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Investigating the acceptability of the KiVa anti-bullying programme in a special educational setting: a mixed methods case study

Rachel Liscombe

Presented for Masters by Research September 2019

Supervisors:

Professor Judy Hutchings and Dr Margiad Williams

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Diolch,

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Abstract

Forty years of research has established bullying as a globally pervasive, adverse experience associated with a multitude of immediate and longer-term negative life outcomes. The school is identified as a site with a high concentration of bullying. As a result, a number of school-based anti-bullying interventions have been developed and implemented with the hope of reducing overall prevalences of the behaviour and negating its negative impact on a new generation. KiVa is one such school-based anti-bullying programme, developed and designed for national use in Finland in 2006. KiVa has since been subject to a number of cross cultural investigations of transferability, efficacy and success. To date, however, KiVa research, including several UK based studies, has been solely conducted in mainstream primary school settings. As a result, there are no reports on the use of the programme with a population of students with additional learning needs, despite evidence that these students are particularly vulnerable to both being bullied, and bullying others. The present case study is an attempt to address this gap in the literature, and follows the implementation of KiVa (Unit 1) over one academic year in the middle department (n = 46, ages 12 - 15) of a large special school in North Wales. Qualitative and quantitative data from teachers implementing the programme and students in receipt of the programme are included. Teachers participated in semi-structured interviews, and completed weekly Teacher Lesson Records as a measure of implementation fidelity, and a final Teacher Survey at the end of the academic year to explore their final perceptions of the programme. Students completed the online pre-and post-KiVa Pupil Survey, and ten students were invited to participate in focus groups at the end of the academic year. The research has two central aims; the first, to assess the feasibility of implementing KiVa in this novel setting and document any adaptations necessary for implementation, and the second, to investigate programme impact on students with additional learning needs in this setting, together these aims help to determine the acceptability of KiVa in this novel setting. Though feasibly implemented in this setting, KiVa required a number of minor adaptations to improve intervention-setting-fit, and a number of more fundamental programme changes which may have negatively impacted programme success and student outcomes. Declines in students perceptions of school climate and increases in student self-reported victimisation and cyber victimisation are observed, however teachers believed that KiVa also led to positive developments in terms of students personal, social and emotional learning, and may therefore meet positive though unintended needs of this student population. Results suggest

mixed acceptability in this setting. Limitations of the present research are discussed, followed by avenues of future research raised by the results gathered.

Literature Review

The thesis begins with a literature review separated into four chapters. The first establishes a knowledge base of bullying, including what is meant by bullying, character profiles of those involved in bullying, and consideration of factors that encourage or discourage school bullying. The second chapter provides a review of the anti-bullying policies and legislation in the UK and in Wales, and how these compare to those of other countries. This is followed by discussions and evaluations of three strongly evidence based whole-school anti-bullying programmes, to determine the most appropriate programme for implementation in a Welsh setting. The third chapter explores the comparatively under-researched area of bullying behaviours of students with additional learning needs, including their vulnerabilities to bullying involvement, and consequences of this involvement. The literature review concludes with chapter four which postulates as to why the enquiry has not been previously undertaken, and provides a justification for the present research.

Chapter 1: The 'What', 'Who' and 'Why' of Bullying

In August 2018, nine-year-old Jamel Myles took his own life ("US boy, 9, killed himself" 2018). This was closely followed by the death of Welsh 14-year-old Bradley John, in September ("Bradley John: Memorial" 2018). For both boys, bullying was reported as the primary influencing factor in their decisions to take their own lives. In addition to self-inflicted acts of harm, persistent bullying has also been implicated in a number of the mass shootings and violent crimes around the world, such as the Columbine and Sandy hook school shootings (Agnich, 2015; van Geel, Vedder & Tanilon, 2014, Wong and Schonlau, 2013). Cases such as these have raised public and subsequent legal and political concern for the effect of bullying on children's wellbeing (Smith, 2011). This has, in turn contributed to an exponential growth in bullying literature, with as many as 5000 peer-reviewed articles on bullying published between 2011 and 2017 (Volk, Veenstra & Espelage, 2017). The focus of these articles has been threefold, corresponding to the three sections of the first chapter. The first discusses attempts to understand what is meant by bullying, by exploring its definition, prevalence and consequences. The second section, presents research regarding the individual profiles of those involved in bullying episodes,

and the third, discusses factors which appear to promote or limit the prevalence of bullying behaviours within schools.

The 'What' of bullying

Prevalence and Consequences

For many, bullying is considered to be inextricably bound to school and the educational system (Duncan, 2012), an almost an inevitable part of growing up (Carter & Spenser, 2006). Internationally conducted school-based bullying research certainly suggests this to be the case, with findings that 20% of students in the USA have been bullied by peers (Hatzenbuehler, Schwab-Reese, Ranapurwala, Hertz, & Ramirez, 2015), 26.1% of students in China (Han, Zhang & Zhang 2017), 5.5% in Iceland (Garmy, Vihjálmsson and Kristjánsdóttir, 2017), 12% in Finland (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen 1996) and as many as 22% in the UK (The Annual Bullying Survey, 2018). In addition to research conducted within individual countries, several cross cultural and national studies have been conducted, including the World Health Organisation (WHO) study involving 200,000 children from 39 counties between the ages of 11 and 15, reporting that one in 10 children are victims of bullying, and a further one in 10 are bullies (Currie, Zanotti, Morgan & Currie, 2012). In a more recent cross national survey involving 580,000 children from 33 countries, as many as 40% of respondents reported being bullied; 29% occasionally, and 11% chronically (Chester et al., 2015). Finally, a comprehensive meta-analysis by Modecki and colleagues (2014) reported a mean prevalence of 35% involvement in school-based bullying across 80 countries.

While troublingly high, these results only account for the students who admit to their behaviour as bullying (Crothers & Levinson, 2004), are able to identify and admit to their victimisation (Griffin & Gross, 2004; Ladd & Kochenderfer-Ladd, 2002) and who are directly involved in the bullying dynamic. With estimations that peers are present in at least 80% of bullying incidents (Pepler, Craig & O'Connell, 2010, Polanin, Espelage, Pigott, 2012), the number of children indirectly exposed to bullying, and therefore negatively affected by it, is likely to be considerably greater.

Associations have been identified between being a victim, bully and witness to bullying episodes, and a number of negative life outcomes. These include decreased academic achievement (Wolke

& Lereya 2015), higher school dropout and absenteeism (Fry et al., 2018) psychological distress in the form of depression, anxiety and suicidal ideation (Holt et al., 2015; Takizawa, Maughan & Arsenault, 2014; Ttofi, Farrington, Lösel, & Loeber, 2011; Wolke, Copeland, An-gold, & Costello, 2013), criminal activity (Wolke & Lereya 2015), drug use (Tfoti, Farrington, Lösel, Crago & Theodorakis, 2016, Valdebenito, Tfoti & Eisner, 2015) and economic hardship (Brimblecome et al., 2018). The multitude of adverse consequences, and the high rate of student involvement in bullying clearly highlight bullying as a pervasive public health issue facing our youth (Gini & Pozzoli, 2013; Masiello and Schroeder 2013). It is therefore of paramount importance that academics researching the behaviour, staff attempting to address the behaviour, and students experiencing the behaviour, have a clear definition of bullying.

Definition

Research on school based bullying began in 1973, when Professor Dan Olweus conducted the first large scale study in Norway following the suicide of three Norwegian teenage boys. One thousand boys between the ages of 12 and 16 were included in the study investigating their bullying perpetration and victimisation behaviour. An English translation of '*Aggression in Schools: Bullies and Whipping Boys*' was published in 1978, and led Olweus to define bullying as

> *"aggressive, intentional acts carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself"* (Olweus, 1993 p. 43).

This definition, emphasising conditions of intentionality, repetition and a power imbalance, is referred to as the tri-criterion definition of bullying (Olweus, 1993b; Smith, Sharp, Eslea, & Thompson, 2004), with each criterion representing a pillar of the definition (Sawyer, Bradshaw & O'Brennan, 2007). Emphasis is placed on the existence of a power imbalance as a means of distinguishing bullying from playground conflict. Aggressive playground conflicts involve children of equal power and status, while bullying relies on a victim who is unable to defend him or herself (Roland & Idsøe, 2001, p. 447). This power imbalance may manifest as physical strength, social status within a group, or, if a group targets an individual, from the size of the group (Menesini & Salmivalli, 2017). Although the Olweus definition is not without its methodological challenges (see Volk, Veenstra & Espelage, 2018 for a detailed discussion) including the appropriateness of inferring and measuring *'intentionality'*, the need for repetition,

and the underlying *"nebulous"* and *"subjective"* nature of the term bullying itself (Espelage, 2018, p. 30) it continues to be the most cited and internationally recognised definition to date, and is therefore adopted in the present thesis.

Types of Bullying

Bullying can manifest in a number of different types of bullying behaviours, including verbal, exclusion, physical, manipulative, material, threat, racist, sexual and cyber (Salmivalli, Kärnä, & Poskiparta, 2011). The expression of bullying behaviours has been found to vary across cultures (Smith, Kwak and Toda, 2016). Typically, however, school bullying research, especially in Western cultures (Toda, 2016) is dominated by physical, verbal, relational and cyberbullying, and consequently these are the focus of the present thesis. These four bullying types can be further categorised as direct, defined as confrontation in face-to-face situations (Rivers and Smith, 1994) or directly between individuals in cyberspace, or indirect, defined as bullying mediated by other people (Bjorkivist, 1994).

Direct Bullying

Physical and verbal bullying are direct forms of bullying, for example, child A punching child B, constitutes direct physical bullying (Zych, Baldry and Farrington, 2017). Physical bullying includes inflicting physical damage on another person by either hitting, kicking or physically restraining them, or causing damage to their property by vandalising their school bag or locker. Verbal bullying includes name calling, teasing or the use of threats. In a recent analysis of bullying behaviours by the United Kingdom's Department for Education, 89% of students reported experience of verbal bullying in the form of name calling, while 60% had experienced some form of physical bullying (Bullying in England, 2018). The differences between these rates of bullying are argued to reflect the ease of perpetration and visibility of each type. Verbal bullying can be quick, subtle if whispered, and, unlike physical bullying, leaves no physical trace to prove that it took place. Bruises or cuts from physical altercations are harder to hide and may therefore be easier to identify and punish, thus potentially explaining why students are less likely to engage in this type of bullying than verbal bullying.

Males typically engage in more physical and direct forms of aggression than females (Chatzitheochari, Parsons & Platt, 2016; Nansel et al., 2001; Hong & Espelage, 2012; Carbone-

Lopez, Esbensen & Brick, 2010; Romera Félix, Rey Alamillo & Ortega-Ruiz, 2011). An understanding of stereotypical gender roles has been adopted as a means of explaining this observation (Ben, 1974). Within schools and at home, girls are punished more often than boys for behavioural issues, they are also encouraged not to draw attention to themselves, to be quiet and act politely (Reynolds & Miller 2003). This inadvertently encourages them to develop more covert means of displaying their aggression towards others such as verbal bullying. Meanwhile rough and tumble play for boys is encouraged to a certain extent, and therefore physical forms of aggression may be considered more developmentally normative for a longer period of time for males than females.

There are however a number of studies that challenge this gendered observation. In their meta-analysis Card et al., (2008) reported trivial gender differences in terms of the type of bullying perpetrated, while two studies from 2013 directly challenge the findings with separate reports that boys spread more rumours than girls, and that boys experience the highest rates of verbal bullying (Lossi Silva, Pereira, Mendonça, Nunes & Oliveira, 2013; Low & Espelage. 2013).

Indirect bullying

Indirect bullying refers to bullying mediated by other people (Bjorkivist, 1994). Early conceptualisations considered it to be a form of social manipulation, whereby an aggressor is able to inflict harm on another person without being obviously involved, and is therefore able to avoid retaliation and punishment (Lagersoetz, Bjorkivist & Peltonen, 1988). Relational bullying is one form of indirect bullying, and consists of rumour spreading, excluding or ignoring others. Like verbal bullying, these behaviours are often covert, and subtle, making them hard to identify and subsequently punish (Elinoff, Chafouleas & Sassu, 2004; Remillard & Lamb, 2005). Relational bullying has been rated as more hurtful than direct forms of bullying (Archer & Coyne, 2005).

Relational bullying is more common amongst females, (Scheinhauer, Hayer Peterman & Jugert 2006; Card et al., 2008), attributed to their superior social competence compared to males (Barbu, Cabane, Le Maner-Idrissi, 2011, Sonja, Jana, Zuljan, Milena, 2009). This allows them to express their aggression through the manipulation of relationships, while simultaneously limiting the opportunity for retribution from peers. Relational bullying, it has been argued, poses less of a

threat to female dependence on peer closeness and intimacy (Ybarra & Mitchell 2004).

Cyberbullying

Technological development, and the ease of technological access means that communication and social contracts are no longer restricted to face-to-face interactions. In fact, youth now identify online platforms such as emails, social networking sites and text messages as a form of 'socialising' (Jackson & Cohen, 2012). Despite the numerous benefits of cyber-socialisation, such as maintaining connections with social contacts, (Chayko, 2014), reducing loneliness (Ando & Sakamoto, 2008; Odacı & Kalkan, 2010) and knowledge transfer (Erickson & Johnson, 2011), it has also led to the creation of a new platform for, and type of, bullying called cyberbullying. Cyberbullying alone is estimated to affect between 20 - 40% of individuals during their adolescent years (Tokunga, 2010). There are debates regarding the appropriateness of the term cyberbullying as opposed to cyber-aggression (*see* Corcoran, McGuckin & Prentice, 2015 *for discussion*) including how to accurately identify Olweus' three criteria for bullying in cyberspace, however the present thesis adopts the perspective that cyberbullying is a new subtype of traditional bullying perpetrated through electronic devices (Tokunaga, 2010).

According to Willard (2007), there are eight forms of cyberbullying (definitions in brackets from Betts & Spenser, 2017); Flaming *(angry and vulgar online exchanges)*; harassment *(repeated sending of nasty and insulting messages)*; cyberstalking (*repeatedly harassing someone such that they feel threatened or afraid*); denigration (*rumour spreading and gossiping to damage his/her reputation or friendship*); impersonation (*pretending to be a person and sending material on their behalf to cause someone to get into trouble or to damage their reputation*); outing (*sharing secrets or humiliating information of another person*); trickery (*to convince someone to share humiliating information, then making the information available online*) and exclusion *(to intentionally exclude someone from an online group in order to cause hurt to the person)*. Like traditional forms of bullying, cyberbullying has been separated into direct and indirect forms (Langos, 2012), though distinctions are subtle and easily transfer from one to the other. This is because direct cyberbullying, that is, bullying occurring via private communication between two individuals, can quickly enter the public domain if shared by one party, and become an example of indirect cyberbullying (Langos, 2012).

Cyberbullying can transcend the school perimeter leaving victims vulnerable at any time of day and in any location (Merril and Hanson, 2016). It also benefits - to a greater degree than indirect traditional forms of bullying - from anonymity. Bullies may conceal their identity by adopting usernames, leaving victims feeling frustrated and powerless, due to their inability to allocate responsibility with certainty (Vandebosch & Van Cleemput, 2008). Anonymity has been implicated in findings that cyberbullying has led to the creation of a new and distinct group of victims who would not have been bullied if not for the internet (Holt & Espelage, 2012). This new group of victims accounts for a small subset of those bullied via the internet however, with the majority of cyber victims also subjected to bullying in traditional ways (Przybylski & Bowes, 2017; Dempsey, Sulkowski, Dempsey & Storch, 2011; Schneider, O'Donnell, Stueve & Coulter, 2012).

Demographic information on cyberbullies and cyber victims is so far inconsistent, with three meta-analyses reporting differing results; the first, concluded that perpetration is slightly more common in boys than girls (Bartlett & Coyne, 2014), the second reported the opposite pattern (Gustafsson, 2017) and a third reported no gender differences (Tokunaga, 2010). Gender may also interact with age to influence prevalence estimates, with girls found to be more involved in cyberbullying at younger ages, and boys more involved in older age groups (Bartlett & Coyne, 2014).

Due to a fear of losing access to their electronic devices, victims of cyberbullying are less likely to report that it is taking place than reporting traditional forms of bullying (Mishna, Cook, Gadalla, Daciuk, & Solomon, 2010). This fear, combined with cyberbullying's ability to transcend the school perimeter and the potential anonymity of bullying episodes, helps to account for the similar, if not more severe, negative effects of this form of bullying compared to traditional forms, including depressive symptomatology, suicidal ideation and future delinquency (Bonanno & Hymel, 2013, Hay Meldrum & Mann, 2010; Litwiller & Brausch, 2013; McCuddy & Esbensen, 2016).

The 'Who' of Bullying

Traditionally, bullying was conceived to be a dyadic relationship (Coie et al., 1999; Veenstra et al., 2007). This is reflected in Olweus' seminal study which focused only on the bully and his

victim, or 'whipping boy' (1978). Bullies and victims however, make up less than 20% of the student population (8.2% and 11.7% respectively) (Salmivalli, Lagerspetz, Björkqvist, Österman & Kaukiainen, 1996), raising questions about the roles adopted by the remaining 80% of students. In the 1970's Pikas conceptualised bullying as a group process (Hareide, 2003). This perspective was later explored by Salmivalli and colleagues, who in their 1996 article, identified and named five additional participant roles in the bullying dynamic (Salmivalli et al., 1996). Those who were Uninvolved accounted for 12.8% of the student population, whilst the remaining 67.3% comprised four participant roles collectively referred to as Bystanders; Assistants to the bully (6.8%), Reinforcers of the bully (19.5%), Outsiders / Silent Approvers (23.7%) and Defenders of the victim (17.3%). The four bystander roles have been identified as key to the maintenance and perpetuation, or reduction, of bullying behaviours within schools (Salmivalli et al., 1996). This chapter presents a summary of the participant roles as described by Salmivalli and colleagues (1996).

Some studies use other terminology for bullies and victims such as perpetrator and target respectively. Whilst equally valid, the terms 'victim' and 'bully' are more commonly utilised and therefore, for ease and transparency, are used in the present thesis.

Victim

Victims are the recipients of repeated and systematic harassment. Individuals are said to be vulnerable to victimisation because they are *"different in a noticeable way"* (Thompson, Whitney & Smith, 1994). These differences are extensive and varied, and include simply not fitting in, being physically weak, wearing different clothes, facial appearance, emotionality, weight and academic performance (Beaty & Alexeye, 2008).

Victim status correlates with a number of social deficits; including poor social competency when interacting with peers (Camodeca & Goossens, 2005; Caravita, Di Blasio & Salmivalli 2010) and low levels of assertiveness (Fox & Boulton, 2005), pro-sociality (Arseneault et al., 2006) and perceived social efficacy (Gómez-Ortiz, Romera-Fëlix & Ortega-Ruiz, 2017; Cerezo, Sánchez, Ruiz, & Arense, 2015; MacEvoy & Leff, 2012). Students have even been identified as victims in preschool and found to display the lowest scores of sociability and leadership compared to peers, and the highest scores on submissiveness, isolation and withdrawal (Perren & Alsaker, 2006). High levels of internalising problems such as anxiety, depression and emotional symptoms are

also characteristic of this group (Malti, Perren, & Buchmann, 2010), although cross-sectional studies mean that categorising these as either precursors or consequences of victimisation is challenging. Nevertheless, a combination of the above factors highlights the social vulnerability of these students.

Bully

A bully is defined as an individual with an active initiative-taking role in the systematic aggressive behaviours, that are defined as bullying (Hawley & Williford, 2015). Traditional views of bullies as individuals with poor self-control (Chui & Chan, 2013; Moon & Alarid, 2015; Starosta, 2016), low levels of social competence (Camodeca, Caravita & Coppoola, 2015), empathy (Caravita, Di Blasio & Salmivalli, 2009) emotion regulation (Elipe, Ortega, Hunter, & Del Rey, 2012), and poor social adjustment (Wang et al., 2012) are supported by evidence. These characteristics are argued to reflect poor socialisation through exposure to abuse, in the form of domestic violence (Baldry, 2003; Bowes et al., 2009), and poor parental monitoring (Cook, Williams, Guerra, Kim & Sadek, 2010), both of which correlate highly with this participant role. Traditional bully types are rated as popular, defined in terms of visibility, dominance and prestige, but unliked by peers (de Bruyn, Cillessen & Wissink, 2009).

Research has increasingly highlighted the existence of a distinct subset of bullies referred to as Machiavellian bullies (Hawley, 2003), derived from the Machiavellian personality characteristic which utilises exploitative and manipulative behaviour (Braginsky, 1970). Instead of social competency deficits, Machiavellian bullies display skilful thought and a high degree emotional understanding (Sutton, Smith and Swettenham, 1999). These individuals are identified as having a good understanding of social cues and are able to utilise them to achieve their goals through the manipulation of others (Caravita et al., 2010; Gini, 2006). They are found to be more competent than peers in interacting with others (Camodeca & Goossens, 2005; Caravita, Di Blasio & Salmivalli 2010), which is theorised as contributing to their high degree of sociometric status and social acceptance (MacEvoy & Leff, 2012; Reijntjes et al., 2013; Wang et al., 2012).

Bully - Victims

If a child is being bullied while also engaging in bullying perpetration of children lower in status than themselves, they are considered to be bully-victims (Solberg, Olweus, & Endresen, 2007). This participant role accounts for between 2% and 10% of the student population (Pelligrini,

1998) and shares a number of negative characteristics with the traditional conceptions of a bully and the victim profiles above. Like bullies, they display externalising issues of aggression and impulsivity, whilst at the same time displaying internalising problems of anxiety, depression and low self-esteem, more typically characteristic of victims (Cook, Williams, Guerra, Kim & Sadek, 2010)

Bully-victims have difficulty forming friendships, and are more socially isolated and lonely than either pure victims or bullies (Georgiou & Stavrinides, 2008; Boulton & Smith, 1994). They also experience increased mental health problems in late adolescence (Lereya, Copeland, Zammit, & Wolke, 2015), suicidal behaviour (Winsper, Lereya, Zanarini, Wolke, 2012) and poorer health, wealth, and social-relationship outcomes in adulthood (Wolke, Copeland, Angold, Costello, 2013), than those of pure bullies or victims.

Victims are more likely to become bullies than bullies to later become victims (Haltigan and Vaillancourt, 2014). This transition is attributed to victim hyper-sensitisation to threat, which leads them to pre-emptively act aggressively, even if this response is unwarranted (Haltigan & Vaillancourt, 2014). For this reason, some have suggested a relabelling of these individuals as either aggressive-victims (Jara, Casas & Ortega- Ruiz, 2017; Salmivalli & Nieminen, 2002; Volk, Veneestra & Espelage, 2017) or reactive-victims. This is suggested as a means of distinguishing between the proactive premeditated, goal directed and unprovoked aggression more characteristic of pure bullies (Price & Dodge, 1989) and the reactive aggression in response to real or imagined threat from others, thought to reflect the behaviours of bully-victims. This distinction may also help to account for observed differences in peer evaluation between reactive and proactive aggressors. Whilst proactive aggressors are positively evaluated by peers for humour and leadership qualities (Dodge & Coie, 1987), reactive aggressors receive more negative evaluations from peers and experience low social status (Poulin & Boivin, 2000).

Bystanders
Bystanders are individuals who witness bullying incidents, and either support or reject these behaviours through their subsequent actions (Salmivalli, 1999). There are four participant bystander roles; Assistants, Reinforcers, Defenders, and Outsiders (Silent Approvers) (Salmivalli et al., 1996).

Assistants of the bully, join in with bullying once it has begun, by physically holding the victim, or blocking their exit. **Reinforcers** of the bully, do not actively take part in the bullying, but by being present, provide the bully with positive social feedback, in the form of encouraging laughter, gestures or merely as an audience member. Individuals choosing to avoid the bullying incident were originally conceptualised as **Outsiders**, however the recognition that *"doing nothing is functionally equivalent to condoning violent behaviour"* (Carney & Merrell, 2001) led to the alternative terminology of **Silent Approvers**. Finally, **Defenders** of the victim take an active role in attempting to stop the bullying and/or comfort the victim by taking their side (Salmivalli, 1999).

There is considerable debate regarding the individual characteristics of different types of bystanders. For example, some studies report varying levels of empathy and social competence depending on the prosociality of the participant role adopted. Defenders of the victim are high on empathy, emotional comprehension (Belacchi & Farina 2010) and social competence (Camodeca, Caravita & Coppoola, 2015), whereas Assistants and Reinforcers of the bully show the lowest levels of these qualities (Metallidou, Baxevani & Kiosseoglou 2018). Reinforcers of the bully also display high antisocial skills in the form of disruptive behaviours (Metallidou, Baxevani & Kiosseoglou 2018). Silent Approvers display inconsistent character profile patterns, with some reported as having comparable social and moral skills to those of Defenders (Camodeca & Goossens, 2005; Gini, 2006; Olthof, 2012), such as good social adjustment, positive perceived social efficacy and high levels of social and emotional skills (Gómez-Ortiz, Romera-Fëlix & Ortega-Ruiz, 2017). Other studies however, suggest that Silent Approvers show characteristics similar to Assistants or Reinforcers of the bully such as low responsibility, morality and self-efficacy (Gini, Albiero, Benelli, & Altoè, 2008; Pozzoli & Gini, 2010), and an overall negative association with social competency (Camodeca, Caravita & Coppoola, 2015).

The 'Why' of Bullying

Theoretical models attempting to explain the causes of bullying have been numerous, though can be broadly separated into first and second order perspectives (Slee & Mohyla, 2007, Koushoult & Fisker, 2015). First order perspectives investigate the individual characteristics of those involved in the bullying dynamic, including their individual dysfunctions, traits and intentions (Thornberg, 2015). This is closely aligned with the pathological model, viewing children involved in the

bullying as deviant, abnormal and dysfunctional (Duncan, 2012). Bullies are considered to be naughtier than their peers, while victims are considered to display weakness in a certain characteristic. As discussed in the previous participant role profiles, associations have been drawn between a particular participant role and various individual level characteristics, providing some evidence for this perspective.

