



European Crime Prevention Award and EUCPN Best Practices Annual Conference 2009 Project Entry Form

The theme for this year's European Crime Prevention Award and EUCPN's Best Practices Annual Conference is **“Preventing crime and victimisation among children and young people. Current and future challenges – school, cyberspace and recruitment to criminal groups”**.

The following are some areas that the projects may focus on:

- Crimes committed by and against young people in cyberspace. Online crime and how to prevent it.
- School as an arena for immediate and long-term prevention.
- Recruitment to criminal groups. How to turn young people away from a life of crime.

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

As we intend to compile a visual presentation of the entries, we kindly ask you to provide material for this (videos, photos, leaflets, etc)

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules may be found at www.eucpn.org

Deadline for entries is **October 1st 2009**.

Send your entry or entries to: bpc.ecpa2009@bra.se

If you have any questions, please contact Lina Nilsson at lina.nilsson@bra.se



ECPA/BPC 2009

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

Finland's ECPA entry

2. What is the title of the project?

KiVa Koulu ("KiVa") anti-bullying program

3. Please give a short general description of the project.

KiVa is a research-based anti-bullying program developed for national use in Finnish comprehensive schools. The program has been developed in the University of Turku (Department of Psychology and Centre for Learning Research) with funding from the Finnish Ministry of Education. The first phase of the KiVa project (2006-2009) included the development of the program (three versions for different grade levels), the training of school personnel during the piloting period, and a large-scale evaluation study involving > 28 000 students. The diffusion of the KiVa program in Finnish schools at large started in 2009, and presently about 50% of Finnish comprehensive schools (1 400 schools including about 300 000 students) are implementing it. In October 2009, the rest of the schools have the possibility to register as KiVa schools; they will get the training and start implementing KiVa in 2010.

4. Please describe the objective(s) of the project.

The main objective of KiVa is to help schools to prevent peer-to-peer bullying, to provide school personnel effective strategies to intervene in it and consequently, to increase school well-being more widely.

It should be pointed out that in the long run, KiVa has the potential to prevent depression and distrust in other people, mental health problems, as well as crime and antisocial behaviour, as these are known consequences of being bullied and bullying others (Isaacs, Hodges, & Salmivalli, 2008; Olweus, 1991; Sourander et al., 2007). For instance, a Finnish study by Sourander and colleagues (2007) showed that bullying and victimization during early school years are risk factors for psychiatric disorders in early adulthood: victims of bullying are at risk for anxiety disorder, and bullies are at risk for antisocial personality disorder (Sourander et al., 2007). Bullying can even contribute to school shootings; most school shooters have experienced prolonged marginalization and victimization by their peers (Leary, Kowalski, Smith, & Phillips, 2003). Even apart from the most serious and rare tragedies, it is clear that bullying and victimization threaten the healthy development of children around the world.

5. How was the project implemented?

The KiVa program is theoretically based on research on children's and adolescents' peer relations and bullying that has been carried out in the University of Turku since the 1980's (first by Professor Kirsti Lagerspetz, then by the research group led by Professor Christina Salmivalli). The KiVa program was developed during 2006-2008 and evaluated during 2007-2009. About 20 people (most of them part-time) have been working in the project developing the materials, training the teachers of the pilot schools and supervising them during the implementation, and designing and organizing the data collection. For the purposes of a stringent evaluation of program effects, 234 schools representing all provinces in mainland Finland were randomly assigned into intervention and control conditions. Several PhD students were recruited to do their doctoral studies within KiVa project.

Regarding the implementation of the KiVa program in schools, the school personnel first gets a two-day training. Schools' KiVa-teams, consisting of at least three adults working in the school, are set up. The students participate in a web-based survey (in May) that provides feedback to the school regarding their own baseline situation, and the implementation starts in the beginning of the school year in August. The implementation includes student lessons and related virtual learning environments. These are part of the curriculum of 1st, 4th, and 7th grade. There are also parents' guides, posters, and visible vests used by recess supervisors. Furthermore, acute bullying cases are tackled in discussions led by the schools' KiVa-team members. (A more detailed description can be found, for instance, in Salmivalli, Kärnä, & Poskiparta, 2009).

