



WELCOME

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KiVa: The national anti-bullying program in Finland

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Bullying

- Negative action(s) which are
 - intentional
 - systematic, repeated
 - targeted at someone who has difficulty in defending him/herself
 - "imbalance of power"
 - can take many different forms
 - can be physical, verbal, indirect...
 - cyberbullying (via Internet/mobile phone)





Bullying or something else?





The difficulty in recognizing bullying

- The adult sees *a situation*, but does not necessarily know *the process*





The social architecture of bullying

- Bullying can be a strategy to gain high status and a powerful position in the peer group...
- ...and it is often succesful
 - bullies are perceived as popular
 - bullying helps to maintain status (Juvonen & Galvan, in press)..
 - ..and to increase status over time (Cillessen & Borch, 2004)





The social architecture of bullying

- By choosing victims who are submissive, insecure of themselves, physically weak and in a low-power, rejected position in the group...
- ... the bullies can repeatedly demonstrate their power and thus renew their high-status position without being confronted





The social architecture of bullying

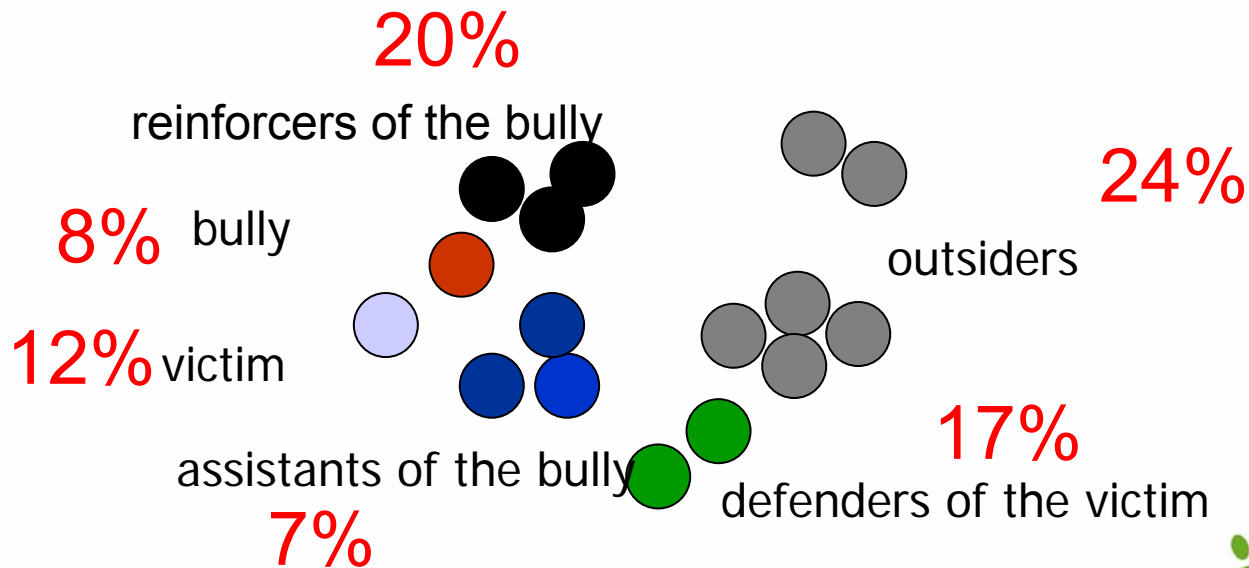
- The power demonstrations need witnesses
 - in most bullying incidents, a group of peers is present





The social architecture of bullying

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





The bystander paradox

- most children's attitudes are *against bullying*
- in bullying situations, bullying *appears as being accepted* as the majority of children/adolescents

WHY?

- fear of losing status
- concerns of own safety





What should an anti-bullying program offer to the students?

- Something for all students → universal interventions
- something for bullies and victims in particular → indicated interventions







KiVa program

- A school well-being project was launched by the Finnish Ministry of Education in 2006
→ A national anti-bullying program, KiVa
- Developed by the Department of Psychology and the Center for Learning Research (University of Turku)
 - Program development
 - Teacher education
 - Evaluation of program effectiveness





KiVa?