First order perspectives are however challenged by a number of research findings. Firstly, there are concerns that the prevalence rates of bullying behaviours are too high to be accounted for by individual deviancy alone (Duncan, 2012). Secondly inconsistencies, in terms of individual characteristics of bystanders and bullies, suggest that additional factors may determine the participant role adopted. Studies have also highlighted the fluidity of participant roles, influenced by changes in time and context, as is the case with bully-victims (Gumpel, Zioni-Koren,& Bekerman, 2015; Espelage, Green, & Polanin, 2012; Espelage, Holt, & Henkel, 2003; Salmivalli, 2010). Individual level factors alone, therefore fail to provide a holistic account of why bullying occurs. As a result, academic attention has turned to explore the effect of social context and social level factors on bullying behaviours. These are referred to as Second Order Perspectives, and explain bullying as part of a contextualised social process (Koushoult & Fisker, 2015, Schott & Søndergaard, 2014).

When considering the social context of bullying, the school, as the place where children and youth spend the majority of their waking lives (Synder & Dollow, 2012), is identified as one of the most important and influential environments affecting their behaviour (Gottfredson & Gottfredson, 2001). The school is also the location of the majority of bullying incidents (Batsche & Knoff, 1994; Hawkins, Pepler, & Craig, 2001), therefore assessment of school environmental characteristics, including school climate, teacher-student relationships, and peer relationships, are pivotal in attempts to understand bullying behaviour (Leadbeater, Sukhawathanakul, Thompson, & Holfeld, 2015; O'Brennan, Bradshaw, & Furlong, 2014; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). These three characteristics will presently be explored.

School climate

School climate is defined as the product of social interactions between students, teachers and other school staff that reflect the collective beliefs, values, and attitudes prevailing within a school (Koth, Bradshaw & Leaf, 2008; Låftman, Östberg & Modin, 2016). The features

impacting school climate are extensive and varied, and include, but are not limited to, academic commitment, perceived safety, school disorganisation, diversity, school characteristics, discipline, school values and ethos, student, parent and staff perceptions of the school environment, and their relationships within the school (Låftman, Östberg & Modin, 2016).

Despite its broad nature and complexity, a number of positive school climate features have shown negative associations with bullying behaviours in schools (Varela, Guzmán Piña, Alfaro & Reyes, 2018; Wilson, 2004). These include perceptions of school safety (Akiba, LeTendre, Baker, & Goesling, 2002), a sense of school belonging (Bear, Gaskins, Blank & Chen, 2011; Tfoti & Farrington, 2011) and awareness of school rules and their interpretation as fair (Låftman, Östberg & Modin, 2016). Furthermore, where students believe that school is a good place to be and a place where they are respected, less victimisation is reported (Guerra, Williams, and Sadek, 2011). Even if bullying takes place, having a sense of student belonging has been found to mediate the negative mental health effects experienced by victimised youth (Hatchel, Espelage & Huang, 2018). Put simply, a positive school climate, where bullying is discouraged, has been found to limit the occurrence of the behaviour (Waasdorp, Bradshaw, & Leaf, 2012). Conversely schools with poor school climate characteristics such as high levels of school fear, report high levels of victimisation (Gainey & Seyfrit, 2001; May & Dunaway, 2000). These findings emphasise the importance of considering school climate in studies exploring bullying and its prevalence.

Student - Teacher Relationships

As the primary agents for the creation and maintenance of positive classroom climates (Cortes, & Kochenderfer-Ladd, 2014), teachers play an influential role in the prevalence of bullying rates within their classrooms and school more widely (Mink, 2014; RasKauskas, Gregory, Harvey, Rifshana & Evans, 2010). This is determined by their attitudes and importantly, their actions towards bullying. Both contribute to students' perceptions of their teachers' willingness and competence to intervene in bullying situations, and subsequently influence the quality of student-teacher relationships (Veenstra, Lindenberg, Huitsing, Sainio, & Salmivalli, 2014).

Lower rates of victimisation are reported in schools where students believe their teachers have negative attitudes towards bullying and are likely to intervene in bullying incidents (Espelage, Polanin & Low, 2014; Låftman, Östberg & Modin, 2016; Saarento, Kärnä, Hodges & Salmivalli,

2013). A teacher's degree of competency however, is crucial, with classroom management skills and ability to maintain high expectations of students highlighted as a means of deterring bullying within classrooms (Orpinas & Horne, 2006). Training offers one means of ensuring teachers have the necessary skills and competency to intervene in incidents of bullying should they arise (Sherer and Nickerson, 2010). Investment in teacher training to deal with aggressive behaviour has been negatively associated with the number of aggressive behaviours observed within classrooms (Dias, 2017).

In addition to having the skills to effectively intervene, teachers must also display a willingness to intervene. Teachers who are willing to intervene in bullying situations help to ensure that victims feel that they are supported within their school (Saarento, Boulton, & Salmivalli, 2015). Unsurprisingly students who report low teacher support and low confidence in their teachers' ability to intervene in bullying situations, are more likely to be victims (Bjereld, Daneback & Petzold, 2017; Flaspohler, Elfstrom, Vanderzee, Sink, and Birchmeier 2009; You, Kim & Kim, 2014). Furthermore, teachers who are willing to intervene act as examples of appropriate methods of conflict management (Dias, 2017), and provide opportunities for students to develop their own self-regulation and conflict management skills (Hamre & Pianta, 2005; Wilson, Pianta & Stuhlman, 2007) which may also contribute to lower rates of bullying within classrooms and schools.

Finally, positive student-teacher relationships increase students' belief that their teacher cares about them and that they share a mutually respectful relationship, both of which have been found to reduce student likelihood of resorting to aggressive behaviours (Eliot, Cornell, Gregory, & Fan, 2010; Klein, Cornell, & Konold, 2012). Taken together these findings suggest that positive relationships with teachers play a protective role against bullying by discouraging the behaviour (Han, Zhang & Zhang, 2017). Despite the pivotal role of teachers in 'bullyproofing' classrooms, bullying episodes predominantly occur out of sight of teachers (Carroll-Lind & Kearney, 2004), they may therefore not be the only effective avenue for reducing the prevalence of bullying within schools.

Peer Interactions
Bullying is a social process which is strongly influenced by the reactions and behaviours of peers (Atlas & Pepler, 1998). Certain peer relationships can have a beneficial effect on bullying;

reciprocal friendships, for example, reduce the likelihood of victimisation (Mouttapa, Valente, Gallaher, Rohrbach & Unger, 2004), or mitigate the negative consequences of victimisation (Sainio, Veenstra, Huitsing, & Salmivalli, 2010). Victims who report that at least one classmate has defended or comforted them, have higher self-esteem, feel more accepted and less rejected, than victims who received no support (Sainio, Veenstra, Huitsing, & Salmivalli, 2010).

Sadly, interactions between peers can have a negative effect on bullying behaviours, depending on a relative cost-benefit assessment made by other members of the social group. Understanding the issue in this way helps to clarify paradoxical findings that students may largely express attitudes that oppose bullying (Whitney & Smith, 1993), yet take an active role in the bullying incidents or do little to stop the bullying (Salmivalli and Voeten 2004).

Childhood and adolescence are characterised by the need for peer acceptance, social status and belonging (Baumeister and Leary 1995, Buhrmester 1990; Jarvinen and Nichols 1996; Ojanen, Grönroos & Salmivalli 2005). Competition between individuals for these social assets leads to a ranking of members and eventually the formation of a social hierarchy (Koski, Xie & Olson, 2015; Fiske, 2010). To negotiate this hierarchy and achieve their goals, students may employ adaptive behaviours of affiliation and cooperation, but also aggression, of which bullying is a subtype (Hawley, Little & Card, 2007). Bullying - and aggressive behaviour more widely - can be functionally adaptive through its association with the achievement of goals such as obtaining power over others (Olthof, Goossens, Vermande, Aleva, & van der Meulen, 2011), popularity, and social status (Salmivalli, 2010). These benefits however, may come at the cost of peer acceptance, which is the degree to which students are liked by their peers. Bullies have low degree of peer acceptance (de Bruyn, Cillessen & Wissink, 2009), but high popularity and status (Cillessen & Mayeuz, 2004). Where bullies perceive that the social benefits of bullying outweigh its costs, bullying is likely to persist.

The cost-benefit assessment for bystanders is not so straightforward. Factors such as their popularity and the security of their social status must be included in the equation (Cook, Williams, Guerra, Kim & Sadek 2010). For students with a low degree of popularity, or those who desire greater social status, observing a bully receiving these as rewards, weakens the negative associations they may hold regarding bullying (Dijkstra, Lindenberg, & Veenstra 2008), and according to Socio-Cognitive Theory (Bandura, 1977), increases the likelihood that

bystanders will model these behaviours in an attempt to gain the same rewards. As a consequence, these students may become bullies themselves, or alternatively Assistants or Reinforcers of existing bullies.

Bystanders with a low degree of popularity and social status who choose to defend the victim, risk becoming victims themselves through the process of 'contagion' (Dishion & Tipsord 2011), whereby they 'catch' the bullying. In this instance, ignoring the bullying incident by becoming a Silent Approver, or assisting/reinforcing the bully, becomes safer or more personally advantageous, even if it should contradict their personal beliefs that bullying is bad.

There are also popular bystanders, who must weigh up the cost of ignoring or intervening in bullying situations. On one hand, popular students choosing to defend the victim, may gain popularity and further secure their social status because they act on the, silent, yet widely held group belief that bullying is wrong. Alternatively, students who intervene, yet fail to stop the bullying due to challenges from equally popular bullies, may see their own popularity decrease and the security of their social status weakened. This was demonstrated in a study by Peets, Pöyhönen, Juvonen, & Salmivalli, (2015) in which a strong positive association was observed between popularity of students and defending behaviour, but only in classes where bullying was associated with social costs. Conversely, in classrooms where bullies were popular, popular children were less likely to engage in defending behaviour due to their fear of losing social status in their peer groups (Peets, Pöyhönen, Juvonen, & Salmivalli, 2015).

Like the perpetrators of bullying incidents, the behaviour of those who observe bullying taking place, influences future bullying episodes. Anti-bullying interventions targeting peers offer a potentially significant avenue for reducing bullying behaviours within a school.

Conclusion
This chapter has provided a knowledge base of bullying research, including the extent of the problem and the negative effect it is having on the wellbeing of a new generation. It has provided a debated, yet commonly cited definition of bullying, in addition to discussing different types of school bullying. The chapter then introduced the participant roles involved in the bullying dynamic, and explored the individual profiles of each of these roles. The chapter concluded with an exploration of second-order, social level factors that influence student bullying behaviours

within schools, namely the effect of school climate, student-teacher relationships and most notably, peer relationships. Each section highlights the complexity of the bullying phenomenon, including the considerable number of variables that appear to influence the prevalence of bullying behaviours. Importantly, this section has highlighted the need for strategies to reduce the rate of bullying within schools.

Chapter 2: Policies and Programmes

This chapter begins by exploring the anti-bullying policies and practices adopted worldwide, and how these compare with those of the UK and specifically, Wales. The Welsh Assembly Government is currently redesigning the advice it gives to schools regarding anti-bullying policies and practices. One anti-bullying method utilised in a small number of countries is the adoption of an evidence based national anti-bullying programme. The second half of this chapter introduces three highly evidence based anti-bullying programmes and considers their potential implementation in Wales.

School Anti-Bullying Policies

Bullying within schools is a violation of a child's right to a safe learning environment, and their right to be protected from being hurt or mistreated (United Nations Convention on the Rights of the Child, Article 21 & 19, 1989). Despite this, most individuals report having seen or experienced bullying at some point during their schooling (Raskauskas & Modell, 2011). High prevalence rates of bullying and a greater understanding of the negative consequences of involvement in bullying, have motivated individual countries to create their own policies and legislation to address this, though there is often inconsistency between these laws and policies. Australia for example, has no national anti-bullying legislation, though it has a comprehensive national policy called the National Safe Schools Framework (2003) attempting to reduce bullying (Segall, 2015). Similarly, there is no national anti-bullying legislation in the US, though 120 bills were enacted by state legislatures between 1990 and 2010 which introduced or amended education or criminal justice statutes to address bullying (Segall, 2015; U.S. Department of Education, 2011). Conversely, Finland and Norway have specific legislation to reduce bullying perpetration, such as fines for bullies in Finland (Finland, Björkqvist & Jansson, 2003), and a legal duty placed on Norwegian schools to prevent and stop all forms of bullying (Norway Education Act 2003, Directorate for Primary and Secondary Education 2003). In 2002, Key Norwegian stakeholders in governmental policy and education also signed the *Manifesto mot mobbing* (Manifesto against Bullying), a commitment to actively ensure that bullying does not take place in schools (Manifesto against Bullying 2004).

In the UK, there are no laws specifically criminalising bullying, although there are a number of laws that attempt to address the behaviour. The Education Act (2002), Section 175, for example, places a legal duty on schools and Local Authorities to safeguard and promote the welfare of children, a responsibility compromised by the presence of bullying. In addition, Section 89 of the Education and Inspections Act (2006) mandates schools to prevent and address incidents of bullying through the use of anti-bullying policies (Smith et al., 2012). Schools in England and Wales design their own anti-bullying policies, on the basis that ownership over these policies influences their success (Smith, Anianadou & Cowie, 2003) and signals the school's individual commitment to tackling bullying (Education and Inspection Act, 2006). Schools are supported in designing their anti-bullying policies by governmental documents; the '*Preventing and Tackling Bullying*' in England (Department for Education, 2017) and '*Respecting Others: Anti-bullying Guidance*' (Welsh Government, 2011) for schools in Wales.

The presence of anti-bullying legislation, policies, materials and support however, does not guarantee translation into effective action at the school level or reduced rates of bullying. Prior to the publication of '*Respecting Others*' in 2011, Bowen and Holtom (2010) conducted the first comprehensive bullying survey with students in Wales, and reported a victimisation prevalence of 32%. In 2018, the School Health Research Network survey conducted in Wales (2018) estimated the prevalence of bullying among secondary students to be 35%, suggesting an increase (Hewitt, Anthony, Moore, Melendez-Torres & Murphy, 2019). Evidence such as this has led to a growing concern that existing school level anti-bullying policies reflect lip service to legal requirements, complying with the mandate but lacking quality and implementation assurances (Smith, Smith, Osborn & Samara, 2008). In 2006, a large scale evaluation of anti-bullying policies across 480 schools in Wales, classified only 3% of policies as "*outstanding,*" while 33% were "*unsatisfactory with significant problems*" (Epstein, Dowler, Mellor, & Madden, 2006, p. 5). Furthermore, even in cases where policies are outstanding, they may sit idly on shelves, failing to translate into actual implementation, or simply implemented in an unsatisfactory manner (Estyn, 2014, p.16). Utilising data from the Youth Behaviour Survey, Sabia and Bass (2017) highlight the need to have bullying mandates but also the strict enforcement to these mandates in order to significantly reduce rates of bullying.

Continued concern over the effects of bullying, and the variability of policy effectiveness have encouraged the Welsh Assembly Government to review the guidance given to schools regarding

their anti-bullying policies. Changes will be made in accordance with consultations held between 2016 and 2018 with key stakeholders including teachers, bullying researchers, policy makers and crucially, students (Welsh Government, 2018; Children's Commissioner for Wales, 2017). When surveyed, students in Wales expressed the view that the Welsh Government should lead anti-bullying work rather than placing responsibility on local authorities and schools (Butler, 2014). Students argue in favour of nationwide action on bullying practice, including a national programme or initiative to improve the monitoring of bullying (Butler, 2014). The call for a national approach to bullying is also echoed by professional bullying researchers (Children's Commissioner for Wales, 2017; "One in 10" 2019). Following her consultation with Welsh students and bullying stakeholders, the Children's Commissioner for Wales, Professor Sally Holland, suggested that the Welsh Government's updated '*Respecting Others'* document should *"require schools to establish robust anti-bullying strategies based on approaches supported by research evidence"* (Sam's Story, 2017). One strategy that complies with desires of Welsh students those of the Children's Commissioner, and is also supported by existing bullying research, is the nationwide adoption of whole-school anti-bullying programmes. In a meta-review, anti-bullying programmes have been found to reduce victimisation by an average of 15-16% and bullying by an average of 19-20% (Gaffney, Ttofi, and Farrington 2019), and are, therefore, a worthy avenue of inquiry.

Anti-Bullying Programmes

The following section describes three school-based anti-bullying programmes and their evidence, selected due to their classification as 'Promising' Blueprint programmes. Blueprints for Healthy Youth Development (BFHYD) is a highly reputable and rigorous (Mihalic & Elliot, 2015) registry of evidence-based positive youth development programmes to promote the health and wellbeing of children and adolescents (Blueprints For Healthy Youth Development, About, 2018). Programmes in the registry have been reviewed by an independent panel of evaluation experts and meet a clear set of scientific criteria, including the programme's effectiveness for changing a targeted behaviour or developmental outcome, intervention specificity, intervention impact, dissemination readiness and evaluation quality. BFHYD describes three levels of programme classification, Promising, Model and Model Plus, each demanding increasing methodological rigour (See *website for classification criteria* (BFHYD, Criteria, 2018). At present, there are no model programmes for bullying prevention, however, three programmes have met the

'Promising' classification and are discussed here; the Olweus Bully Prevention Programme, Steps to Respect and KiVa. A brief description of each programme is given followed by evidence of their relative success.

Olweus Bullying Prevention Programme

The Olweus Bullying Prevention Programme (OBPP) was developed in response to calls from the Norwegian Ministry of Education for a national anti-bullying campaign following the suicide of three adolescent boys in Norway in 1983 (Olweus 1999). It is one of two anti-bullying programmes that receives financial support from the Norwegian government for school implementation, the other being the Zero programme (Stephens, 2011). Zero, more so than the OBPP, focuses on classroom management, with improvements to classroom leadership a key element of the programme (Roland & Midthassel, 2012). Zero is not reviewed here as it has not achieved 'Promising' Blueprint status.

Since its original design, OBPP has undergone adaptations to facilitate its transferability to different cultures and contexts, making it a world renowned and utilised programme (Limber, Olweus, Wang, Masiello, Breivik 2018). OBPP is intended for students between the ages of five and 15 (Olweus & Limber 2010), and includes individual, school, classroom, and occasionally, whole community level components (Olweus & Limber, 2010). School level components include the development of a Bullying Prevention Coordinating Committee consisting of teachers, administrators and parents. The committee is responsible for ensuring fidelity of the programme, establishing clear rules and policies regarding bullying and administering the anonymised Olweus Bullying Questionnaire (OBQ, Olweus, 2007) completed annually by pupils. Classroom level components include discussions and role-plays to build an understanding of bullying and class cohesion, and also promote the enforcement of the school wide rules against bullying. Bullying prevention messages are also integrated into the general curriculum. Individual level components include supervision of students in known problematic areas and at challenging times of the school day, training for staff to support pupils in on-the-spot interventions, and follow up interventions with students involved in bullying (Limber et al., 2018).

Programme aims include reducing existing bullying problems among students at school, preventing new bullying problems from developing and achieving better peer relations at school (Olweus, 1993; Olweus, Limber, & Mihalic, 1999; Olweus et al., 2007). To achieve these goals,

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OBPP follows four key principles focusing on the role of adults in the school and the home. It believes that adults should a) show warmth and positive interest in their students/children; b) set firm limits to unacceptable behaviour; c) use consistent, nonphysical, non-hostile negative consequences when rules are broken, and d) function as authorities and positive role models (Olweus, 1993, 2001; Olweus et al., 2007).

Teachers receive two days of training, and a range of resources including a programme manual, information for parents and families, a CD-programme to assess and analyse the data collected at pre-test periods, a video on bullying, the Revised Olweus Bully/Victim Questionnaire, and the book 'Bullying at school; what we know and what we can do'.

According to the Blueprint website, the cost of the programme for a school of 250 students would be $1,640 (BFHYD, OBPP, Funding Strategies) This equates to between $24.56 (£19.79) and $32.06 (£25.83) (XE Currency Converter – Live Rates, 2019) per student, depending on the use of optional materials. When compared to the threshold of the societal value for bullying reduction, OPBB is considered to be cost effective, costing 131,250 Swedish Krona (€14,470 / £12,889) (XE Currency Converter – Live Rates, 2019) per victim spared (Beckman & Svensson, 2015).

Evaluation

The OBPP was first implemented in a longitudinal study following 2,500 school children for two and a half years as part of a national Norwegian campaign to reduce bullying (Olweus, 1991). After eight months of intervention implementation, victimisation reduced from 10% to 3.8%, and bullying other students reduced from 7.6% to 5.1%. Twenty months of intervention led to greater reductions; from 7.6% to 3.6% for bullying, and from 10% to 3.6% for victimisation (Olweus, 1991; 1997). Since the original study, multiple Norwegian based studies have reported similar levels of reduction (Olweus & Limber, 2010), though the degree of improvements reported have not been replicated outside of Norway. More recently, Limber, Olweus, Wang, Masiello & Breivik, (2018) conducted a quasi-experimental large scale implementation study in the US including students from grades three to 11 (8 – 17 years of age). Two hundred and ten schools were followed over two years, and 95 schools were followed over three years. Reductions were reported in the number of students who were bullied, and the number of students who engaged in

bullying across all grades, though effects were weaker at higher grades. No significant gender differences in reductions were reported. Results also included increases in student expressions of empathy with bullied peers, student perceptions that their teacher had increased their efforts to address bullying, and a decrease in student willingness to join in bullying (Limber, Olweus, Wang, Masiello & Breivik, 2018). A subsequent longitudinal study conducted across 95 schools in Pennsylvania over three years found that OBPP successfully reduced all four forms of bullying studied (verbal, physical, relational and cyberbullying) (Olweus, Limber & Breivik, 2019). OBPP research has only been conducted in Norway, its country of origin, or in the USA.

Steps to Respect

Steps to Respect is a school wide programme that attempts to decrease bullying by helping students build supportive relationships and friendships (Second Step, n.d). It was launched by the Committee for Children, based in the US, in 2001. Third to sixth grade students (ages five – 12) receive the programme in a series of skills based lessons, delivered over a 12 to 14-week period. Weekly lessons follow a 45-minute script and a 15 minute follow up booster session. Once completed, teachers utilise bullying examples from existing children's literature to provide students with additional opportunities to explore bullying themes. Student directed goals include the development of social-emotional skills, such as how to foster and maintain positive peer relationships, emotional regulation skills and skills to recognise and report incidents of bullying (Frey et al., 2005). Elements target the bullies, victims and bystanders of bullying, fostering a positive whole-school climate and establishing positive school norms (Brown, Low, Smith & Haggerty, 2011).

Adult targeted elements of the programme include attempts to increase their awareness and responsiveness to bullying incidents. All staff are provided with an overview regarding the programme and its key features. Teachers responsible for delivering the programme, school administrators and counsellors are given additional training to support them in coaching students involved in the bullying. The programme encourages parental involvement.

In a school where 150 children receive the programme, costs are estimates at $24 (£19.34) (XE Currency Converter – Live Rates, 2019) per child for the first year of delivery, or a total of $3,606 / £2,906.11 (BFHYD, Steps to Respect, Funding Strategies; XE Currency Converter – Live Rates, 2019). Included in this cost is the initial staff training and the school-wide kit which

includes resources to conduct staff training, teacher manuals, digital slides and handouts, and also a DVD.

Evaluation

The first randomised controlled trial of Steps to Respect was conducted in 2005 by Frey and colleagues, involving six schools and 1,023 students in grades three to six (eight – 12 years of age). Students completed pre- and post-programme implementation surveys of bullying related behaviours, while teachers rated student beliefs regarding bullying. Field observations were also conducted as a means of more accurately reporting changes in student behaviour (Frey et al., 2005). Reductions were reported in bullying and argumentative behaviour, with trends towards reduced destructive bystander behaviour, and improvements in agreeable interactions within groups receiving Steps to Respect compared to control group schools. Students in the intervention schools reported reduced acceptance of bullying and greater feelings of responsibility to intervene with bullying incidents. They also perceived adults to be more responsive to bullying incidents. Students in the intervention group reported marginally less victimisation at post-test compared to control group students, though no group differences were reported between self-reported bullying/aggression (Frey et al., 2005).

More recently Steps to Respect (STR) was subject to a wait-list randomised controlled study involving 33 matched elementary schools in California (Brown, Low, Smith & Haggerty, 2011). Significant intervention effects were reported for 50% of all outcomes examined across the social context of the school, including improvements in school anti-bullying policies and strategies, student and staff climate, and reductions in school bullying-related problems. Student led intervention in bullying situations increased, as did positive bystander behaviour. The study also reported less of a decline in teacher bullying prevention methods during the school year for intervention schools compared to control schools. Despite these improvements, bullying rates increased in both intervention and control groups, though this increase was smaller in the intervention schools (Brown, Low, Smith & Haggerty, 2011). Little explanation for this increase is provided beyond referencing previous STR research that bullying behaviours increase during the school year (Frey et al., 2005). Close adherence to lesson content, supporting student implementation of the programme by encouraging the use of skills beyond lessons and coaching victimised students, have been reported as improving the effectiveness of STR (Hirschentein, van Schoiack Edstrom, Frey, Snell, & MacKenzie, 2007).

KiVa

KiVa is a Finnish anti-bullying programme, whose name derives from the direct translation of 'nice,' (Salmivalli, 2010, p.42) and is also an abbreviation for "Kiusaamista Vastaan" which means 'against bullying'. Like OPBB in Norway, it has been developed through collaboration between a leading bullying researcher, Professor Christina Salmivalli, and the Finnish Ministry of Education and Culture.

The goal of KiVa is to address identified cases of bullying, prevent future bullying incidents and reduce associated problems for individuals involved in bullying interactions (Nocentini & Menesini, 2016). KiVa is informed by the participant role approach to bullying, acknowledging that bullying is a group phenomenon that can be either positively or negatively influenced by bystander actions and reactions (Salmivalli, Lagerspetz, Bjorkqvist, Kaukianen, & Osterman, 1996). KiVa address social relationships within the school by encouraging bystanders to refrain from socially rewarding bullies, and instead express their disapproval of bullying and support and defend victimised peers, theorising that this change will remove the motivation for bullies to engage in the behaviour. KiVa also attempts to change the bully related norms in a school to reduce bullying perpetration and victimisation and improve the overall school climate (Haataja et al., 2014; Salmivalli, Voeten, & Poskiparta, 2011).