The diffusion of KiVa to Finnish schools has been a challenge of its own. Since 2009 the program has been available for all Finnish schools. A lot of effort has been put into enhancing the schools' motivation and commitment to implement KiVa. As a result, half of the Finnish comprehensive schools adopted the program as soon as that was possible. The program developers have been training school personnel in short courses organized across the country. During 2009 alone, more than 5000 adults working in Finnish schools participated in the training.

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

The program was developed in collaboration between the Department of Psychology and Centre for Learning Research in the University of Turku. The project was co-led by Professor Christina Salmivalli and PhD, special researcher Elisa Poskiparta. People from several disciplines have been working in the project: psychology, education, sociology, and statistics. The project has a steering group with representatives from the Ministry of Education and Finnish National Board of Education. Furthermore, in the development of KiVa we have collaborated with teachers and students from comprehensive schools, representatives from several organizations such as the Mannerheim League for Child Welfare and Folkhälsan, experts of psychodrama and sociodrama, as well as former victims of school bullying (who are now adults). We have presented the program (at different stages of its development) to Finnish National Board of Education, Teachers' Union, and Association of Finnish Local and Regional Authorities. Finally, there has been a lot of international collaboration, for instance, we have invited international experts (from Australia, Norway, and UK) who have previously developed and evaluated bullying interventions, to Turku to share their ideas and to comment on KiVa at the early

stages of program development. There is currently research collaboration with people from France (PhD student Claire Garandau), the Netherlands (Associate Professor Rene Veenstra, PhD Marinus Voeten), and USA (Professor Todd Little).

Implementing the KiVa program in schools happens in collaboration between principals, teachers, school social workers and school psychologists (e.g., multi-professional school teams). Collaboration with police is done when needed, for instance, the implementation manuals of KiVa provide information about the legal aspects of bullying, such as when (and by whom) a report of an offence should be done.

7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?

The evaluation of program effects was considered a central part of the project from the very beginning. The planning of the evaluation study started in 2006 and data collection in May 2007. A randomized control design was used to evaluate the program effects. Altogether 234 schools representing all provinces in mainland Finland (and both Finnish- and Swedish-speaking schools) were randomly assigned to intervention and control conditions (117+117 schools, altogether 28 000 students involved).

KiVa data are longitudinal, containing three assessment points during a one-year period: the pre-test, the evaluation after five months of intervention, and the evaluation after 9-10 months of intervention. In addition, we will conduct follow-up measurements in order to get information on the long-term effects of the intervention. At each assessment, students log in the web-based questionnaire (developed specifically for the KiVa project) using their individual passwords. Thus, the situation of individual students, as well as whole classrooms and schools can be followed over time.

KiVa data are unique not only in the number of participants but also in the wealth of factors assessed. Besides bullying and victimization, the data contain information about children's and adolescents' family structure, possible immigrant status, school and class atmosphere, school motivation and well-being, learning outcomes, peer acceptance/rejection, friendships, peer networks, self-esteem and generalized perception of peers, and social-emotional problems such as social anxiety, depression, and loneliness. Self-reports, peer-reports, as well as dyadic questions are utilized.

Besides student questionnaires, teacher reports regarding their attitudes, self-efficacy, and efforts to tackle bullying, as well as information regarding their students (e.g., learning difficulties, special educational needs) has been collected. Furthermore, teachers have provided us with detailed data on the implementation of KiVa program, enabling us to study how the implementation varies across schools, which teacher- and school-related factors explain this variation, and how differences in implementation are reflected in program effects.

