



KiVa antibullying program: From a national success story to international implementation

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Bullying

- A widely used definition: Systematic aggressive behavior against a person who finds it difficult to defend him/herself against the perpetrator(s)
 - **Repeated** attacks and **power differential** are central features





Bullying

- Takes numerous forms
 - Most often verbal abuse, public ridicule
 - BUT many other forms as well: physical, relational, cyber, ...
- More than just single attacks
 - bullying represents a rather **stable relationship** embedded in **the larger peer setting**





Cyberbullying, electronic bullying, online bullying

- Electronic victimization is rare, and almost always accompanied with traditional (verbal, physical, relational) victimization
- The longitudinal effects seem to be mainly driven by traditional rather than online victimization
- Rather than shifting the attention from traditional to online victimization, educators should continue their efforts on reducing victimization in general

(Salmivalli, Sainio, Hodges 2013)





- Universal phenomenon; about 10% of children and adolescents worldwide are systematic victims





Do you agree?

- “What doesn't kill me makes me stronger.”
- “Bullying is a normal part of growing up.”
- “Sticks and stones will break my bones, but words will never harm me.”
- **OR RATHER SOMETHING ELSE...**





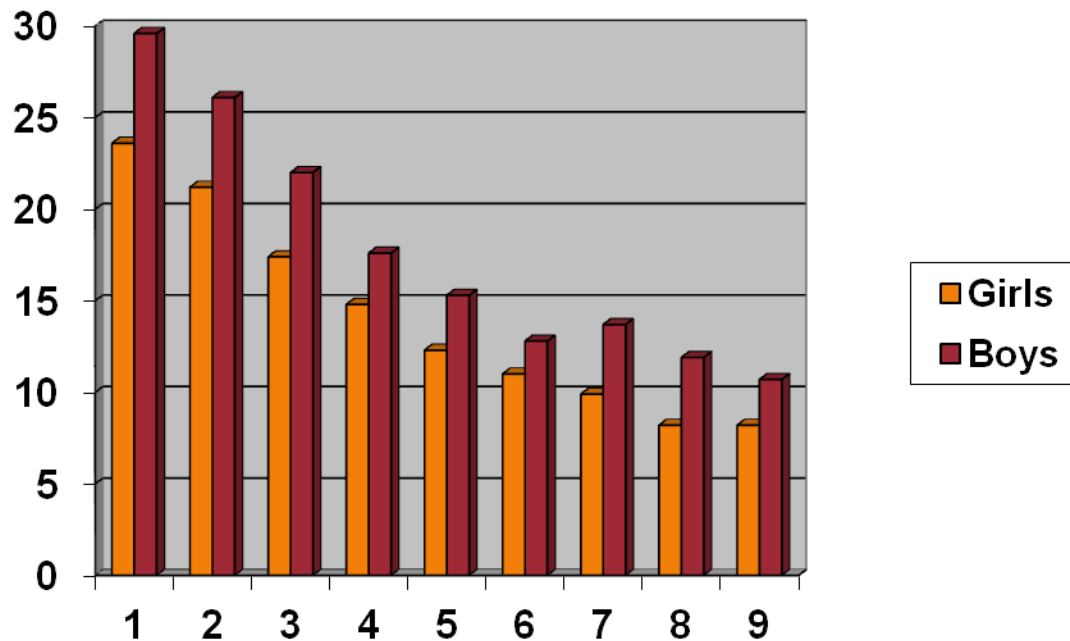
Consequences of bullying and victimization

- Well-documented in research
- Victimization
 - anxiety, depression, loneliness
 - risk for depression, low self-esteem & difficulty to trust other people in adulthood
- Bullying others
 - learning to use aggression as a means to get what one wants
 - risk for criminal offending in adulthood
- Both bullying and victimization, "bully-victims"
 - the most maladjusted