The programme includes school wide Universal Actions, and targeted Indicated Actions. Universal actions include ten 90 minute lessons taught monthly, or delivered as 45 minute lessons biweekly. There are three units, Unit 1, for students aged seven-eight (seven is the age at which children start school in Finland), Unit 2, for students aged 10-12, and Unit 3, which is currently being translated into English, for students aged 13-14. Lesson topics largely focus on opportunities for social-emotional learning, such as empathy, understanding emotions, developing and practicing social skills that promote friendships. Bullying specific learning centres around the roles that students might adopt in bullying situations and the social rewards given by bystanders to the bullies during bullying incidents. Universal actions also include assemblies, parental advice, posters, and high visibility vests for lunchtime supervisors to wear to improve the visibility of KiVa throughout the school. Online games, that can be played at home and/or at school, are also included. Games utilise a premise of 'I Know, I Can, I Do'; ensuring that students know how their actions influence bullying situation, that they are provided with

opportunities to practice their newly acquired skills, and importantly, the develop the confidence to change the outcome of a real-life bullying situation.

The second element of KiVa is the Indicated Actions; a step by step protocol to be adopted and followed by a trained KiVa Team and the class teacher when a bullying concern is raised. The KiVa team typically consists of three individuals who are responsible for dealing with any incidents of bullying that arise, and may include lunchtime staff, teachers, governors, the head teacher or educational psychologists. Indicated actions include screening forms and scripted interviews to determine whether the behaviours achieve bullying status as defined by KiVa.

If bullying is confirmed, first a member of the KiVa team meets with the victim to offer support and gain an understanding of the situation. The team member then meets individually with those students involved in the bullying. This meeting can adopt either a confrontational or non-confrontational strategy. The non-confrontational approach, is based on the original work of Maines and Robinson, (1992) called the No-Blame approach. It has since been renamed the Support Group Method (Robinson & Maines, 2008) and the Method of Shared Concern (Pikas, 2002). All approaches are non-punitive and attempt to change a bully's behaviour by making them aware of the suffering their behaviour has caused the victim. They also place emphasis on identifying solutions to the problems rather than blaming the bully. Conversely, the confrontational approach adopts the perspective that sanctions should be placed on the bully as a result of their behaviour (Garandeau, Poskiparta & Salmivalli, 2014). This might be a formal punishment or may consist of informing the bullies' parents or a strong talk with the bully themselves. Importantly, both the confrontational and the non-confrontational approach within KiVa, involve setting and recording goals for the bully to contribute to a solution (Garandeau, Poskiparta & Salmivalli, 2014). The situation is reviewed with the victim two weeks later and then with the bully/bullies to review their progress in achieving the set goals.

Within a KiVa context, there is no overall advantage of adopting one strategy over the other, as both ultimately encourage the bully/bullies to think of, and adopt positive problem solving skills to improve the victims' situation (Hutchings & Clarkson, 2015). However, the non-confrontational approach is marginally superior in primary school settings and for cases of chronic bullying, while the confrontational approach is somewhat superior for older children and more acute bullying cases (Garandeau, Poskiparta & Salmivalli, 2014).

Following the meetings with the victim and bully(ies), the KiVa team member asks the class teacher to ask one of more uninvolved high status peers - identified by the victim as not having joined in with bullying - to support the victim. Over the next few weeks, follow up meetings are organised with all those involved in the bullying to track progress.

A key component of KiVa is the online anonymous pupil survey completed at the end of each academic school year, which tracks pupil reported rates of victimisation and bullying within the school. The survey includes questions relating to overall rates of bullying behaviours, cyberbullying, and student perceptions of school climate. The survey allows schools to track bullying within their own schools but also to compare their results with other schools in the country at the same point in their KiVa journey, for example, all other schools who are at their first year of implementation.

Two teachers attend a two day training by a certified KiVa trainer, and resources such as the vests, posters and manuals are purchased in accordance with school size. KiVa has been subject to a cost-effectiveness study from which it was estimated that each additional victim free year was gained at a cost of €829 (£738.70), and €10,823 (£9,643.51) for each additional quality adjusted life years (QALY) (Persson, Wennberg, Beckman, Salmivalli, & Svensson, 2018; XE Currency Converter – Live Rates, 2019). In a recent micro-costing analysis of KiVa, the cost of the first year of implementation in Wales for a school of 120 Key stage two pupils was £1,960.84, equating to an initial delivery cost of £16.34 per pupil (Clarkson, Charles, Saville, Bjornstad & Hutchings, 2019).

Evaluation

KiVa has been subject to worldwide investigation of its efficacy and transferability. The initial efficacy trial was conducted in Finland between 2006 and 2009. This randomised controlled study included 28,000 students in 234 schools across Finland, of which 117 schools received the programme and 117 acted as a control. Pupils completed self-reports and peer reports, while teachers completed assessments regarding the perceived effectiveness of the programme, the effort needed to teach it and their general attitudes towards it. Data were collected prior to the intervention, and five and ten months after one year of implementation (Kärnä et al., 2011b). A number of positive results were reported including that the odds of being a victim or bully in a

control school were 1.3 times greater than in a KiVa school. In Grades four to six (age 10 to 12), implementation of KiVa led to significant reductions in victimisation directly, but also in bully reinforcement, the study also reported increases in student self-efficacy to defend victims and enhanced wellbeing at school (Kärnä, 2011b). For older students (12-15 years of age) KiVa success varied according to gender, with greatest effects for boys generally, and specifically in classes where the proportion of boys was highest (Kärnä et al., 2011a).

Following KiVa's success in the initial trial, the programme was rolled out to remaining Finnish schools, with 90% of the schools in Finland implementing KiVa (Ahtola, Haataja, Kärnä, Poskiparta & Salmivalli, 2013). In the years that have followed, tens of research studies have been conducted, both in Finland and globally, all of which report positive programme outcomes. In one study, Kärnä and colleagues reported that the odds ratio of being a victim or bully were 1.2 times greater in the control group versus the intervention group, equating to 3,900 less victims, and 2,300 less bullies across Finland (Kärnä et al., 2013). Improvements in teacher perceived competency in tackling bullying incidents (Ahtola, Haataja, Kärnä, Poskiparta & Salmivalli, 2012) and reductions in the prevalence of bully-victims, have also been reported (Yang & Salmivalli, 2013). Improved rates in school liking for both victims and uninvolved students, and improvements to depression and self-esteem levels have been attributed to KiVa, each of which were argued to foster perceptions of a caring school climate (Juvonen, Schacter, Sainio & Salmivalli 2016). Studies in Italy and Wales show positive results from KiVa implementation including overall reductions in bullying (Hutchings & Clarkson, 2015; Nocentini & Menesini, 2016) and improvements in pro-victim attitudes and feelings of empathy towards victims (Nocentini & Menesini 2016).

Choosing an anti-bullying programme for Wales

Bullying has been a consistently highlighted as a major concern for children in Wales (Children's Commissioner for Wales, 2017). In the first comprehensive survey of bullying in Wales in 2010, 32% of students in years six, seven and 10 (10 – 15 years old) reported being bullied (Bowen & Holtom, 2010), and a recent School Health Research Survey published evidence that 35% of secondary age students (11-15 years old) had been bullied within the last few months (Hewitt, Anthony, Moore, Melendez-Torres & Murphy, 2019). These results suggest that existing policies

and guidance which place a duty of responsibility on schools to promote student wellbeing (Education Act, 2002) and require school anti-bullying policies (Education and Inspections Act, 2006) and also the available governmental advice (*Respecting Others)* fall short of their intended impact. There is a need to reduce bullying rates within our schools, and evidence based anti-bullying programmes offer one method of achieving this goal.

OBPP, STP and KiVa all include a number of programme components identified as effective in meta-analyses by Tfoti & Farrington (2009; 2011) such as long-term implementation, with programmes implemented over a longer period of time associated with greater reductions in adverse behaviours, and improvements in positive behaviours. All three programmes emphasise a whole-school approach considered to be the foundation of any effective anti-bullying approach (Jones, Doces, Swearer, & Collier, 2012), and all emphasise parental involvement, another factor identified as crucial for programme success (Farrington & Tfoti, 2009). There are some differences between programmes, with OBPP emphasising strong disciplinary methods, while KiVa encourages proper playground supervision with the use of high visibility vests, both of which have been identified as contributing to the effectiveness of anti-bullying programmes (Farrington & Tfoti, 2009).

As Promising Blueprint programmes, all three programmes presently adhere to the Blueprint standards of Intervention: Specificity, Intervention Impact, Dissemination Readiness and Evaluation Quality. In order to achieve Promising Blueprint status in line with Evaluation Quality criteria, programmes must have valid and reliable findings from either one high-quality randomised controlled trial, or, two high-quality quasi experimental evaluations. Randomised Controlled Trials (RCT's) denote that participants are randomly assigned to either the intervention or control condition, meanwhile, quasi-experimental designs, lack the random allocation of participants to either intervention or control groups, and are thus considered less methodologically rigorous. When considering the effectiveness of certain programmes over others, a common statistical value used is that of Cohen's *d,* which denotes the standardised difference between two means for the main outcome measures. In the case of anti-bullying programmes, means between the intervention and control group are compared for reported reductions in victimisation and bullying. Effect sizes of 0.2 are considered to be small, 0.5 medium, 0.8 large and 1.20 very large (Cohen, 1988; Sawilowsky, 2009).

OBPP evaluation studies have all been quasi-experimental as they have taken place as part of a national or state wide campaign against bullying (Olweus, 1991; Limber et al., 2018; Olweus, Limber & Breivik, 2019), whereby random allocation of participants was not possible. Studies reveal positive but mixed reductions in self-reported bullying and victimisation, with Cohen's d effect sizes ranging from small $d = 0.31$ (Limber et al., 2018) $d= 0.2$ (Olweus, Limber & Breivik, 2019) to very large $d = 1.33$ (Limber et al., 2018) and $d = 1.38$ (Olweus, Limber & Breivik, 2019) for the range of outcomes measured. Though there have been numerous evaluation studies reporting positive results, one of which involved more than 70,000 students, studies are considered to be methodologically weak - in comparison to RCT's - due to the lack of random assignment, limited matching of participants/schools, and dependence on extended age cohort comparisons in which the data from presumably equivalent cohorts of students are compared at two (or more) time points. That is, Cohort 1, provides data for Time 1 (before intervention) and the other data for Time 2, typically 1 year later and after approximately 8 months of intervention (Olweus & Limber, 2010).

There have been only two studies evaluating the effectiveness of the STP programme for bullying behaviour reduction, though both have been RCT's which qualify STP as a Promising Blueprint programme. The studies include one by Frey et al., (2005) involving six schools, and 1126 students, and a second by Brown et al., (2011) involving 2,940 students, 33 schools and 128 classrooms assigned randomly to either intervention or wait-list control. Small effect size benefits were reported in both studies, ranging from between $d = 0.15$ and 0.24 for the measures collected. Authors attribute the small effect sizes to the short period of study which was less than one academic school year.

A number of studies have been conducted that contribute to KiVa's inclusion as a Promising Blueprint programme. These include four RCT's (Kärnä et al., 2011a; Kärnä et al., 2012; Yang & Salmivalli 2015; Nocentini & Menesini, 2016), and one quasi-experimental cohort longitudinal design study (Kärnä et al., 2012). Together these studies have included over 430 schools in Finland, and 13 in Italy randomly assigned to either intervention or control conditions, and over 30,000 students in total. Despite this, across most studies effect sizes are generally weak, for example in the first RCT, effect sizes for the 11 criterion variables measured ranged between $d = 0.06$ and 0.33, with more than half achieving an effect size below $d = 0.10$ (Kärnä et al., 2011a).

Though authors stipulate that effect sizes of these values are common in behavioural sciences where measurements have less than perfect reliability (Kärnä et al., 2011b). Also, schools typically volunteered to participate in the majority of the research, therefore there is also a need to consider this effect on the generally positive results obtained.

Each of the programmes achieve Promising Blueprint status in qualitatively different ways. OBPP has a number of studies reporting positive effects of implementation, though its studies are criticised for methodological weakness. There are only two studies evaluating STP revealing small effect sizes and these have been conducted solely in the US. Meanwhile KiVa research is extensive and shows a high degree of methodological strength, though weak effect sizes. Evaluation quality of all programmes therefore have their strengths and weaknesses, leaving relatively little to distinguish between the three programmes. However, cost is one differentiating factor. Per pupil, KiVa is the least expensive at £16.34, Steps to Respect costs £19.34 while OBPP is the most expensive costing between £19.79 and £25.83 per pupil per year (XE Currency Converter – Live Rates, 2019). Over the next two years, councils across Wales are expected to see considerable funding cuts, and schools are likely to be significantly impacted by these cuts (Welsh Ministers, 2019). Despite these cuts, the Education Act (2002) will continue to mandate that schools promote the wellbeing of their students and proactively target bullying. Money is a powerful argument to convince policy makers and practitioners to implement one programme over another (Farrington 2009, p. 59), and on this basis, KiVa should be explored as a possible programme to underpin a new Welsh anti-bullying approach.

In addition to being the cheapest of the three programmes, KiVa has been implemented in a number of Welsh schools with evidence of its efficacy (Hutchings & Clarkson, 2014). It was also identified as *"an important development for Wales"* in the Children's Commissioner for Wales' consultation document 'Sam's Story' (2017). In terms of practical implementation of the programme in Wales, KiVa covers 50% of the mandatory Personal and Social Education (PSE) curriculum in Wales, therefore may be in a position to support teachers with their workload when planning PSE lessons (Hutchings & Clarkson, 2015). Finally, there is an existing disseminating structure for KiVa, via the Children's Early Intervention Trust (CEIT), a registered charity based in Bangor, whose trainers are able to ensure local support. CEIT holds the KiVa dissemination license for the UK.

"*Choosing the right programme is crucial for successfully preventing bullying*" (Zych, Baldry and Farrington, 2017), a decision which will be influenced by the need for evidence of programme success, value for money, and also ease of practical implementation. With each of these conditions in mind, KiVa, at a lower cost, evidence of success in Wales and an infrastructure to support dissemination, makes it the ideal candidate for further dissemination and research.

Chapter 3: Bullying and Additional Learning Needs

Bullying between peers in school has been a topic of academic investigation for almost four decades. The majority of these studies have involved the general student population in mainstream schools. Research pertaining to the bullying of, and by, students with Additional Learning Needs (ALN) on the other hand, has a comparatively short history, with the first study conducted only in 1993 (Thompson, Whitney & Smith, 1994). Participants in this study consisted of 186, eight to 16 year olds, half of whom had an ALN, with the other half consisting of general education peers matched on gender, age, ethnicity and school year. A quarter of general education students were identified as victims, while as many as two-thirds of students with ALN were found to be victimised (Thompson, Whitney & Smith, 1994). A number of studies have since replicated this finding and also identified that these students are overly represented as bullies and bully-victims, as well as victims (McLaughlin, Byers, & Vaughn, 2010; Rose, Monda-Amaya, & Espelage, 2011; Farmer et al., 2012; Nabuzoka & Smith, 1993; Lo & Lu, 2013; Van Cleeve & Davis, 2006, Thompson, Whitney & Smith, 1994; Twyman et al., 2010; Svetaz et al. 2000).

Attempts to quantify the increased risk of involvement for pupils with ALNs have thus far been inconsistent due to a number of factors; the heterogeneity of students included under the umbrella category of ALN, the variability in terms of where these students receive their education and the individual level vulnerabilities of these students in terms of their academic, social, emotional and behavioural abilities, all of which may increase their risk of bullying involvement. These factors will be discussed in the present chapter after a definition of ALN is provided. The chapter concludes with a description of the only article identified to have investigated the effect of a programme on the bullying behaviours of students with additional learning needs, and why KiVa may be in a position to contribute to this body of enquiry.

What is 'Additional Learning Need'?

At present, much of the political literature in the UK refers to students with 'Special Educational Needs' (SEN). While this term has been criticised for being stigmatising and outdated, policy terminology change is often slow compared to changes in spoken terminology where Additional Learning Needs is more commonly utilised (Dauncey, 2015). While SEN and ALN are largely interchangeable, ALN is preferred, and is therefore used in the present thesis except when

legislation or policy are discussed. The term 'ALN's' used in the thesis refers to multiple types of ALN diagnosis, and is adopted in place of the negatively associated term, disabilities.

According to Section 312(1) of the UK Education Act 1996, children are considered to have Special Educational Needs (SEN) if they *'have a learning difficulty which calls for special educational provision to be made for them'*. A learning difficulty is further defined in Section 312(2) as

a) having a greater difficulty in learning than the majority of children of the same age, and
b) a disability which prevents or hinders than from making use of educational facilities generally provided for children of their age in schools within their local authority.

Within this definition, a myriad of ALN diagnoses are included and, in an attempt to support understanding and distinguish between various ALN's, they have been separated into four broad categories

a) **Cognition and Learning Needs;** Specific Learning Difficulty (SpLD) Moderate Learning Difficulty (MLD); Severe Learning Difficulty (SLD); Profound and Multiple Learning Difficulty (PMLD).
b) **Behaviour, Emotional and Social Development Needs**; Behaviour, Emotional and Social Difficulty (BESD).
c) **Communication and Interaction Needs;** Speech, Language and Communication Needs (SLCN); Autistic Spectrum Disorder (ASD).
d) **Sensory and/or Physical Needs** (Dauncey, 2016)

While these categories may appear initially helpful, they continue to be operationally limited. Category B, for example, includes behavioural, emotional and social difficulties, which may account for individuals with one or more of these three areas of need, thereby lacking definitional clarity (Harden et al. 2003). There is also a considerable degree of variation between students within some categories, for example, a child diagnosed with a Specific Learning Difficulty, may present with dyslexia, dyspraxia, dyscalculia, ADHD or a combination of these learning needs. Even students with the same diagnosis of ADHD, can be further distinguished into three subtypes

of the ALN; predominantly Inattentive, predominantly Hyperactive-Impulsive, and Combined, each of which varies in terms of symptom extent, treatment and manifestation (Epstein & Loren, 2013). Symptom severity may also vary considerably across individuals with the same diagnosis, while comorbidity of ALN's can further challenge the utility of the four categories. The term ALN is therefore especially broad, and refers to an extremely heterogeneous population. This results in a number of methodological challenges when attempting to include these students in research.

Prevalence

The over-representation of students with ALN in the bullying dynamic has been consistently evidenced (Rose, Espelage & Monda-Amaya, 2009; Rose & Gage, 2017). There is however, little consensus regarding the degree of this increased risk, and the conditions which exacerbate or reduce this risk. Factors influencing the rates of bullying behaviours among this student population include demographic factors such as age and gender, the educational setting in which they receive their education, and importantly, the type, severity and comorbidity of their ALN.

As in bullying research with the general student population, demographic variables between participating students have revealed variations in bullying prevalence rates. Separately conducted studies in the USA for example report increased prevalence rates of bullying at different ages; Blake et al., (2012) who report that victimisation is highest in middle school, while Son et al. (2012) find evidence of increasing victimisation throughout elementary school, and Rose and Gage (2017) who report the highest levels of victimisation in elementary school with gradual decline as students age. Studies comparing bullying among this population across genders also reveal inconsistent results (Turunen, Poskiparta & Salmivalli, 2017; Elkins, Malone, Keyes, Iacono, & McGue, 2011; Farmer et al., 2012; Novik, Hervas, & Ralston, 2006).

Students with ALN's receive their education in a variety of educational settings, which appear to influence prevalence of bullying. These students may solely attend special schools or mainstream schools, or may attend both on a part time basis. Hereafter segregated settings refer to special schools. Studies report contradictory findings such as those by Maïano et al., (2016) who report greater rates of victimisation for these students in mainstream settings, while others report the opposite (Martlew & Hodson, 1991; Kaukiainen et al., 2002; Rose, Espelage & Monda-Amaya, 2009). Separate studies conducted in the UK (Norwich & Kelly, 2004), and in Israel (Reiter &

Lapidot-Lefler, 2007) report comparable rates of victimisation for students with ALN in segregated and mainstream schools. Meanwhile Sterzing and colleagues (2012) suggest that victimisation rates vary between students receiving their education in both settings on a part time basis depending on their percentage of time spent in each. In their study, students receiving 50% of their education in mainstream settings were subject to greater levels of victimisation than those who received more than 75% of their time in mainstream settings (Sterzing, Shattuck, Narendorf, Wagner & Cooper 2012).

In mainstream schools where perpetration and victimisation are low, students with ALN's have opportunities to develop their social and academic skills with typically developing peers (Brown et al., 1989). Integrative settings also expose typical peers to 'different' students, thereby challenging any negative stereotypes they may hold concerning students with ALN's (Martlew & Hodson, 1991). On the other hand, greater rates of victimisation and bullying in mainstream schools can reflect unsuccessful integration of students with ALN's into the typical group, and the heightening of typical peers' perceptions of these students as 'different' (Schroeder, Cappadocia, Bebko, Pepler & Weiss, 2014). This in turn increases the isolation of students with ALN (Humphrey & Symes 2011; Martlew & Hodson, 1991) and limits their opportunity to develop existing social skills or foster protective peer relationships (Morrison, Furlong & Smith, 1994; Thompson, Whitney & Smith, 1994).

Further considerations when studying bullying amongst students with ALN, is the type, severity and comorbidity of ALN. Even broad distinctions between visible and non-visible ALN's reveal differential rates of bullying involvement (Carter & Spencer, 2006; Swearer, Wang, Maag, Siebecker & Frierichs, 2012). More specifically, ALN type appears to influence the particular participant role adopted in bullying situations. Students presenting with emotional disturbance (terminology in paper, Blake et al., 2012), ASD (Humphrey & Symes, 2011), intellectual disability (Glumbić & Žunić-Pavlović, 2010) and reading difficulties (Turunen, Poskiparta & Salmivalli, 2017), for example are all at greater risk of victimisation. Meanwhile, students with learning difficulties (Kaukiainen et al., 2002; Whitney et al., 1994), and specific learning disorders such as dyslexia and dyspraxia (Mishna, 2003; Swearer et al., 2012) are at greater risk of becoming bullies than their peers. Some studies identify particular student groups who are at risk of adopting both bully and victim roles, including children with ADHD (Holmberg & Hjern, 2008; Kumpulainen et al., 1998; Yen et al., 2014), emotional/behavioural disturbance (Cho,

Hendrickson, and Mock 2009; Margraf & Pinquart 2016, Rose & Espelage, 2012; Swearer, Wang, Maag, Siebecker & Frierichs, 2012) and specific learning difficulties (Kokkinos & Antianadou 2013).

In addition to ALN type, there is a need to consider comorbidity and severity of symptoms in assessments of bullying risk, as many children often have two or even several ALN's (Rutter, Tizard & Whitmore, 1970). Chou and colleagues (2018) reported that ADHD with comorbid ASD positively correlates with increased victimisation but not of perpetuation (Chou, Lui, Yang, Chen & Hu, (2018). Similarly, Sterzing et al., (2012) report that students with ASD and comorbid ADHD are bullied at even greater rates than students with ASD alone. Research reporting whether increased symptom severity corresponds to increased risk of bullying behaviours is mixed depending on the type of ALN. For students with ADHD, greater symptom severity is associated with increased risk of becoming perpetrators and victims in childhood (Kumpulainen et al., 1998) and adolescence (Yen et al., 2014). Conversely, students with ASD who show less impairment in terms of social competence are found to be at greater risk of becoming a bully-victim compared with ASD peers with greater levels of social competence impairment (Rowley et al., 2012).

It seems that school setting, type of ALN, severity and comorbidity interact to influence levels of bullying. Segregated settings appear to increase the risk of bullying involvement for students with intellectual disabilities and emotional and behavioural disorders, while students with learning disabilities are more vulnerable to victimisation in integrative settings (Rose, Stormont, Wang, Simpson, Preast & Green, 2015). Data from students with ASD are inconclusive, Maïano et al., (2012) argue that victimisation risk is greatest in general integrative settings than in special educational settings, while Zlabotsky, Bradshaw, Anderson & Law, (2013), and Rose, Stormont, Wang, Simpson, Preast & Green, (2015) provide evidence of the opposite. Due to the heterogeneity of the population, clarifying the number of variables impacting on the risk of involvement for students with ALN has proven challenging (Rose et al., 2011). The inconsistency of results has encouraged researchers to search for new ways of identifying the risk of bullying involvement for these students. Instead of comparing the bullying prevalence among students with and without an ALN diagnosis, or within groups of individuals with a particular ALN diagnosis, research is beginning to investigate common individual level characteristics among

students with various ALN's, and how these influence their bullying involvement (Bear et al., 2015; Humphrey & Symes, 2010)

Individual Level Vulnerabilities

As victims

Visible Vulnerability

Students are vulnerable to victimisation if they are considered *"different in any noticeable way"* (Whitney et al., 1994). Students with mobility and dexterity issues are easily identifiable and may experience difficulties in escaping from a bullying episode in order to seek help from others, making them favourable victims (Wei, Chang & Chen, 2016). Students may engage in involuntary movements and sounds, be removed from classrooms to receive additional support, or receive one-to-one support within the classroom, all of which make them clearly distinguishable from typical peers (Christensen et al., 2012). Specifically, for students with ASD, commonly occurring repetitive and restricted stereotyped behaviours, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5; American Psychiatric Association, 2013) are also likely to be perceived as strange or odd, drawing attention to their 'difference' (Christensen et al., 2012).

Low self-esteem has also been implicated as a visible vulnerability to victimisation as it signals personal vulnerability to others and highlights the unlikelihood of the individual defending themselves (Van Geel, Goemans, Zwaanswijk, Gini, Vedder, 2018). Students with ALN consistently display lower scores on global and domain-specific measures of self-esteem compared to typically developing peers (Conley, Ghavami, VonOhlen & Foulkes, 2007), and may therefore be selected as targets for bullying.

Social Vulnerability

Being able to successfully interact with others is a key developmental task for all individuals, and is a primary condition for optimal child development (Parker & Asher, 1987). Language skills are the basis of successful interaction with others, and it is common for students with ALN to have delayed or limited language abilities (American Psychiatric Association 2000; Bruce, Thernlund & Nettelbladt, 2006) which may mean that these students are unable to communicate that

bullying is taking place. This silence makes them especially favourable victims as bullies know that they are unlikely to be caught and punished (Raskauskis & Modell, 2011).

Language impairments can interfere with the development of social communication skills, defined as the ability to deal with, and negotiate social situations, resulting in a low social competence (McCabe & Meller, 2004). This can lead to social rejection, unpopularity and loneliness, all of which are high amongst students with ALN (Mishna, 2003; Nabuzoka 2003). Social communication difficulties are highlighted as a primary predictor of victimisation for students with ALN (Chritensen et al., 2012; Rose et al., 2011; McLaughlin et al., 2010) due to their effect on friendship formation and maintenance (Hodkinson, 2007; Merrell & Gimpel, 1998 p.17). Isolated and friendless students are more vulnerable to victimisation as they pose little threat to a bully's power. Once bullied, students are also likely to be avoided by their classmates due to a fear of contagion, thereby limiting their opportunities to improve their deficient social skills, perpetuating the problem.

