result of the successful outcomes of this program at Appleton and Franklin Middle Schools. 	<ul style="list-style-type: none"> 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. The anonymous student survey (Olweus Bullying Questionnaire) will be administered in early fall of 2006 and at the close of the next school year, spring 2007. Data from the Regional Youth Risk Behavior Survey—administered in 2005 and again in 2007—will be analyzed to determine trends in perception of school safety and number of bullying incidents. If available, this data will be compiled for Appleton and Franklin Middle Schools.

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Sample Grant Application Transmittal Letter

Print your school's letter on school letterhead and have it signed by the appropriate school official.

April 7, 2007

Mr. Will Grant
Benevolent Grants, Inc.
7 Prosperity Avenue
Washington, D.C. 77777-7777

Re: Grant application of Hope School to implement the *Olweus Bullying Prevention Program*

Dear Mr. Grant,

We have a bullying problem at Hope School. Fifteen percent of our students report being bullied at school, and 7 percent report being bullied at least once each week. This represents a 10 percent increase in bullying incidents at our school over the past three years. We are distressed to observe the negative impact of bullying on our students' mental and physical health, attendance, and school performance. We are especially concerned to see evidence of the national bullying crisis and its effects, reflected in our community by increasing vandalism, theft, and violence. Fortunately, there is an internationally recognized program that can help: the *Olweus Bullying Prevention Program (OBPP)*. Because Hope School's limited resources prevent the self-funding of *OBPP*, we submit the attached grant application for your consideration.

I have also included letters of commitment and support from school officials and community leaders who will share responsibility for long-term implementation of *OBPP*. I ask that you review our application carefully, consider the deep level of our community commitment for this program, and award us the resources we need to address our bullying problem.

Thank you for your attention to this important matter.

Sincerely,

Ms. Faith Goldsmith
School Social Worker
Hope School

Accompanying documents:

1. **[Insert your school's name]** grant application for **[Insert name of potential funder]**
2. Letters of commitment from the following people: **[List the people and their job titles]**

Fact Sheets: 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 may be 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.”¹ Thankfully, school shootings are still rare, but they do spotlight one of the most serious consequences of bullying—those seeking retaliation.

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 proportions² and research indicates that it is on the rise. 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. Sometimes, as was the case at Columbine High School in Colorado, the consequences of bullying can be deadly.

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.³ 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.⁴ Beyond the perpetration of violence, bullying also has serious physical and mental health consequences. An estimated 160,000 children miss school every day because they are afraid they will be attacked or intimidated by other students.⁵ Drs. J. H. Hoover and R. O. Oliver found that 25 percent of students in grades 4 through 8 experienced academic troubles as a result of bullying.⁶ Children who are bullied are five times more likely to be depressed and suicidal,⁷ and students who bully are more likely to fight, drink, and smoke than their non-bullying peers.⁸ Students who bully are four times as likely to have three or more criminal convictions by age twenty-four.

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Fact Sheets: The Bullying Epidemic and the *Olweus Bullying Prevention Program continued*

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 junior high school environments to reduce opportunities and rewards for bullying.

1. Bryan Vossekuil, Robert Fein, Marisa 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, D.C.: United States Secret Service and United States Department of Education, May 2002), p. 21.
2. 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 more often during the school term; 17 percent reported being bullied “sometimes” or more often; and 6.3 percent reported bullying and being bullied.
3. Dan Olweus, *Bullying at School: What We Know and What We Can Do* (Oxford, England: Blackwell Publishing, 1993).
4. 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.
5. Nancy Mullin-Rindler, *Teasing and Bullying: Facts About Bullying* (Wellesley, MA: Wellesley Centers for Women, 2002).
6. J. H. Hoover and R. O. Oliver, *The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors*. (Bloomington, IN: National Education Service, 1996).
7. 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.: Fight Crime: Invest in Kids, 2003).
8. Nansel, “Bullying Behaviors among U.S. Youth.”

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