Office Hours: Gang Resistance Education and Training Program and Olweus Bullying Prevention Program

May 10, 2016

Safe Supportive Learning
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Webinar Logistics

- **Please remember:**

  - To **mute** your *computer speakers*.

  - To **mute** your *phone line* when you are not speaking. You can do this by using the mute button on your phone or dialing *6 to mute and *7 to unmute.

  - **Do not** put your phone *on hold* (otherwise the group typically hears hold music).

Agenda

1	Overview: Gang Resistance Education and Training (G.R.E.A.T.) Program
2	Q&A: G.R.E.A.T. Program
3	Overview: Olweus Bullying Prevention Program (OBPP)
4	Q&A: OBPP
5	Wrap up

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Overview of the G.R.E.A.T. Program

Slides developed by Ron Doyle and Armando Sotero

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Meet the Experts

Ron Doyle

Senior Manager, G.R.E.A.T. Program Office, Institute for Intergovernmental Research

Armando Sotero

Regional Administrator, G.R.E.A.T. Program, Miami-Dade Schools Police Department, Office of the Chief of Police

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Questions

- What is the status of implementation of the G.R.E.A.T. Program in your district?

- What is your biggest challenge in implementing the G.R.E.A.T. Program?

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BUILDING SAFER COMMUNITIES ONE CHILD AT A TIME

— A PRESENTATION FOR EDUCATORS —

WHAT IS THE G.R.E.A.T. PROGRAM?

- Evidence-based prevention program

  - Immunize against delinquency, youth violence, and gang membership

  - Develop positive relationships with law enforcement

- Law enforcement officer-instructed, school-based curriculum that teaches youth:

  - Life-skills competencies

  - Violence-prevention and conflict-resolution techniques

  - Decision-making and problem-solving skills

HOW DOES G.R.E.A.T. IMPROVE COMMUNITIES?

- Fosters collaboration among law enforcement, schools, local prevention programs, and businesses to create a safer community

G.R.E.A.T.'s Focus

- Vision: Building Safer Communities One Child at a Time

- Mission: Prevent Youth Crime, Violence, and Gang Involvement

- Slogan: Choose to Be G.R.E.A.T.

- Objectives

  - Help youth avoid gang membership

  - Prevent violence and criminal activity

  - Develop positive relationships with law enforcement

G.R.E.A.T. Skill Areas

- Personal skills

  - Setting and achieving goals

  - Decision-making

  - Anger management

- Resiliency skills

  - Message analysis

  - Problem solving

# G.R.E.A.T. Skill Areas

- Resistance skills

  - Refusal skills

  - Recognition of peer pressure

  - Anti-gang and -violence norms

- Social skills

  - Communication skills

  - Conflict resolution

  - Social responsibility

  - Empathy and perspective taking

WHO DOES G.R.E.A.T. REACH IN THE COMMUNITY?

- Several groups are targeted

  - Elementary school students

  - Middle school students

  - Youth during the summer

  - Families

- Collaboration with community outreach programs

- Skills taught are not just for youths interested in a gang lifestyle: all youths can benefit

WILL OFFICERS BE READY FOR THE CLASSROOM?

- Two specific lessons are taught

  - How to transition from the streets into the classroom environment

  - Learning theory and adolescent issues (taught by a skilled veteran educator)

- Incorporates classroom techniques and skills throughout training

- Many G.R.E.A.T. instructors have previous classroom experience

WHAT MAKES G.R.E.A.T. A GREAT PROGRAM?

- Research-based curriculum

- Stable program with ongoing improvements
  - Program monitoring, following a strategic plan, and implementation
  - Instructional design unit

G.R.E.A.T. COMPONENTS

- Elementary school

- Middle school

- Additional, optional components

  - Summer

  - Families

Elementary Component

- Six lessons, usually taught once a week

- Fourth- and fifth-graders

Elementary Component

- Lesson topics
  - Decision making
  - Communicating clearly
  - Recognizing and controlling anger
  - Preventing bullying behaviors
  - Respecting others
  - Being a G.R.E.A.T. citizen in the community

MIDDLE SCHOOL COMPONENT

- Thirteen lessons, each taught during a class period

- Sixth and seventh grades

MIDDLE SCHOOL COMPONENT

- Truths about gangs and violence

- Students' roles in their families, schools, and communities

- Goal setting

- Empathy, decision making, and consequences

- Listening and effective communication

- Peer pressure, refusal skills, and conflict resolution

- Anger recognition and management

- Projects to make the community G.R.E.A.T.