M.A. Antti Kärnä is doing his PhD studies on program effectiveness, investigating the program effects on self- and peer-reported bullying and victimization, as well as several other key outcome variables such as attitudes, empathy towards the victims of bullying, self-efficacy to support the victims, school well-being, and so on.

We have also data collected from school teams who tackled the acute cases of bullying coming to attention in participating schools. Half of the school teams were trained to use so-called "Shared Concern" method, the other half used a more "authoritarian" approach. We will thus be able to provide information of the relative effectiveness of two main methods discussed in the literature to stop ongoing

bullying. This is the topic of the PhD study of Claire Garandau working in our group since August 2009.

In addition, we have collected longitudinal data from teachers regarding their attitudes on bullying and their self-perceived effectiveness to intervene in it.

Other PhD students in the project are studying, for instance, the effects of KiVa on the bully-victim dyads and the whole bullying networks of classrooms, which is a novel and highly innovative way to investigate the impact of an anti-bullying program. There are also studies going on looking at the effects of KiVa on the psychosocial adjustment as well as academic achievement of the students.

Finally, there are several studies in progress that have the potential to produce unique information about the mechanisms of the program effects (how the effects unfold, who can be influenced the most and under what circumstances, what are the classroom and school differences in the effectiveness and what explains this variation, etc.)

In summary, we have designed compelling evaluation studies to examine the effects of KiVa, as well as the mechanisms behind the changes taking place. Methodologically, we have used extremely stringent standards for effectiveness and followed the best practices recommended for developmental and intervention research.

8. What were the results? How far were the objectives of the project achieved?

The results have been excellent. The first evaluation study by Kärnä et al. (Kärnä, Voeten, Little, Poskiparta, Kaljonen, and Salmivalli) was just accepted for publication in *Child Development*, a leading journal in the field of developmental psychology. The evaluation concerns Grades 4 to 6, with more than 8 000 involved, and it shows that KiVa reduced victimization and bullying substantially. The Odds for being victimized by peers were 1.5-1.8 times higher for a control school student than for a KiVa school student after the first nine months of implementation of the program. In addition, KiVa had significant positive effects on the attitudes and behaviours of the students witnessing bullying (e.g., less reinforcing provided to the bully) and on school well-being. A similar evaluation for Grade levels 1-3 and 7-9 is ongoing.

Another study by Salmivalli, Kärnä and Poskiparta (submitted) examined the effects of KiVa on different forms of victimization, finding that the program had positive effects on each of the nine forms of being bullied that were assessed, with especially large effects on physical victimization (OR= 1.94) and cyber victimization (OR=1.80). In KiVa schools, the percentage of students being repeatedly physically bullied decreased from 4.3% to 2.6%, whereas in control schools their frequency increased from 4.5% to 5.1%. The frequency of students who were repeatedly cyber bullied decreased from 2.2% to 1.4%, whereas in control schools there was an increase from 2.2% to 2.5%. In other words, KiVa nearly halved the risk for these problems during the relatively short period of implementation.

Data collected from the school teams are even more compelling, although not yet reported in publications. In the follow-up discussions organized by the schools' KiVa teams, 98% of the former victims said that bullying had either stopped completely or decreased (with 86% of them saying that it had stopped completely). Furthermore, teachers overall have reported increased efficacy to deal with bullying.

It should be pointed out that a recent meta-analysis on bullying intervention studies by Maria Ttofi, David Farrington, and Anna Baldry, prepared for The Swedish National Council for Crime Prevention and published in December 2008, indicated that among the programs that were evaluated utilizing a randomized control design

(the most stringent design to evaluate program effects), KiVa was the only one that had significant effects on both victimization and bullying others. This shows that when evaluated rigorously, the positive effects are not self-evident. Many existing programs have actually showed no effects at all, or even negative effects.

Overall, the main objectives were achieved, as KiVa was successful in preventing bully-victim problems and helping school personnel tackle bullying effectively. It also had positive effects on school well-being, e.g. general liking of school and perceived classroom and school atmosphere. The long-term effects remain to be seen in the future.

9. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.

Web: [Www.kivakoulu.fi](http://www.kivakoulu.fi)

Program manuals and other materials:

1) Implementation manual (versions in Finnish and Swedish language):

FI: Salmivalli, C., & Poskiparta, E. (2009). Avain KiVa-an Kouluun. Lyhyt opas KiVa Koulu -ohjelmaan osallistuvalla koululla. Turun yliopiston psykologian laitoksen tutkimuksesta käytäntöön -julkaisusarja, 1.

SWE: Salmivalli, C., & Poskiparta, E. (2009). Nyckeln till en KiVa Skola. En kort guide för skolor som deltar i KiVa Skola-programmet. Psykologiska institutionen vid Åbo universitet: Från forskning till praktik-publikationsserie, 1.

2) Teacher's guides (versions in Finnish and Swedish language):

Grade 1:

FI: Salmivalli, C., Poskiparta, E., Tikka, A., & Pöyhönen, V. (2009). KiVa Koulu: Opettajan opas alakoulun 1. luokalle. Turun yliopiston psykologian laitoksen tutkimuksesta käytäntöön -julkaisusarja, 2.

SWE: Salmivalli, C., Poskiparta, E., Tikka, A., & Pöyhönen, V. (2009). KiVa Skola: Lärarens handbok för årskurs 1. Psykologiska institutionen vid Åbo universitet: Från forskning till praktik -publikationsserie, 2.

Grade 4:

FI: Salmivalli, C., Pöyhönen, V., & Kaukiainen, A. (2009). KiVa Koulu: Opettajan opas alakoulun 4. luokalle. Turun yliopiston psykologian laitoksen tutkimuksesta käytäntöön -julkaisusarja, 3.

SWE: Salmivalli, C., Pöyhönen, V., & Kaukiainen, A. (2009). KiVa Skola: Lärarens handbok för årskurs 4. Psykologiska institutionen vid Åbo universitet: Från forskning till praktik-publikationsserie, 3.

Secondary school:

FI: Sainio, M., Kaukiainen, A., Willför-Nyman, U., Annevirta, T., Pöyhönen, V., & Salmivalli, C. (2009). KiVa Koulu: Opettajan opas yläkoululle. Turun yliopiston psykologian laitoksen tutkimuksesta käytäntöön -julkaisusarja, 4.

SWE: Sainio, M., Kaukiainen, A., Willför-Nyman, U., Annevirta, T., Pöyhönen, V., & Salmivalli, C. (2009). KiVa Skola: Lärarens handbok för årskurs 7. Psykologiska institutionen vid Åbo universitet: Från forskning till praktik-publikationsserie, 4.

- All teacher's manuals include a DVD with short films used during the student lessons.3)

Parents' guide (versions in Finnish and Swedish language):

FI: Kaukiainen, A., & Salmivalli, C. (2009). KiVa Koulu: Vanhempien opas. Turun yliopiston psykologian laitoksen tutkimuksesta käytäntöön -verkkojulkaisusarja, 5.

SWE: Kaukiainen, A., & Salmivalli, C. (2009). KiVa Skola: Handbok för föräldrar. Psykologiska institutionen vid Åbo universitet: Från forskning till praktik-publikationsserie, 5. -

Parents' guide is available (readable) in electronic form in www.kivakoulu.fi – vanhemmat.4)

Posters

Poster for primary schools

Poster for secondary schools

5) Visible KiVa Koulu -vests for teachers supervising the recess time

6) Virtual learning environments:

KiVa computer game Grade 1 (versions in Finnish and Swedish language)

KiVa computer game Grade 4 (versions in Finnish and Swedish language)

KiVa Street for secondary schools (versions in Finnish and Swedish language)

Discussion forum ("Foorumi" for school personnel)

7) A web-based yearly survey for KiVa schools (enables feedback for each school on their situation)

Scientific articles in international journals and edited books:

1) Studies on the effectiveness of KiVa Koulu:

Kärnä, A., Voeten, M., Little T., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (in press). A large-scale evaluation of KiVa anti-bullying program. *Child Development*.

