

IMPLEMENTATION OF THE OLWEUS BULLYING PREVENTION PROGRAM

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Masters of Arts in Education

by
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IMPLEMENTATION OF THE OLWEUS BULLYING PREVENTION PROGRAM

Title of Item

IMPLEMENTATION OLWEUS PROGRAM

3 to 5 keywords or phrases to describe the item

SAMUEL H. REVELES

Author[s] Name (Print)



MAY 8, 2013

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Date

Chapter 1

Statement of the Issue

Bullying has become a very serious and widespread problem that can happen to anyone on or off campus. The name calling, the tripping, the shoving, the extortion and the threat of bodily harm have been around for centuries. Even though it has been around for generations, the bullying should not be a phase that students on or off campus must go through in their student or adult life. Schools across America should not dismiss bullying as horse play, kidding around, boys will be boys, or he or she will grow out it. Bullying is not a phase in a person's life; bullying can have serious and lasting consequences for victims.

Bullying has become an epidemic. Insurance companies bully doctors in regards to stalling treatment for a cancer patient or refusing to fund for a second opinion that can save the patient's life. Corporate America bullies their competitor and local mom and pop stores into submission or bankruptcy. Professional athletes intimidate their opponents by calling them out or name calling, by using performance enhanced drugs to get the edge on their opponent, by dunking on their opponent indicating they own you, or by running up the score. What is most disconcerting is that the epidemic of bullying starts on campuses across America.

A major concern is the growth of bullying through social networking. Cyberbullying has become the new way of bullying by targeting the victim twenty-four hours a day, seven days a week, or three hundred and sixty-five days a year. There is no limitation to cyberbullying. The name calling, the gay bashing, and the threatening messages via e-mail, MySpace, and Facebook can be reviewed by the victim over and over. Whether bullying is face to face or on social networks, it contributes to poor attendance, isolation, distrust of others, low achievement scores,

low self-esteem and in some cases, suicide. Due to the increase in youth suicides, bullying prevention programs are at an all time high in our schools in America. The California State Legislature has mandated schools to implement an anti-bullying prevention program to combat the problem and establish a safer atmosphere on school campuses across California.

Significance

Bullying interests me because it is an epidemic; young students are committing suicide at an alarming rate. In December 2012, I was informed that an ex-student of Pontiac Intermediate School (Pontiac Intermediate School is an assumed name for the school in this paper) had committed suicide. I remember the student well. I would see him at the local football games, and we would sit together and discuss his high school and life dreams. He assured me everything was going very well and not to worry about him. We lost touch with one another when he graduated from high school. I would see him occasionally at the local grocery store and he appeared fine. I asked him if he missed high school. He said that he missed high school but didn't miss his experience at Pontiac Intermediate. I can recall a number of incidents when he asked me if it was ok to stay in my classroom. I would ask him why but he never told me. I found out from his friend that he was getting harassed by other students. I put a stop to the bullying but damage to his self-esteem, confidence, and distrust of others had been established.

Unfortunately, a couple of years ago, I encountered another bullying incident. I went to a summer concert at the Oxnard Performing Arts Center. At the concert, there was a young man wearing a long blonde wig and a scarf. The young man looked like a young lady. I didn't think about the young man until the first day of school. The student was enrolled in my Language Arts

class. He stated that he saw me at the concert. I didn't know who he was until he stated to me that he was the kid wearing the blonde wig and scarf. Throughout the school year, he spoke about how he felt out of place at Pontiac Intermediate School. One day during lunch, he broke down. With tears running down his cheek, he asked me if something was wrong with him. He proceeded to tell me how students would make fun of him because he was white. He started to believe that something was wrong with him due to his ethnicity.

Bullying has regrettably snuck in while I have coached basketball. About four years ago we played a tournament in Ventura. It was an intense game and parents showed poor sportsmanship to our players. At the end of the fourth quarter, a parent from the opposing team called one of my players the N-word. It was surreal to believe a parent would call a fourteen year old player the N-word. At first I didn't want to believe I heard the word. It had to be a misunderstanding on my part, but the parent said it again. My basketball player started arguing with the parent during the game. I called a time out and told him to compose himself. I sat him out for the last two minutes of the game. Since our game was the last one of the evening, we huddled up and waited for everyone to leave the gym. I told the team that people are always going to look for an advantage in winning even if it means bullying the other team. It is important to have integrity and good character but most importantly treat others the way you would like to be treated. At the end of my speech, I remember my player reaching out to me with tears in his eyes and telling me I'm not an N-word.