Finland: Been bullied, %

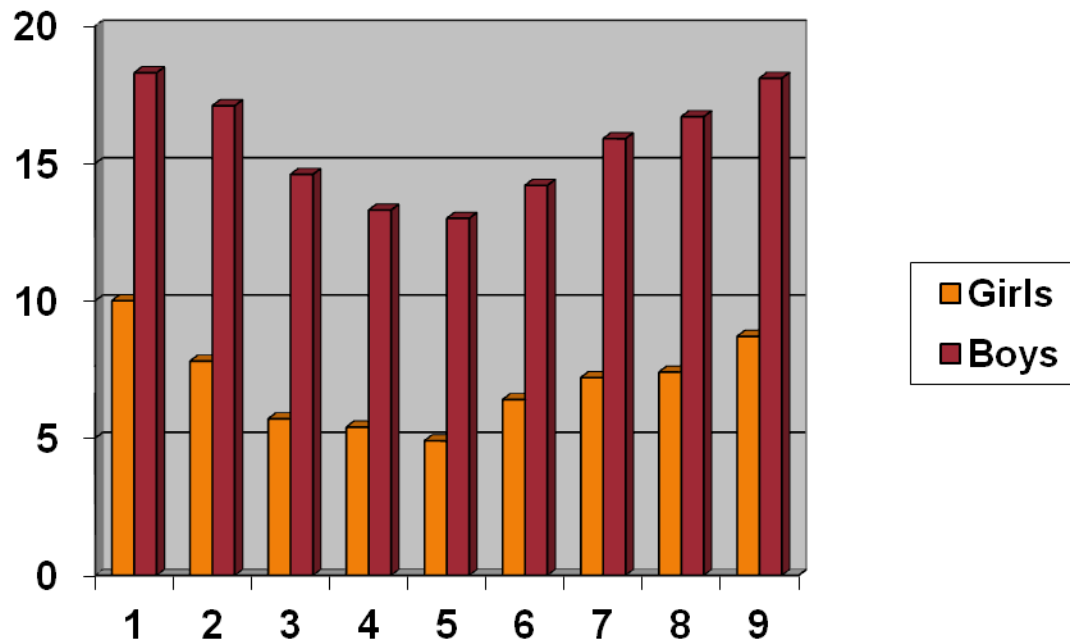


Spring 2009, N > 150 000





Finland: Bullying others, %

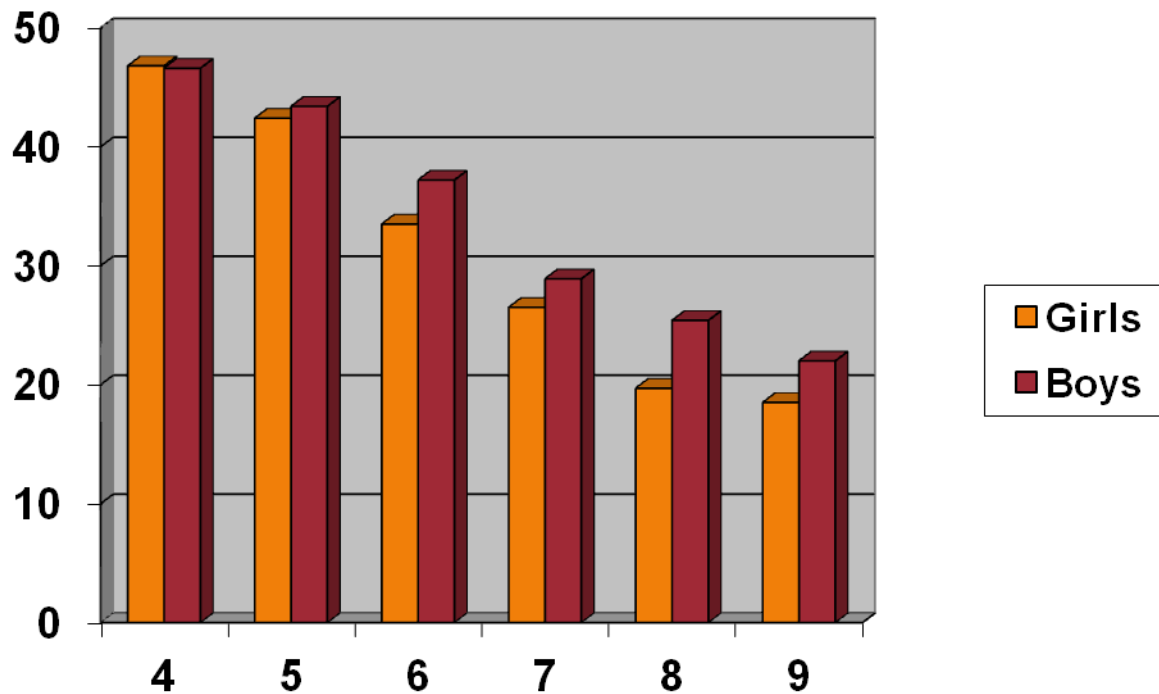


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Finland: Teachers can do "much" or "very much" to decrease bullying, % respondents





Evidence-based bullying prevention is needed: 3 reasons

1. Negative short- and long-term consequences of bullying have been documented
2. In bullying prevention, all actions are not likely to be equally effective
Some can be waste of resources, even counterproductive
3. A systematic, research-based program can work, even at the national level: The Finnish experience





3. A systematic, research-based program can work, even at the national level: The Finnish experience

- The Finnish government decided that bullying prevention is a priority
- 2006: contract between the Finnish Ministry of Education and Culture & the University of Turku
 - development of a nationwide, research-based antibullying program
 - evaluation of the program
 - implementation of the program across the country





KiVa antibullying program

- The meaning of "KiVa"
- Developed at the University of Turku with funding from the Finnish Ministry of Education and Culture
 - Program co-leaders: Professor Christina Salmivalli and PhD, special researcher Elisa Poskiparta
- In Finland, now used by 90% of schools providing comprehensive education (basic education, grades 1-9)