In instances where students have been able to break this negative cycle and form friendships, victimisation risk is considerably reduced (Savage, 2005). In fact, peer social support is the most significant predictor of decreased rates of victimisation for students with SLD (Rose, Espelage, Monda-Amaya, Shogren & Aragon 2015) and ASD (Humphrey and Symes, 2010).

Emotional Vulnerability

Victimisation is highly correlated with depression, anxiety and suicidal ideation within the typical student population (Hong & Espelage, 2012; Holt et al., 2015). In turn, there are reports of comorbidity between a number of ALN's and depression and anxiety; including ASD (Matson & Williams, 2014), ADHD (Blackmen, Ostrander & Herman, 2005), learning difficulties (Bender, Rosenkrans & Crane, 1999), intellectual difficulties (Richards et al., 2001) and emotional/ behavioural disorder internalising type (Merikangas et al., 2010). Disentangling the interaction between ALN status, victimisation and emotional vulnerabilities is challenging. On one hand, children who exhibit symptoms of excessive worry, fearfulness and obvious sadness, display signals of vulnerability to bullies, and present themselves as easy targets over which to exert power, subsequently increasing their risk of victimisation (Bernstein & Watson, 1997, D'Esposito, Blake, & Riccio, 2011; Van Geel, Goemans, Zwaanswijk, Gini, Vedder, 2018). On

the other hand, depression and anxiety may develop as a result of victimisation (Fekkes et al., 2006). Alternatively, the impact may be bidirectional. In 1999, a year longitudinal study found evidence in support of a bidirectional association between victimisation and internalising symptoms, such that internalising symptoms contributed to victimisation, and victimisation predicted later increases in internalising symptoms (Hodges & Perry, 1999). More recently, this negative cycle has been observed for students with emotional disorders (Reijntjes, Kamphuis, Prinzie & Teich, 2010). Victimisation is a source of unpleasant feelings found to predict emotional difficulties, such as anxiety and depression, however, this also predisposes adolescents to victimisation (Reijntjes, Kamphuis, Prinzie & Teich, 2010). Clarity regarding the directionality of the association between depression, anxiety and victimisation requires a greater number of longitudinal studies.

As Bullies

Students with ALN who are identified as bullies are thought to reflect traditional conceptualisations of bullies rather than Machiavellian bullies, due to cognitive and social deficits and behavioural vulnerabilities.

Cognitive and Academic Vulnerabilities

The cognitive abilities of some students with ALN are lower than that of their peers at entry to school, and they have been found to make slower progress than their typical peers between the ages of five and seven (Parsons & Platt, 2013). This contributes to the lower academic performance and educational attainment scores throughout their education (Chatzitheochari, Parsons & Platt, 2016; Morrison Gutman & Vorhaus, 2014; Gini, 2006). For students with moderate cognitive delays, bullying perpetration may reflect attempts to distract others from their academic frustrations (Kaukiainen et al., 2002). That is, their misbehaviour becomes the focus of teacher and peer attention rather than their academic competencies. Students with severe cognitive delays and difficulties engaging in bullying behaviours have also been argued to lack the cognitive abilities of insight and awareness to acknowledge their behaviour as bullying, making it difficult to address (Van Roekle et al., 2010).

Social Vulnerabilities

Social competence is the ability to successfully communicate with others, and relies on being able to appropriately and adequately express one's emotions and thoughts, while simultaneously interpreting verbal and non-verbal cues from others (Kaukianen et al., 2002). Bjorkivist argues for a developmental account of aggressive behaviours in that young children lacking verbal and social competence typically resort to physical expressions of their aggression (Björkqvist, 2001). With the acquisition and development of language however, students foster 'sophisticated' (Christensen et al., 2012) means of expressing their emotions and thoughts (Bjorkivist et al., 1992). Due to the delayed language development of some students with ALN, they are unable to rely on 'sophisticated' means of expressing, asserting and defending themselves (Mooney & Smith, 1995, p 25). In place of these verbal skills, students with ALN are then more likely to rely on physical expressions of their aggressive emotions (Rose & Espelage, 2012).

Social competence also depends on successful interpretation of non-verbal cues, which are often fast and subtle (Kaukianen et al., 2002). For students with low degrees of social competence these are likely to be missed, or misinterpreted. For example, maintaining attention is a common challenge for students with ADHD, and may, as a result, impede their ability to notice and therefore recognise subtle non-verbal cues, leading to miscommunications (Kawabata et al., 2012; Landau & Milich, 1988). Misinterpretation of subtle facial cues is also common for students with ASD (Vermeulen, 2015). Combined with comprehension challenges experienced by these individuals during verbal interactions, this may lead to false attributions of other students' behaviour as hostile, leading to an aggressive response.

Emotional and Behavioural Vulnerabilities

Characteristics of poor self-control, emotion regulation difficulties, impulsivity and aggression have all been linked with increased risk of bullying perpetration (Chen & Astor, 2010; Rieffe, Camodeca, Pouw, Mange & Stockmann, 2011). These are, to various degrees and in various combinations, common characteristics amongst students with different ALN's, including ADHD (Unnever, Dewey & Cornell 2003), emotional behavioural disorders (Zeman, Cassano, Perry-Parrish, & Stegall, 2006) and intellectual difficulties (Vieillevoye, & Nader-Grosbois, 2008). Adolescents with emotional and behavioural disorders distinguished by externalising behaviour problems such as hostility, aggression, and impulsivity often perpetrate bullying (Bollmer et al.

2005), and at greater rates than students with other ALN's (Rose & Espelage, 2012). Expressions of anger and frustration by these students may reflect attempts to distract others from their academic and social frustrations (Kaukiainen et al., 2002).

As Bully-Victims / Reactive Victims

Students in the typical student population who are identified as bully-victims are said to experience the emotional difficulties associated with victimisation, combined with the behavioural challenges of bullies. (Elgar et al., 2013). This is also the case for students with ALN identified as bully-victims, who present with the internalising symptoms of victims, combined with the emotional regulations problems of bullies (Zlabotsky, Bradshaw, Anderson & Law, 2013). Students with ALN identified as bully-victims are also likely to experience similar social vulnerabilities to those previously discussed in the victim and bully sections above. These vulnerabilities limit their ability to engage in proactive and premeditated acts of bullying (Rose & Espelage, 2012). Rather, students with ALN who engage in aggressive acts may be more appropriately categorised as Reactive or Aggressive-Victims, as their perpetration of aggressive acts are likely to be a response to prolonged victimisation and a hypersensitivity to ridicule and rejection that they may have previously experienced (Vermeulen, 2015). For example, students receiving special education are more likely to engage in reactive aggression such as hitting, in an attempt to make the bullying stop (Hartley, Bauman, Nixon & Davis 2017). This physical altercation may be directed at their own bully, or in the case of a young boy in Norwich and Kelly's (2003) work, at an uninvolved individual

> *"that is what happened at my old school, I ended up hurting someone who was not anything to do with the problem ... who just happened to get in the way accidentally"* (Norwich & Kelly, 2013).

This example gives more support to the attempt to relabel bully-victims as reactive-victims, previously discussed in the initial bully-victim profile in Chapter One, the Who of Bullying.

Interventions to reduce bullying behaviours for students with Additional Learning Needs

A thorough search of the relevant literature yielded only one article exploring the influence of a programme on the bullying behaviours of students with ALN's. The study by Espelage, Rose and

Polanin (2015) was part of a larger three-year longitudinal randomised controlled study, introducing the Second Step: Student Success Through Prevention (SS-SSTP) programme in 36 schools in the Midwest United States (Espelage et al., 2013). SS-SSTP (Committee for Children, 2008) is a lesson based school delivered social-emotional learning programme attempting to reduce violence and encourage academic success among middle school students (*See* Espelage, et al., (2015ab) *for a detailed programme description).* The research was conducted in mainstream schools, and disability data (terminology used in article) were available for 123 students; 46 in intervention schools and 76 in control schools. Students ALN's include cognitive disability, emotional disability, health impairment, multiple disability, specific learning disability and speech/language impairment. Significant reductions in bully perpetration among middle school students with disabilities were reported over three years of implementation, however no significant interventions effects were reported for victimisation or physical aggression (Espelage, Rose & Polanin, 2015). Researchers argue that the positive programme effects were attributed to improvements in the social and communication deficits of students with ALN's, which have elsewhere been considered a major vulnerability to involvement in the bullying dynamic (McLaughlin et al., 2010; Rose et al., 2011). The classification of SS-SSTP as a social-emotional programme rather than an anti-bullying programme, is thought to also account for its limited positive effects.

Unlike SS-SSTP, KiVa is an anti-bullying programme with elements of social-emotional learning (Hutchings and Clarkson, 2015) with a focus on social relationships within the school, therefore it has the potential to improve on the positive and non-significant results in the SS-SSTP study (Espelage, Rose & Polanin, 2015). KiVa research has typically been confined to mainstream settings, however in the non-randomised national roll out of the programme in Finland, the article states that

> *"analysis do not reveal any statistically significant differences in program effectiveness between mainstream schools and special education schools"* (Kärnä et al., 2011a)

In an attempt to gain a greater understanding of the schools participating in this study, contact was made with the lead researcher on the national roll-out paper, however no further details could be obtained due to the time that has passed since data collection. In subsequent KiVa analyses, special education schools are excluded from the research (Kärnä et al., 2011b; Kärnä et al., 2013),

resulting in no assessments of programme effects for students with ALN's, in either mainstream or special educational settings.

Conclusion

Consideration of student gender, age, ALN type, severity and comorbidity of symptoms, and educational setting, makes quantifying bullying involvement of students with ALN especially challenging. The heterogeneity of this student population means it has been common for these students to be overlooked in bullying research (Chatzitheochari, Parsons & Platt, 2016). As we acquire a greater understanding of the detrimental effect that bullying can have on this population however, this is beginning to change. While studies disagree on the precise level of overrepresentation of students with ALN in the bullying dynamic, the majority conclude that they are at greater risk of involvement as both victims and bullies than typical peers, and consequently experience greater negative outcomes from this involvement (Hartley et al., 2015). This chapter has explored the vulnerabilities that place these students at greater risk of bullying involvement as victims, bullies and also as bully-victims. The evidence reviewed shows how initial cognitive and language impairments upon entry to school, can negatively impact the later social and communicative abilities of students with ALN. These then contribute to increased risk of victimisation and bullying behaviours amongst these students. Once students are perceived to be different, they become less socially integrated in peer groups (Sweeting and West, 2001), and their subsequent isolation, and reduced social power that accompanies it, makes them more vulnerable to victimisation or acts of aggression towards others. This victimisation and isolation further perpetuates communication issues by limiting their opportunities to improve these skills, while those of their peers continue to improve.

The vicious cycle of vulnerability, isolation, bullying and victimisation demands attention and intervention. It is paramount that steps are taken to address the issues facing these students by exploring interventions to reduce their experiences of bullying. To achieve this aim, research exploring the effectiveness of anti-bullying programmes for this student population is essential, although it has thus far been scant (Rose et al., 2011).

Chapter 4: Why hasn't it been done before?

The first three chapters of the thesis have reviewed broad areas of bullying research central to the justification of the present study. As discussed in chapter one, bullying is, and continues to be, a significant public health concern facing our youth, and one that demands academic and systematic attention in order to reduce its prevalence. Chapter two presented evidence in favour of the adoption of school-based anti-bullying programmes shown to be effective at reducing overall incidences of bullying behaviours and promoting a number of positive outcomes for students. KiVa is one such programme. Chapter three discussed the need for anti-bullying specific intervention research to be conducted with students with ALN's who are consistently identified as over-represented within the bullying dynamic, and also prone to more negative consequences of this involvement (Hartley et al., 2015). Together this research provides a justification for the present enquiry; an investigation into the acceptability of implementing KiVa, an evidence based anti-bullying programme, with students with ALN's. According to Ayala and Elder (2011) determining the acceptability of a programme depends on the extent to which an intervention meets the needs of the target population and organisational setting, and how well it is received by the target population (Ayala & Elder, 2011).

Despite the obvious need highlighted in previous chapters, there remains a dearth of research investigating anti-bullying programme effectiveness with students with ALN's. This chapter provides an explanation as to why, by presenting three factors necessary for consideration; the size of the student population with ALN's, issues of anonymity when investigating bullying, and methodological challenges to including this population in research. For an accurate understanding of these factors, it is important to present an account of the special educational structures in Finland, where KiVa was created, and in Wales, the location of the present research. The chapter concludes with a description of the aims of the present research.

Special Education in Finland and Wales

Like much of the Western world, the education of students with ALN's in Finland has seen considerable change in recent decades. In 2006, a steering group was established by the Finnish Ministry of Education, Science and Culture, to develop a new strategy for the development of special education in compulsory schooling (ages seven – 16). The strategy emphasised early

identification and intervention, but also inclusion, adopting a policy to ensure that as many students as possible requiring educational support were able to continue their education in mainstream settings. This resulted in a new three tier structure organising educational support for students; General, Intensified, and Special Support.

General support is provided for students who need occasional help, and places emphasis on cooperation between home and school, mentoring and tutoring, students counselling services and after school club activities (Opetusministeriö, 2007). Unlike many countries, access to General support is not reliant on having an additional needs statement (Perry & Wilson, 2015), and as such does not rely on students waiting to fail before receiving support (Graham & Jahnukainen, 2011). It is available to all students, with the goal of stopping difficulties in learning from becoming engrained or worsening (Björn et al., 2016). General support is delivered by classroom teachers within the immediate classroom.

The second level of support, Intensified support, is characterised by longer periods of support in specific areas such as literacy and mathematics. Special education teachers are responsible for planning students everyday school work, and often deliver this support on a 'part-time' basis in mainstream settings (Takala et al., 2009). This is achieved using a 'pull-out model' (Klinger, Vaughn, Schumm, Cohen & Forgan, 1998; Huhtanen, 2000), where students leave the main classroom to spend time with the special education teacher for roughly one or two hours a week for between four and ten weeks (Graham & Jahnukainen, 2011). The final and greatest level of support is Special support, and is intended for students with Individualised Education Plans in one or several of their subjects (Björn et al., 2016). Special education teachers provide both Intensified and Special support, and are highly respected in Finnish Education. Every school has access to at least one special education teacher (Takala, Pirttimaa & Törmänen, 2009), with schools of 300 pupils having a full time teacher and smaller schools sharing the services of a teacher (Graham & Jahnukainen, 2011).

Like Finland, Wales operates a three tier system of support for students with ALN; School Action, School Action Plus, and finally Statements of Educational Needs. School Action is the first level of support for students who are not progressing as expected. It consists of within school action to meet their difficulty in learning, and may involve additional or alternative learning materials, equipment or teaching strategies. School Action must be justified and based on evidence

(Dauncey, 2015) that is, there must be evidence of student's educational difficulties before they are able to access support (Graham & Jahnukainen, 2011). At this point an Individual Education Plan (IEP) is developed for the child to document difficulties and record short-term goals, outcomes and successes (*The SEN Framework*. Retrieved from https://www.specialeducationalneeds.co.uk).

Welsh schools are expected to make full use of available classroom and school resources before asking for specialised and external support (Dauncey, NAW SEN in Wales, 2015). In-school support includes support from an ALNCo (Additional Learning Needs Coordinator) previously SENCo (Special Education Needs Coordinator). The duties of an appointed ALNCo are similar to those of the special education teacher in Finland, such as assessing, designing and overseeing support for students requiring additional support (Takala, Pirttimaa & Törmänen, 2009), however these duties are typically performed alongside their duties as a classroom teacher, and therefore these additional duties are completed on a part-time basis.

Where School Action does not deliver expected results, a decision may be made to involve external services and expertise, thus elevating the student to School Action Plus level of support. This involves seeking advice from a variety of sources, and may include the Local Education Authorities, health authorities, occupational therapists, speech and language therapists or educational psychologists, to provide a more detailed level of support for the child (Dauncey, 2015).

Students requiring greater levels of support may have a Statutory Assessment undertaken by the local authority (Dauncey, 2015). This may or may not lead to a Statement of ALN. Receiving a statement means that the local authority assumes legal responsibility for making provisions for the child, thus schools are able to access additional support and funding that would be inaccessible without the statement. Parents commonly view statements as a means of ensuring adequate support for their child, although budgetary implications mean local authorities view statements as a last resort in the only the most serious of cases (Dauncey, 2015).

In 2017 in Finland, 157,736 (28.33%) of comprehensive education age students received either General, Intensified or Special support (Statistics Finland, 11 June, 2018 Retrieved from https://www.stat.fi/til/erop/2017/erop_2017_2018-06-11_tie_001_en.html). Of these, 54,280 (9.75%)

received intensified support, and 43,124 (7.75%) received Special support. In the 2018 academic year in Wales, 103,976 (25.94%) of the total student population were receiving one of their three levels of support; 56,315 (12.9%) received School Action, 34,493 (7.94%) received School Action Plus, and finally 13,168 (3.03%) of students had a statement of educational needs (Stats Wales, 31 June, 2018, retrieved from https://statswales.gov.wales/v/Gl_W). While it may be argued that Finlands greater percentage of students in receipt of educational support compared to Wales warrants attention from bullying researchers, it is necessary to investigate where students receive their education to postulate as to why a study of this type has not previously been conducted in KiVa's home country.

1) KiVa Pupil Survey Anonymity

Due to Finland's policy of educational inclusion, schools and municipalities are encouraged to include students with ALN's in mainstream settings where possible, resorting to special educational settings only when necessary. This policy has resulted in a steady decline in the number of students in entirely special educational schools and groups. In 2017, only 4081 (.22%) students received Special Support in an entirely special school and special group. The remaining students receive their education in a graded scale of inclusivity shown in Table 2 (OSF, 2018).

A similar policy of inclusion is advocated in the UK and Wales. Sections 316 and 316a of the UK Education Act 1996 states that a child or young person must be educated in mainstream school unless they have a statement of SEN and it would be incompatible with the wishes of the parent/ carer or the provision of efficient education for other children. Of the 103,976 students in receipt of educational support in Wales, 98.86% receive their education in mainstream settings.

In both Wales and in Finland, from a research perspective it would be more advantageous in terms of sample size and generalisability of results, to investigate KiVa's efficacy for students with ALN in mainstream settings. This however presents a challenge in relation to a core component of the KiVa programme, the anonymity of the Pupil Survey. Conducted annually, the KiVa Pupil Survey tracks changes in bullying behaviours within a school over time. A

fundamental characteristic of this survey is its assured anonymity to students, intended to increase the likelihood of honest self-report. In order to distinguish between students receiving, or not receiving educational support, an additional question would be required in the survey thereby compromising its anonymity.

As a result, investigations of the efficacy of KiVa for students with ALN are more suitably conducted in educational settings in which a distinction between students' educational status is not necessary, such as in special educational settings. Of course, results obtained in this setting may not be generalisable to ALN populations of students in mainstream schools as there are distinctions between these settings, however from the requirement of maintaining student anonymity, it is a necessary.

Returning to why KiVa has not been investigated in special educational settings in Finland, their 0.22% of students who are educated in special groups in special educational settings only, seems highly unfavourable. In Wales on the other hand, there are 41 special education schools catering for 4980 students with ALN's, equating to 1.14% of the student population (Stats Wales, 31 June, 2019, *Retrieved from* https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/pupilssen-by-sector-year). Although this remains a small percentage of the total student population, there is a greater need and motivation to investigate how an anti-bullying programme may function in this particular setting and with this student population in Wales compared to Finland.

2) Methodological Challenges of Research

In addition to the small percentage of the overall student population in Finland and the concern regarding the maintenance of student anonymity, there is a need to consider methodological issues of including this particular student group in qualitative research (Tuffrey-Wijine, Giatras, Butler & Cresswell, 2012). Specifically, during question and answer sessions, difficulties in receptive and expressive language can lead to one word, or short sentence answers which require a greater degree of prompting from the researcher than would typically be recommended. Furthermore, short answers are likely to lack richness, making in-depth qualitative data analysis challenging (Booth and Booth, 1994). There may also be a tendency for these individuals to reply

with "yes" independent of the question, whether participants understood what was being asked of them or whether this was is in fact their answer (Sigelman Budd, Spanhel & Schoenrock 1981). From an ethical perspective, students with ALN's who do not readily answer questions may be exercising their right to choose not participate or withdraw from the research. It is therefore an additional responsibility of the focus group leader to continually assess whether students' behaviours reflect difficulties in understanding, the need for more time to answer, or genuinely reflect a withdrawal of their consent to participate. In an attempt to rectify this, it is recommended that time is spent building rapport between researchers and participants with ALN's, as it will improve participant's familiarity and comfort with the researcher, and also improve the researchers' ability to accurately interpret participant behaviour (Kelly, 2004). Establishing rapport between participants and researchers is recommended for all qualitative studies in which highly personal information is shared as it increases the honesty of responses (Prosser & Bromley, 1998) by encouraging the deconstruction of power relations between participants and researchers (Brinkmann, 2007; Cridland, Jones, Caputi, & Magee, 2015, Lavis, 2010; Kelly, 2004; van den Hoonaard, 2002). Where possible rapport between participants and researchers should be built, though commonly financial and time restrictions limit the feasibility of this endeavour.

When conducting research with students or individuals with ALN's, researchers must also consider the effect of the presence of support workers/carers during focus groups or interviews (Llewellyn, 2009). In the case of individuals with intellectual difficulties, previous literature largely reports positive effects of their presence, such as interpreting participants' communication (Fraser and Fraser, 2001) and helping the participant to understand what is being asked of them (Abbott and McConkey, 2006). Effects can however be negative if supporters believe there is a correct answer to be given, and guide the participant to provide this answer (Kaehne and O'Connell, 2010; Llewellyn, 2009).

Conclusion

This chapter summarised the earlier chapters in the literature review, and sought to postulate as to why a study investigating the implementation of an anti-bullying programme - specifically KiVa, - with students with ALN has not yet been previously conducted. Factors include the small percentage of the student population with ALN in Finland and in Wales, and the variation of

settings and methods adopted between countries to appropriately educate these students. The methodological challenges of including individuals with ALN's in research, and the ethical concerns for conducting research with this student population in mainstream educational settings are also discussed. Despite these issues, the present thesis adopts the perspective that students with ALN's should, and must, be included in research concerning their lives (Lewis, 2009), if we are to increase our understanding of their experiences, and improve their outcomes. This is especially warranted where the goal of the research is to reduce bullying behaviours of, and against these individuals and reduce its negative consequences. The present research is a contribution to this endeavour.

Table 1

Number and percentage of the total student population receiving varying levels of educational support in Finland (2017) and Wales (2018)

	Finland	Wales
Level 1 (%)	60,000 (10.77)	56,315 (12.9)
Level 2 (%)	54,280 (9.75)	34,493 (7.94)
Level 3 (%)	43,124 (7.74)	13,168 (3.03)
Total number of students receiving educational support (%)	157,736 (28.33)	103,976 (25.94)
Total student population (%)	556, 742 (100)	434,300 (100)

Note. Finland (Level 1 = General Support; Level 2 = Intensified Support; Level 3 = Special Support) Statistics Finland, 11 June, 2018, Retrieved from https://www.stat.fi/til/erop/2017/erop_2017_2018-06-11_tie_001_en.html. Wales (Level 1 = School Action; Level 2 = School Action Plus; Level 3 = Statement of Educational Needs) Stats Wales, 31 June, 2019, Retrieved from https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/pupilssen-by-localauthorityregion-provision

It is not sufficient to take a programme intended and designed for one population and setting, and evaluate its effect with a different population in a different setting without considering the acceptability of the intervention. Though defining programme acceptability remains challenging (Sekhon, Cartwright & Francis, 2017), Amaya and Elder's (2011) definition is considered appropriate for use here. They define intervention acceptability as the extent to which an intervention meets the needs of the target population and organisational setting, and how well an intervention is received by the target population, which includes the deliverers and recipients of the intervention (Amaya & Elder, 2011). In an attempt to assess the acceptability of the KiVa anti-bullying programme in a novel setting and with a new student population, two central aims arise;

Table 2

Table displaying the number of students in receipt of educational support attending various places of provision in Finnish Education

Place of Provision	Number of Students
Teaching fully in general education group	8930
51-99% of teaching in a general education group	7229
21-50% of teaching in a general education group	4457
1-20% of teaching in a general education group	5680
Teaching fully in a special education group other than special school	12047
Teaching fully in special group, special school	4081

Note. Official Statistics of Finland (OSF): Special education [e-publication].
ISSN=1799-1617. 2017, Appendix table 5. Comprehensive school pupils having received special support by place of provision of teaching, 2017 . Helsinki: Statistics Finland [referred: 7.1.2019]. Access method: http://www.stat.fi/til/erop/2017/erop_2017_2018-06-11_tau_005_en.html?fbclid=IwAR3tCe3boZp3nG36biO4wB7QcYrdBTP7q7A4E0WVx5TtuF2lCL27BMSGSYY

1) To assess the feasibility of implementing KiVa in a special school in Wales, and explore necessary adaptations of the programme in this setting

2) To investigate the impact of KiVa on the students in the middle department of a special school in Wales

Chapter 5: Methods

Rationale for methodological and epistemological choice

Within the study, research questions are approached from a social constructionist Thematic Analysis (TA) (Braun & Clarke, 2006) perspective, motivated by a number of methodological and epistemological considerations.

The present study is exploratory in nature and approaches theme identification with participants understanding as a primary concern. For this reason, in addition to the need to synthesise several data sources (Boyatzis, 1998), TA was deemed the most appropriate method of analysis. The study combines TA with a social constructionist epistemology due to the importance of considering person-in-environment (Tijerina, 2009). That is, the study acknowledges the importance of participants' experiences and their interpretations of these experiences, but also the need to consider the effect that wider social context has on these experiences and interpretations (Fielden, Sillence and Little, 2011). Typically, phenomenological methodologies are employed with this epistemological perspective, however TA is theoretically flexible and is considered most appropriate for qualitative studies involving children (Willig, 2005; Hanson, 2012).

The study acknowledges that ontologically speaking, there are multiple truths and realities, however those expressed in the report have been socially constructed by the author's interpretation of participants' realities (Friel, 2014; Berger & Luckmann, 1991). This has been achieved by engaging in dialogue with participants to explore their experiences of engaging with KiVa, and analysing these through the researchers' interpretative lens. As such, the report is the product of a co-construction between the expertise of participants' experiences, and the author's theoretical understanding as a researcher (Guba & Lincoln, 1994; Denzin & Lincoln, 1994).