Every day, thousands of students are victims of bullying. Bullying has a huge negative impact on a students' life. With the increase in student suicides and the phenomenon of cyberbullying, the California State Legislature was forced to pass laws protecting the victims of bullying.

Definitions of Terms

Bullying: Bullying is an intentional aggressive behavior. It can take the form of physical or verbal harassment and involves an imbalance of power.

Cyber-bullying: Cyber-bullying is bullying which takes place using electronic devices such as cell phones and computers. It also includes social media sites such as text messaging, chat rooms, websites, e-mails, MySpace, Instagram, and Facebook.

Epidemic: Epidemic is a widespread occurrence of an infectious disease in a community at a particular time. It is a sudden and widespread occurrence of a particular, undesirable phenomenon.

N-word: The N-word is a disparaging term for Black people. It is a disparaging term for a member of any dark-skinned people and for members of any socially, economically, or politically deprived group of people.

Pontiac Intermediate School: Pontiac Intermediate School is the assumed name of the school that is described in this paper.

Staff: Staff includes administrators, counselors, teachers, custodians, coaches, cafeteria employees, and paraprofessionals.

Suicide: The act or an instance of taking one's own life voluntarily and intentionally.

The Bullying Prevention Coordinating Committee (BPCC): The Bullying Prevention Coordinating Committee will have the responsibility of planning the implementation of the Olweus Bullying Prevention at the school site.

The Olweus Bullying Prevention Program (OBPP): The Olweus Bullying Prevention Program is an interactive program that provides key information about bullying and helps explain how schools, community organizations, and parents can create a safe, healthy, school environment.

The Olweus Bullying Questionnaire: The Olweus Bullying Questionnaire is a multiple-choice questionnaire administered to the student body anonymously.

Purpose of the Study

The purpose of this study is to plan and implement effectively the Olweus Bullying Prevention Program at Pontiac Intermediate School. The study will examine the recommendations and goals from the Olweus Bullying Prevention Program.

Project Outcomes

The outcomes of this project include the recommended steps as outlined by the Olweus Bullying Prevention Program.

1. Define the steps needed to effectively plan and set goals of the Olweus Bullying Prevention Program in school year 2012-2013.
2. Create and define a timeline to implement a new plan of the Olweus Bullying Prevention Program by following their strict guidelines for the school year 2013-2014.

Chapter 2

Literature Review

The purpose of the literature review is to address the epidemic of bullying as well as the implementation of an anti-bullying prevention program. The effects of bullying have long lasting effects on the victim. Many victims suffer silently and alone. Within the last decade, the nation has seen an increase in state laws prohibiting bullying. State laws have expanded the definition of bullying to include cyber-bullying. Cyber-bullying has resulted in the suicides of many young students. A well-communicated and organized anti-bullying prevention program is essential in order to prevent future casualties.

To provide a framework for this study, research that defines bullying, and its impact on the victim, I will review the laws created to protect victims and one anti-bullying prevention program in this chapter. Once defined, it is important to outline what the research has to say about the effects of bullying on victims. Because of the seriousness of bullying the public has asked state legislatures to create laws to help protect the victims. Finally, knowing the boundaries of the problem, I will provide in this study a look at one possible solution and the research on that program.

The Definition of Bullying

Bullying is a very negative and aggressive action toward an individual. It can also be an aggressive behavior toward another person without any type of provocation from the victim.

Students often bully other students through physical bullying, verbal and non-verbal bullying, sexual bullying, property bullying, and cyber-bullying.

Physical bullying includes spitting, kicking, pushing, hitting the victim as well as holding the victim against their will. Verbal bullying includes, but is not limited to, name calling, humiliating, threatening, teasing, sarcasm, and taunting the victim. Non-verbal bullying includes staring, sticking out your tongue, manipulating friendships (Ma, 2002), and gang members flashing gang signs to intimidate their rivals. Sexual bullying is putting your hands, feet or body on another person to purposely make them feel uncomfortable. It also includes making sexually explicit remarks to the victim (Ma, 2002). Cyberbullying, the new form of bullying, is using technology to post and make comments about the victim through social media outlets such as Twitter, e-mail, MySpace, Instagram, and Facebook. Technology has allowed the bully to enter the home of the victim where the victim may review the harassment twenty-four hours a day, seven days a week, three hundred and sixty-five days a year. Property bullying is when the bully damages or steals someone else's property to purposely cause distress (Ma, 2002). Along with these definitions, bullying also includes taunting, the silent treatment and ostracizing the victim.