History of KiVa

- **2006-2009** Development and evaluation of effectiveness
- **2009:** Roll-out in Finland: 1465 schools
- **2010** : + 817 schools
- **2011** : + 290 schools + Åland Island
- **2012** : + 31 schools
- Evaluation study in the Netherlands
- Evaluation study in Delaware, US
- Small pilots in Wales, Luxembourg, Sweden
- **2013**
- Evaluation study in Estonia
- Evaluation study in Italy
- Evaluation study in Wales
- A small pilot in Japan
- **2014**
- The first training for international trainers
- Roll-out in Belgium, in the Netherlands, in the European school network...
- **2015**
- Roll-out in New Zealand
- Evaluation study in South Africa





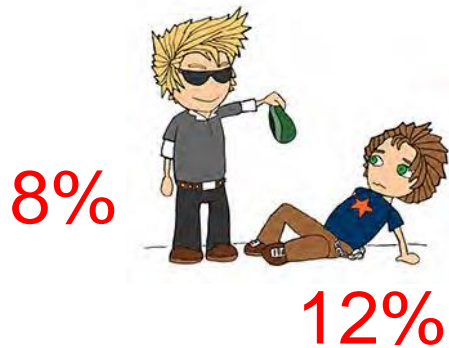
Goals of KiVa

- Preventing bullying
- Effective tackling of bullying coming to attention at school
- Minimizing the negative effects of bullying





Background of KiVa: The social architecture of bullying





Background of KiVa: The social architecture of bullying

- Participant roles in bullying (Salmivalli et al., 1996)

assistants of the bully

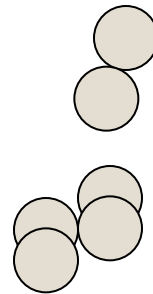
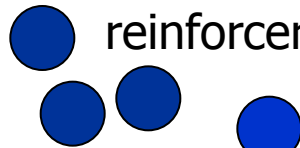


8%



12%

reinforcers of the bully



24%
outsiders



17%
defenders of the victim





- *”In the end, we will remember not the words of our enemies, but the silence of our friends.”*

Martin Luther King





In order to reduce bullying...

