



KiVa antibullying program: Nationwide scale-up and international implementation

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Let's stop bullying
together!



KiVa antibullying program

www.kivaprogram.net

The development started in 2006

Evidence-based program to

- prevent bullying,
- address bullying cases, and
- monitor the situation

Widely implemented in Finland & beyond

Randomized controlled trial of KiVa (2007-08, 2008-09)



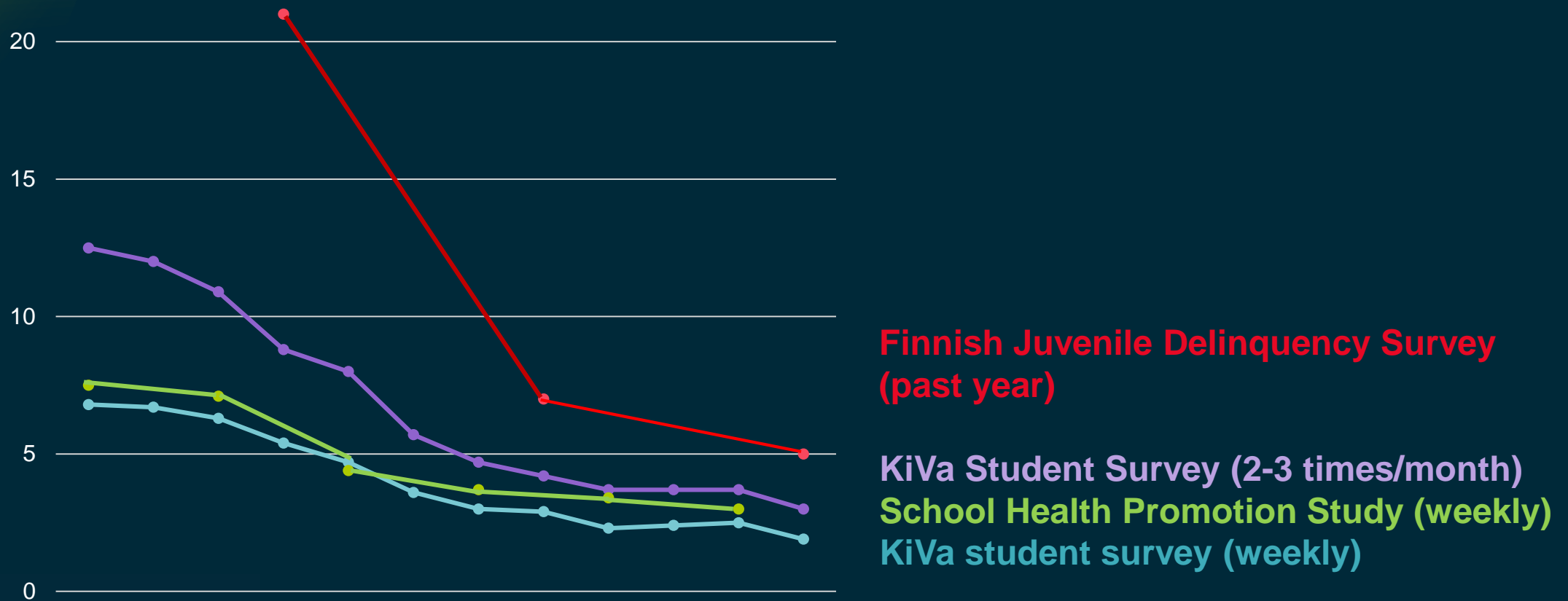
- Significant reductions in the prevalence of students bullying others & those being bullied by others
- Numerous other positive effects




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Students who bully others, middle schools (grades 8-9) in Finland, 2009-2019





**No evidence-based strategy works
without
proper implementation**

Implementation

- Putting an idea, policy or program into action
- Thinking of KiVa, four aspects of implementation can be distinguished
 - How Finnish government implemented their bullying prevention strategy
 - How we, as program developers, disseminated KiVa into Finnish schools and internationally
 - How school personnel implement the program in their schools
 - How students and parents implement KiVa