Research Design

Due to the importance of considering the real life context in which the programme occurred, a descriptive case study methodology was utilised (Yin, 2003). Case study methodologies are valuable for the initial evaluation of programmes, and development of interventions (Baxter & Jack, 2008), hence its adoption for the present enquiry. Further justification for the use of a case study methodology lies in its classification as a revelatory investigation (Yin, 2003). Though

KiVa has previously been implemented in special schools in Finland (Kärnä et al., 2011a), a thorough literature search revealed no previous attempts to specifically investigate its implementation in a special educational setting. Due to its novelty, data were gathered from a variety of sources to enable triangulation, and comprises of both qualitative and quantitative data to create a *"convincing and accurate"* (Yin, 2009; 116), as well as in-depth description of the social phenomena in question.

Utilising both quantitative numerical data from validated instruments, as well as textual information from interviews or focus groups, means the research adopts a mixed methods approach (Cresswell 2003, p.20). In the past, qualitative research has been criticised for its use of small, unrepresentative samples and subjective findings due to the role of the researcher in interpreting participants' words. On the other hand, quantitative research has been questioned for its over-simplification of human experience and failure to acknowledge researcher biases and expectations in terms of the measures chosen (Hammarberg, Kirkman & de Lacey, 2016). The employment of both qualitative and quantitative data within the same research is now viewed as an opportunity to compensate for the limitations of each data type, and capitalise of their respective advantages, while providing a comprehensive analytical understanding beyond that which is offered by each alone (Tashakkori & Teddlie, 2010). For example, inviting people to reflect on their experience can enable a researcher to learn more than they set out to discover (Hammarberg, Kirkman & de Lacey, 2016), meanwhile quantitative data can facilitate the assessment of generalisability of the qualitative data and shed light on qualitative findings (Johnson, Onwuegbuzie & Turner, 2007). As a result, mixed methods research is now identified as a "key element in the improvement of social science including education research" (Gorard, 2004, p. 7) and has, in recent years become increasingly acceptable and commonplace (Mackenzie & Knipe, 2006). Furthermore, mixed methods research have been strongly recommended for anti-bullying studies, as the utilisation of both qualitative and quantitative data contextualises findings (Powell et al. 2008).

Reflexivity

The appropriateness of subjectivity within research is highly contested. Leung (2015) considers it to be essential, inevitable and treasured within qualitative literature, however argues that it is the responsibility of the researcher to be transparent in their subjectivity. As a mixed methods case-

study adopting a social constructionist epistemology, this transparency is ever more imperative. The following section details my role in the research, and in doing so attempts to make my influence on, and relationship with, members of the case study explicit (Jooton, McGhee, Marland, 2009, p. 45).

Understanding the membership role of a researcher in qualitative research is of paramount importance as they play an intimate role in data collection and analysis (Corbin Dwyer & Buckle, 2009). Whether my membership is one of an insider or outsider to the participants is however challenging. On the one hand, as neither a special education teacher or a student with additional learning needs, qualitative research would consider me an outsider (Asselin, 2003). On the other hand, my previous experience as a primary school teacher, and in various educational capacities with students with additional learning needs provides me with a degree of experience to which I might be considered an insider. Furthermore, my undergraduate dissertation investigating the implementation of a yoga programme in a primary school setting provides an additional side of experience when approaching the implementation of KiVa in this setting.

In order to negotiate this partial insider-outsider status, my first interactions with participants began with a short self-introduction. With teachers, this introduction involved openness regarding my status as a researcher and sharing of some of my previous experience. This was an attempt to build the trust and openness extended by participants who consider a researcher to be an insider to their experience (Corbin Dwyer & Buckle, 2009). For students, I introduced myself as a researcher who knew about KiVa, but had never had the lessons before. For teachers and students alike, I commonly assured them that they were the experts of their experience, showed an honest interest in their experience and expressed my commitment to report their experiences accurately and adequately in my work (Corbin Dwyer & Buckle, 2009).

In order to reduce any potential bias that I may have held, a conscious effort was made to ensure that I did not 'push' participants in a certain direction, but rather allowed them to tell their own stories (Berger, 2015). I also took great care in ensuring that I listened to the entirety of what was said, and did not let my own lens of experience filter any data (Berger, 2015; Padgett, 2008). While I consider the present research to be an honest exploration of the phenomena under investigation, the constructivist paradigm employed means that highlighting areas of subjectivity are crucial for the legitimacy of the research (Leung, 2015).

Bringing KiVa to the Special School

In June 2018, Professor Judy Hutchings, the Director of the Centre for Evidence Based Early Intervention (CEBEI), Bangor University, approached GwE, the Regional School Effectiveness and Improvement Service for North Wales, to enquire about recruiting a special school for the present research. A school was identified, a target student population within the school was agreed, and logistical planning began shortly after. Ethical approval for the research was gained from Bangor University, School of Psychology, Research Ethics and Governance Committee, ensuring adherence to British Psychological Society guidelines (Ethics code 2018-16367-A14355).

In September, 2018 (*see* Figure 1), two members of school staff attended the two-day KiVa training. They were selected to attend the training because they would become the KiVa team leader, and a fellow member of the KiVa team. After the training, these teachers were responsible for introducing and disseminating the programme to their fellow staff members and to the pupils in the selected unit. KiVa Training was delivered by a certified KiVa trainer working for Early Intervention Wales Training (EIWT), the training division of the Children's Early Intervention Trust (CEIT), the registered charity based in Bangor University that has the contract for KiVa dissemination across the UK.
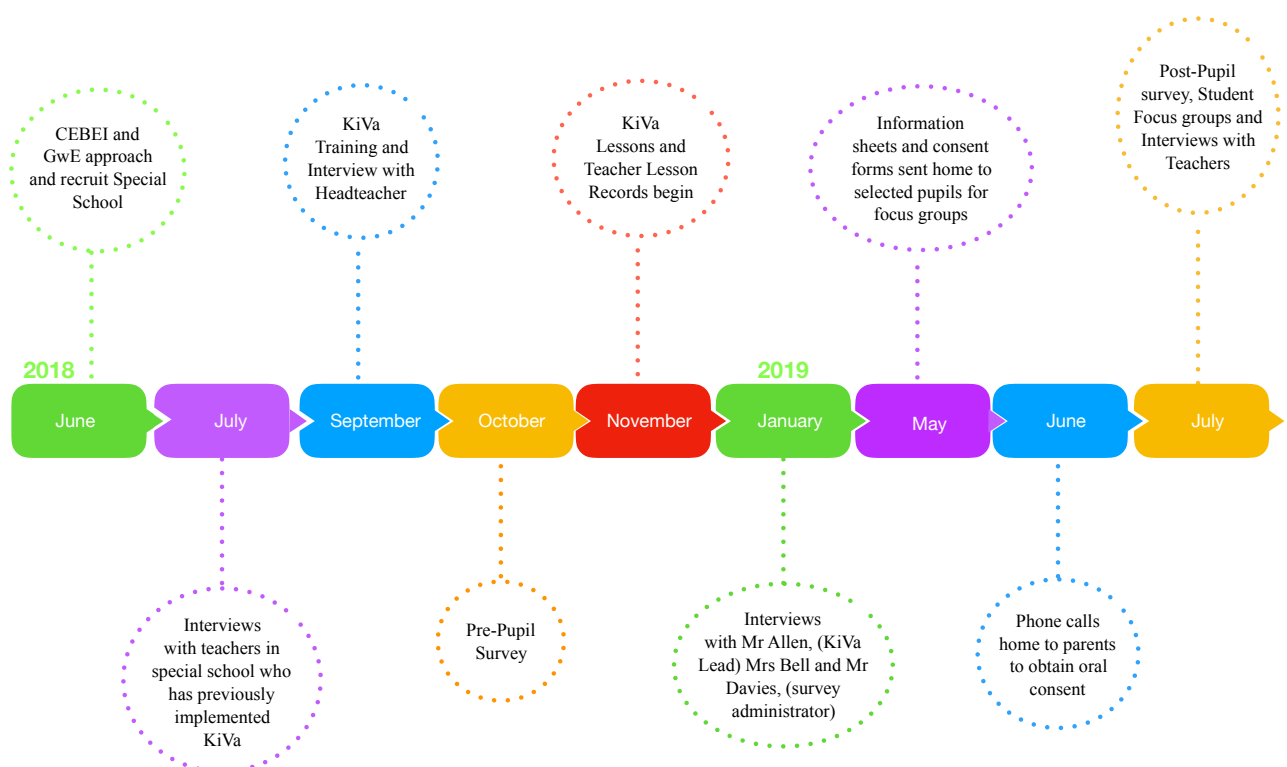

Figure 1. Research Timeline

Before the school began implementing KiVa, the lead researcher conducted semi-structured interviews with two teachers at a different special education school who had previously implemented KiVa. Interview transcripts were collated into an advice sheet for the new KiVa school (*Appendix A*). This included suggestions to tailor the KiVa content to pupils, deliver KiVa to staff and to parents, and advice regarding the KiVa Pupil Survey protocol. This pre-research was funded by CEIT and conducted for the Powys Health Board, who had funded training for the school as part of a county wide strategy for implementing KiVa.

School setting and Participants

School

The school participating in the research is a large specialist day school provision for children with a range of ALNs. It is situated in North Wales, close to the English border. English is the dominant language spoken in the school. Two hundred and ninety-five students between the ages of six and 19 attend the school, predominantly drawn from the immediate area, although the school also accepts students from surrounding Welsh and English counties. The school consists of 28 teachers and roughly 180 support staff. The school is separated into five departments; Junior (ages 6 – 12), Middle (11 – 15 years old), Senior (15 – 19 years old), Behavioural Support Unit with Autistic Department and an Independent Living Department (mixed ages). According to the prospectus students are placed into a class with considerations for their "age, physical and emotional maturity, behaviour and social relationships". Students are either enrolled at the school as juniors and progress through the school, or alternatively enrol in school at various ages having previously attended a general mainstream school. Specialist on site facilities include a small animal sanctuary, hydrotherapy pool, student run cafe, garden shop and car valeting service.

Students present with a range of additional learning needs including moderate and severe learning difficulties, autism spectrum disorder, social, emotional and behavioural difficulties. Most of the students have a statement of special educational needs, and many also have additional physical, sensory and medical needs, speech, language and communication difficulties.

Students

Students from the middle department participated in the study. Students follow a secondary school timetable covering the national curriculum and move around the school to different classrooms and teachers for their lessons. The department consists of 46 pupils (27 males)

between the ages of 12 and 15 educated in four classrooms, twenty-four of whom (52%) are eligible for free school meals. All students had a statement of educational need, of which 38% of the group had a main 'need' arising from Communication deficits, 4% Behavioural, 8% medical and the remaining 50%, display Moderate Learning Difficulties.

The Middle department was identified as the appropriate target population to receive KiVa by Mr. Fischer, the acting head teacher. This selection was based on the cognitive abilities of this group of students, and the assessment that they, to a greater degree than other students in the school, would be able to utilise and access the lesson and resource content. Students were taught KiVa Unit 1 lessons, initially designed for students between the ages of seven and nine, as the Mr Fischer considered the content appropriate for their cognitive abilities.

Teachers

The KiVa team consisted of the Mr Allen, who was also designated the KiVa lead, Mrs Bell, and Mrs Carter. Mr Allen, and Mrs Bell, attended KiVa training in September. Pseudonyms are used to ensure teacher anonymity.

Mr Allen had worked in education for approximately eleven years. Before coming to work in the special school he worked as a behavioural support worker and also as a teacher in a mainstream primary schools. He was responsible for teaching Maths, European Studies, Religious education and literacy in the school.

Mrs Bell has over 23 years of experience in education, teaching a variety of ages and abilities. This included time working in mainstream primary schools in addition to her 12 years in the present special school, where she taught Religious Education, Personal and Social Education (PSE), English and Maths.

Information regarding **Mrs Carters** educational history was not obtained. From the brief interview conducted with her post-intervention, she was however about to retire, and responsible for teaching first aid, PSE and food technology.

All three teachers were responsible for delivering the KiVa lessons to at least one class. Classes were allocated in accordance with timetable availability, and were therefore, not the form room classes of the teachers delivering KiVa. At the beginning of the year Mrs Bell was responsible for teaching KiVa lessons to two classes, however in March, timetabling issues meant that Mr Davies, the Information Communication Technology (ICT) teacher took over teaching responsibility for one class. Mr Fischer, the acting head teacher, also participated in the research with a brief interview to identify his motivations for bringing KiVa to his school.

Data Collection Methods

Data collection occurred throughout the academic year, as shown in Figure 1.

Student Measures

Online KiVa Pupil Survey

The Online KiVa Pupil Survey is conducted on school computers and measures the incidence of bullying within a school and gathers information regarding student perceptions of various aspects of the school climate. It begins by ensuring the anonymity of responses and asking respondents to report their gender and school year. The following screen attempts to ensure that students understand what is meant by bullying by providing the definition below, followed by a number of bullying examples;

Next you will see some questions about being bullied. First, let's review what is meant by bullying. Please keep this explanation of bullying in mind when you answer the questions.

A student is being bullied when one or more students

- say mean or hurtful things about them, make fun of them, or call them mean and hurtful names
- completely ignore them, exclude them from their group of friends, or leave them outside on purpose
- hit, kick, shove or order them around of, for example, lock them in a room
- try to make other students dislike them by spreading lies about them or by sending mean notes
- do other hurtful things than the ones mentioned above

It is bullying when these things happen repeatedly, and the victim finds it difficult to defend themselves.
It is also bullying when a student is teased repeatedly in a mean and a hurtful way.

What is not bullying? Friendly and playful teasing is not bullying. It is also not considered bullying when students with roughly an equal amount of power willingly argue or fight.

Later questions are preceded by the following definition of bullying.

It is **bullying** when a student *deliberately and repeatedly* makes another student feel bad.

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There is considerable debate regarding the best and most accurate way of measuring the incidence of bullying, by the definitional approach as used in the OBVQ in the KiVa survey or by what is known as the behavioural approach; asking participants to respond to a list of bullying behaviours without reference to the terms 'bully' and 'victim'. The latter approach omits a definition of bullying, promoting the importance of individual perceptions of bullying (Bauman, Rugby & Hoppa, 2008: Ross, 2003), a perspective shared by adolescents who emphasise the need for the individual to perceive a behaviour as hurtful for it to be considered bullying (Hellström, Persson and Hagquist, 2014). This approach has however been criticised due to its sensitivity to factors such as age and gender. For example, young children predominantly define bullying as physical and aggressive acts, (Smith, Cowie, Olafsson & Liefooghe, 2002; Monks, Smith & Swettenham, 2005; Smith & Monks 2008) whilst adolescent definitions focus mainly on verbal and relational forms of aggression (Hellström, Persson and Hagquist, 2014), biases which may both lead to underreporting of bullying. With reference to the specific population under study here, there is a need to consider the potential effect of participants chronological age (11-15) versus their level of language comprehension in both the baseline and post-test results of the survey. Mis-comprehension has implications for how the survey was administered and also the accuracy of results that arise as a consequence. Gendered effects on the definitions of bullying include findings that females are able to identify more types of bullying and place greater emphasis on the effect on the victim, compared to males (Frisén, Holmqvist, Oscarsson 2008; Thornberg & Knutsen, 2011). Finally, critics of the behavioural approach argue that it fails to include the need for a power imbalance leading respondents to include fighting between equally powerful peers as bullying, inflating the prevalence (Thomas, Connor & Scott, 2015).

In order to avoid the individual subjectivity of behavioural approach, proponents of the definitional approach argue that including a definition ensures participants understand what is being asked of them (Raskausken & Modell, 2011), and facilitates a shared meaning of bullying amongst participants (Thomas, Connor & Scott, 2015). However, Ross (2003, p. 25) stipulates that there is little empirical evidence to suggest that including a definition of bullying is necessary. Nevertheless, a definition of bullying is used in the Olweus Bullying Questionnaire (Lee and Cornell, 2009), the most widely adopted tool for researching bullying (Green, Felix, Sharkey, Furlong & Kras, 2009), and one of the few bullying questionnaires with well-established psychometric properties that has been used in several different countries (Kyriakides et al., 2006).

The KiVa Pupil Survey utilises both a definitional and behaviour based approach in order to take advantage of the benefits of each approach and minimise their relative disadvantages. The survey includes global questions from the Revised Olweus, Bully/Victim Questionnaire (OBVQ; Olweus, 1996); *"How often have you been bullied / bullied others in the past couple of months"*. These are answered on a 5-point likert scale (1= *I have not been bullied during last couple of months*, 2 = *Once or twice in the last couple of months*, 3 = *2 or 3 times a month*, 4= *About once a week*, and 5= *Several times a week*). Students are defined as a victim or bully if they select option 3, 4 or 5, that is that they report bullying or victimisation *2 or 3 times a month,* or more. This follows recommendations by Solberg & Olweus (2003), who identified psychosocial adjustment and behavioural distinctions between victims below and above this cut off.

Although students received KiVa Unit 1 lessons, their response to a survey question asking for their school year automatically directed them to survey for Unit 2 (designed for pupils aged 10 - 12). The Unit 2 survey includes questions relating to cyberbullying, teacher and parent attitudes and actions towards bullying, and also a series of likert emoticon facial responses to questions regarding their perceptions of school climate.

The annual KiVa survey is completed prior to implementing the programme and thereafter annually. It is an online survey managed by KiVa Finland Centre. After completing the survey, schools receive a summary of their own data and an amalgamation of data from KiVa schools in their country who are at the same point of KiVa implementation. This enables them to track their own progress and also to compare their performance with other schools at the same point of KiVa delivery.

Ethics

As the KiVa programme was introduced to the middle department as part of the school curriculum, Mr Fischer, as the acting head teacher and senior member of staff, consented to student participation in lessons and completion of the anonymised KiVa Pupil Survey (BPS Ethics Guidance, p. 17, 2010). A letter was sent from the school to parents/guardians to inform them about KiVa more generally. Consent to access the schools anonymised pre-and post-KiVa Pupil Survey data was obtained from Mr Fischer (*Appendix B*).

Procedure

Students typically complete the survey annually at the end of the academic year every June or July; prior to, and post exposure to KiVa. The post-KiVa Pupil Survey followed this schedule, however the pre-KiVa Pupil Survey occurred in October 2018 in the current research. This was due in part to the late recruitment of the school, which meant that teacher training could not be delivered in July. In addition, because the survey was delivered in the new school year it was decided that students should be given time to experience and become familiar with their new classrooms prior to completing it. Furthermore, questions ask about bullying behaviours over the *"last few months in school"*, and it was felt that students might experience challenges in accurately recalling these behaviours from before the six-week summer holiday period, and would instead more accurately describe behaviours from the previous month of school.

Both the pre- and post- KiVa Pupil Surveys followed the same procedure. They were completed during ICT lessons, and supervised by Mr. Davies, the ICT teacher, and the classroom support teacher. Assistance was offered by the researcher to support Mr Davies in conducting the survey though this was not taken up. Neither Mr Davies, nor the support teacher had attended KiVa Training. Prior to conducting the survey, Mr Davies was given the KiVa handbook which included survey delivery information and he also received verbal advice and support from Mr Allen.

Survey questions were broadcast on Mr. Davies's computer screen for all students to see. Student computers were then 'locked' using the schools safeguarding computer software, Impero, to allow ample opportunity for Mr Davies to read the questions, as well as providing students with opportunities to ask questions and clarify their understanding of the task at hand. Mr Davies then unlocked computers for students to input their responses. This process of unlocking and locking student computers continued for the duration of the survey. Students with greater literary capacity sat at the back of the classroom, while students requiring a greater level of support were sat closer to Mr. Davies's computer screen *(Mr Davies, Lines 20 - 43)*.

Focus Groups

A focus group is a method whereby a group of individuals are brought together to discuss a phenomenon in which they have shared experience (Srivastava & Thomson, 2009). Focus groups

were selected as a means of gathering student perceptions as they lack the formality of one-to-one interviews, and as students all know each other, serve to reduce any nervousness about sharing their views. Focus groups allow for interactions between participants, thereby facilitating discussion and successfully generating data concerning the experiences of individuals in social contexts (Kaehne & Connell, 2010), a quality especially relevant for bullying research. Focus groups have also been used in previous research with individuals with varying intellectual abilities (Fraser and Fraser, 2001; Ippoliti, Peppey, and Depoy 1994; Llewellyn, 2009) and were considered the most appropriate method of obtaining student perspectives of KiVa.

The present thesis adopts the perspective that research should not be conducted on people, but involve their active participation (Northway, 1998). Furthermore, the opinions and voices of children and adolescents, especially those with disabilities, should take a central role in research concerning their lives (Lewis, 2009). There is however, limited guidance on conducting qualitative research with students with ALN due to a number of ethical and methodological challenges that must be overcome to facilitate their involvement (Harrington, Foster, Rodger, & Ashburner, 2007; Tuffrey-Wijne et al., 2008). These include obtaining consent from gatekeepers, challenges in obtaining informed consent from participants, the need to modify questions and language and to adopt approaches which best overcome any challenges in communication (Harrington, Foster, Rodger, & Ashburner, 2007). Social interaction and communication challenges have been found to reduce the involvement of students with ALN in qualitative research (Preece & Jordon, 2010). To overcome these challenges, Lewis (2009) advises the use of closed questions and the repetition of questions. This advice was followed in addition to carefully designing the questions to focus on KiVa only, thereby limiting the opportunity for students to re-live any traumatic or sad bullying experiences (Kaehne & Connell, 2010).

The main concern over conducting a focus group with this population was that students might find waiting their turn to speak difficult, and be unwilling or unable to listen to each other (Kaehne & Connell, 2010). This concern however, did not outweigh the importance, opportunity for student empowerment, and potential insights that could be derived from the inclusion of their perceptions in the research (Kroll, Barbour & Harris, 2007).

Ethics

Twelve students were initially invited to participate in the focus groups. Information sheets *(Appendix C)* and consent forms were sent home for parents/guardians to sign *(Appendix D)*. After one month, only one consent form had been returned to the school, and therefore the decision was made to conduct phone calls home to parents to verbally obtain their consent. Phone calls were conducted by Mr. Allen, as a trusted member of staff with whom parents were familiar. Oral consent for ten of the twelve students was obtained in this way. Both in the information sheet and during the later phone calls, a description of their child's participation in the research was given, in addition to assurances of their child's anonymity. It was also emphasised that on the day of the focus groups, students would be personally asked if they wanted to participate and their assent continually evaluated throughout the discussion.

Procedure

Teachers delivering the KiVa lessons selected the students who were invited to participate in the focus groups. Students were drawn from all four classes in an attempt to have a representative sample of students in terms of abilities, exposure to teaching styles and experiences. Teachers selected students based on their cognitive, behavioural and mental capabilities for participation in the focus groups. **(*See* Mr Allen Post Interview, Lines 456-468).**

During the focus groups, students were informed of the purpose of the study, told that they were under no obligation to answer any questions, and that they could leave the focus group at any point without penalty. Students were invited to generate their own ground rules for the focus groups to ensure their success, and everyone in the group 'signed' the ground rules in the air. In order to help students to feel relaxed, they were invited to sit on chairs around a circular table which mirrors the structure of their KiVa lessons. A support worker of one student was present during each focus group to help students to feel more comfortable in the presence of a stranger, and also to support the researcher in dealing with any behavioural issues that might arise. In line with protocol recommended by Llewellyn (2009), teachers supporting the discussions were reminded that they were there to support students where necessary, and discouraged from responding in any way to student answers.

Student assent was continually evaluated throughout the discussion by observing their behaviour. Students who showed any signs of discomfort or disengagement with the task were given the option of continuing with the focus group or returning to their classroom.

Teacher Measures

Ethics

Prior to their participation in the research, staff members were given an information sheet detailing the purpose of the research, and the nature of their involvement (*Appendix E*). They were also given an opportunity to ask the lead researcher any questions before being asked to sign a consent form (*Appendix F*).

Interviews

The interview with the head teacher, Mr. Fischer, took place in September following the KiVa training to explore the motivation for volunteering his school to participate in the present research. Subsequent interviews with the KiVa team were also conducted and included an interview with Mr. Allen and Mrs Bell in January to gather their experiences of the programme to date, and an interview with Mr. Davies to clarify the procedures undertaken during the KiVa Pupil Surveys. Interviews with all teachers took place during the final summer term to gain an understanding of their experiences of KiVa.

All interviews followed a semi-structured approach. The researcher approached interviews with a list of pre-determined questions (*Appendix G*) but also a degree of flexibility to ensure that there was an opportunity for discussion of any other avenues of enquiry that arose. Interviews were recorded using a dictaphone.

Teacher Lesson Records

The Teacher Lesson Record was originally designed by the Finnish KiVa team, with each of the ten sections in the book referring to the respective KiVa lesson. Teachers were asked to complete the corresponding section as soon as possible after delivering each of their KiVa lessons to improve the accuracy of self-report. The Teacher Lesson Record is a means of assessing KiVa

implementation fidelity by tracking how teachers delivered each lesson, the amount of time spent preparing and delivering each lesson, and student engagement with each lesson. (*Appendix H*).

Implementation fidelity, refers to the extent to which an intervention program is delivered as intended by programme developers (Durlak and DuPre, 2008; Dusenbury et al. 2003). Investigations of implementation fidelity have come under increasing academic investigation in recent years (Ryan and Smith, 2009, Smith et al., 2004, Ttofi and Farrington, 2010, Vreeman and Carroll, 2007), as they are in a position to inform programme developers of the feasibility of implementation in different settings and contexts, inform potential adaptations to improve future implementation and they also help account for the associations between implementation and programme outcomes (Haataja et al., 2014). In a previous study investigating the implementation fidelity of KiVa in Finland, researchers measured lesson adherence as a measure of the quantity of implementation. Lesson adherence is calculated as the average proportion of curriculum tasks delivered over ten KiVa lessons (Haataja et al., 2014). They also calculated the average time in minutes spent teaching lesson content, and finally the average time in minutes spent preparing for each lesson delivered (Haataja et al., 2014). Time spent preparing and delivering the lessons was considered an assessment of implementation quality (Haataja et al., 2014). These measures were also collected in the present enquiry.