Summer Component

- Incorporates G.R.E.A.T. concepts

- Positive activities for youth during summer months

  - Arts and crafts, outdoor games, fishing, horseback riding, junior law enforcement, camping, career exploration

- Increases social, cognitive, and interpersonal growth

- Designed to facilitate community partnerships

FAMILIES COMPONENT

- Six 2-hour sessions taught in the evenings or weekends

- As many as ten families can participate

- Goal is to strengthen communities by strengthening families

FAMILIES COMPONENT

- Topics

  - Families' roles in healthy communities

  - Improving family relationships

  - Communication skills

  - Rules, limits, and discipline

  - Reducing bullying behaviors

  - Media and Internet safety

G.R.E.A.T. MEETS U.S. LEARNING STANDARDS

- U.S. English Language Arts Standards

  - National Council of Teachers of English and the International Reading Association

- U.S. Health Education Standards

  - Joint Committee for National Health Education Standards

How Does G.R.E.A.T. Fit Into the Classroom?

- G.R.E.A.T. work can be used for grades or extra credit

- Extended Teacher Activities reinforce G.R.E.A.T. lessons

- Classroom teacher can provide behavior management and assist with activities

- Recommendation: Teach during social studies or health classes

  - Not recommended that G.R.E.A.T. be taught during elective or physical education classes

Is There Research Showing Success?

- 2006: Five-year Process and Outcome Evaluation of G.R.E.A.T. initiated

  - Assess the redesigned curriculum implemented in 2003

- 2012: Results of the evaluation were published

  - "G.R.E.A.T. students, compared to non-G.R.E.A.T. students, showed statistically significant positive program effects"

  - "The G.R.E.A.T. Program is implemented as it is intended and has the intended program effects on youth gang membership and on a number of risk factors and social skills thought to be associated with gang membership"

Is There Research Showing Success?

- Thirty-nine percent (39%) reduction in odds of gang joining one year post-program among students who received the Program compared to those who did not

- Average of twenty-four percent (24%) reduction in odds of gang joining across the four years post-program

Is There Research Showing Success?

- More positive attitudes toward police

- Less positive attitudes about gangs

- More use of refusal skills

- Higher collective efficacy

- Less use of hitting neutralizations

- Less anger

- Lower rates of gang membership

- Higher levels of altruism

- Less risk-seeking

WHAT DOES IT COST US?

- Time spent teaching in the classroom

  - G.R.E.A.T. instructors must:

    - Teach the full curriculum within 12 months after being certified

    - Continue to teach the full curriculum at least once every 24 months to remain G.R.E.A.T.-certified

What Does It Cost Us?

- Classroom materials

  - No cost to agency or school

    - Student handbooks

    - Family letters (elementary and middle school curricula)

    - Extended Teacher Activities

    - Graduation certificates

  - G.R.E.A.T. incentives available from authorized vendors

  - Updates to curricula available through G.R.E.A.T.'s Web site
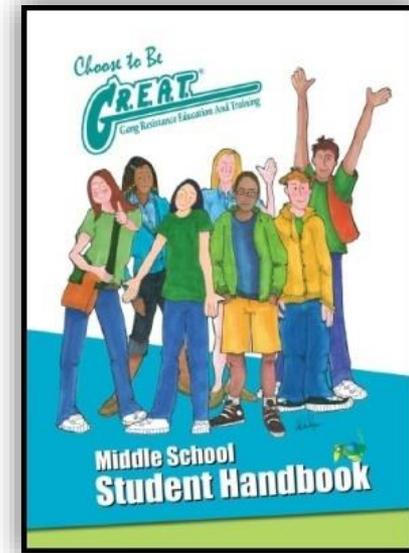
HAVE QUESTIONS OR NEED MORE INFORMATION?

- G.R.E.A.T. National Program Office

  - (800) 726-7070

  - (850) 385-0600

  - information@great-online.org

  - www.great-online.org

- G.R.E.A.T. Regional Training Centers (United States)

  - Midwest Atlantic, Southeast, Southwest, and West

- Local G.R.E.A.T. instructors

What questions do you have about implementation?

Unmute your phone to share your question(s).

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Overview of the Olweus Bullying Prevention Program (OBPP)

Slides developed by Jan Urbanski

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Meet the Expert

Jan Urbanski

Director of Safe and Humane Schools,
Institute on Family & Neighborhood Life,
Clemson University

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Questions

- What is the status of implementation of the OBPP in your district?

- What is your biggest challenge in implementing the OBPP Program?

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U.S. Department of Education Office Hours

May 10, 2016

Presented by
Jan Urbanski, Ed.D.

The Olweus Bullying Prevention Program

- **First systematic research on bullying conducted in early 1970s.**

- **OBPP part of Norway's national campaign against bullying in early 1980s.**

- **OBPP was first implemented and evaluated in the U.S. in the 1990s.**

- **The most-researched and best-known bullying prevention program available today.**

Program Developer   U.S. Developer

OBPP is . . .