Disseminating KiVa into Finnish schools

- Stakeholder meetings
- Media event in MoE → publicity
- Sending a letter to each and every school providing basic education in Finland
 - **Support from MoE:**
 - Schools that would adopt the program during the three first years (2009, 2010, 2011) were provided the materials and pre-implementation training **free of charge**
 - KiVa was **recommended**, but not imposed (!), by the ministry

Helping schools implement Kiva with fidelity and sustainability

- teacher manuals and other concrete materials
- parents' guide; material for home-school collaboration
- newsletters sent to schools four times a year
- school-based feedback based on annual online surveys for students and school personnel
- **pre-implementation training**
- **newsletters sent to schools 4 x /year**
- **KiVa days – a two-day biennial conference for schools**



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International partners and certified Kiva trainers

- International partners since 2013
- Train the trainer -course 2 x /year in Turku, Finland
- Booster trainings



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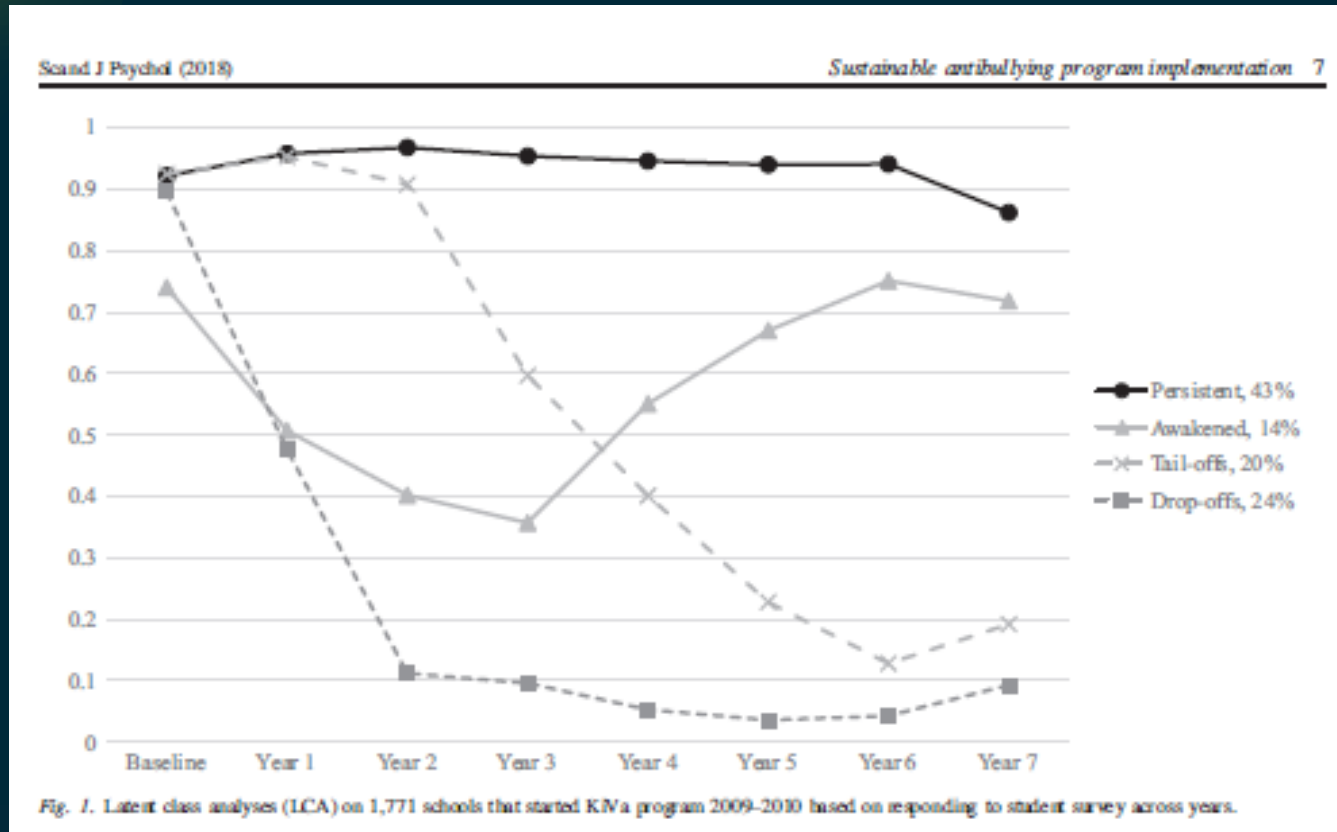