According to Ma (2002), bullying is multifaceted that includes homophobia, sexism, ageism, and racism. Bullying is defined as a negative and aggressive action toward an individual by one or more people.

The Impact of Bullying on Victims

Parents have an expectation that their children will perform well at school and most importantly be safe at school. The negative impact bullying has on students includes low self-

esteem, anxiety, depression, social withdrawal, low attendance and in very severe cases victims will commit suicide. Not only does the victim of bullying experience low social and emotional well-being, but it also greatly diminishes the victim's health and mental well-being (Fleming and Jacobsen, 2009).

Fleming and Jacobsen (2009) state victims of bullying often suffer from feelings of hopelessness, pessimism for weeks, restlessness, high levels of stress, changes in eating habits, changes in sleeping habits, difficulty concentrating, feelings of worthlessness and thoughts of death and suicide. These effects often linger into college and adulthood years. These conditions become chronic and often victims need medication to modify their behavior.

Adams and Lawrence's (2011) research suggests that victims who were bullied in middle school and high school continue to be victims of abuse in higher education settings. College students often find it difficult to make friends in college. They often feel alone and isolated. Many do not know how to persuade or argue when peers say hurtful things to them.

Laws Protecting the Victims of Bullying

Many adults believe bullying is a normal experience that every child encounters while growing up or attending school. The epidemic of teenage suicides caused by bullying has forced state legislatures to pass state laws requiring schools to implement anti-bullying prevention programs at each school site. The phenomenon of online bullying known as cyberbullying has led advocates to push for new state laws to protect the victims of bullying. Currently, twenty-one states have passed laws regarding bullying (Zubrzycki, 2011), where as a decade ago only fifteen states had laws protecting victims of bullying (Limber & Small, 2003). According to

Zubrzycki (2011), laws on bullying vary from state to state. Though each state law is different, the commonality of each law is that cyberbullying must be included as part of the definition of bullying, schools are responsible to investigate cyberbullying even though the incident took place off campus, victims of bullying must include gay, lesbian, transgender and bisexual students, schools must increase protection for victims of bullying as well as for the student that reports the bullying, and schools must mandate professional workshops on bullying and educate students on the impact of bullying (Zubrzycki, 2011).

The key to each state law passed is to provide a safe environment for each student on campus and at home. The Obama administration has held national conferences on bullying as well as providing federal guidelines on the importance of the bullying victims' civil rights (Zubrzycki, 2011).

Last year, California Governor Jerry Brown signed AB9-Bullying Prevention bill also known as Seth's Law. Seth was a thirteen year old boy. After years of relentless bullying and harassment, Seth hung himself in the comfort of his home. Seth's Law (2012) requires every school district to provide a safe school climate and environment. The five components of Seth's Law (2012) must include a non-discrimination policy in which each school district must include a list of discrimination, harassment, and intimidation policies that are in place to protect the victims of bullying. Each district must include a complaint procedure for addressing each harassment referral and each complaint must be resolved quickly. The district must also provide professional workshops to help educators identify and combat bullying and each school site must provide data on each bullying incident. The fifth and most important is the alternative discipline component. Each school site must provide an alternative discipline procedure that may include anger management classes, community service, mental health counseling and mediation.

Each year, thousands of students are victims of bullying. Many victims are committing suicide in their own home. According to Centers for Disease Control (Lieberman, 2011), over one thousand five hundred teenagers die annually by suicide. One out of twenty students has attempted suicide and over fourteen percent of students have considered suicide in the past year (Lieberman, 2011). The need for an anti-bullying prevention program is essential for a safe school and community.

The Olweus Bullying Prevention Program

The Olweus Bullying Prevention Program was pioneered by Dr. Dan Olweus from Norway. To provide a safe environment at a school site, the Olweus Bullying Prevention Program (OBPP) has developed four key principles: Principle one states that a classroom must have a warm positive climate as well as an inviting atmosphere for students and teachers. Principle two states that there must be firm limits on unacceptable behavior on campus. Principle three states that there must be consistent application of consequences for unacceptable behavior or violation of rules in the classroom as well as on campus. Principle four states that all adults on campus must act as positive role models (Olweus, 2003).