- Kiva = nice, good, friendly...
- the word is also used by swedish-speaking Finns
- KiVa = **Ki**usaamista **Va**staan, Against Bullying





The aims of KiVa program

- To put an end to existing bullying
- To prevent the emergence of new cases of bullying
- To minimize the adverse effects of victimization





The KiVa program

- Special characteristics:
 - Both *universal* and *targeted* interventions
 - An exceptionally large amount of materials & concrete tools for students, teachers, and parents
 - Utilizing the virtual learning environment
 - Influencing the whole group





The universal intervention, for everyone

- awareness of the role the bystanders play in the bullying process
- empathic understanding of the victim's plight
- safe strategies to support and defend the victimized peers → self-efficacy for defending
 - based on common decisions in the group
 - not necessarily heroic acts of confronting the bullies





The universal intervention, for everyone

- student lessons (10 double lessons during the school year)
- an anti-bullying computer game
- a parents' guide sent to each home
- different symbols telling that our school is a "KiVa school"
 - posters
 - vests for teachers supervising the recess





Student lessons

- Themes:
 - Respect belongs to everyone
 - In the group
 - Recognize bullying!
 - The hidden forms of bullying
 - The consequences of bullying
 - Bullying and the peer group
 - Bullying and the peer group
 - What shall I do if victimized?
 - KiVa Koulu – we'll do it together!
 - Where are we now? How do we go forward?
- Discussions, short films, drama, writing tasks, group work...





Class rules against bullying

- Adopted during the school year, one after each KiVa lesson
- e.g., "We treat everyone with respect"