For the purpose of the present study, the Teacher Lesson Record was digitised using Online Survey, but also available as a paper copy. Mr Allen completed this survey online, while Mrs Bell chose to completed a paper copy. Mrs Carter did not complete a Teacher Lesson Record.

Teacher Survey

Teachers were asked to complete a paper survey at the end of the school year *(Appendix I)* to gather their overall perceptions of KiVa following a year of implementation. Their responses informed the final semi-structured interviews conducted at the end of the school year.

Data Analysis

Quantitative data analysis was completed using R Studio, version 1.2.1335,

A dictaphone was used to record interviews with teachers and student focus groups. These were later transcribed using Trint, an online transcribing website, converting audio files into transcribed text files. Thematic analysis was then conducted, guided by Braun and Clarke's six step approach (Braun & Clarke, 2006)

Once transcriptions were completed, the researcher listened to the audio recordings while reading through the transcripts. This was adopted as a method of ensuring transcript accuracy, in addition to being a first step of increasing the researchers' familiarity with the transcripts and immersing herself in the data, considered a crucial first step to thematic analysis (Morse & Richards, 2002). Once satisfied with the accuracy of transcripts, scripts were read and reread with initial notes taken on the left hand side of the verbatim (*Appendix J*). Highlighters and different colour pens were used to identify points of interest, or codes, which could later form potential emergent themes. The third step in Braun and Clarke's approach is to identify themes. Within TA themes are understood as independent units capturing something important about the data (Braun & Clarke, 2006). As theme importance was dependent on the researchers' own judgments, these are inherently subjective in nature.

Initially, identifying a means of clustering data into coherent themes proved challenging due to the variety and quantity of data. Reading articles published by the Society for Prevention Research proved a useful stepping stone to assist in this process. A recent article by Lyon & Bruns (2019a) proved especially helpful. The article explores the space between existing evidence of school based mental health strategies, and the real world implementation of these strategies and reflects on specific applications of implementation science principles in educational settings (Lyon & Burns, 2019a). Four levels of implementation determinant effects are discussed in the article as important considerations for programme implementation - the (i) outer setting; which reflects the larger political, social, and economic context in which implementation occurs; (ii) inner setting; the immediate organisational context in which implementation occurs, (iii) individual-level; includes factors such as the characteristics and experiences of front-line service providers responsible for delivering evidence-based programs and practices, and (iv) intervention; implementation outcomes that are directly influenced by aspects of the interventions themselves (Lyon & Burns, 2019a). Using this framework as a reference, data in the present enquiry were reviewed again and transcripts re-read. Several patterns within the data became clear, and these were then collated into themes. As a fourth step

in Braun and Clarke's approach, themes are reviewed, before undertaking the fifth stage of naming the themes. Names for each of the themes were reviewed by the lead researcher and her supervisors to ensure appropriateness. The final stage of TA is generating a report with compelling and vivid extract examples, as shown in the following chapter.

Chapter 6: Findings and Discussion

Thematic analysis gave rise to a number of themes. These are divided according to the research's two primary aims and shown in Figure 2;
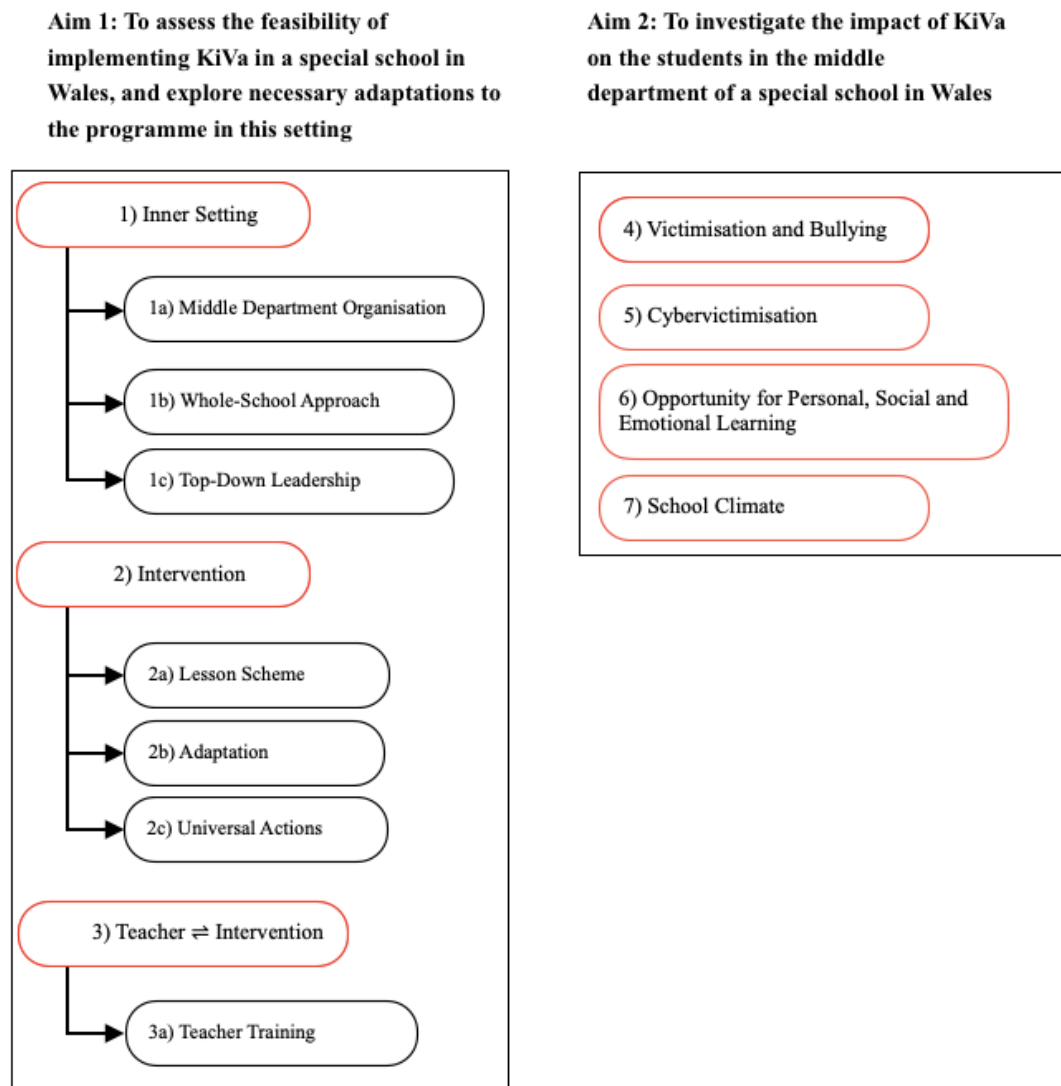
Figure 2. Schematic of theme analysis

The first aim was addressed by three master themes (red border) and seven emergent themes (black border), while four master themes address the second aim. The themes presented reflect the point of saturation. Due to the large number of themes, they are separated by the overall research aim and presented and discussed in turn. A description of each theme will be given, followed by evidence collected during the study and a discussion of its relevance with regard to wider literature. Themes are justified utilising data from teacher interviews, Teacher Lesson Records and the Teacher Survey, as well as student led data from the focus groups and the KiVa

Pupil Surveys. Qualitative and quantitative data are discussed together where appropriate in order to adhere to a mixed methods methodology. An overall summary of both aim findings are then provided, followed by a discussion of the limitations of the present research, potential areas of future enquiry and a final conclusion.

Aim 1: To assess the feasibility of implementing KiVa in a special school in Wales, and to explore any adaptations necessary in this context

In order to investigate the overall acceptability of KiVa in this novel setting, it is important to assess the feasibility of its implementation. Feasibility here refers to the extent to which programme implementation is practical, including any adaptations necessary to improve the degree of intervention-school-fit. Programme feasibility is an important characteristic for the deliverers of an intervention and the organisational setting in which the intervention is delivered, more so than the recipients, therefore these are the focus of the first aim.

1) Inner Setting

According to Lyon & Bruns (2019a) the inner setting is the immediate organisational context in which intervention implementation occurs. Inner setting components with the potential to influence intervention implementation are numerous. Of relevance in this particular enquiry, is the first emergent theme 'Middle Department Organisation,' which explores the organisational context of the middle department and how this required a departmental approach to KiVa implementation. Explanations of the consequences of the adopted departmental rather than whole-school approach are discussed in the second emergent theme; Whole-School Approach. The final emergent theme, discusses the recommendation of Top-Down Leadership, which, from previous research is considered crucial for promoting programme implementation.

1a) Middle Department Organisation

The middle department of the special school participating in this study is similar to a secondary school structure, in which teachers are located in a classroom, and students move around the school for their subject lessons according to their timetable. Due to the late recruitment of the school KiVa was not officially timetabled into the curriculum for the academic year, and thus had to share a biweekly lesson slot with either European studies, Religious Education or First Aid,

depending on the availability of Mr Allen, Mrs Bell and Mrs Carter respectively. The consequence of this structural organisation meant that teachers and students spent a limited amount of time together;

"I only see them for forty minutes each week" (**Mr Allen, Post, Line 209**)

It is unclear how much time Mrs Bell and Mrs Carter spent with their respective KiVa classes, as it depends on how many other subjects they were responsible for teaching each class, though it is also presumed to be limited. This limited shared time between students and teachers in this setting is qualitatively different to KiVa's usual implementation in mainstream primary settings, where KiVa Unit 1 is traditionally implemented. In Finnish and Welsh primary schools, KiVa lessons are typically delivered by student's main classroom teacher who is responsible for teaching the vast majority of their curriculum. This exposure fosters rapport and positive relationships between teachers and students, and facilities a climate where students are comfortable to share and discuss their personal experiences (Hamre & Pianta, 2006). It also allows teachers to reinforce the KiVa messages at multiple points during the day and school week. In the present setting however, KiVa was delivered by teachers who saw their students for a limited time each week, and this may have contributed to feelings of unease when sharing personal bullying experiences. For example, when Mrs Carter accompanied Sophie to the focus group discussion they appeared to share a positive relationship, with Sophie commenting that she did not want Mrs Carter to retire from the school. However, despite this close relationship, Sophie recalled that

"when we were, when we were… talking about KiVa, was making me a bit thing….making me, me, me a bit too embarrassed" (**Sophie, FG Lines 624 - 626**)

Sophie's feelings of embarrassment when discussing highly sensitive personal information such as previous bullying experiences require a bond between students and teachers. This may have been limited by the small amount of daily or weekly time she spent with her KiVa teacher due to the middle school organisation (Hamre & Pianta, 2006). This educational structure challenges the acceptability of KiVa in this setting.

1b) Whole-School Approach

As a result of her work demonstrating that bullying is a group process which occurs within the system of the school, Professor Salmivalli designed KiVa to be implemented as a whole-school programme. In the present special educational school setting however, a whole-school approach was not adopted. KiVa was introduced only to the 46 middle department students who formed part of the larger student population of almost 300. Students and teachers were asked about their perceptions of this departmental rather than whole-school approach to the programme. Mr Allen and Mrs Bell both considered the departmental delivery of KiVa to have limited the effectiveness of the programme;

> *"I just don't think we can really sort of just keep it within middles and expect it to work in the way that it would if we rolled out for the whole school"* **(Mr Allen, Post, Lines 114 - 116)**

The whole-school approach is considered to be the foundation of any effective anti-bullying approach (Jones, Doces, Swearer, & Collier, 2012), and has been adopted by KiVa as well as the other promising Blueprint bullying prevention programmes. The justification underlying a whole-school intervention is the belief that bullying is a systematic problem that must be addressed in a systematic fashion (Richard, Schneider, & Mallet, 2012). Furthermore, whole-school approaches promote a collective understanding of bullying, leading to a consistent and reliable way of responding to incidents of bullying that arise (Ansary, Elias, Greene & Green, 2015). This limitation was raised by Mr Allen with regard to the KiVa Indicated Actions,

> *"I think the whole school approach would be more effective… I just think that maybe the fact it's been confined to middle school and perhaps middle staff are more aware of it. I think that's been a bit of a barrier to sort of the indicated actions and that backside of the program"* **(Mr Allen, Post, Lines 101-105)**

Mr Allen said that he had not had one reported incident of bullying raised to him as the KiVa lead during the course of the academic year, although he emphasises that he did not believe this to be because no bullying had taken place. The departmental approach to KiVa adopted by the school limits the transfer of knowledge between staff members to ensure they are approaching and

dealing with every incident of bullying throughout the school in a consistent manner. This is especially crucial considering the middle department follow the same daily timetable as students in the senior department; that is, they move classrooms at the same time and share their break and lunch times **(Mrs Allen, January, Lines 303 - 305).** Although bullying is not confined to social periods within the day, bullying is more likely to occur during unsupervised times such as these (Carroll-Lind & Kearney, 2004). As such it is recommended that students within senior and middle departments and the staff responsible for teaching these departments receive more training and exposure to the intricacies of KiVa than that which was conducted in the school;

> *"even though it was said you know, brought up in a staff meeting with teachers, and a whole school assembly with everybody… I think, perhaps some of the support staff aren't quite aware of the process and the channels to take it through"* **(Mr Allen, January, Lines 303 - 306)**

KiVa recommends that every staff member should be informed about the KiVa definition of bullying, the content of class lessons and the processes for dealing with confirmed incidents of bullying. At present, however, staff members throughout the school appear to have limited knowledge of the programme and how it was supposed to function within the school. This limits their ability to reinforce KiVa lessons and implement various programme elements such as the Indicated Actions in the previous example. Mr Allen attributed the lack of uptake to KiVa's Indicated Actions to

> *"some confusion as to whether or not pupils from other departments… whether anything involving them should be reported through KiVa…so there's a lot of discrepancy"* **(Mr Allen, Post, Lines 273 - 278)**

From focus groups it became clear that students as well as teachers lacked an awareness regarding the appropriate channels to take if an incident of bullying arose. When asked who they would go to with a bullying problem, students named a variety of potential staff members. Whilst trust in multiple staff members is a positive attribute of the school, if a student chooses to confide in a staff member who is unaware of the KiVa process, the incident is unlikely to be passed onto the KiVa team and addresses utilising the KiVa methods, severely compromising programme fidelity. One means of addressing this issue is to improve the understanding of teachers

throughout the school regarding the KiVa process, or alternatively marry up existing school practices with KiVa methods. For example, Katherine, the school safeguarding officer was referred to as an individual who *"always sorts stuff out"* **(Nando, FG B, Line 250).** As a member of staff who was well known to students and quickly identifiable as the safeguarding officer, Katherine is well placed to be a member of the KiVa team, and may help to improve staff

"awareness regarding the appropriate channels to take" **(Mr Allen, January, Line 297).**

Finally, from the student perspective, a whole-school approach of rolling out of KiVa lessons to other students in the school was supported by both focus groups;

> **Researcher:** *Do you think that other students in your school should have KiVa lessons?*
> **Sophie:** *Yes should do*
> **Janette***: I do*
> **Sophie:** *Yeah definitely*
> **Janette:** *well the seniors don't, that's a bit unfair*   **(FG B, Lines 756 - 765)**

The sentiment behind Janette's final comment was unclear. On one hand, it might be argued that she believed the seniors should receive the lessons because they needed them, or alternatively, that she considered it to be unfair that she was forced to receive KiVa while they were not. In the same way that interventions targeted at individual bullies and victims within a school may contribute to students' feelings of being singled out for extra negative attention, restricting KiVa to the middle department may have caused students to feel they were being targeted as in need of a bullying intervention.

1c) Top-Down Leadership

During a first meeting with the Mr Fischer, the head teacher, he expressed his enthusiasm for implementing the programme, but quickly specified that he would be delegating overall responsibility to Mr Allen, who would become the KiVa lead. Despite conveying feelings of comfort with his role as KiVa lead, including its coordination requirements, Mr Allen also shared

certain challenges that he faced. This firstly related to issues regarding the seniority of his position when asking other staff members to engage with KiVa;

> *"maybe a senior or middle manager in my role would have had a bit more success. I felt that was a bit of a…difficult area really to try and sort of make other staff accountable for their end of things"* **(Mr Allen, Post, Lines 144 - 147)**

Mr Allen is a form tutor within the middle department, and not a departmental or subject head, and he attributed the challenges in part to the seniority of other staff members compared to himself **(Mr Allen, Post, Lines 58 -160).** Evidence from previous work suggests that support and commitment from senior management, including the head teacher, plays a pivotal role in anti-bullying programme implementation (Olweus & Limber, 2010; Payne, 2009; Payne, Gottfredson & Gottfredson, 2006; Ransford, Greenberg, Domitrovich, Small & Jacobson, 2009). Specifically with reference to KiVa, a study by Ahtola and colleagues (2013) reported positive associations between programme specific support from the head teacher and implementation adherence (Ahtola, Haataja, Kärnä, Poskiparta & Salmivalli, 2013). In the same study, general support from the head teacher was negatively related to implementation adherence, although the authors stress that the small sample size should limit the strength of conclusions drawn. It the present study general head teacher support was present, especially at the time of the initial school recruitment, however programme specific support was lacking.

The head teacher is a key agent to change within schools (Leithwood, Patten & Jantzi, 2010; Marzano, Waters and McNulty, 2005) as they are in a crucial position from which to promote programme uptake, implementation and fidelity (Beets et al. 2008, Durlack & DuPre, 2008; Gingiss, Roberts-Gray and Boerm, 2006). Teacher uptake of KiVa may have been significantly impacted by the lack of top-down leadership in the present setting, leading to feelings of cynicism towards the programme;

> *"Some of the staff, through the grapevine, sounded a little bit cynical…but I explained to those who let me know, that this is sort of sort of an organised approach to it and. It's an..an approach is better than none really isn't it"* **(Mr Allen, January, Lines 19 -22)**

As pressures placed on schools' increase, they continue to strive for improved practices to raise the quality of their students' education. This can lead to the hasty adoption of new practices referred to as 'initiative overload' (OFSTED, 2010) which quickly become 'add on' tasks in the already taxing day of an educator or support worker (Education Endowment Foundation, 2019). Cynicism is a common response to change initiatives if employees fail to perceive a rationale for change, and if they believe that these changes will eventually be discarded in favour of future changes (Connell & Waring, 2002, Lendrum 2010). Rather than meeting the need of the organisational setting, KiVa could be viewed as adding to demands of the institution, thereby limiting its acceptability (Ayala & Elder, 2011). Furthermore, a lack of visible leadership from the head teacher may have signalled that KiVa, and anti-bullying practices more generally, were a non-priority to other staff members, thereby contributing to their cynicism towards the programme, and a lack of uptake regarding programme components such as the indicated actions.

2) Intervention

Implementation outcomes have been consistently found to be influenced by aspects of the interventions themselves (Lyon & Burns, 2019b). This theme explores the characteristics of the KiVa programme, such as its design, quality, and usability of programme components (Lyon & Bruns, 2019a), all of which contribute to the programmes acceptability in this setting. The first emergent theme 'Lesson Scheme,' explores the quality and usability of the KiVa lesson scheme including particular lesson components highlighted during discussions. 'Adaptation,' the second emergent theme explores the adaptations made to the resources in order to be applied in this particular setting, and the final emergent theme explores the use of the 'Universal Actions', such as posters, online games and high-visibility vests.

2a) Lesson Scheme

Mr Allen and Mrs Bell completed the Teacher Surveys at the end of the year, and the Teacher Lesson Records throughout the year. Despite the late start to delivering the KiVa lessons, they both taught 14 of a possible 20 lessons, with each lesson delivered in two 45 minute slots, thereby reaching Lesson 7 of Unit 1. Lesson adherence, measured as the average proportion of lesson elements taught by Mr Allen and Mrs Bell were 65.1% and 54.4% respectively, due to the

average being taken over the possible ten KiVa lessons, and not the seven delivered (Haataja et al., 2014). In a previous study assessing KiVa implementation fidelity, lesson adherence of 70% was considered to be satisfactory, therefore the lesson adherence here may be considered unsatisfactory (Haataja et al., 2014). Mrs Carter did not complete either the Teacher Surveys or the Teacher Lesson Records therefore it is not possible to include her score of lesson adherence and data regarding her delivery of these lessons. During discussions, all teachers gave positive feedback regarding KiVa's lesson scheme (Table 3), suggesting that it appropriately met their needs, and would therefore be considered acceptable;

> *"to have a scheme of work available with planning attached is always a benefit"* **(Mr Allen, Post, Lines 71-72)**

> *"In PSE it was nice to have that format, I think it was useful"* **(Mrs Carter, Lines 58 - 59)**

In Wales, Personal and Social Education (PSE) is a basic statutory requirement for all primary and secondary schools. The framework states the key aims of PSE are to prepare learners to be;

> *"Personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding"* (Pshe-association.org.uk, Accessed August, 2019).

The PSE curriculum covers nine components including community, morals, emotions and social topics (PSE Framework, 2000). While resources are available online to support teachers in delivering their PSE curriculum, teachers are ultimately responsible for finding these resources and applying them within their classrooms. The KiVa curriculum covers 50% of the statutory PSE curriculum and therefore offers teachers lesson plans to reduce their overall workload (Hutchings & Clarkson, 2015).

Where KiVa does not cover topics considered mandatory for PSE, Mrs Bell discussed how topics covered in KiVa allowed her to bring in additional themes that were mandatory for the PSE

curriculum. This included discussions regarding knife crime, cyberbullying - which is not part of KiVa Unit 1 - legal issues regarding video recording, and issues of classism and racism;

> *"so it gave them an understanding of how some people do view people as different because of the colour of their skin"* (**Mrs Bell, Post, 104 - 105).**

Between the census conducted in 2001 and 2011, the percentage of the population in Wales and England identifying themselves as White British decreased from 87.4% to 80.5% (Gov.uk, Accessed, July, 2018). Meanwhile the number of racially motivated hate crimes continues to be on the rise within the UK (Racism Rising, 2019; Children Whitening Skin, 2019). Discussions regarding racial in/justice are therefore becoming increasingly relevant for the educational curriculum in Wales and the UK more widely (Thurber, Harbin & Bandy, 2019). In order to become agents of change and improvement, students must be given opportunities to discuss these topics (Cati, López & Morrell, 2015). In this case, KiVa has provided an opportunity to proactively bring up this crucial topic of discussion, and allowed students to explore these sensitive topics within the safe environment of the school.

In terms of the individual components of the KiVa lessons, all teachers and students alike recalled the use of the Line activity, where students are asked to place themselves on an imaginary line depending on a statement or question. Interestingly, in the Teacher Survey, Mr Allen and Mrs Bell both placed the Line Exercise as the third most liked KiVa content, after activities and discussions. Student perceptions of the Line Exercise were varied with Jack highlighting it as an element he enjoyed in the KiVa lessons **(Jack, FG A, Lines 219 - 220),** while Daisy reported that she did not like this element because *"I had to get up"* **(Daisy, Line 42).** In the comments section of Mr Allen's Teacher Lesson Record, his first mention of the Line activity comes in the first week of KiVa lessons;

> *"The line exercise in Part One proved tricky for some pupils who seemed unwilling to answer honestly or sensibly"* (**Mr Allen, TLR, Lesson 1),**

This is compared with the final comment regarding the Line Exercise in Lesson 7;

> *"Part One engaged the pupils especially well during the line exercises"* (**Mr Allen, TLR, Lesson 7).**

Mrs Bell also mentioned a similar progression from a point where students initially found it difficult to understand the Line activity and were giggly and immature, to it becoming a useful resource for her students **(Mrs Bell, Post, Lines 185 - 193).**

Like the Line Exercises, visualisations were recalled by students as a KiVa component they had enjoyed

> *"I like it because in my class it's so noisy, when they do it they just shut up,*
> *I like the peace and quiet then"* **(Daniel, FG A, Line 255).**

Visualisations are stories that take a student through a relaxing story or a progressive body relaxation, or guide them to their own visual place of relaxation (Lytle & Todd, 2009). They seek to calm students, effectively prepare them for learning and support them to move from a negative to a positive state, while also stimulating a creative engagement with learning (Kudliskis, 2013). In KiVa, visualisations occur at the end of the lesson and are used as a means of reinforcing lesson content. According to her Teacher Lesson Record, Mrs Bell delivered all of the visualisation activities at the end of her lessons. Meanwhile, Mr Allen reports omitting the visualisation tasks from two of his lessons as they required students to *"listen for extended periods of time"* **(Teacher Lesson Record, Lesson 6)** and were considered challenging and disengaging. Though challenging, previous - though undoubtedly limited - research suggests that visualisations may be beneficial for students with special educational needs by reducing the time taken to settle during lessons, and the exercise becoming one that students request because they enjoy them (Kudliskis, 2013). They may therefore be worthy of persistence in the present setting.

2b) Adaptation

Implementation fidelity is defined as the degree to which teachers implement programmes as intended by the programme developers (Dusenbury, Brannigan, Falco & Hansen 2003). There is however, often little consideration for the practical real world constraints when implementing programmes, and while few developers might acknowledge it, adaptations are inevitable and can occasionally be beneficial (Lendrum & Humphrey, 2012). Adaptation of the KiVa programme in the novel setting was found to be necessary. KiVa resources were described as "*easy to use"* **(Mr**

Allen, January, Lines 219*)*, of *"really good quality"* **(Mrs Bell, Post, Lines 121)** and *"user friendly"* **(Mrs Bell, Post, 118)**, all of which facilitated teacher's abilities to

> *"then tailor make it (lessons) to the needs of the children that I'm teaching"*
> **(Mrs Bell, Post, Lines 260 - 264).**

Tailoring and adaptation of resources were emphasised throughout discussions with all three teachers, and reflect a comparatively high average amount of time spent preparing for each lesson compared to previous KiVa fidelity research (Haataja et al., 2014). Mrs Bell spent 33.3 minutes on average preparing for each lesson, while Mr Allen spent an average 62.14 minutes preparing for each lesson, this is compared to an average of 29.51 minutes in a previous study investigating implementation fidelity of KiVa (Haataja et al., 2014). Adaptation took many forms including reducing the amount of scripted teacher talk and generally simplifying language;

Table 3

Teacher Survey Responses relating to KiVa Resources

	Respondent 1	Respondent 2
Do you find the format of the lessons helpful?	Very Helpful	Helpful
Are you satisfied with the lesson content/activities?	Very Satisfied	Satisfied
The content / activities engage the pupils	Agree	Slightly Agree

> *"Often the scripted parts can be a little bit wordy, so I'll either sort of edit take out sections, change the way things are expressed, sometimes even though we were doing the stage one, sometimes the words used were a little bit complicated for some of our middle students to understand"* **(Mr Allen, Post, Line 319 - 321).**

Long verbal passages were described as challenging and disengaging for students due to issues of concentration. Instead, teachers chose to make activities more interactive and therefore engaging;

> *"I had them (safe/unsafe cards) enlarged and put them up on there and I said which ones do you think show us how to be safe or unsafe, and they all*

had flash cards so they had to tell me, I said red is for feeling not safe, and green is for feeling safe, so they had to hold up the cards as a whole group"
(Mrs Bell, January, 31 - 34)

Adaptations such as these do not reduce teacher fidelity to KiVa, but rather support the goodness-of-fit between KiVa and the novel setting, consequently making the programme more beneficial and acceptable to students (Lendrum & Humphrey, 2012). Understanding why adaptations are made is a necessary consideration for implementation research and this was made possible via interviews with teachers. For example, Mr Allen described his adaptations to make resources cognitively appropriate, while also ensuring that students didn't

"feel that they're being sort of talked down to, because some of them can be quite aware if you're using resources that are sort of intended for primary age...Sometimes they can pick up on that and think that you're sort of condescending to them in a way." **(Mr Allen, Post, Lines 324 - 327)**

Unit 1 of KiVa is intended for mainstream students aged between seven and nine, while those involved in the present research were between 12 and 15 years of age. The adaptations discussed above are not considered detrimental to programme outcomes for students, rather it is considered critical for improving the appropriateness of the intervention in this setting and with this population (Proctor et al. 2013).