The restructuring of the school environment relies heavily on teachers, administrators, and all support staff. All adult staff members on campus are key players in the success of the OBPP. Most research on bullying has mainly focused on the characteristics of the bully and the victim. OBPP goes beyond the roles of the bully and the victim and developed the bullying circle. The bullying circle not only focuses on the bully and the victim but it also focuses and defines the roles of the bystanders. The bullying circle is defined as follows (Olweus, 2003):

1. The victim. The individual that is exposed to the bullying.
2. The bully. The individual that starts the bullying.
3. Followers of the bully. The individuals that do not start the bullying but take an active role in the bullying.
4. Supporters of the bully. The individuals that do not take part in the bullying but support the bullying.
5. Disengaged onlookers. The individuals that watch the bullying but do not take a stand against the bullying.
6. Possible defenders. Individuals that want to help but do not defend the victim.
7. Defenders of the victim. Individuals that stop the bullying and help the victim.

The bullying circle provides a great insight on the spectrum of bullying and an opportunity to confront all bullying on school grounds.

Along with the four key principles and the bullying circle, OBPP has developed four core components that are essential to the implementation and success of the program. The core components are as follows (Olweus, 2003):

1. The school site must be aware of the bullying and all adults on campus must be involved in the program.
2. The school must administer the Olweus questionnaire to students anonymously. The school site must form a committee and train all staff members on campus.
3. Classroom rules about bullying must be posted and visible to everyone. The school must incorporate the OBPP in regular classroom meetings and keep parents informed on the progress of the program.

4. Individual meetings must take place with the bully and the victim. An individual intervention plan must be developed for each student and each incident.

The Olweus Bullying Prevention Program tackles bullying in a unique way. By creating principles, the bullying circle, and core beliefs, the OBPP has created ways to prevent and reduce bullying.

Conclusions

The results from the literature review suggest the need to implement an anti-bullying prevention program at Pontiac Intermediate School. The Olweus Bullying Prevention Program will reduce bullying which will improve students' health, self-esteem, attendance, but most importantly create a climate where students feel safe.

Pontiac Intermediate School did implement the Olweus Bullying Prevention Program but failed to address the core beliefs of the program. Staff members did not receive the full day training of the OBPP before implementing the program. Even though the Olweus Bullying Questionnaire was administered to our students, staff members were never given the opportunity to review the results of the questionnaire. There was no direction from the committee on how to address and hold class meetings. There was no school wide kick-off event to launch the program. Goals of the program were never posted to indicate if the program was successful. Pontiac Intermediate School failed to utilize the key components of the OBPP.

Chapter 3

Kotter's 8-Step Process for Leading Change

Kotter's framework model will be used to plan and lead change effectively at Pontiac Intermediate School in Oxnard. It is important to plan and monitor change. Kotter's model works through a list of components that will support change and provide procedures to effectively implement the change. According to Kotter (2013), there are eight components for change to happen. The components are as follows:

1. Create a sense of urgency.
2. Create the guiding coalition by putting together a group of powerful leaders to lead the change.
3. Develop a vision and clarify how the future will be different from the past.
4. Communicate the vision so people understand the change and the importance for buy in.
5. Empower individuals with an action plan to remove barriers of resistance and for individuals to do their best in implementing change.
6. Develop short term wins by creating realistic goals and celebrating success as soon as possible.
7. Do not stop the momentum of change. Once the goal has been reached, move on to the next goal as soon as possible.
8. Make change stick by making it a part of the core values and vision of the school.

Change happens as a process and not as a random act or event. It is important to

introduce and manage change. Kotter's eight step process will enable positive innovation and growth within the school and community.

Components of the Olweus Bullying Prevention Program for Leading Change

The Olweus Bullying Prevention Program was developed and designed to reduce bullying among students at school sites. In order for the program to be successful, the school environment must be restructured to reduce the opportunities for bullying and create a strong sense of belonging among the students, parents, and staff at each school site. According to Limber (2011), OBPP is based on four principles. The four principles are as follows:

1. Adults should show warmth and interest in their students.
2. Adults should set firm limits to unacceptable behavior.
3. Adults should use consistent, nonphysical and negative consequences for violating rules.
4. Adults should act as authorities and positive role models at all times.