- We do not necessarily need to change the victims, making them "less vulnerable"
- Influencing the behavior of *bystanders* can reduce the rewards gained by the bullies and consequently, their motivation to bully in the first place

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- However, *the victims* need to feel that they are heard and helped by the adults at school
- *The bullies* need to be confronted for their unacceptable behavior





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INDICATED

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KiVa antibullying program

- **Universal** actions, **indicated** actions + constant **monitoring**
- A large amount of concrete tools
- Utilizing ICT: virtual learning environments
- KiVa is **more systematic and structured** than most existing anti-bullying programs
 - What to do, when to do it, how to do it,...
- **Strong evidence of effectiveness**



KiVa™ universal and indicated actions



Visible vests for persons supervising recess time



Student lessons and materials involved (teacher manuals, short films)



Presentation graphics for student lessons, for the meeting of the school staff, and for meetings with parents



Online antibullying games

**Online surveys with feedback of progress
Monitoring implementation and long-term effects**



Preventive

Monitoring

Interventive

**KiVa™ team
Clear guidelines for tackling bullying**





Activities included in student lessons



Group discussion



Small group discussions



Learning by doing



Booklet assignment



Short film





Parents' involvement

Information newsletter to parents (www)

- print and send to each home

Parents' guide (www)



Back-to-school night

- presentation graphics available





To remind about KiVa...

- Posters
- Highly visible vests for recess supervisors (in Finland, teachers)





Indicated actions: KiVa team

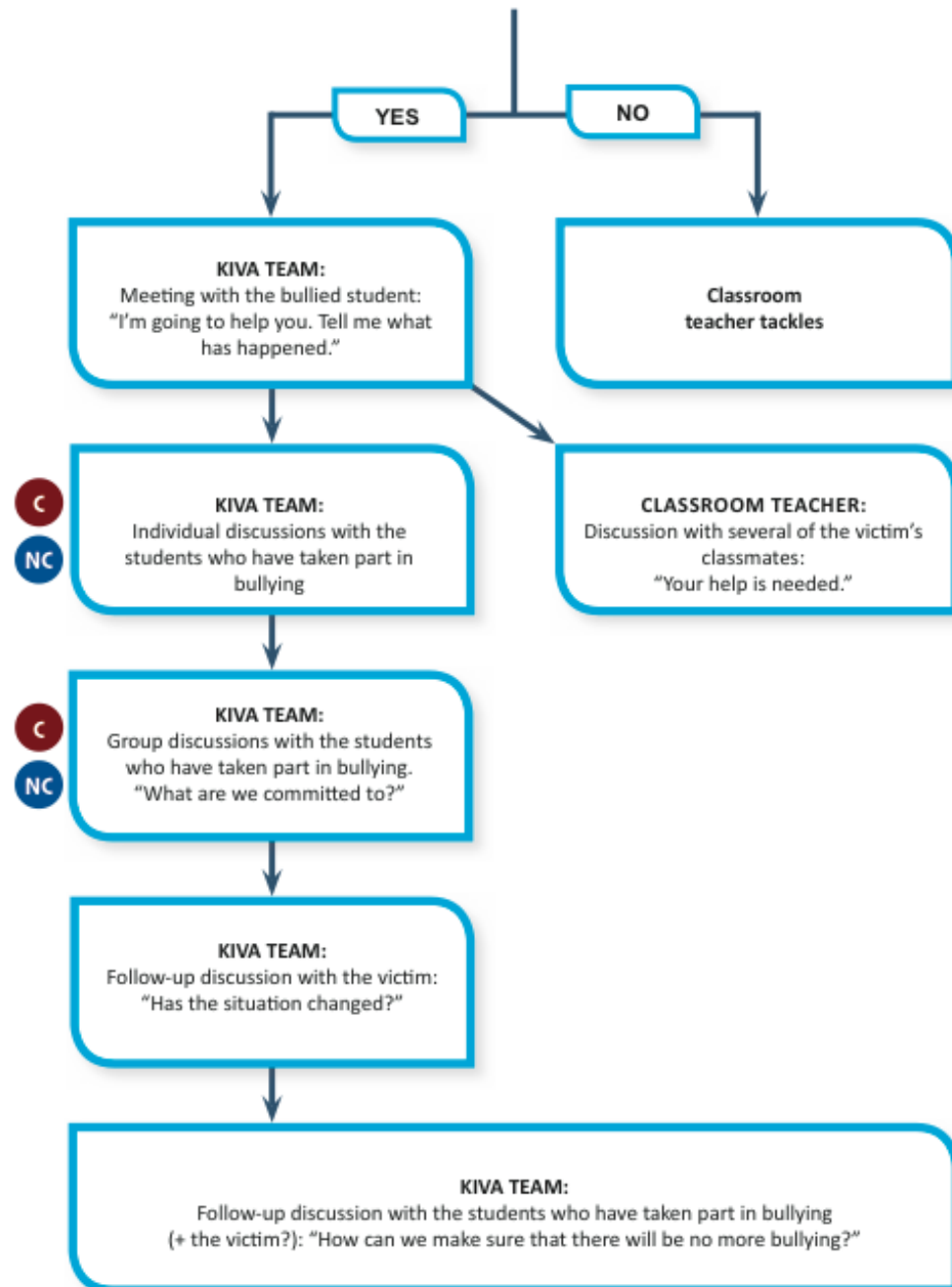
- In each school implementing the KiVa program, there is a **KiVa team**
- Three or more adults from among the school personnel, for instance :
 - a principal, a teacher, a school social worker
 - 2 X teacher, a special education teacher
 - a principal, a teacher, a school nurse