- **A systems change program**

- **Designed for all students (K-12)**

- **Preventive and responsive**

- **Focused on changing norms and restructuring the school setting**

- **Research-based**

Goals of the OBPP

- **To reduce existing bullying problems among students**

- **To prevent the development of new bullying problems**

- **To achieve better peer relations at school**

Program Principles

1. **Adults in school need to show warmth, positive interest, and involvement.**

2. **Set firm limits for unacceptable behavior.**

3. **Consistently use nonphysical, nonhostile negative consequences when rules are broken.**

4. **Adults in the school should act as authorities and positive role models.**

OBPP Training/Consultation Information

- **Training and consultation is essential for successful program implementation and fidelity.**

- **Training for Bullying Prevention Coordinating Committee (BPCC) is provided by a Certified OBPP Trainer/Consultant.**

- **Consultation is required for at least 12 months.**

- **BPCC Committee trains and supports staff every year for program sustainability.**

How Does OBPP Work?

- **Support from a certified trainer-consultant**

- **Hazelden Publishing partnership to guide you along the way**

- **Questionnaire to annually survey students**

- **Implementation resources to achieve program fidelity**

- **Curriculum designed to engage students and teachers**
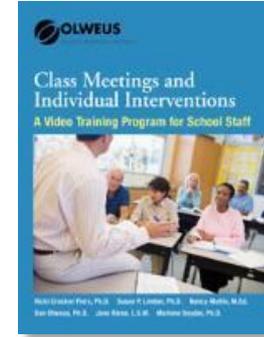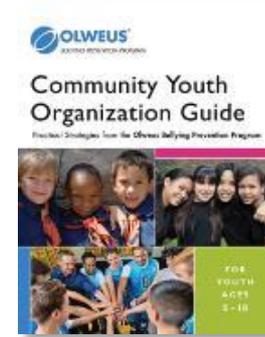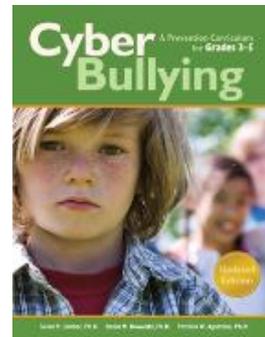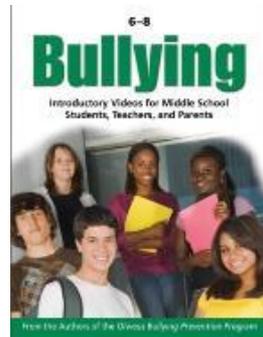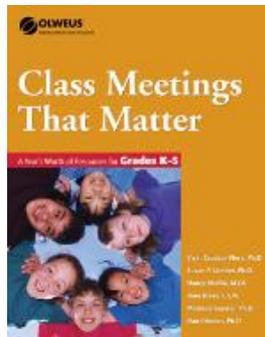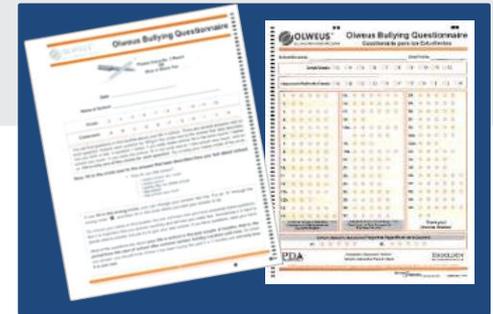
Program Components

School-Level Components

1. **Establish a Bullying Prevention Coordinating Committee**

2. **Conduct BPCC committee and staff trainings**

3. **Administer the <u>Olweus Bullying Questionnaire</u>**

4. **Hold Staff Discussion Groups**

5. **Introduce the <u>school rules</u> against bullying**

6. **Refine the school's supervisory system**

7. **Hold a school kick-off event to launch the program**

8. **Involve parents**

Classroom-Level Components

1. Post and enforce school wide rules against bullying

2. Hold regular class meetings

3. Hold meetings with students' parents

Individual-Level Components

1. **Supervise students' activities**
2. **Ensure that all staff intervene on-the-spot when bullying occurs**
3. **Hold meetings with students involved in bullying**
4. **Hold meetings with parents of involved students**
5. **Develop individual intervention plans for involved students**

Community-Level Components

1. Involve community members on the BPCC

2. **Develop partnerships with community members to support your program**

3. Help spread anti-bullying messages and principles of best practice throughout the community

Strategies for Effective OBPP Implementation

Continue Efforts Over Time

Safety Plan, Family Intervention, School Intervention Team

Individual Intervention

Empower students, on-the-spot and follow-up interventions

Targeted Intervention

Policy, School rules, Class lessons

Universal Prevention

OBPP

Multi-tiered Model

OBPP Readiness Assessment

www.violencepreventionworks.org

OBPP Program Planner

OLWEUS
BULLYING PREVENTION PROGRAM

[Insert name of school] Olweus Bullying Prevention Program Planner   Year [1]: [Insert Year-Year]