Salmivalli, C., Kärnä, A., & Poskiparta, E. (submitted, September 2009)

Counteracting bullying in Finland: The KiVa program and its effects on different forms of being bullied. A special section edited by C. Spiel, P. Smith, and C. Salmivalli and offered for publication in *International Journal for Behavioral Development*.

Salmivalli, C., & Pöyhönen, V. (submitted). Cyberbullying in Finland. In Q. Li, D. Cross, & P.K. Smith (Eds.), *Bully goes to the cyber playground: Research of cyberbullying from an international perspective*.

Salmivalli, C., Garandeau, C., & Veenstra, R. (in preparation). KiVa Anti-Bullying Program: Implications for School Adjustment. To be published in G. Ladd & A. Ryan (Eds.), *Peer relations and academic adjustment*.

Garandeau, C., Poskiparta, E., & Salmivalli, C. (in preparation). Tackling bullying in schools: A comparison of two approaches.

2) International publications on the theoretical background and contents of KiVa Koulu:

Salmivalli, C., & Willför-Nyman, U. (2007). KiVa: Ett forskningsbaserat antimobbningsprogram. In C. Thors (ed.), *Utstött – en bok om mobbning*. Pedagogiska magasinets skriftserie. Stockholm: Lärarförbundets

Salmivalli, C., Kärnä, A., & Poskiparta, E. (2009). From peer putdowns to peer support: A theoretical model and how it translated into a national anti-bullying program. In S. Shimerson, S. Swearer, & D. Espelage (Eds.), *Handbook of School Bullying: An International perspective*. Mahwah, NJ: Lawrence Erlbaum.

Salmivalli, C., Kärnä, A., & Poskiparta, E. (in press). Development, evaluation, and diffusion of a national anti-bullying program (KiVa). In B. Doll, W. Pfohl, & J. Yoon (Eds.), *Handbook of Youth Prevention Science*. New York: Routledge.

Salmivalli, C., Kärnä, A., & Poskiparta, E. (in press). KiVa - A Finnish innovation to tackle bullying. In K. Österman (Ed.), *Festschrift for Kaj Björkvist (preliminary title)*.³ Other international publications from the project (utilizing KiVa data)

Kärnä, A., Voeten, M., Poskiparta, E., & Salmivalli, C. (in press). Vulnerable children in varying classroom contexts: Bystanders' behaviors moderate the effects of risk factors on victimization. *Merrill-Palmer Quarterly*.

Huitsing, G., Sainio, M., Veenstra, R., & Salmivalli, C. (revision submitted) "It must be me" or "It could be them?" The impact of the social network position of bullies and victims on victims' adjustment. *Social Networks*.

Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (submitted). Victims and their defenders: A dyadic approach. *International Journal of Behavioral Development*.

Strohmeier, D., Kärnä, A., Roland, E., & Salmivalli, C. (submitted). Peer victimization among immigrant students in Finland: Prevalence, forms, and risk factors.

4) Finnish publications related to KiVa Koulu:

Salmivalli, C. (2006). *KiVa Koulu -hankkeella kiusaamista vastaan*. Aliokirjoitus, Turun Sanomat, lokakuu 2006.

Salmivalli, C. (2006). *KiVassa Koulussa ei kiusata*. *Spektri-lehti* (OPH).

Tuomisto, T., Poskiparta, E., & Salmivalli, C. (2009). *KiVassa Koulussa ei kiusata!* In A. Lämsä (Ed.), *Mun on paha olla. Näkökulmia lasten ja nuorten psyykkiseen hyvinvointiin*. Jyväskylä: PS-Kustannus

Poskiparta, E. (2009). *KiVa Koulu kiusaamista vastaan*. *Dysfasia: Puheen ja kielen kehityksen erityislehti*, 3.