The procedure for tackling the cases of bullying coming to attention

Summary: Tackling acute cases of bullying Is the bullying systematic?





Does KiVa work?

Strong evidence of effectiveness

In Finland

- Randomized controlled trial 2007-2009
 - 117 intervention and 117 control schools
 - >30,000 students (grades 1–9, 7–15 year old)
- First year of nationwide implementation (2009-2010)
 - 880 Finnish schools (cohort longitudinal design)
 - ~150,000 students (grades 1–9)
- Monitoring based on annual survey (2009–





KiVa...

- influenced **multiple forms of victimization**, including verbal, physical, and cyberbullying

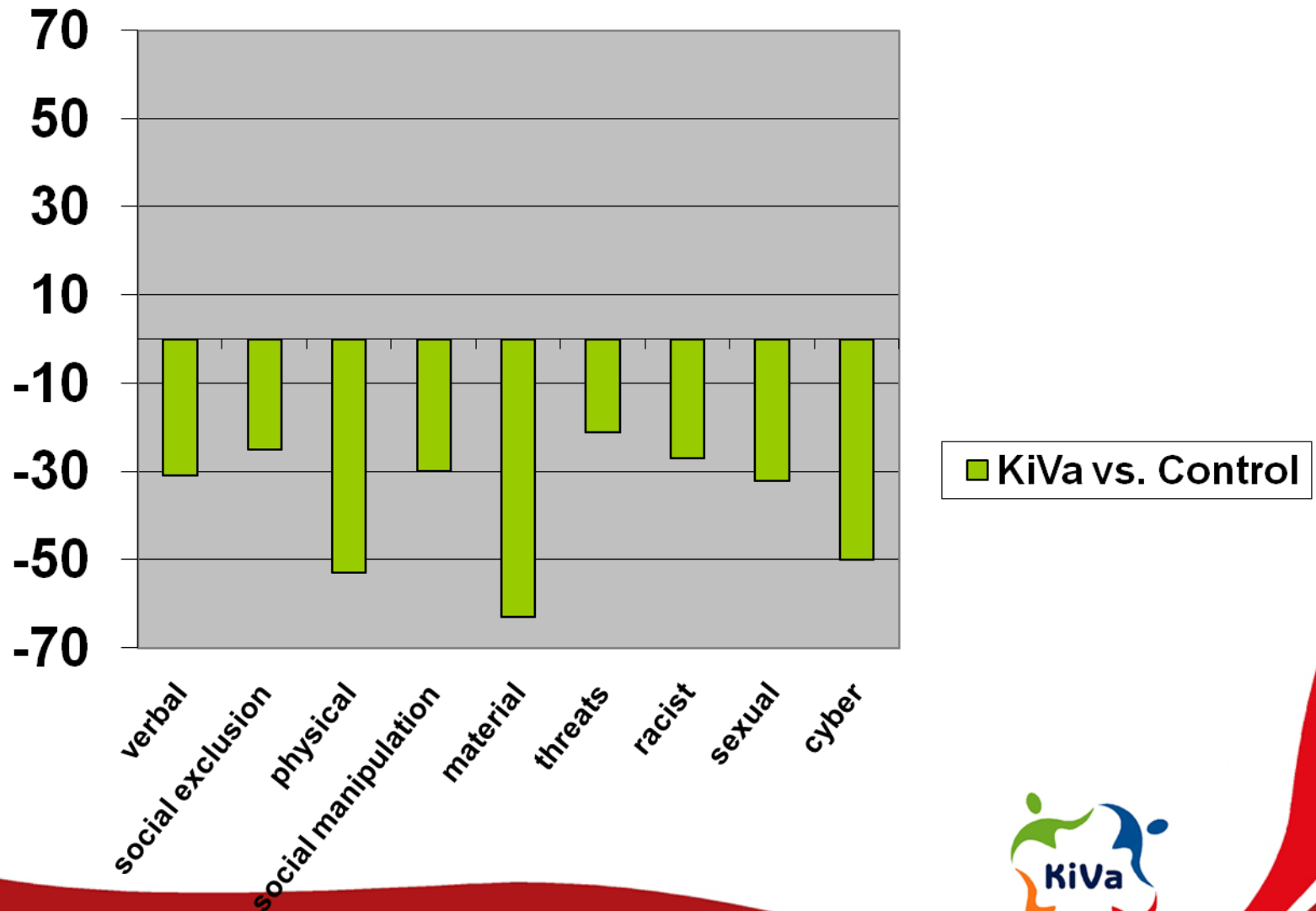


Salmivalli et al. (2011)