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Implementation of KiVa across years: types of schools (Sainio et al., 2020)

Four

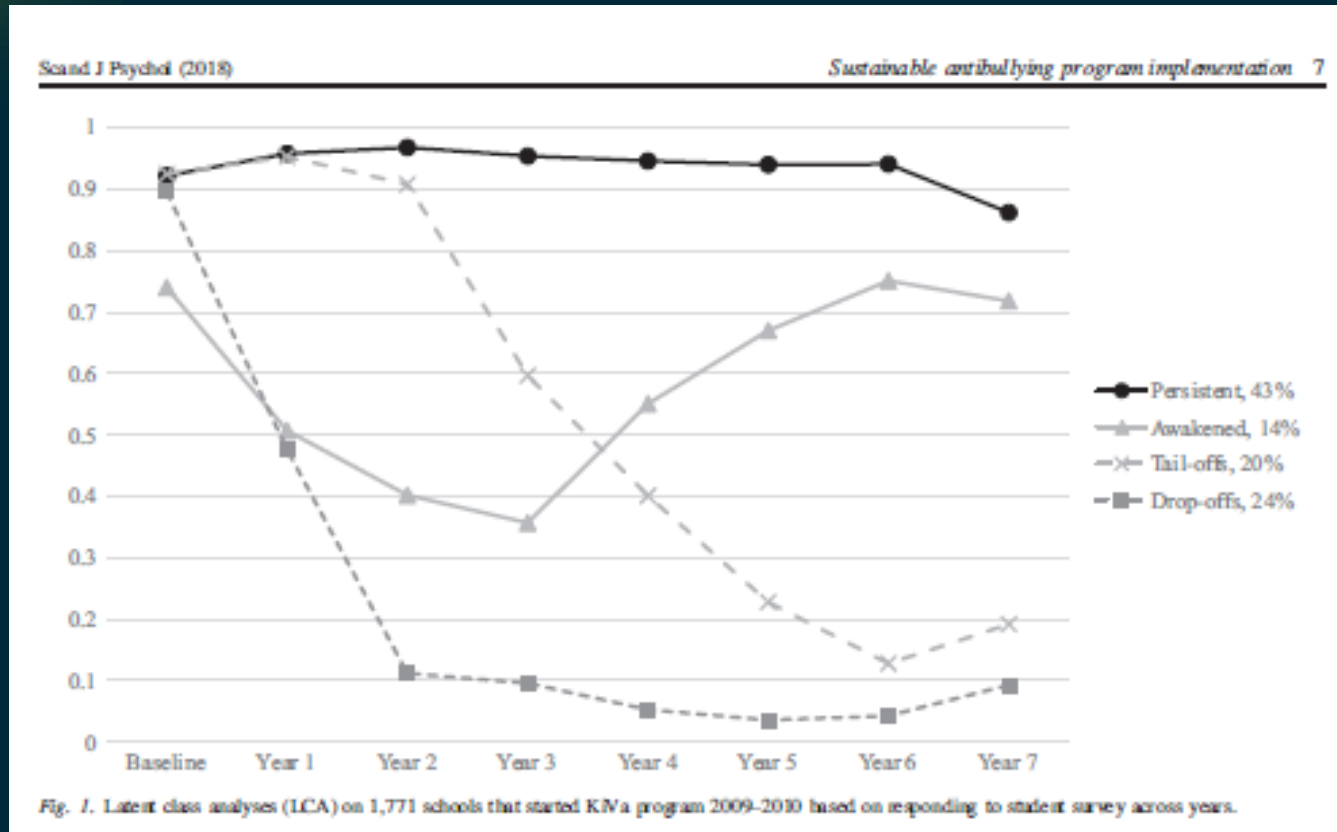
IMPLEMENTATION SUSTAINABILITY



Implementation of KiVa across years: types of schools (Sainio et al., 2020)