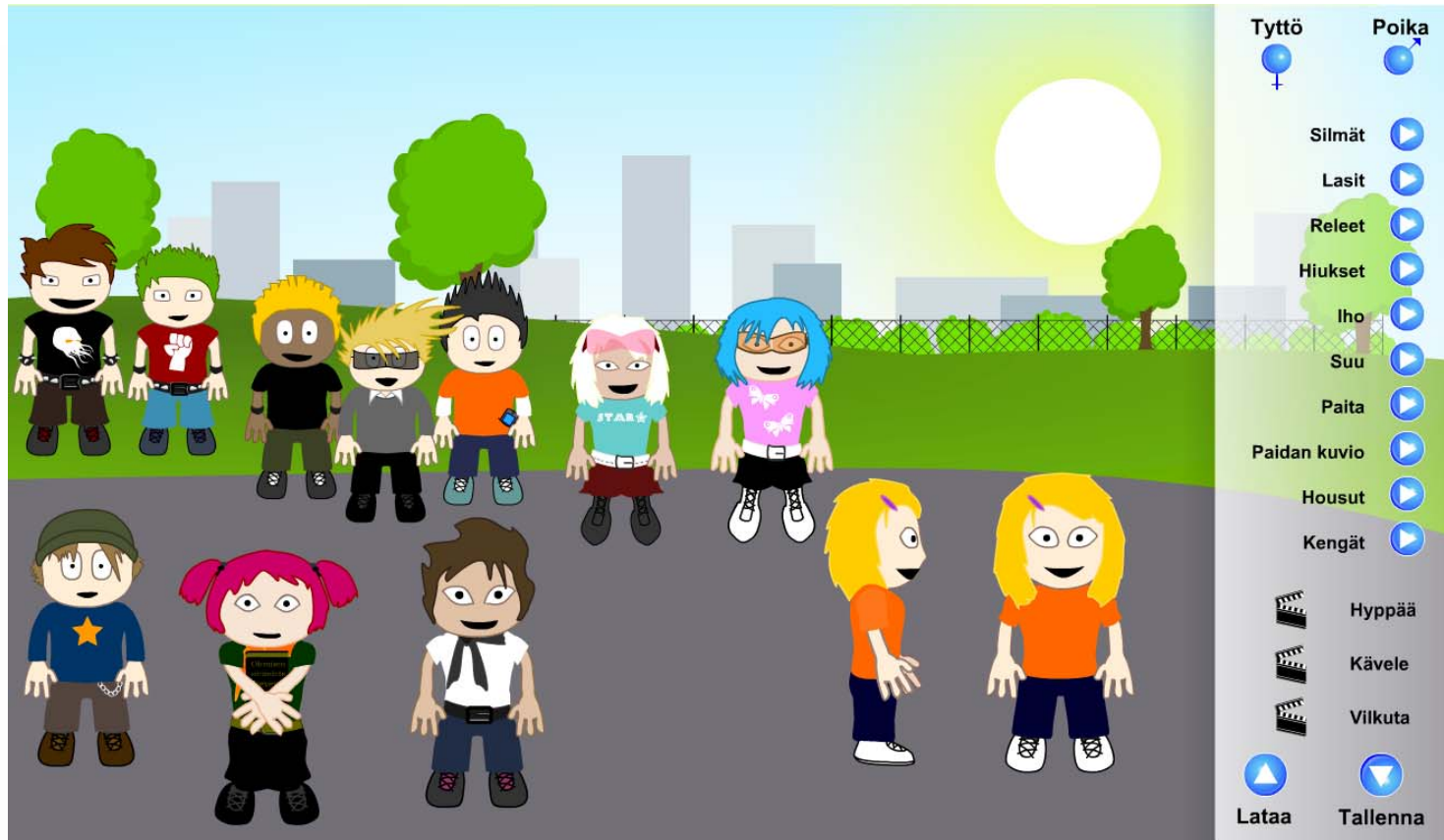
KiVa -computer game

- Virtual learning environment
- During and between the lessons





Characters from the virtual school





KiVa -computer game

- **I KNOW**: learning facts about bullying, testing what has been learnt during the lessons
- **I CAN**: learning skills and strategies to support the victim/ counteract bullying
- **I DO**: applying the learnt skills to everyday life at school





Indicated, targeted at particular, identified bully-victim dyads

- Individual discussions with the victim and with the bullying children
 - two different approaches are being tested
- + utilizing prosocial, high-status peers
 - “your help is needed”
 - setting standards for others
 - making the victim feel better
 - protecting the victimized child from further attacks