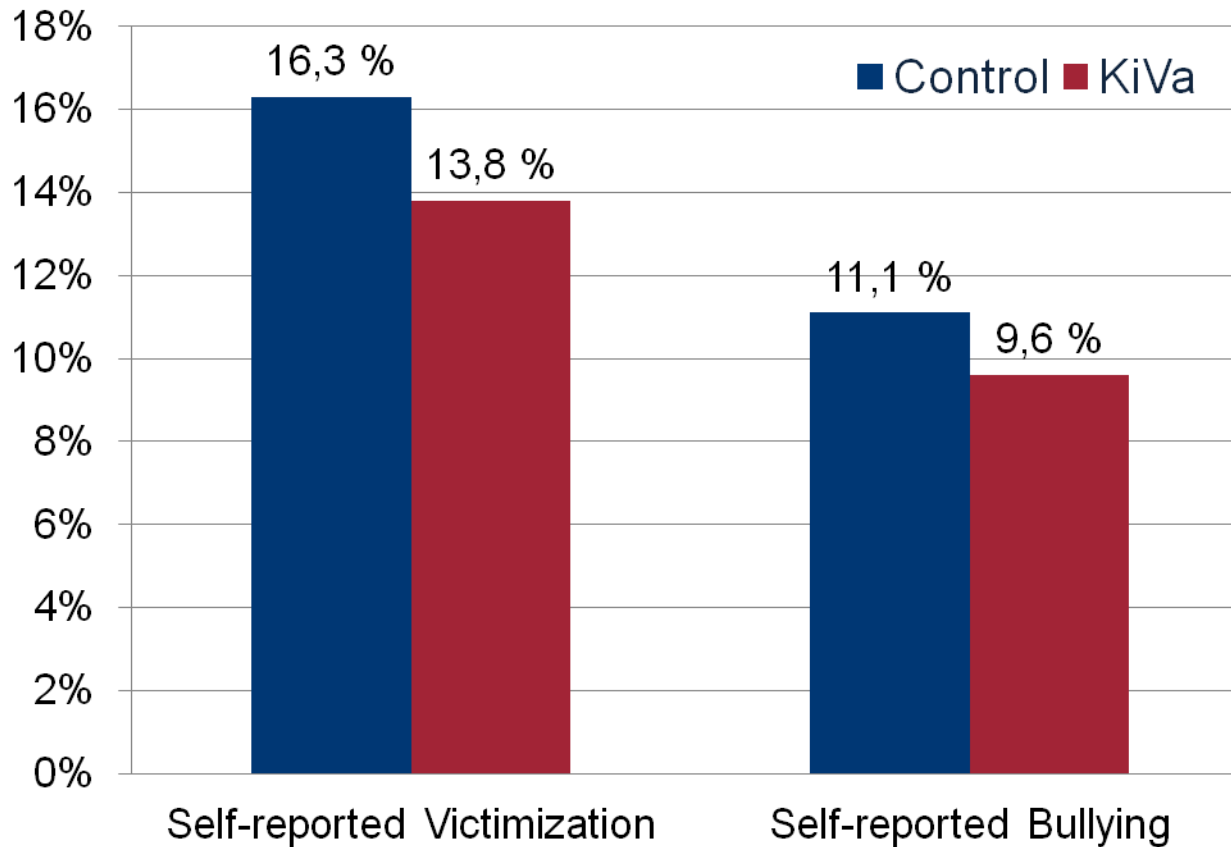
Changes in being bullied by different forms during one school year





Nationwide trial 2009-2010

Kärnä et al. (2011)





The effects are practically significant

- “In the Finnish student population of around 500,000 students, the reductions of this size amount to about 7,500 bullies and 12,500 victims during one school year” (Kärnä, 2011).





Additionally KiVa...

- reduced students' anxiety and depression and had a positive impact on their perceptions of peer climate
(Williford et al, 2011)
- positive effects on school liking and academic motivation
(Salmivalli, Garandeanu & Veenstra, 2012)





KiVa also influenced...

- children's perceptions on their teachers' attitudes and how well the teacher is able to do to reduce bullying
- teachers self-evaluated competence to tackle bullying, and teacher perceptions of bullying.

(Ahtola et al. 2012;
Veenstra et al. in press)





KiVa Indicated actions are effective

- The proportion of cases handled by the school team in which bullying...
 - **Stopped completely** **78.2%**
 - **Decreased** **19.5%**
 - Remained the same 2.0%
 - Increased 0.3%

(Asked from the victims in the follow-up discussion)

Garandeau et al. (in press). Tackling acute cases of bullying: Comparison of two methods in the context of the KiVa antibullying program