Along with the four principles, the OBPP has created specific components to assist each school site in implementing the program successfully. According to Limber (2011), the key components of the OBPP must include school level involvement, classroom involvement, individual involvement, and community involvement. The components are as follows:

1. School-level component:
 - Establish a Bullying Prevention Coordinating Committee.
 - Conduct meetings for the committee and staff.
 - Administer the OBPP Questionnaire.

- Hold staff discussion meetings
 - Introduce the school rules against bullying.
 - Hold a school wide kick-off event to launch the program
 - Involve parents.
2. Classroom-level components:
- Post and enforce school wide rules against bullying.
 - Hold weekly classroom meetings to discuss bullying.
 - Hold meetings with parents.
3. Individual-level components:
- Supervise campus activities.
 - Staff must intervene when bullying is observed.
 - Meet with students involved in bullying.
 - Develop individual intervention plans for students involved in bullying.
4. Community-level components:
- Involve community members.
 - Develop school community partnerships to support the OBPP.
 - Spread the anti-bullying principles to the community.

The OBPP has created a step by step process that will enable great change to happen at each school site. Though Pontiac Intermediate School implemented parts the OBPP, in order for the program to be successful all parts of the program must be clearly defined and implemented.

Setting

Pontiac Intermediate School was established in 1961 in Southern California. It is one of twenty-nine schools in a medium sized school district. During the academic school year of 2012-2013, Pontiac served over eleven hundred students. Pontiac is on a traditional schedule serving both seventh and eighth grade students.

Pontiac Intermediate School has a very active and involved Parent Teacher Association. The PTA works very well with the community on various fundraisers and other activities. Not only are parents active in the PTA, but they are also encouraged to participate in the School Site Council and in the English Learner Advisory Council. Pontiac staff members are encouraged to participate on the various committees to ensure the programs are consistent with the needs of the students as well as support the vision of the administration and district. Pontiac will continue to support and encourage students' academic achievement by providing a safe school environment through a revised plan of the Olweus Bullying Prevention Program.

Chapter 4

Action Plan

We live in a world of constant change. To improve the school climate it is important to develop a plan that includes the following essential elements of the change process (Kotter, 2013).

1. Improve the school climate by creating a sense of urgency.
2. Assemble a guiding coalition to lead the change.
3. Communicate the vision so people understand the change and the necessity of by in.
4. Develop a vision and clarify how the future will be different from the past.
5. Empower individuals with an action plan to remove barriers of resistance.
6. Develop short term wins by creating realistic goals and celebrating success as soon as possible.
7. Do not stop the momentum of change. Once a goal has been reached move on to the next goal as soon as possible.
8. Make change stick by making it a part of the core values at school.

At Pontiac Intermediate School, the sense of urgency was nonexistent. The school failed to establish a Bullying Prevention Coordinating Committee. There were no staff discussions on bullying, no involvement of parents, no posting and enforcing of school wide rules against

bullying in the classroom, no development of individual intervention plans for students involved in bullying, and no involvement from the community. Though the Olweus Bullying Prevention Program Questionnaire was administered to the student body, the results were never shared with the staff at staff meetings. According to the Olweus plan, teachers should have a copy of the OBPP teacher's guide. The teacher's guide was never issued to teachers. Every Wednesday, a photocopy of the OBPP lesson plan was placed in the teacher's mailbox. There were no directions on how to implement the lesson plan in the classroom for that week. Since there was no Bullying Prevention Coordinating Committee to discuss the implementation of the program, the school failed to introduce a timeline for a school wide implementation of the OBPP. There were no target dates or activities to share the goals or guide the school wide implementation of the OBPP. There were no school wide celebrations for the goals that were met by following the target dates of the OBPP. Another major component of the OBPP was the "kick off" event. The "kick off" event never took place because staff members were never trained in the OBPP. The OBPP training would help to ensure the fidelity of the program. Fidelity is defined as implementing the program as closely as possible to the original design of the program. Pontiac Intermediate School did not follow the original design of the program. The school did not implement the core components of the OBPP effectively. The core components of OBPP must be followed in order to have success against the bullying at Pontiac Intermediate School.