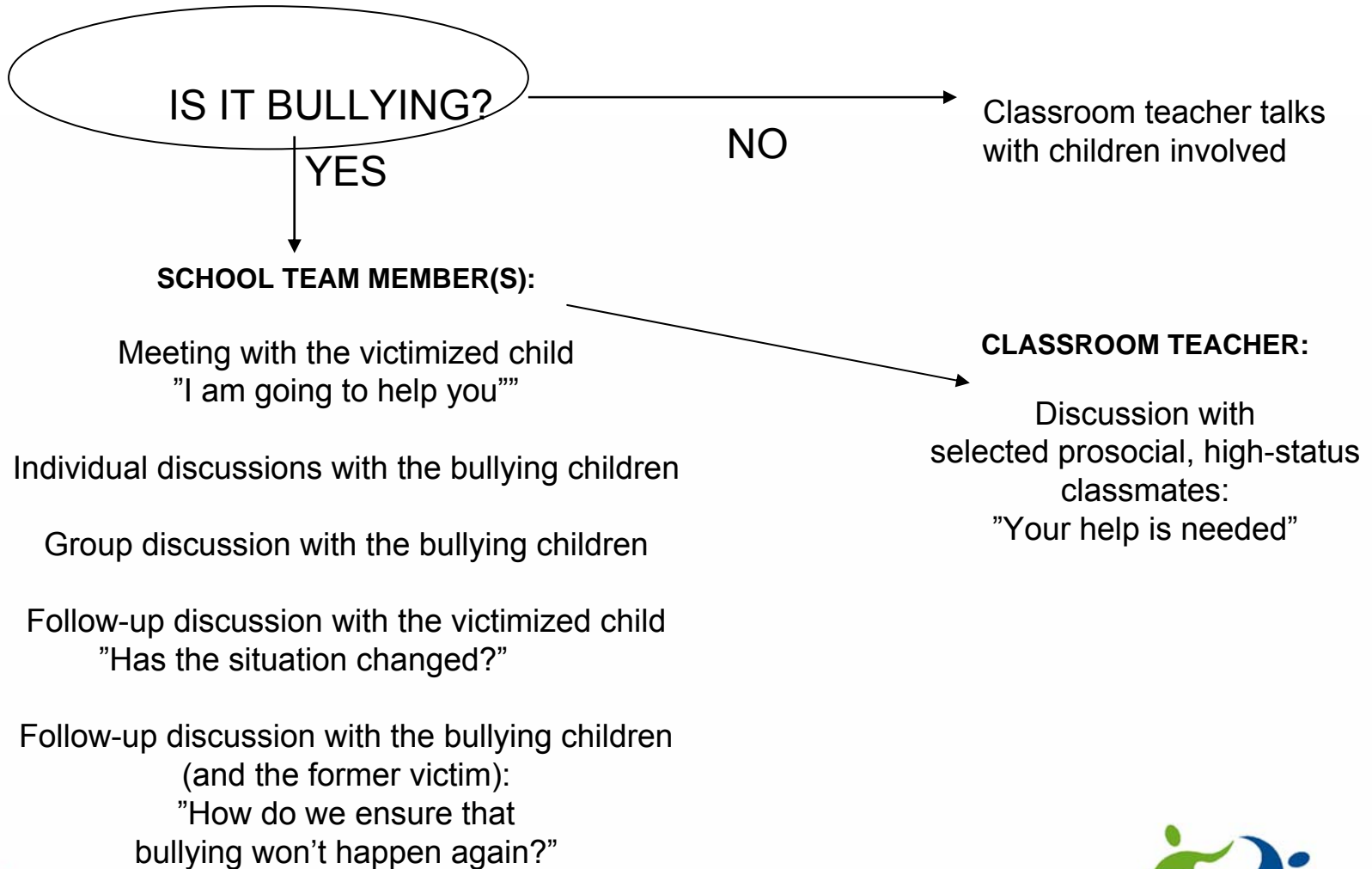
Indicated, targeted at particular, identified bully-victim dyads

- Individual discussions with the victim and with the bullying children **SCHOOL TEAM**
 - two different approaches are being tested
- + utilizing prosocial, high-status peers
 - "your help is needed" **CLASSROOM TEACHER**
 - setting standards for others
 - making the victim feel better
 - protecting the victimized child from further attacks