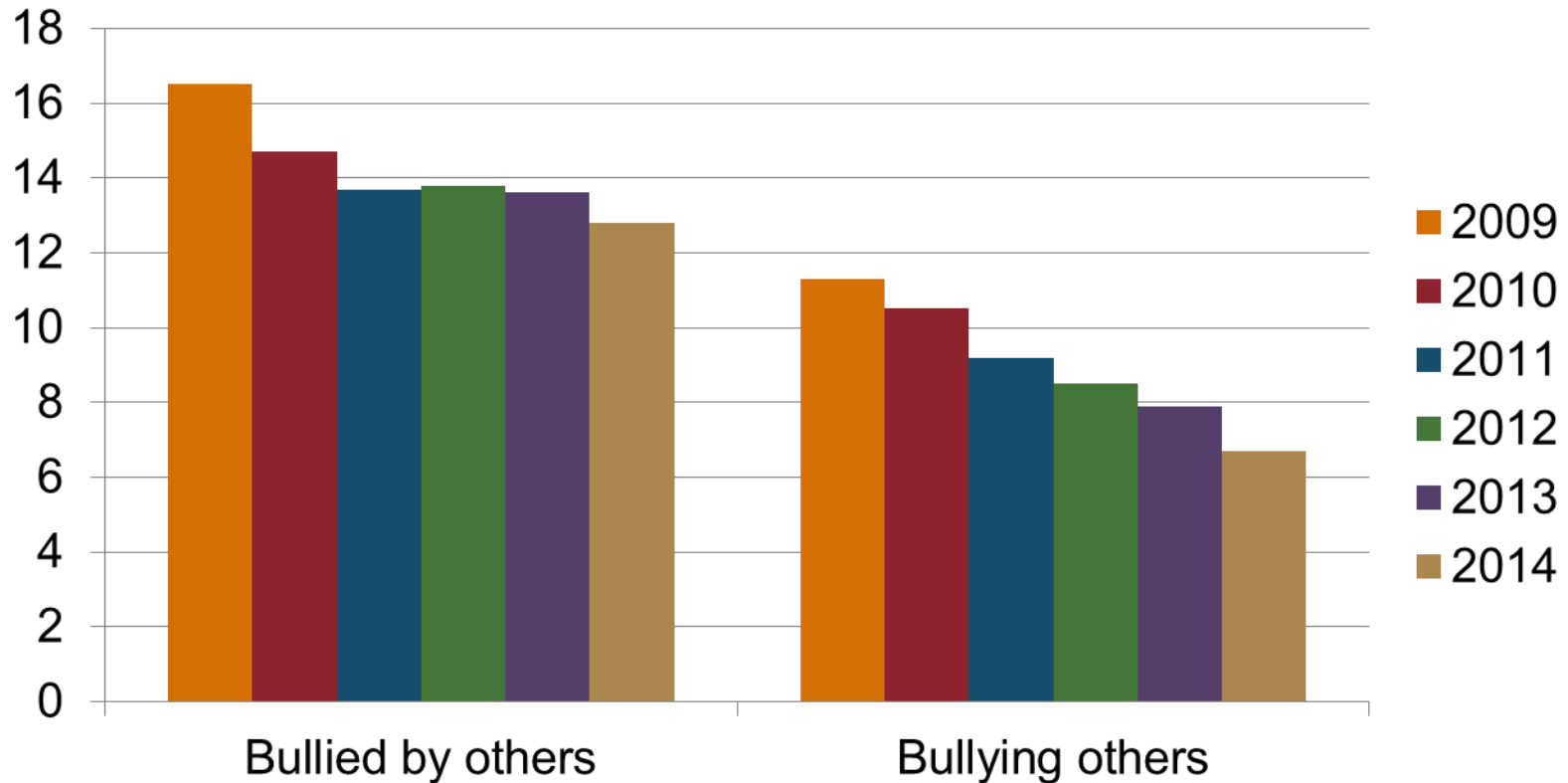
Keep in mind...

- All the effects discussed so far are the effects of KiVa after the first year (nine months of implementation of KiVa)
- Since the broad roll-out in Finland (five years ago), there has been a steady annual decrease in the prevalence of bullying perpetrators as well as targets





Proportion of students who are systematically bullied by others / bullying others





KiVa's effectiveness abroad

- RCT in **the Netherlands**: the percentage of victims dropped from 29% to 13,5% (53%) in KiVa schools versus from 29% to 18,5% (36%) in control schools.
- RCT in **Estonia**: the percentage of victims dropped from 21,5% to 17,8% (13%) in KiVa schools. Slight drop also in the control schools but not significant.
- RCT in **Italy**: in KiVa primary schools, there was a reduction of 52% in victimization and a reduction of 55% in bullying others. In KiVa secondary schools, there was a reduction of 6% in victimization and a reduction of 40% in bullying others.





KiVa in Belgium and in Italy

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THANK YOU!

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