2c) Universal Actions: Games, Vests and Posters

The KiVa posters and the high visibility vests worn by staff members during break and lunch times are a means of visually reminding students of the anti-bullying commitments of the school, while the games are a form of reinforcement of content learned during KiVa lessons (KiVa Unit 1 Teacher's Manual). When asked, students recalled seeing both the KiVa vests and posters (*Appendix K*). Posters were located within classrooms and across the school in various locations, although the need to redecorate classrooms towards the end of the academic year resulted in them being taken down at the time of the focus groups and post-intervention interviews **(FG B, Lines 519 - 541)**. The KiVa rules poster was placed on the cover of Mrs Bell's students' PSE books and this was easily recalled by a number of students **(FG A, Lines 161 - 164).** Mr Allen stated that he

was the only staff member to consistently wear his KiVa vest, confirmed by students' comments in the focus groups, who, when presented with the vest immediately associated it with Mr Allen **(FG A, Lines 129 - 159).** In the KiVa Pupil Survey however, 14 students reported that KiVa vests were never used, five reported occasional use, and six reported that they were always used. Research investigating the importance of wearing the KiVa vests and visually seeing the posters around the school for student outcomes has not yet been conducted.

KiVa games were utilised only by Mr Allen who reported that lessons

> *"were punctuated well with the games throughout the final few lessons...and the pupils seem to get a lot from them"* **(Mr Allen, Post, Lines 200-201).**

This meant that only three students in the focus groups had accessed the games; Jack, who recalled playing the games, James, who described the games as boring, but who was also invited to leave the focus group due to a lack of engagement, and Nando who suggested that the games be made harder **(Nando, FG B, 369)**. This is also suggested in Mr Allen's Teacher Lesson Record, in which he writes that

> *"Part two was successful overall with pupils engaged with the online games. Several completed the five level one games in 20 minutes and were keen to progress to Level 2"* **(Mr Allen, TLR)**

Teenagers are increasingly spending more time on sophisticated video games online (Kovess-Masfety et al., 2016, and the KiVa games designed for students aged seven to nine years of age, may therefore be developmentally inappropriate for this cohort.

Mrs Bell explained that she

> *"would have liked to have to go into games with them. Cause I think they would have enjoyed doing it"* **(Mrs Bell, Post, Lines 177- 179),**

Logistical issues of not having computers in her room for the students to engage with the games, and not being able to visit the ICT suite without prior booking, meant Mrs Bell was unable to

utilise the games as she would have liked. A randomised controlled trial in Chile is currently investigating the effectiveness of the KiVa programme with and without the use of the online games (Gaete et al., 2017). Results from this study are yet to be published, therefore it is not currently known whether the omission of this component of the KiVa programme reflects an adaptation with negligible impact on overall student outcomes, or whether its omission reflects a significant lack of fidelity to the programme itself (Lendrum & Humphrey, 2012).

3) Teacher ⇌ Intervention

As the individuals responsible for delivering the KiVa programme within their schools, the interaction between teachers and the intervention itself is of paramount importance to assessments of acceptability. Utilising Lyon & Bruns (2019a) this emergent theme reflects an individual level implementation factor, defined as the characteristics and experiences of front line service providers responsible for delivering the programme. Authors expand on this definition with examples including their education status, attitudes, beliefs and self-efficacy regarding the implementation of said programmes and the teacher training received. These are discussed to different extents below. Teacher training was identified as its own emergent theme, and is therefore discussed in greater detail.

The three teachers responsible for implementing and delivering the KiVa lessons, appeared to approach the programme in qualitatively distinct ways corresponding to their typical teaching styles. For example Mrs Bell teaches PSE and Religious education, both of which are subjects encouraging the exploration of beliefs with the opportunity to discuss a multitude of topics. During her KiVa lessons she reported that she was able to capitalise on KiVa's ability to bring in alternative topics of conversation for inclusion within her PSE lessons. This included cyberbullying, racism, classism and knife crime.

Meanwhile, Mr Allen, who's main subject is maths approached his KiVa lessons methodologically, attempting to cover all elements of the lesson within his allocated lesson time,

> *"Sometimes I've tried to get it, you know, to try and experience all of the*
> *activities in the lesson, I've tended to try and do all of the activities which*

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has meant some of the lessons have been quite rushed, you know, a bit brisk, especially some of the discussions where I could have heard from the whole class and I've decided to hear from two or three people and then move on" **(Mr Allen, Post, Lines 340 - 345).**

Finally, for Mrs Carter, her approach to the KiVa lessons are argued to result from her many years of PSE experience, yet possible lack of commitment to the programme due to her upcoming retirement but also importantly, her limited KiVa training prior to implementation. Mrs Carter's KiVa lessons according to Mr Allen, focused on the opportunity for discussion,

"one of the pupils spoke out about how he'd been bullied… And that whole conversation almost took over the lesson. Some of the other planned activities where the resources were there, didn't work, weren't done in the end" **(Mr Allen, January, Lines, 371 - 375)**

The advantages of KiVa resources is that they lend themselves to a variety of teaching styles and adaptation for a particular student group. Due to the anonymity of the KiVa Pupil Survey, it is not possible to investigate which method of teaching was most appropriate or beneficial for particular individuals or groups, although this may be an avenue for future research. The ways in which teachers have approached their KiVa lessons are argued to reflect their usual teaching styles and responsibilities, hence the importance of considering the interaction between those delivering an intervention and the intervention itself.

3a) Teacher Training

Mr Allen and Mrs Bell attended the KiVa two day training, and were responsible for disseminating the information learned back to staff in the school, including Mrs Carter, who would also be delivering KiVa lessons. When questioned regarding how the programme was shared with Mrs Carter, Mr Allen said,

"I think perhaps, we should have put more time aside for that. Because I feel like it was a quick conversation, if I'm being honest. If it was a quick conversational or few conversations over time, rather than a proper sort of

maybe, hour or two hours of going through the materials" **(Mr Allen, January, Lines 358 - 361)**

Several studies highlight the importance of providing teachers with adequate programme training, suggesting that this can positively contribute to programme implementation fidelity (Fors & Doster, 1985; Connel, Turner & Mason, 1985; McCormick, Steckler & McLeroy, 1995), and positive student outcomes (Parcel et al., 1995; Ross, Luepker, Nelson Saavedra & Hubbard, 1991). Specifically with regard to anti-bullying interventions, teacher training has been identified as a critical feature of a programmes ongoing success and sustainability (Ansary et al., 2015). During Mr Allen's interview in January, he believed that it was not necessary for Mrs Carter to attend the two-day KiVa Training, in his post-interview however,

> *"Yes I personally think that the KiVa training is essential really for a teacher who's delivering it, just so they understand the…the overall…thinking behind it"* **(Mr Allen, Post, Lines 432 - 436),**

Teachers must understand what a programme entails in order to make an assessment of acceptability within their classrooms and schools (Mihalic, Fagan & Argamasa, 2008). If a programme is incompatible with teachers' beliefs about child behaviour and their anticipated effectiveness of the programme, this can alter their investment in the programme and consequently the fidelity with which they implement said programme (Kealey, Peterson, Gaul & Dinh, 2000; Von Brock & Elliott, 1987; Reimers, Wacker, & Koeppl, 1987). Though Mrs Carter expressed positive perceptions of KiVa, she did report that

> *"Yes maybe if I'd gone on the training actually, I would have been a bit more confident with it"* **(Mrs Carter, Lines 128 - 129)**

High quality training has consistently been highlighted as important for improving teacher's confidence in facilitating a programme (Buston, Wight, Hart & Scott, 2002; Connell, Turner & Mason 1985; Anderson et al., 1987; Perry, Murray & Griffin, 1990; Parcel, Perry & Taylor, 1991). Mrs Carter's lack of training may have contributed to her lack of confidence when implementing the programme, which subsequently corresponds to the lack of uptake with which

she is believed to have delivered the programme **(Mr Allen, January, Lines 362 – 364)** and limited interactions with myself as a researcher.

Aim 2: To investigate the impact of KiVa on the students in the middle department of a special school in Wales

Ayala & Elder (2011) define acceptability as the degree to which an intervention is received by the target population, in this case the students, and also the extent to which the intervention meets the needs of those recipients. In order to adhere to this definition, it is crucial to investigate KiVa's impact on the students in the middle department. Areas of impact on students included changes to rates of victimisation and cyberbullying, student perceptions of school climate, and finally the development of personal, social and emotional skills.

4) Victimisation and Bullying

Thirty pupils completed the pre-Kiva Pupil Online Survey (14 female) in October, and 25 (9 female) completed the Pupil Survey post-intervention, the following June. The percentage of self-reported victimisation at pre-test was 20% ($n = 7$, female = 4). Rates of victimisation are lower than in previous bullying studies involving students with ALN, where rates of 34.1% (Blake et al., 2012) and 21.6% (Rose, Simpson & Moss, 2015) were reported. At post-test, victimisation rates had increased to 40% ($n = 10$, female = 4), an increase of three male students.

Due to the anonymised nature of the KiVa Pupil Survey it was not possible to pair pre- and post-intervention victimisation data, therefore data are from an unmatched sample. Combined with the small size of the sample, an independent sample non-parametric test was deemed most appropriate for the analysis. Using R, a Wilcox rank sum test with continuity correction was conducted, indicating a statistically significant increase in post-intervention victimisation scores compared to pre-intervention (W = 266 p = .046). In previous studies where victimisation rates increase following anti-bullying interventions, effects are attributed to students' sensitisation to the issue. It has been argued that anti-bullying interventions provide students with a greater understanding of bullying and are consequently more aware of its occurrence, leading to greater rates of victimisation post-intervention (Smith & Ananiadou, 2003). While this effect has not been reported in studies of KiVa in mainstream schools, low lesson adherence in the present
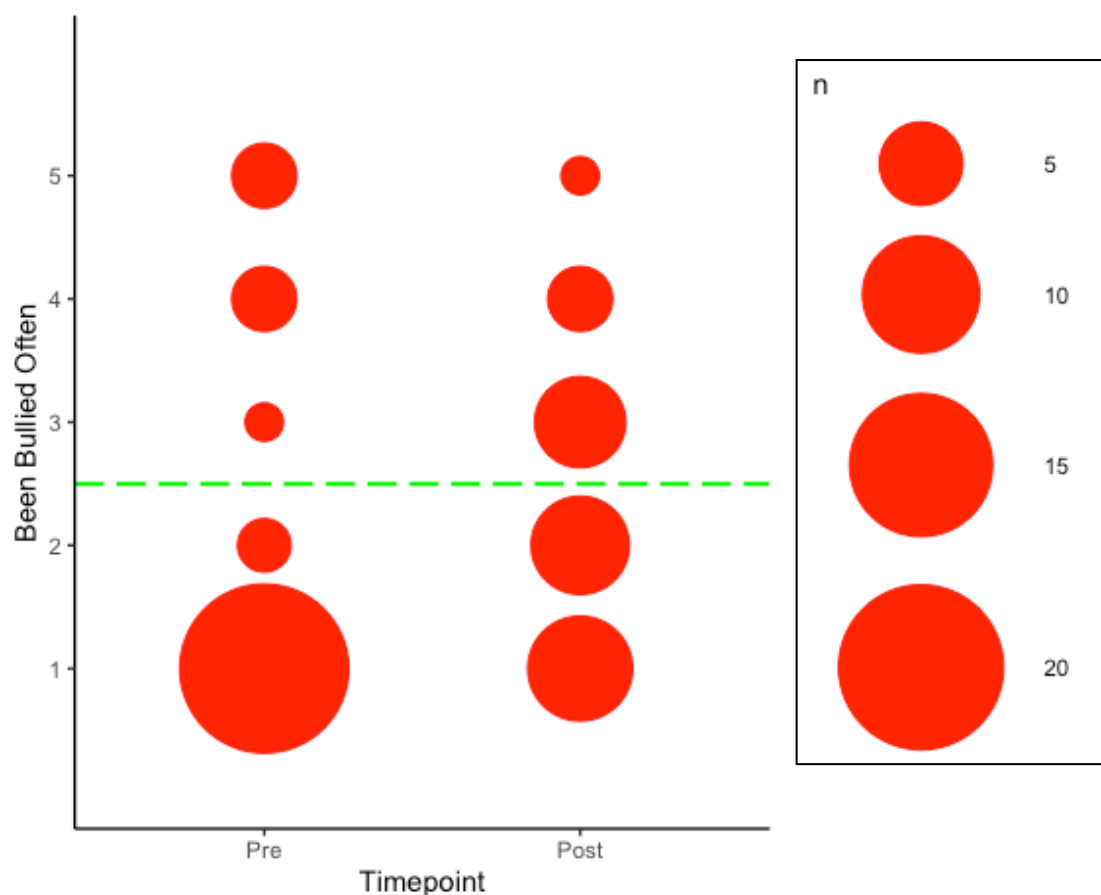
enquiry (65.1% Mr Allen, and 54.4% Mrs Bell) may have led to a dose-fidelity issue and contributed to increases in post-KiVa victimisation scores. Looking in greater detail at the lesson content in the seven lessons delivered by Mr Allen and Mrs Bell, it is not until lesson five that a definition of bullying is provided, and explorations of bullying topics begin. It may be argued that students were presented with bullying topics to a degree which sensitised them to the issue, and supported them to develop a more accurate understanding of bullying, while at the same time, did not give them sufficient opportunity to explore bullying related topics and practice and implement their new awareness. Furthermore, the lesson covering victimisation, which teaches assertiveness skills and supports victims to acknowledge that bullying is not their fault, is lesson 8. This lesson would have been beneficial for this student population, as it would meet the needs of a population where victimisation rates were high. The explanation for increased rates of

victimisation are however tentative, and require future research investigating the effect of programme dose-fidelity on student outcomes.

While the main goal of all anti-bullying policies or programmes is ultimately to reduce the level of bullying within a school, it is also important that students acquire an accurate understanding of the types of behaviours that constitute bullying and whether their own behaviour, or that of others, matches this definition. Teachers reported that both of these increases in knowledge have taken place within their classrooms;

> *"It's given students an understanding of what bullying is, whereas they might have thought that their actions against somebody previously were play, they could see, if they're constantly teasing somebody that it's a form of bullying"* **(Mrs Bell, Post, Lines 90 – 93)**

The Teacher Survey responses suggest that KiVa has helped their students develop an understanding of bullying, though one teacher wrote a comment saying that reinforcement was necessary to ensure a complete understanding of bullying (Table 4b).

Data from students themselves regarding increases in bullying and victimisation rates and related knowledge is less clear. Some students were able to confidently recall some of their learning from the KiVa programme, including what KiVa was, a number of different types of bullying, and also one student who was able to recall the names of the participant roles in bullying **(FG B, Lines 1 - 20).** Recall was difficult for many students during the focus groups, which may have negatively affected the validity of the results obtained. In addition, the majority of students had not previously met the researcher, and therefore the opportunity to build rapport and ensure their comfort whilst answering questions may also have limited the findings of the present enquiry (Brinkmann, 2007; Cridland, Jones, Caputi, & Magee, 2015, Lavis, 2010; van den Hoonaard, 2002).

Self-reported post-test bullying behaviours were 24% ($n = 6$). Due to an error with the KiVa Pupil Survey (*Appendix L*), pre KiVa implementation, data regarding the bullying behaviours of students at that time were not collected, and thus it is not possible to explore how these changed during the year.

5) Cyberbullying

Four students in the pre-KiVa Pupil Survey self-reported cyber victim status (Figure 4). Of these four, one student reported that they had been bullied on the internet only. Meanwhile, five students in the post-KiVa Pupil survey reported cyber victim status and three reported having only been bullied on the internet.

Due to small sample sizes and independent pre- and post-intervention data, a Wilcox rank sum test with continuity correction was conducted, indicating a statistically non-significant increase in post-intervention cybervictimisation scores compared to pre-intervention ($W = 323$ $p = .2949$).

A limited number of studies have been conducted on cyberbullying behaviours with students with various ALN's, although they all highlight the greater involvement of these students in cyberbullying as both victims and bullies than typical students (Estell et al., 2009; Heiman, Olenik-Shemesh & Eden, 2015; Mishna, 2003). Specifically, students attending special education classes have been identified as more vulnerable to involvement with cyberbullying than either students with learning disabilities attending general education classes or typically achieving students (Helman & Olenik-Shemesh, 2013).

The KiVa Pupil Survey does not ask whether students engaged in any cyberbullying behaviours themselves. In previous cyberbullying research with students with intellectual and developmental disabilities, significant and large positive correlations were observed between online victimisation and online bullying, and cyber victimisation via mobile phones and bullying others via mobile phones (Didden et al., 2009). Including a question relating to the cyberbullying behaviours of students in future KiVA Pupil Surveys could contribute to this vein of research.

6) Opportunity for Personal, Social and Emotional Learning

In the initial interviews conducted with Mr Allen and Mrs Bell in January, comments regarding the variety of challenges faced by students arose throughout the discussions. These included practical educational skills such as a reluctance or inability to read and write **(Mrs Bell, January, Line 2),** but also a number of personal, social and emotional competencies including *"issues with concentration"* **(Mr Allen, January, Line 199)**,*"Turn taking…and talking out of turn"* **(Mr Allen, January, Line 113)**, and the challenges in their abilities to *"Relax. Listen. And*

imagine" **(Mr Allen, January, Lines 162 - 163)**. These were in contrast to the post-intervention interviews where teachers were able to report a number of opportunities for, and instances of, students' personal, social and emotional development linked to the KiVa programme. A number of these developments can be observed in Table 4a.

Personal, social and emotional learning is encouraged throughout KiVa Unit one, with focus on improving the social relationships within a school and supporting students to develop these skills (Hutchings and Clarkson, 2015). This focus is especially prevalent in the first four lessons of the unit where students are encouraged to get to know their classmates, understand emotions, both their own and those of others, understand group dynamics, develop skills for joining groups and finally to explore the richness obtained through different individual characteristics and perspectives. These skills continue to be encouraged in the remaining lessons of Unit one despite the lesson focus on bullying themes.

In terms of skills for personal emotional development, Mrs Bell reported that KiVa lessons had provided a way to get students *"to open up"* **(Mrs Bell, January, 131).** KiVa was said to

> *"link in with feelings and emotions and for them to be able to talk about that and themselves…. it got them more confident about standing up in front of their peers, and it gave them confidence in themselves to be able to do it"*
> **(Mrs Bell, Post 192 - 196)**

Students with ALN have consistently lower scores on both global and domain-specific measures of self-esteem compared to their typically developing peers (Conley, Ghavami, Von Ohlen & Foulkes, 2007), and vulnerability to victimisation increases with lower levels of self-esteem (Van Geel, Goemans, Zwaanswijk, Gini, Vedder, 2018). It would appear that the programme as reported by teachers was leading to possible improvements in self-esteem.

Self-reflection was discussed as a beneficial consequence of the programme;

"being reflective, especially things like the line-up, where they put themselves in a position you know to say how well they've done something or how well the class have done something. So its umm, perhaps that's not something they've done in other subject where they're being asked to think about how they've applied things they've learned to their everyday situations" **(Mr Allen, Post, Lines 31-36)**

Self-reflection has been identified as adaptive in its ability to promote problem-solving, self-regulation and to increase self-knowledge thereby facilitating psychological adjustment (Martin & Tesser, 1996) although it can also be maladaptive in the form of rumination (Nolen-Hoeksema, 1991). Mr Allen appears to frame self-reflection here in a positive light. A key factor in facilitating self-reflection is a safe learning environment in which students are able to freely examine and reflect on their behaviour without fear of judgement (Riley-Douchet & Wilson, 1997). In the pre-intervention KiVa Pupil Survey, 97% of students reported that they felt safe at school, and whilst this decreased to 73% at post-KiVa Pupil Survey, these results suggest that students largely perceive the school to be a safe learning environment.

Table 4b

Teacher Survey responses when asked whether they believed KiVa lessons had helped their students develop certain skills

Skill	Respondent 1	Respondent 2
Understanding of bullying	Yes	Somewhat *"reinforcement will take place"* (written comment)

In addition to personal reflection, Mrs Carter argues that KiVa has encouraged a social form of self-reflection;

"helped them to see that, and to think, you know, how it's (their behaviour) affecting the others in the group" **(Mrs Carter, Lines 84 - 84)**

The ability to understand how one's behaviour affects others requires a degree of social awareness, defined as *"the knowledge to allow children to understand and relate successfully to other people"* (Lobron & Selman, 2003). Individuals with ALN commonly experience deficits or challenges across a variety of social skills and competencies (Kaukianen et al., 2002; McCabe &

Meller, 2004; Mishna, 2003; Nabuzoka 2003; Vermeulen, 2015), and these have been theorised as a major factor contributing to these students' risk of involvement within the bullying dynamic (McLauglin et al., 2012; Rose et al., 2011). Specifically, for children with ALN who engage as bullies, it has been argued that they lack the fundamental cognitive insight and awareness that their behaviour constitutes bullying. Therefore, providing opportunities for the development and promotion of social awareness is a positive attribute of KiVa as a programme.

A second factor highlighted within the research as a major contributor to increased risk of involvement within the bullying dynamic for students with ALN's, is that of communication deficits (McLauglin et al., 2012; Rose et al., 2011). According to Mr Allen, KiVa has also promoted the development of these skills,
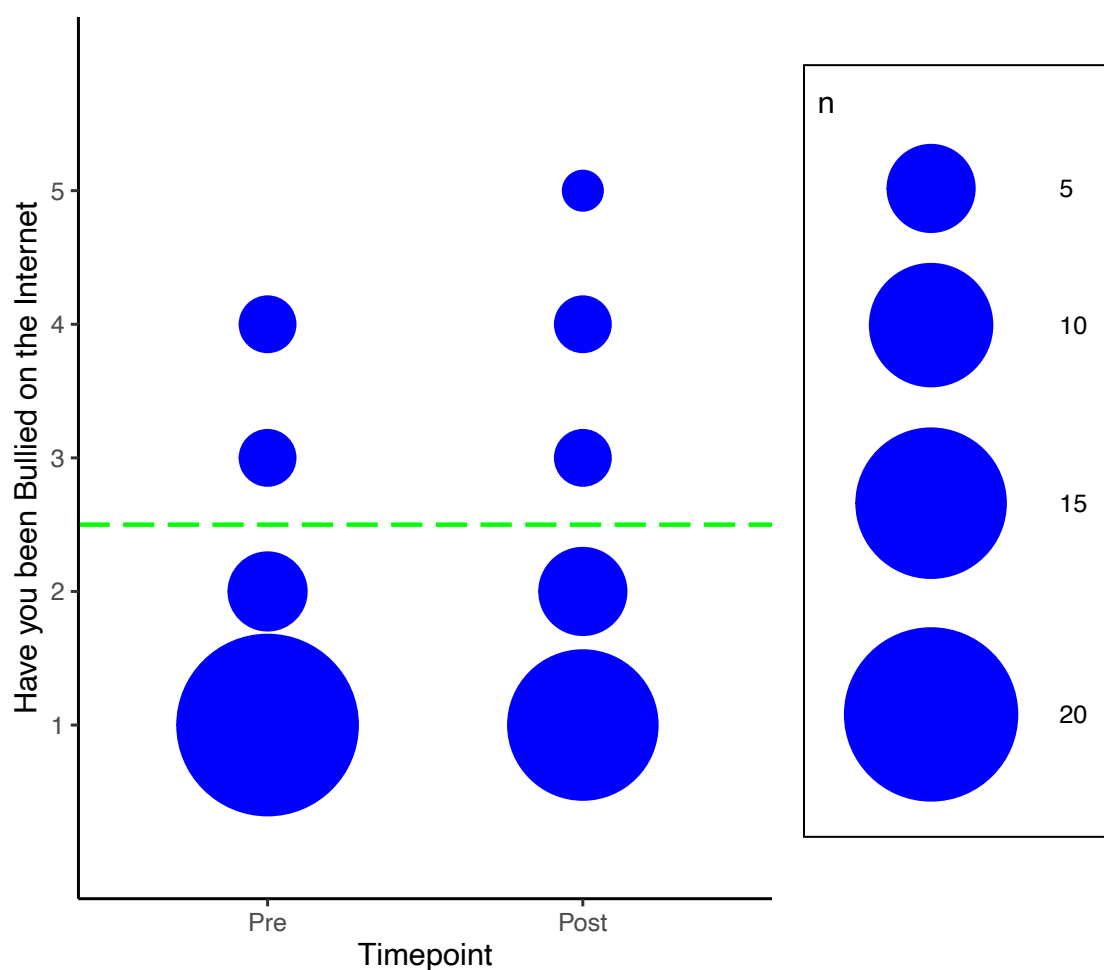
Figure 4. Pre and Post self-reported rates of cybervictimisation from the Online KiVa Pupil Survey. At during the Pre-KiVa pupil survey four students (13.2%) achieved cybervictim status, at post-test five students achieved cybervictim status (20%) shown by the bubble above the green reference line (Solberg & Olweus, 1993). (1 = I have not been bullied during the past few months, 2= Once or twice, 3= 2 or 3 times a month, 4= About once a week, 5= Several times a week)

"Speaking and listening and even elaborating on points...some of the pupils who may have given a one word answer, because I haven't really accepted that as the year has gone on, I've been able to probe and get them to develop verbal responses...so you know now it's not just "oh I don't know", or yes, now it's "yes, because..." (**Mr Allen, Post, Lines 55 - 64**)

As the researcher left the school - and therefore not recorded using the dictaphone - Mr Allen discussed how he considered it *"refreshing to have lessons that focus on other things around the bullying"* (notes taken as the researcher left the school). PSE is non-examinable and can address distinct areas of learning, that are not feasible within other examinable and target driven curricula such as Science, Maths or English (Buston, Wight, Hart & Scott, 2002). Mr Allen positively reflected on the ways in which the KiVa lessons gave his students the opportunity for personal, social and emotional learning, and how these were beneficial to them as a cohort of students who may require this additional assistance, but where timetabling requirements allow it for only a small part of the school day. Educators are now responsible for the academic and cognitive development of their students and their social and emotional wellbeing (Graetz, 2016). Teacher feedback suggests that KiVa positively met certain unknown and unintended needs of students in this sample. Future KiVa research with a similar cohort might benefit from investigating the development of this skill set during the course of the KiVa year.