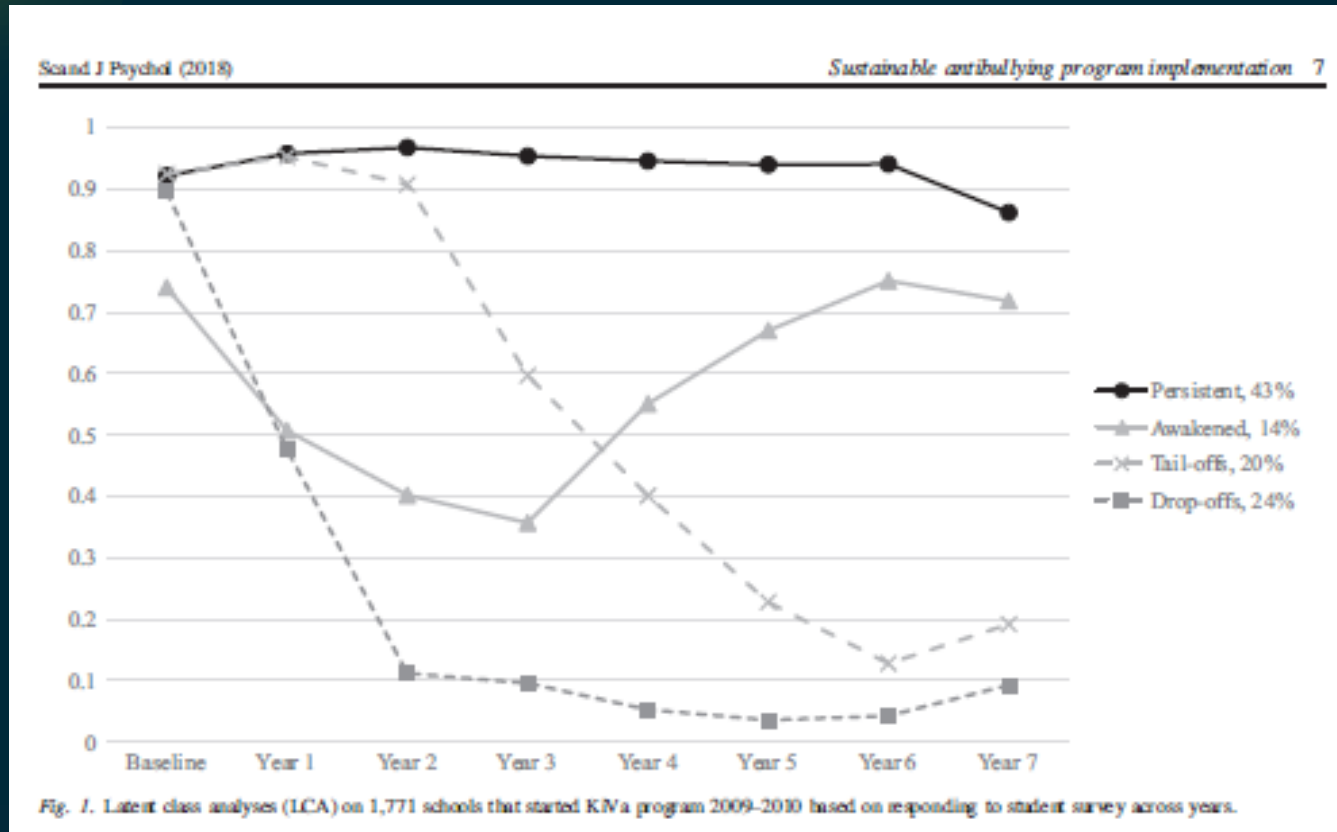
Four

Years 1 and 3 seem "critical"