10. Please, write a *one page* description of the project:

Bullying is a serious problem that has received attention in Finland and worldwide especially since the 1990's. Despite changes in legislation concerning school safety and the development of anti-bullying policies, the prevalence of either students who are repeatedly bullied by their peers or their tormentors has not decreased in Finland during the past decade: the rather general, legislative actions have not been enough to combat bullying in our schools. There is a pressing and urgent need to find effective methods to prevent bullying and intervene in it.

KiVa Koulu ("KiVa") -program is a multifaceted, research-based anti-bullying program that provides schools with concrete, easily adoptable tools to reduce bullying. The student lessons form the basis of the universal actions in KiVa. The lessons form a continuum lasting for the whole comprehensive education, with key issues taken up repeatedly in Grades 1, 4 and 7 in age-appropriate ways. For instance, different forms of bullying (direct and indirect bullying, cyber bullying, sexual harassment), are taken up during the student lessons. The lessons also cover topics related to group interaction and respectful communication more widely. A special emphasis, however, is on how the students witnessing bullying can use their potential to reduce it. Indicated actions, on the other hand, refer to tackling the acute cases of bullying by the schools' KiVa teams, consisting of three adults working in the school.

The program is being evaluated with a randomized control trial involving 234 schools and > 28 000 students. The evaluation is ready for Grades 4-6 (involving about 8 000 students), with excellent results. KiVa seems to be an effective method to reduce bullying, to change the attitudes and behaviours of the witnesses into a positive direction (e.g., less reinforcing provided to the bully) and to increase school well-being. The data collected in the KiVa project are unique in the world. They have already contributed to, and will continue to contribute, to research on peer relations and bullying.

After the development and evaluation period (2006-2009) the diffusion of KiVa Koulu to Finnish comprehensive schools has begun. In order to enhance the diffusion of the program, KiVa Koulu offers all materials and training for free for schools that start implementing KiVa during the first two years (i.e., 2009 or 2010). About 50% of all comprehensive schools are already implementing KiVa, with about 300 000 students being targeted by it. In October 2009 there is a chance for the rest of the schools to register as KiVa schools and start implementing the program next fall.

KiVa is not meant to be a project that starts and ends, but a permanent part of the schools' anti-bullying work. There are several elements built into the program which are likely to enhance the motivation and commitment of the school personnel. There is a yearly web-based survey providing schools feedback about their own situation and changes taking place. KiVa conference days will be organized biannually, starting in August 2010. This event will bring together schools implementing the program, program developers, researchers, as well as stakeholders. Finally, we are currently developing a 'virtual training' environment for those school personnel who could not attend face-to-face training to get acquainted with the program.

From the perspective of crime prevention, KiVa can have both immediate and long-term impact. Some bullying taking place among peers at schools clearly fulfils the criteria of crime (violent attacks, threats, insulting material spread in the Internet, etc.), and KiVa has been shown to reduce these problems. Second, children doing the bullying have a higher likelihood than others to end up as antisocial and criminal young adults (e.g., Olweus, 1987). Third, the tragic school shootings, although rare,

have been shown to be preceded by prolonged victimization by peers (Leary et al., 2003).

Although KiVa shares some elements with other existing anti-bullying programs, it has many innovative elements that differentiate it from them. First, KiVa includes a broad and encompassing array of concrete and professionally prepared materials for students, teachers, and parents. Rather than offering “guiding principles” to school personnel, it provides them with a whole pack of activities to be carried out with students. Second, KiVa harnesses the powerful learning media provided by the Internet and virtual learning environments. Third, KiVa focuses on the bystanders, or witnesses of bullying, by actually providing ways to enhance empathy, self-efficacy, and efforts to support the victimized peers among the students.