Create a sense of urgency:

It is important for leaders to understand the importance of creating a sense of urgency. Leaders who fail to take the pulse of the school and the community will only build a plan on false hope. Pontiac Intermediate School did not create a sense of urgency and did not allow the

true qualities of the program to be implemented. Staff members responded to the program very timidly. Along with the sense of urgency, trust among all shareholders did not occur.

Goal:

To help others see the need for change and convince them of the importance to act immediately.

Strategies for the Implementation of Urgency (Olweus, 2007):

1. Select a Program Coordinator for implementing the Olweus Bullying Prevention Program.
2. Establish a Bullying Prevention Coordinating Committee.
3. Administer the Olweus Bullying Questionnaire in March/April.
4. Administer the Olweus Bullying questionnaire to all students on the same day.
5. Students can fill out the questionnaire in one class period. Time can be adjusted for students with special needs.
6. Pontiac Intermediate will receive a detailed report from Hazelden Publishing detailing the results with graphs. The report can be used for presentations for school staff, parents, and community stakeholders.
7. The results of the questionnaire will help build the bullying prevention program to fit needs of Pontiac Intermediate.
8. The results of the questionnaire will answer: How many students are bullied? How many students are fearful of being bullied? How many bullied students have shared their experience with a friend or adult? What types of bullying occur on campus? The location of “hot spots” for bullying. What are the attitudes of students who are bullied?

How do students feel about adults and classmates intervening in bullying situations?

How satisfied are students while on campus?

9. The results of the questionnaire will be shared with the program coordinator and the Bullying Prevention Coordinating Committee.
10. The results of the questionnaire will be shared with staff members on their full day of Olweus training.
11. The results will help staff members realize how prevalent bullying is and how important the Olweus Bullying Prevention Program is to the school and the well-being of all our students.

Create the guiding coalition by putting together a group of leaders to lead the change:

It is important for leaders to convince staff members that change is necessary for the well-being of our school and students. The school must bring together a strong team or coalition of individuals that will help lead the change. Pontiac Intermediate School did not select a Program Coordinator or create a Bullying Prevention Coordinating Committee. The staff did not know to whom to direct questions.

Goal:

To select a Program Coordinator and establish a Bullying Prevention Coordinating Committee (BPCC) that will convince the staff of the importance of acting immediately.

Strategies for the Implementation of a Program Coordinator (Olweus, 2007):

1. The Program Coordinator can be school counselor, school administrator, teacher or a non-teaching staff member.
2. The program can have co-coordinators.
3. The Program Coordinator should have good leadership skills, good communication skills, and be able to work well with others.
4. The Program Coordinator is passionate about the issue of bullying prevention.
5. The Program Coordinator supports the implementation of the core components of the OBPP.
6. The Program Coordinator can attend a Training of Trainers. This allows the Program Coordinator to become a certified trainer.
7. The Program Coordinator will work with school administrators to select members of the BPCC.
8. The Program Coordinator will assist in setting a date for the two day training of the BPCC.
9. The Program Coordinator will schedule meeting times for the BPCC. The committee will meet every month (April, May, and June) to plan the implementation of the Olweus Bullying Prevention Program.

Strategies for the Implementation of establishing a Bullying Prevention Coordinating Committee (Olweus, 2007).

1. The Bullying Prevention Coordinating Committee (BPCC) will consist of a school site administrator.
2. The BPCC will consist of a teacher from each grade level.
3. The BPCC should have a school counselor or a school psychologist.

4. The BPCC should have a non-teaching staff member such as a custodian, campus aide, or cafeteria employee.
5. The BPCC should have at least one parent.
6. The BPCC should have a representative from the community such as the Oxnard Scholars After School Program.
7. The BPCC should include members of the student body such as ASB or AVID.
8. The committee will implement the components of the Olweus Bullying Prevention Program including the administration of the questionnaire.
9. The committee will communicate the plans to the staff and parents.
10. The committee will implement the “kick off” event.
11. The committee will coordinate with other programs at the school site.
12. The committee will receive feedback from staff on how the program is progressing.

Develop a vision and clarify how the future will be different from the past.