Task Sequence by Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
District/School-level Planning Meetings	X																	
Overview with OBPP Trainer/Consultant	X																	
Secure Funding	X											X						
Obtain Parent Consent for Questionnaire (OBQ)	X										X							
Administer OBQ to Students		X											X					
Analyze OBQ Results			X											X				
Discuss OBQ Results with OBPP Trainer/Consultant			X											X				
Recruit BPCC Members		X	X									X	X					
Purchase Program Materials	X	X										X	X					
Train BPCC			X										X (new)			X		
Set Dates for BPCC Meetings			X	X														
BPCC Coordinator Consults with OBPP Certified Trainer/Consultant			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Initial Announcement About OBPP to All Staff (NOT Kick-Off Event)			X															
Develop Rules, Policies & Procedures (use OBQ results to adjust supervisory systems)			X	X			Review Revise				Review Revise				Review Revise			
Plan Individual Intervention Strategies			X	X	X			Review Revise				Review Revise				Review Revise		
Train All Staff							X								X (new or booster)			
BPCC Meets to Plan and Implement Program (Use Workbook as guide)			X	XX	XX	XX	XX	XX	XX	XX	XX	X	X	X	X	X	X	X
Staff Discussion Groups								XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Post Anti-Bullying Rules						X									X			
Prepare Parent Brochure/Materials			X	X	X										X			
Community Kick-Off Event								X							X			
Student Kick-Off Event								X							X			
Class Meetings								XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX
Circulate Parent Info							X		X		X		X		X		X	X
Hold Parent Meetings								X			X			X	X			X

Tab 2, Doc. 28   OBPP Trainer/Consultant: [Insert name/email/phone contact information]   ©2014 Olweus Bullying Prevention Program, U.S.
Page 1

Issues and Strategies for Systematic Large-Scale Implementation

- **Who is in charge at the District-level?**
- **How will decisions be made about which buildings and when?**
- **Is there a District-Level Coordinating Committee?**
- **How will training be conducted?**
- **How will progress be tracked?**
- **How will Trainers be afforded adequate time for consultation?**

Predicting Teachers' and Schools' Implementation of the Olweus Bullying Prevention Program

- **Summary of Kallestad & Olweus (2003). <u>Prevention & Treatment, 6</u>, Article, posted October 1, 2003.**

- **Examined <u>teacher-level</u> & <u>school-level</u> variables that predicted implementation of the program in classrooms.**

Teacher-Level
Predictors of Program Implementation

- **Perceived Staff Importance**
- **Perceived Level of Bullying (in own class)**
- **Read Program Information**
- **Affective Involvement**
- **Self Victimized as Child**

School-Level
Predictors of Program Implementation

- **Openness in Communication**

- **School Attention to Bullying Problems**

- **Teacher-Teacher Collaboration (<u>negative</u> relationship)**

OBPP Program Evaluation

1. Outcome Evaluation

   a. **OBQ**

   b. **Discipline Data**

   c. **Attendance Data**

2. Process Evaluation

   a. **Implementation Checklists**

   b. **Teacher Surveys**

   c. **Focus Group**

Artifacts

- **A log of minutes of BPCC meetings**

- **Updated BPCC workbooks**

- **Agendas of staff & parent events (including # attending)**

- **"Scrapbook:" Pictures of kick-off, class meetings, bulletin boards, special events.**

Remember…

- **OBPP work is supported throughout implementation.**

- **Stopping bullying takes a team effort.**

- **Change happens in small increments but can have positive long-term impact.**

Contact Information

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This presentation is based on the work of Dan Olweus, PhD.
Program Authors: Susan Limber, PhD; Vicki Flerx, PhD; Nancy Mullin, MEd; Jane Riese, LSW; and Marlene Snyder, PhD

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For further information, please contact:

Jan Urbanski, Ed.D. at **jurbans@Clemson.edu**

What questions do you have about implementation?

Unmute your phone to share your question(s).

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Next Grantee Events

We hope to see you in our upcoming NCSSLE events! Invitations are typically sent two weeks before each event. The June schedule will be released next week.

Date	Events
May 25	P2/ESSC Online Learning Event on Trauma-Informed Practice
May 31	P2 Community of Practice

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Thank You!

Thank you for participating in todays call!

▪If you have additional questions about implementing programs or strategies, contact your technical assistance specialist or NCSSLE (**ncssle@air.org**).

▪If you have grant administration questions, please contact your Federal Project Officer(s) – Nicole White or Lisa Harrison and Loretta McDaniel.

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