Implementation of KiVa across years: types of schools (Sainio et al., 2020)

Four



PREDICTING PERSISTENCE:

- School size (large)
- Initial victimization (low)
- Initial coordination (high)



Different Approaches to Address Bullying in KiVa Schools: Adherence to Guidelines, Strategies Implemented, and Outcomes Obtained

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Abstract

We examined the extent to which school personnel implementing the KiVa® antibullying program in Finland during 2009–2015 systematically employed the program-recommended approaches (*confronting* or *non-confronting*), used one or the other depending on the bullying case (*case-specific* approach), or used their *own adaptation* when talking to perpetrators of bullying, and whether they organized follow-up meetings after such discussions. In addition to investigating adherence to program guidelines, we tested how effective these different approaches were in stopping bullying. Finally, we tested the contribution of follow-up meetings and the number of years KiVa had been implemented in a school to the effectiveness of the interventions, using reports from both school personnel and victimized students. The data were collected annually across 6 years via online questionnaires and included responses from 1221 primary and secondary schools. The school personnel were more likely to use the confronting approach than the non-confronting approach. Over time, rather than sticking to the two program-recommended approaches, they made adaptations (e.g., combining the two; using their own approach). Two-level regression analyses indicated that the discussions were equally effective, according to both personnel and victimized students, when the *confronting*, *non-confronting*, or a *case-specific* approach had been used. The discussions were less effective when the personnel used their *own adaptation* or *could not specify* the method used. Perceived effectiveness was higher in primary school and when follow-up meetings were organized systematically after each intervention, but unrelated to the number of years KiVa had been implemented.

Keywords KiVa antibullying program · Indicated actions · Bullying · Intervention · Long term · Implementation fidelity · Outcome · Confronting · Non-confronting · Follow-up

Over the past decades, growing awareness of the negative outcomes of school bullying (Reijntjes et al. 2010) has in many countries led to normative regulation, such as schools being required to have a policy, or an action plan against bullying (Salmivalli 2018). School personnel are thus faced with a demand to do *something* to address bullying. At the same time, numerous antibullying programs have been developed and evaluated in different parts of the world (Gaffney et al. 2019). Such programs often combine preventive actions (such as student lessons or improved supervision) with targeted interventions (i.e., procedures for intervening

in actual bullying cases, such as discussions with the students involved). Evaluation studies have, however, mainly estimated the effects of whole programs (without distinguishing prevention from intervention components), and the few studies that have compared the effectiveness of different approaches in targeted interventions only assessed short-term effectiveness on the basis of a single student informant (Garandeau et al. 2014, 2016). Consequently, we know little about the relative effectiveness of different approaches used when a case of bullying has already occurred, and even less about how school personnel implement guidelines provided to address such cases. The present study investigates the extent to which school personnel implementing the KiVa® antibullying program (Kärnä et al. 2011a) in Finland employ the program-recommended approaches (confronting vs. non-confronting) when discussing with bullying perpetrators, how this changes over a period of 6 years, and how effective the chosen approaches (whether program-recommended or something else) are

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IMPLEMENTATION FIDELITY

- As years go by, schools are **increasingly likely** to move **from evidence-based methods to other approaches...**
- ... despite the fact that schools where implementation fidelity is higher, in other words, where evidence-based methods are followed, efforts to tackle bullying are **more successful** in putting an end to it, according to **both students' and school personnel's responses** to annual surveys
- Johander et al., 2020 Prevention Science



Resources are typically given to
develop new strategies, approaches, and programs,
rather than
support implementation
of the ones that already exist and are proven effective



Implementation is IMPORTANT

We need to invest in it; we need to study it