It is important for leaders to establish a clear vision of change. A clear vision will enable everyone to understand the importance of change. A clear vision will motivate people to take action in the right direction and help coordinate the actions of all the stake holders to accomplish the goals. Pontiac Intermediate School failed to provide a clear vision for real guidance. The vision was not clear or very ambitious.

Goal:

To establish a clear vision of the Olweus Bullying Prevention Program and to convince staff members of the importance of acting immediately.

Strategies for the Implementation of establishing a clear vision of change (Olweus, 2007).

1. The BPCC and all staff members will participate in a one to two day training of the program.
 - a. Will understand the results from the questionnaire.
 - b. Will understand why everyone should be concerned with bullying.
 - c. Will understand the facts and myths about bullying.
 - d. Will understand the characteristics of students involved in bullying.
 - e. Will understand the philosophy behind the program.
 - f. Will understand the goals of the program.
 - g. Will understand the four components (school wide, classroom, individual, and community) of the program.
 - h. Will learn skills to hold class meetings, effectively intervene with individuals being bullied, work with parents, and follow up with students involved in bullying.
2. The BPCC will review all program materials and determine how the program will be integrated into school.
3. Each member will be given a BPCC workbook which will be used in their meetings.
4. The BPCC will continue with monthly meetings to keep the program visible and consistent through the school year.

5. Staff members will hold monthly meeting to discuss the program principles, effective strategies and opportunities to deter bullying. Meetings can take place during staff meetings.
 - a. Staff members can share ideas, ask questions, and practice solutions to various bullying situations.
 - b. Staff members can share experiences and viewpoints of the program.
 - c. Staff members can discuss and provide solutions for differences in bullying among boys and girls, managing the “hot spots” on campus, how to keep each other informed of the bullying on campus, and how to recognize and address the serious issues of cyberbullying and sexual harassment.

Communicate the vision so people understand the change and the necessity of buy in.

It is important for leaders to communicate the components of the Olweus Bullying Prevention Program. The four core components of the program should be discussed on a daily basis. Use the vision of the program daily by tying everything together such as the training and the classroom discussions.

Goal:

To communicate a clear vision of the Olweus Bullying Prevention Program and convince the staff of the importance of the four components.

Strategies to communicate the vision of change on an individual level (Olweus, 2007).

1. Staff members will be trained to recognize and intervene in bullying.

2. Staff members will be able to stop the bullying, support the victim, impose immediate consequences to the bully, and take steps to protect the victim from bullying.

Strategies to communicate the vision of change in the classroom (Olweus, 2007).

1. Teachers will be given the Teachers Guide which outlines classroom meetings.
2. Post school rules against bullying in the classroom.
3. Class meetings will be held once a week during advisory period.
4. Class meetings are for students to share their feelings and emotions through open-ended questions.
5. Class meetings are to discuss any school issues and to promote the achievements of the students.
6. If teachers do not feel comfortable leading meetings, teachers can ask for assistance from the program coordinator and the Bullying Prevention Coordinating Committee.

Strategies to communicate the vision of change to parents (Olweus, 2007).

1. Parent involvement is essential for the success of the program.
2. Provide to parents a short orientation about bullying during “Back to School Night”.
3. Develop parent-student homework assignments that deal with bullying.
4. Communicate to parents about the program during parent-teacher conferences.
5. Communicate to parents via the school web page, monthly newsletters, and “All Call” on the successes of the program.

Strategies to communicate the vision of change to the community (Olweus, 2007).

1. Identify key community leaders and target groups.

2. Write a letter to the editor of the Ventura County Star.
3. Distribute anti-bullying messages throughout the community such as the Albertsons Shopping Mall.
4. Reach out to all the support organizations that assist Pontiac Intermediate School such as Oxnard Parks and Recreation, and Interface.

Empowering individuals with an action plan to remove barriers of resistance.

The absence of an action plan allows cynics to down play the accomplishments of the program.

Goal:

To implement an action plan.

Strategies to implement an action plan (Olweus, 2007).

Target Dates for implementing the Olweus Bullying Prevention Program (2013-2014)	
March / April	Select Project Coordinator.
March / April	Select members for the Bullying Prevention Coordinating Committee.
April / May	Administer the Olweus Bullying Questionnaire. Send data to Hazelden
May	Conduct training for members of BPCC. The committee will meet once a month to coordinate the implementation of the program.