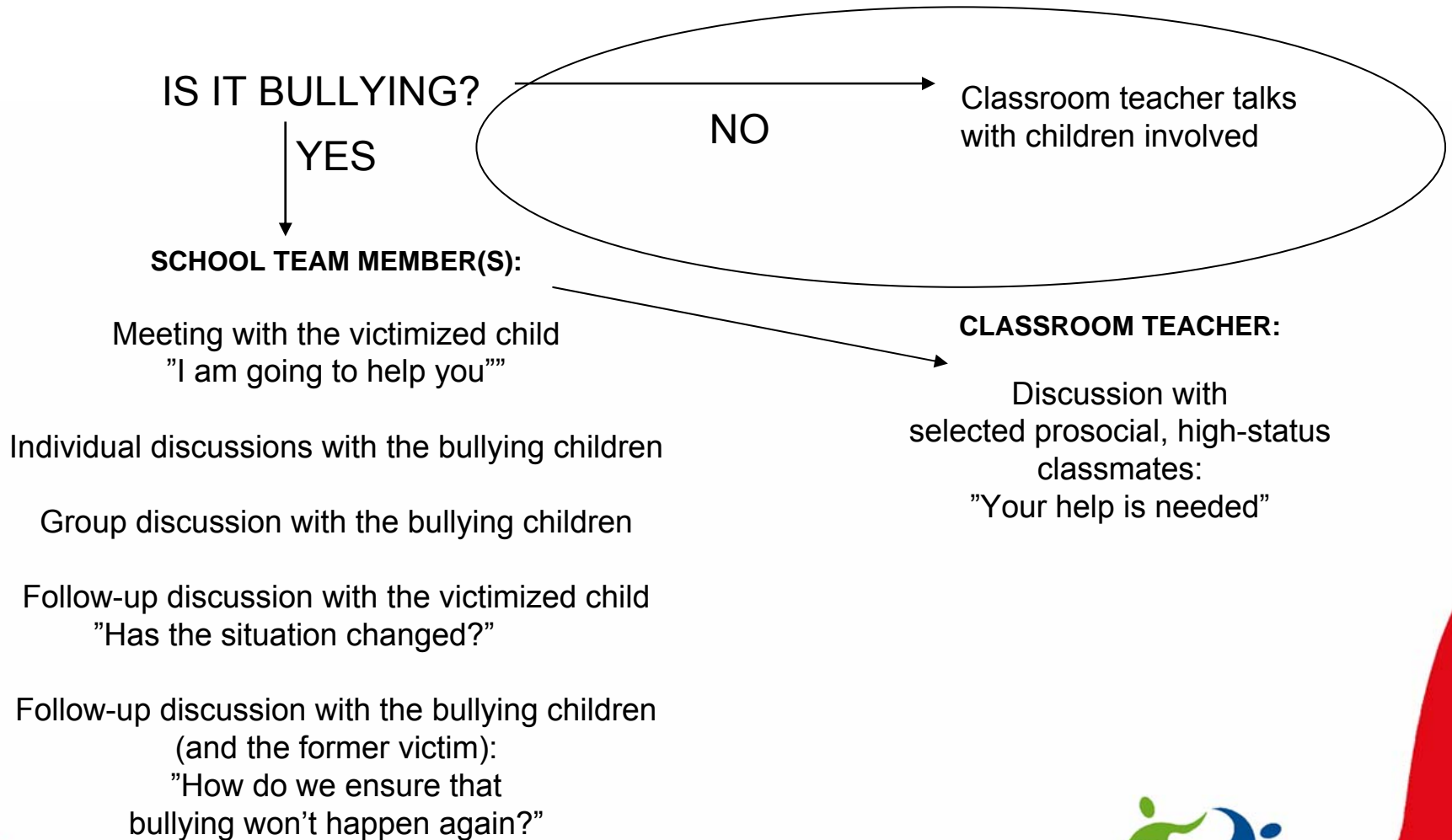


Tackling the cases that come to attention



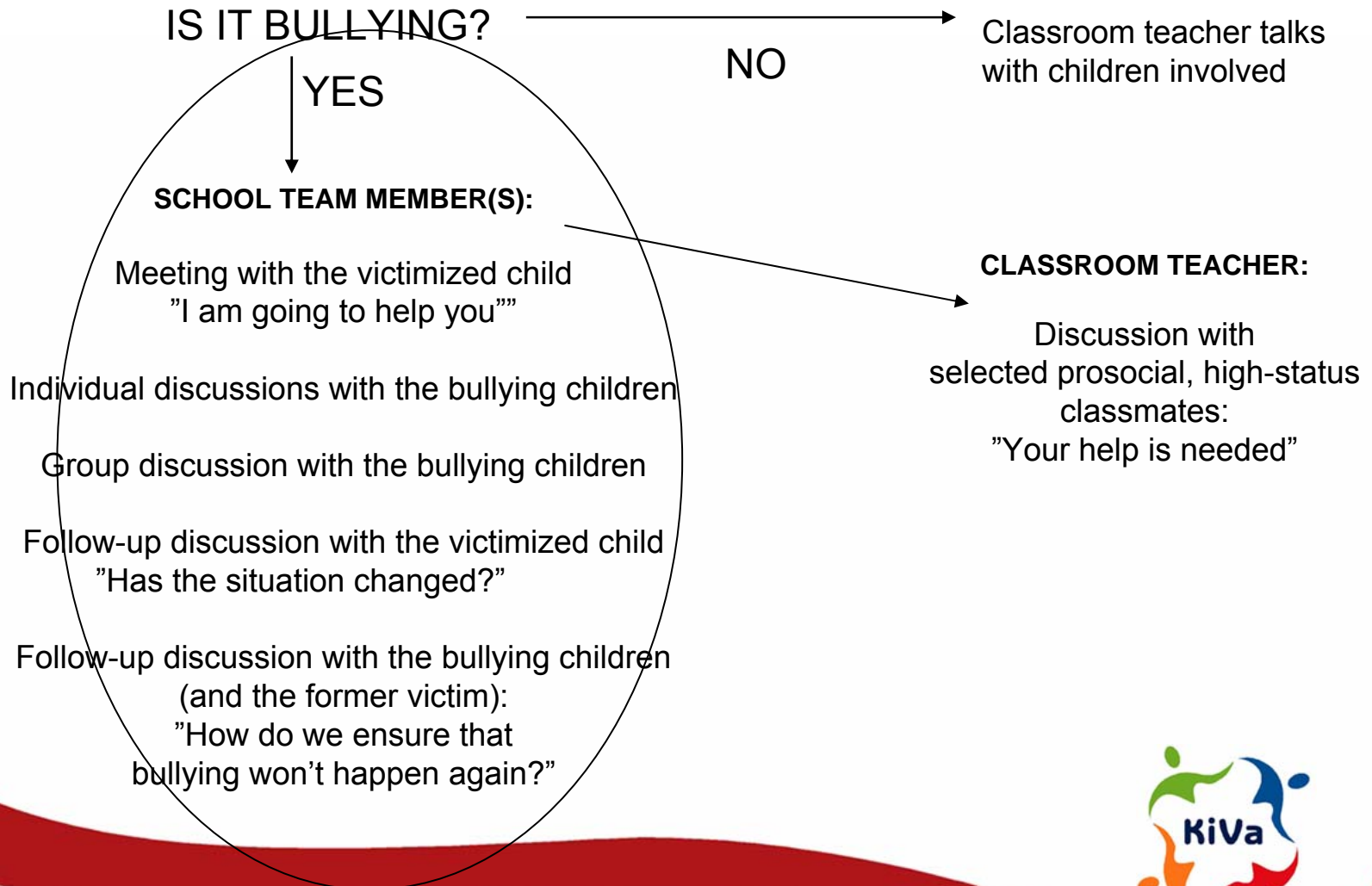


Tackling the cases that come to attention



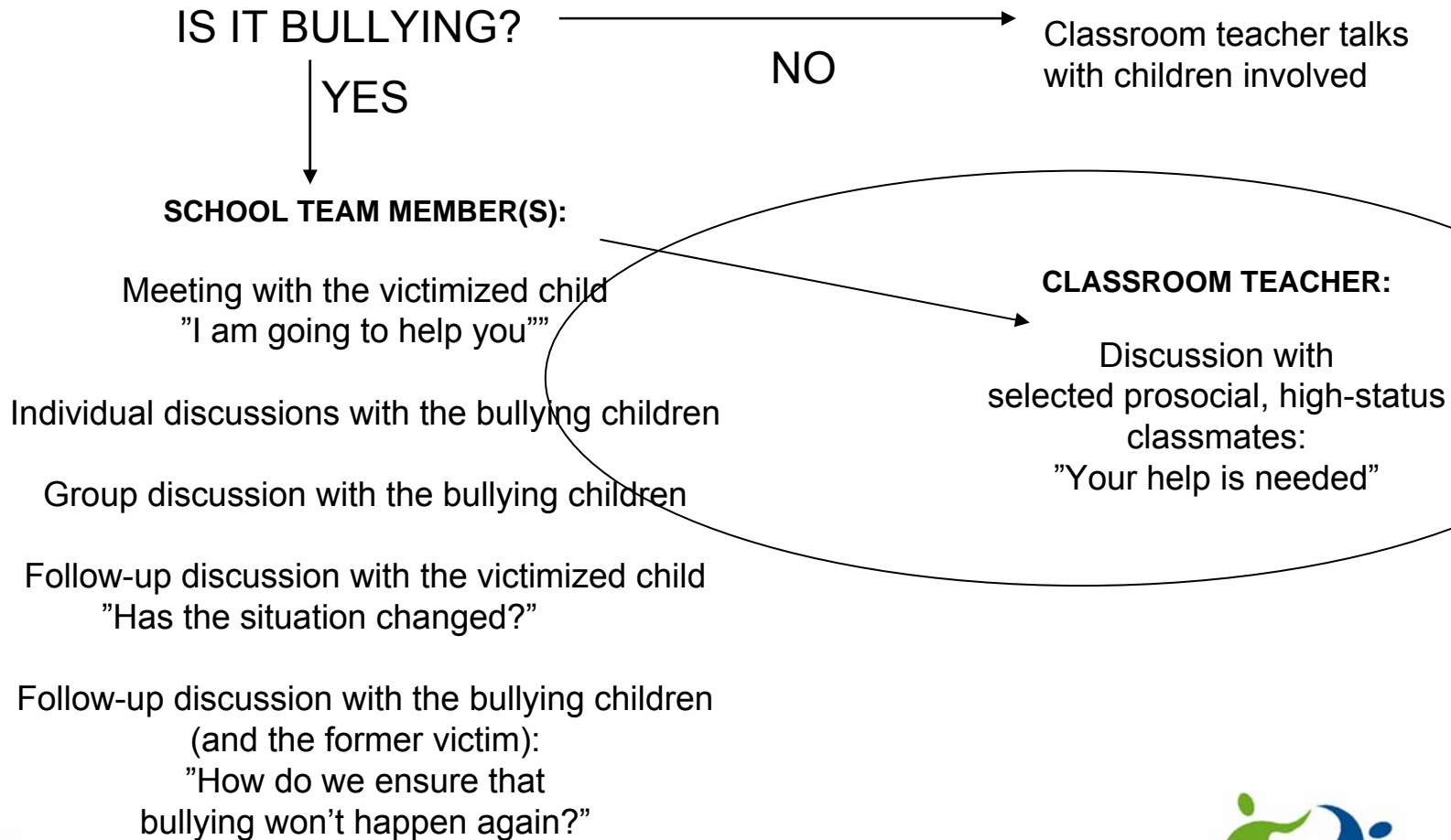


Tackling the cases that come to attention





Tackling the cases that come to attention





Tackling the cases that come to attention

IS IT BULLYING?

NO

Classroom teacher talks with children involved

YES

SCHOOL TEAM MEMBER(S):

Meeting with the victimized child
"I am going to help you"

CLASSROOM TEACHER:

Discussion with selected prosocial, high-status classmates:
"Your help is needed"

Individual discussions with the bullying children

Group discussion with the bullying children

Follow-up discussion with the victimized child
"Has the situation changed?"

Follow-up discussion with the bullying children
(and the former victim):
"How do we ensure that bullying won't happen again?"

two approaches tested





The two approaches tested

- 1. The "soft" method
 - The aim is "shared concern" about the victim's situation, rather than blaming and sanctioning the bully, like in Pikas' method/No blame approach
 - X must be having a hard time
 - what could you do to help X?
 - OK, try that, and I'll meet you again next week





The two approaches tested

- 1. The "tough" method
 - Serious discussions, such as in Olweus' program, clearly pointing out that the bully has broken the school rules and must change his/her behavior immediately





Support in implementation

- Teacher education before implementation
 - two full days of education for teachers and school team members
- Support during implementation
 - School teams → networks; meetings during the school year (October, January, April)
 - A web-based discussion forum





The future of KiVa?

- The vision:
 - KiVa will be the national anti-bullying program used in Finnish schools
 - the dissemination starts after the evaluation phase, i.e. in 2009-2010