June	Project Coordinator and the BPCC will review data from the questionnaire.
August / September	The BPCC will meet to coordinate the implementation of the program.
August / September	One day training of the program for all staff members (on SIP day).
August / September	After training hold “Kick Off” event on campus. Invite parents
August / September	Introduce the school rules against bullying. Start the classroom meetings. Supervise the ‘Hot Spots’ on campus.
August / September	Conduct training for ASB and AVID students
August / September	Introduce OBPP to parents through “All Call” and Back to School Night.
August / September	Start monthly OBPP meetings during staff meetings.
December	Review discipline reports for decreases in aggressive behavior (suspensions and absences).
January	Share information with staff and BPCC
January	Provide training for new staff members.
January	Celebrate decreases of aggressive, bullying behavior.
March / April	Renew project coordinator.
March / April	Renew the members of the BPCC.
April / May	Administer the Olweus Bullying Questionnaire.
May/June	Celebrate successes.

Develop short term victories by creating goals and celebrating success immediately.

It is important for leaders to establish short term wins by celebrating the success of the program as soon as possible. The short term wins provide evidence that the program is working but most importantly provides the school with optimism that all the efforts for implementing the program are paying off. Pontiac Intermediate School failed to celebrate the short term wins allowing cynics to down play the accomplishments of the program.

Goal:

To help create realistic goals and to celebrate the success of the program immediately.

Strategies to develop short term victories (Olweus, 2007).

1. Review discipline reports for decreases in aggressive behavior.
2. Review absences.
3. Review discipline reports from bus routes for decreases in aggressive behavior.
4. Review the number of suspensions since the program has been implemented.
5. Recognize and include that reporting of bullying will increase during the first months of implementation.
6. Review and share all reports with staff and the BPCC.
7. Celebrate decreases in aggressive behavior with the school by making morning announcements, posting on the school web page, and making an "All Call" to parents.
8. Review and chart all data before the program is implemented.

Do not stop the momentum of change. Once a goal has been reached move on to the next goal as soon as possible.

It is important for leaders to not stop the momentum of change. It is important to document the goals in the program. The use of checklists and documenting the minutes of meetings are essential for the long term goals of the program.

Goal:

To help create goals by generating checklists that will enable the school to continue the momentum of change.

Strategies to create checklists that will enable the program to continue the momentum of change (Olweus, 2007).

1. Use the implementation checklist to measure the growth of the program.
2. Survey the teachers on the components of the checklist.
3. Administer a parent evaluation on the growth of the program.
4. Have focus groups with parents, staff, and students evaluating the growth of the program by using checklists to see if goals have been met.
5. Maintain minutes of the BPCC meeting.
6. Maintain the BPCC workbook to guide efforts and set goals.
7. Implement a teacher's log of class meetings. The teacher's log will enable the Program Coordinator to review the topics and once a goal has been reached move on to the next goal.
8. Keep a similar log for staff training.

Make the change stick by making it a part of the core values at school.

It is important for leaders to make change stick by making the program valuable to the school. Success must be seen and communicated to the staff. Change must be anchored in the core beliefs of the school. Pontiac Intermediate School failed to make the program a core value of the school.

Goal:

To help maintain the values of the program by making it a part of everyday school culture.

Strategies to maintain the program (Olweus, 2007).

1. The Program Coordinator and the Bullying Prevention Coordinating Committee to will continue to have regular meetings.
2. Maintain a working relationship with the certified Olweus trainer.
3. Continue to have staff discussion groups
4. Provide training for all new staff members.
5. Administer the Olweus Bullying Questionnaire yearly.
6. Continue to hold class meetings on a regular basis.
7. Continue to hold the annual “kick off” event.
8. Keep parents and the community informed on the program.

Chapter 5

Conclusion.

Change is a long but achievable process. Students and staff members will be able to address all concerns of bullying by following the recommendations of the Olweus Bullying Prevention Program. Because the program will be refined and expanded, the reported incidents of bullying will initially increase. Students will no longer feel intimidated to report bullying. As the school takes appropriate action by following the strict guidelines of the Olweus Bullying Prevention Program, reports of bullying will decrease.

As the program becomes a core value of the school, it will have a tremendous impact on the lives of students, staff members and the community. It is our responsibility as educators to provide a safe school environment. Inaction allows students to become victims of bullying. Now is the time to implement an effective bullying prevention program across America.

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