7) School Climate

School climate comprises a wide variety of factors (Låftman, Östberg & Modin, 2016) and has been defined as the product of social interactions between students, teachers and other school staff which reflect the collective beliefs, values, and attitudes that prevail within a school (Koth, Bradshaw & Leaf, 2008; Låftman, Östberg & Modin, 2016). According to Figures 5 and 6, student positive perceptions of school climate decreased throughout the year.

As with victimisation scores, the anonymity of the data produced unmatched scores which combined with the small sample size required a non-parametric Wilcox rank sum test. This was conducted with continuity correction to compare pre-and post-intervention school climate measures. Previous factor analysis on the KiVa Pupil Survey identified school climate or 'school connectedness' as an independent factor in the survey and therefore it is considered here in the

Table 4a

Teacher Survey responses when asked whether they believed KiVa lessons had helped their students develop certain skills

Skill	Respondent 1	Respondent 2
Interpersonal Social Skills	Yes	Yes
Respect for others	Yes	Yes
Inclusivity	Yes	Yes
Social Tolerance	Yes	Yes
Appreciation of Diversity	Somewhat	Yes
Understanding of bullying	Yes	Somewhat *"reinforcement will take place"* (written comment)

same way (Evans, 2017). Scores for each student were combined across statements, and this total was used for the statistical test. Results from the Wilcoxon rank test were significant (W = 541 *p* = .005), inferring that there was a significant decline in students' perceptions of school climate post KiVa intervention.

Hypotheses regarding students' sensitisation to bullying, explored previously in the emergent themes of this overall aim are also relevant here. Students incomplete exposure to the KiVa curriculum and content may have negatively affected their perceptions of school climate at the end of the academic year. KiVa's emphasis on the development of personal, social and emotional learning and also improving students' understanding of bullying may have increased their awareness of the behaviour of others, made them consequently more aware of bullying occurring around them, and negatively affecting their perceptions of school climate. Again a lack of existing KiVa research means this interpretation is tentative.

From a methodological perspective, the reported changes in students' perceptions of school climate also require consideration for the timing of the KiVa Pupil Survey. The pre-KiVa Pupil Survey was delivered in October, a month into the academic year, while the post-KiVa Pupil Survey was delivered in July, at the end of the academic year. Longitudinal studies investigating possible changes to student perceptions of school climate, or scores on various measures over the course of an academic year are distinctly lacking. Three studies however have been identified which allude to the students' feelings of exhaustion and anticipation of summer holidays, clear to any individual who visits a school at the end of the academic year. Galbraith and Merrill (2012) for example, reported an increase in academic exhaustion of undergraduate students during a school year, and a build-up of tiredness over the academic year was attributed to poorer student

reaction times in a study by Gruzelier and colleagues (Gruzelier, Foks, Steffert, Chen & Ross, 2014). Finally, a study by Salmela‑Aro, Kiuru, & Nurmi (2008) investigated adolescent school burnout at multiple time points during the school year. Researchers collected measures of school burnout, defined as cynicism towards the meaning of school, feelings of inadequacy at school and also exhaustion. Students feelings of cynicism towards the meaning of school increased between the beginning of the final term and the end of their final academic term, and for a subgroup of students on an academic track, their feelings of inadequacy at school also increased between these data points (Salmela‑Aro, Kiuru, & Nurmi, 2008). While it is not possible to conclude that students' more negative perceptions of school climate in the present study reflect similar processes, it is a consideration when assessing the present results. If the KiVa Pupil surveys had been conducted at the same point in the academic year, as intended, and employed by previous KiVa research, the need to consider the effect of school burnout, cynicism and tiredness would not be warranted here. Ensuring surveys are conducted annually in July is recommended for future research in order to maintain consistency across research and overall programme fidelity.

Summary of Analysis

Aim 1: To assess the feasibility of implementing KiVa in a special school in Wales, and to explore any adaptations necessary in this context

Concerns regarding the fit, relevance or compatibility of evidence based programmes within practice contexts are amongst the most commonly cited barriers to intervention implementation (Durlak & DuPre, 2008; Greenhalgh, Robert, McFarlane, Bate & Kyriakidou, 2004; Proctor et al., 2011, p. 69; Stith et al., 2006). In order to effectively evaluate implementation processes and discern the degree of acceptability or, Intervention‑School‑Fit, it is important to have a detailed understanding of the internal organisation of the school, the characteristics of the intervention and how it was implemented, and finally the interaction between teachers and the intervention, all of which were explored for the purpose of the first aim.

The organisation and internal characteristics of the school were qualitatively different from the typical mainstream primary school in which Unit 1 of KiVa has been previously implemented and investigated. This included the high school age range of students in receipt of KiVa, and the high school organisational structure of the middle department. As opposed to primary school settings,

students in the present setting move from one room to another and receive their education from multiple teachers. This limits the opportunities to develop positive student-teacher relationships and encourage the sharing of personal information (Hamre & Pianta, 2006), and also limits teachers' opportunity to reinforce KiVa messages throughout the school day.

Fundamentally, KiVa was designed and intended to be delivered as a whole-school programme. This approach was not possible in the present setting. It is believed that the departmental delivery of KiVa made it difficult to promote a collective understanding of bullying amongst staff members in the school, and ensure incidents were dealt with in a consistent fashion (Ansary, Elias, Greene & Green, 2015). Furthermore, the lack of programme specific top-down leadership is believed to have contributed to feelings of cynicism experienced by staff members not directly involved in the KiVa delivery, and lack of staff uptake regarding programme components, specifically the Indicated Actions. Top-down leadership promotes a long-term commitment to a programme throughout a school and supports the investment by teachers and implementers in delivering the programme with fidelity (Beets et al. 2008; Berman & McLaughlin, 1976; Durlack & DuPre, 2008; Gingiss, Roberts-Gray and Boerm, 2006; Kam, Greenberg & Walls 2003).

Lesson content was viewed positively, though needed to be adapted to be successful in the present setting and with this particular cohort. Adaptations include ensuring lesson content was cognitively appropriate for students, though was not patronising for those participating in the study by being obviously intended for younger children. Teachers also reduced the amount of text they spoke during the lessons due to student issues with concentration, and attempted to make lessons more interactive where possible. From the perspective of programme developers, certain adaptations might be considered to limit implementation fidelity (Dusenbury, Brannigan, Falco & Hansen 2003), although in collaboratively delivered interventions adaptation within the constraints of the key themes is encouraged. In the present setting adaptations such as increased interactivity, the reduction of long text passages and ensuring the age appropriateness of resources, were necessary modifications to improve intervention-school fit (Lendrum & Humphrey, 2012; Proctor et al. 2013), and are not believed to have negatively influenced programme fidelity. Going into the second year of implementation it is hoped that teachers will ensure that further adaptations do not compromise the fidelity of the programme itself.

Figure 5. Pre-Kiva Pupil Survey Perceptions of School Climate. Faces displayed correspond to the statements shown and were used in the Online KiVa pupil survey.
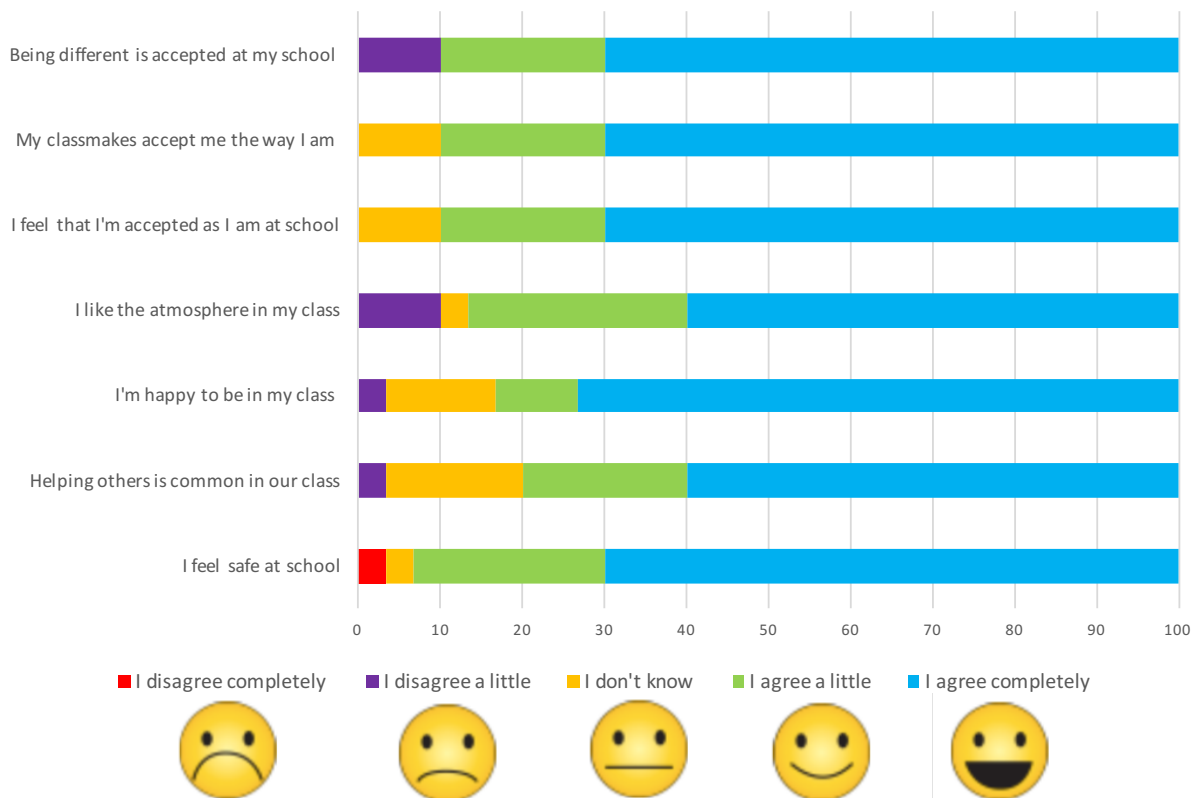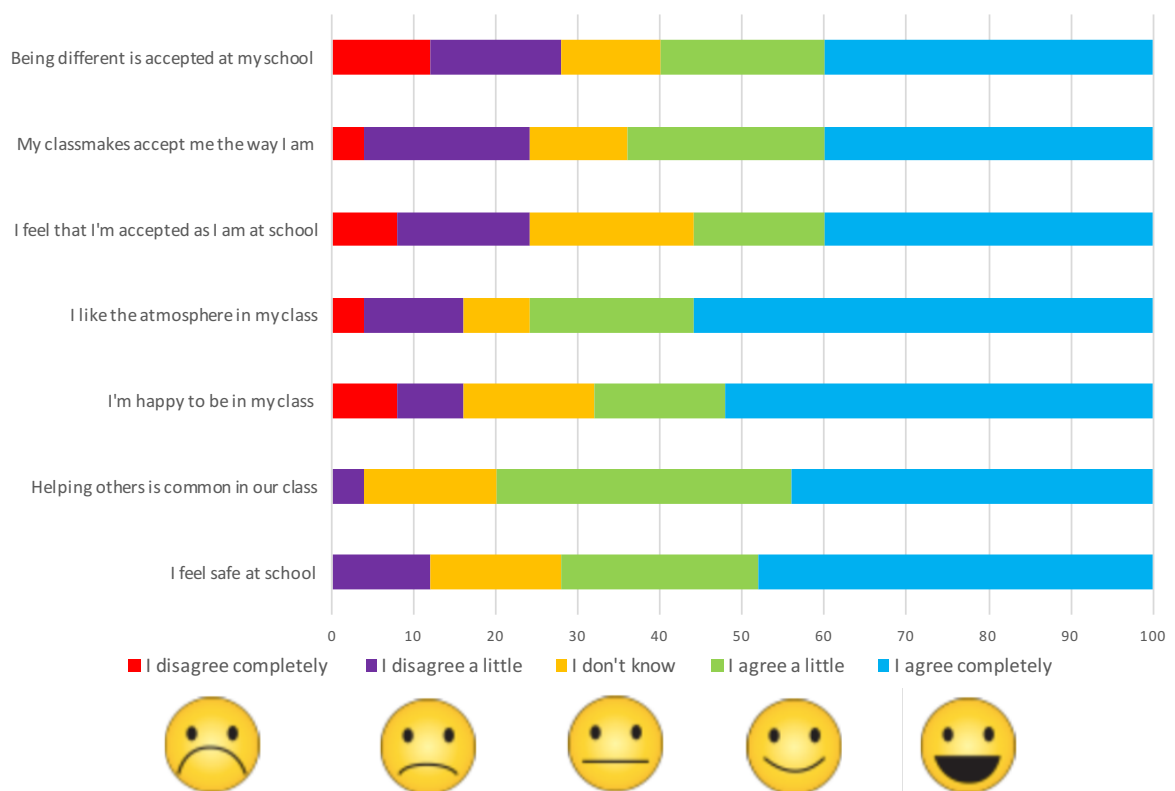

Figure 6. Post-Kiva Pupil Survey Perceptions of School Climate. Faces displayed correspond to the statements shown and were used in the Online KiVa pupil survey.

With regard to the Universal Actions such as posters, vests and online games, each component has a rationale and teachers should try, where possible, to implement them as intended. The purpose of the posters and vests for example is to highlight the anti-bullying or KiVa policy of the school, and the online games offer another way to reinforce the lessons learned during the KiVa lessons. In this school posters were displayed, though vests were worn consistently only by one teacher and online games were not consistently made available to pupils. It should however, be pointed out that there is currently no research investigating the effect of these individual components of the KiVa programme and whether they are necessary for successful programme outcomes, or reflect modifiable components (Gaete et al., 2017).

Implementation quality in terms of quantifiable measures of lesson delivery and preparation time was considered to be good, with lessons delivered in 2x45 minute slots as recommended by KiVa, and the average lesson preparation time exceeding that of previous studies (Haataja et al., 2014). However, implementation quality also includes factors such as the degree to which the programme was taught clearly and correctly, the extent to which teachers encouraged students to use intervention concepts outside of the lessons, and the interaction between students and the teachers delivering the intervention. Interview data highlighted differences in approach to programme implementation according to teachers' previous experience and programme specific teacher training. High quality training increases teachers' understanding of the individual components of a programme (Fors & Doster, 1985; Connel, Turner & Mason, 1985; McCormick, Steckler & McLeroy, 1995) and also promotes their confidence to facilitate the programme (Buston, Wight, Hart & Scott, 2002; Connell, Turner & Mason 1985; Anderson et al., 1987; Perry, Murray & Griffin, 1990; Parcel, Perry & Taylor, 1991). According to Mr Allen and Mrs Bell's Teacher Lesson Records, the KiVa curriculum is believed to have been delivered in line with programme intentions to the best of their ability. While it is not possible to accurately determine Mrs Carter's implementation fidelity as she did not complete the Teacher Lesson Records or Teacher Survey, her own words during the short interview imply she had integrated elements of the KiVa curriculum into her existing teaching practices, rather than delivered the programme as intended.

Implementing KiVa in the present special educational setting, though feasible, required a number of adaptations to promote the degree of acceptability and intervention-school-fit. While certain adaptations are not considered to have negatively impacted programme fidelity, other, more

fundamental programme changes such as the departmental rather than whole-school delivery of the programme substantially limit programme feasibility in this setting.

Aim 2. To investigate the impact of KiVa on students in the middle department of a special school in North Wales.

KiVa seeks to promote a positive school climate which discourages bullying, and reduces the overall incidence of bullying within the school. According to the pre- and post-implementation KiVa Pupil Survey data, this effect was not observed in the present study, with significant increases in victimisation, increases in cyber victimisation, and significant decreases in students' perceptions of a positive school climate. These results imply a limited acceptability in terms of meeting these particular student needs. When a programme fails to achieve its expected outcomes, this may be due to the programme itself or implementation failure (Raudenbush, 2008). A number of implementation failures exist in the present enquiry which did not allow for strict adherence to the original design of the programme and are argued to have reduced the likelihood of the desired outcomes taking place (Durlak and DuPre, 2008, Dusenbury et al., 2003, Weare and Nind, 2011, Wilson and Lipsey, 2007). These limitations have been explored in the summary of findings for the first aim, though one with relevance to the second aim is the different time points at which the pre-and post-KiVa pupil surveys were conducted. Traditionally pre-and post-Kiva Pupil surveys are to be delivered at the end of the academic year preceding KiVa implementation and after one year of KiVa implementation respectively. This was not done in the present study due to the late recruitment of the school, consequentially, it is not possible to conclude with any certainty whether decreases in student perceptions of school climate are a result of the programme itself, or a increases in students' academic exhaustion (Galbraith & Merril, 2012), a build-up of tiredness (Gruzelier, Foks, Steffert, Chen & Ross, 2014), or increased feelings of cynicism towards school (Salmela‒Aro, Kiuru, & Nurmi, 2008) raised in previous research as potentially influential factors.

When considering the results regarding teacher perceived developments in terms of students personal, social and emotional education, and increases in victimisation and cyber victimisation scores, a number of factors must be considered. Firstly, the late recruitment of the school resulted in a lack of time for teachers to deliver the entire 10 lesson curriculum, alluding to a potential dose-fidelity issue, whereby inability to complete the KiVa curriculum has a negative effect on

these measures. For this argument, it is necessary to investigate the topics covered in the first seven lessons of KiVa Unit 1 in greater detail. Students are presented with the meaning behind KiVa, that is anti or against bullying, in the first lesson of KiVa Unit 1, excluding this explanation however, bullying is not mentioned again until the fifth lesson. The main focus of the first four lessons are (i) knowing the other individuals in your classroom, (ii) understanding your own emotions and those of others, (iii) understanding group dynamics and developing skills for joining groups, and finally (iv) the richness obtained through difference in terms of individual characteristics and perspectives. These lessons specifically focus on personal, social and emotional skills, and even when lessons begin to focus more on bullying (lessons 5, 6 and 7), opportunities to practice and encourage personal, social and emotional skills continue. This results in students' greater exposure to these skills, and may account for the qualitative data suggesting that KiVa has fostered opportunities for the development of skills such as self-reflection, communication skills, self-esteem and exploration of emotions. With regard to bullying knowledge and understanding however, the definition of bullying and exploration of what is bullying does not occur until the fifth KiVa lesson. It is argued that three lessons covering the topic of bullying have resulted in student sensitisation to the issue and as a result greater rates of self-reported victimisation post-intervention (Smith & Ananiadou, 2003), while at the same time, unsuccessful completion of the entire curriculum has limited the opportunities to adequately reinforce bullying related lessons, as suggested by the response and written comment in Table 4b. Specifically, the topic of 'I will not be bullied' which supports victims to acknowledge that bullying is not their fault and teaches them assertiveness skills, is not covered until lesson 8, which for this group of students where victimisation is high, may have been considered beneficial.

Investigating the effect of KiVa on the student population participating in the present study reveals mixed results n terms of programme acceptability. On one hand, overall student outcomes traditionally measured by KiVa itself including victimisation, cyber-victimisation and perceptions of school climate suggest overall negative effects. On the other hand, qualitative results suggest KiVa has successfully met the personal, social and emotional needs of the students included in the study, and may therefore be considered acceptable.

Limitations

Despite the advantages of the mixed-methods approach for the present enquiry, including the adoption of qualitative data providing an in-depth understanding of the feasibility of programme implementation in this novel setting, several limitations must be noted. These can be summarised as limitations in implementation fidelity, researcher-participant rapport, and finally the lack of detail regarding student characteristics.

Implementation fidelity refers to the extent to which an intervention is delivered as intended by programme developers (Durlak and DuPre, 2008; Dusenbury, Brannigan, Falco & Hansen, 2003). In the present setting there are a number of limitations relating to implementation fidelity; including low lesson adherence, the departmental delivery of KiVa and the timing of KiVa programme components.

Lesson adherence is a measure of the implementation quantity of a programme delivered (Hataaja et al., 2014). It is calculated by the proportion of curriculum elements delivered, averaged over ten lessons, and here reached 59.75% (Mrs Bell, 54.37% and Mr Allen, 65.1%). In a previous investigation of KiVa implantation fidelity, 70% lesson adherence was considered satisfactory and therefore the score in the present study would be deemed unsatisfactory (Haataja et al., 2014). Incomplete delivery of the KiVa programme believed to have potentially negatively affected student outcomes in the present enquiry as students were sensitised to the issue of bullying but where not given sufficient opportunity for the reinforcement of the lessons learnt during their exposure to KiVa. The lack of data collected from Mrs Carter regarding her lesson delivery is also considered to be a limitation of the present research.

The departmental delivery of KiVa in the present setting is considered to be a major issue of implementation fidelity. KiVa was designed and intended to be delivered as a whole-school programme, influenced by the participant role approach to bullying (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996) and the perspective that bullying is a systematic issue that should target the system in which bullying occurs, that is the school. The departmental delivery of the programme is believed to have considerably limited the fostering of a unified understanding of bullying amongst staff throughout the school. This in turn reduced assurances that bullying would be treated consistently by staff members throughout the school, and negatively influencing KiVa's ability to achieve its outcomes of reducing bullying and

victimisation and improving overall school climate (Haataja et al., 2014). Reflected in student outcomes of increased victimisation and cybervictimisation scores, and the decline in their perceptions of school climate.

Finally, in terms of the quantitative student data, the time at which the pre- and post-KiVa Pupil Survey were conducted is considered to be an avoidable implementation fidelity limitation. Conducting the Pupil Surveys at different points within the school year raises a number of potential confounds such as the effects of student exhaustion, burnout and cynicism, all of which may have negatively affected the school climate scores. This also limits the strength of conclusions drawn regarding the effectiveness or otherwise of the intervention.

In terms of researcher-participant rapport, it is argued that the lack of contact between the lead researcher and the school, and more specifically individual teachers, is considered a limitations of the present enquiry. The lead researcher attended the KiVa training in September to ensure that she had the opportunity to meet Mr Allen and Mrs Bell, however the only interaction between the researcher and Mrs Carter came immediately prior to the student focus groups where she happened to accompany one of her students to the room in which the focus group was being held. Mr Allen was the only teacher to respond to the researchers' emails, and subsequently with whom regular contact was made. This meant that responsibility was placed on him to feedback messages to the other teachers and to organise time to speak with the researcher. The limited opportunity for rapport building with staff members, especially Mrs Carter, is believed to have negatively affected her commitment to the research itself.

The lack of contact with teachers is also believed to have negatively impacted the establishment of rapport with students. During focus groups there was a clear difference in confidence levels between the students who had previously seen the researcher in school and those who had not. Rapport building is well established as an important requirement of qualitative research, more so when discussing highly personal issues such as bullying (Brinkmann, 2007; Cridland, Jones, Caputi, & Magee, 2015, Lavis, 2010; van den Hoonaard, 2002), and especially for interviews with individuals with ALN's (Kelly, 2004). A lack of student exposure to the researcher meant that ensuring the deconstruction of unequal power relations was not possible (Kelly, 2004), and may have negatively affected students comfort during the focus groups and perhaps the honesty of their answers (Prosser & Bromley, 1998). Future research dependent on in-depth and honest

qualitative interviews should ensure time is taken to establish rapport with participants, especially when power differentials are likely, as with students with ALN's.

Finally, the research was further limited by its inability to obtain detailed information regarding the particular characteristics of students involved in the research, in particular their individual ALN's. Information regarding the ALN's of students involved in the present research was restricted to their primary additional learning need, and this only at the group level. Particularly of interest with regard to the validity of students self-reporting in the Online-KiVa pupil Survey is their degree of language comprehension. Comprehension relies on the ability to correctly process written and spoken language, both of which are necessary skills for accurate self-report during the surveys. Fifty percent of the present sample were identified as having a moderate learning difficulty, and communication deficits were listed as the main educational need of a further 38% . These deficits may have limited students' understanding of what was being asked of them during the pre- and post-Online KiVa Pupil Surveys and compromised the overall accuracy of their self-report, either leading to under or over-report. Specifically for this sample, the effect of the use of emoticon faces during the likert scale questions was not considered, though understanding non-verbal communication was identified by their teachers as a challenge for a number of students. As discussed in the Chapter Three of the literature review, bullying researchers working with students with ALN's are beginning to investigate the individual level characteristics which make students with ALN's more or less vulnerable to involvement in the bullying dynamic (Bear et al., 2015; Humphrey & Symes, 2010). It is believed that these enquiries should, in addition, consider how the individual level vulnerabilities of these students may fundamentally affect the accuracy of their self-report measures.

Future Research

A combination of social, emotional and communication difficulties are highlighted as negatively contributing to involvement in bullying for students with ALN (Chritensen et al., 2012; Rose et al., 2011; McLaughlin et al., 2010), as they negatively affect friendship formation and maintenance (Hodkinson, 2007; Merrell & Gimpel, 1998 p.17). The involvement of typically developing students in general education appear also to be negatively influenced by difficulties in social, emotion and communication skills. For victims, social and communication vulnerabilities in terms of social competency (Camodeca & Goossens, 2005; Caravita, Di Blasio & Salmivalli 2010), pro-sociality (Arseneault et al., 2006) and social efficacy (Gómez-Ortiz, Romera-Fëlix &

Ortega-Ruiz, 2017; Cerezo, Sánchez, Ruiz, & Arense, 2015; MacEvoy & Leff, 2012), and emotional difficulties such as high levels of internalising problems such as anxiety, depression and emotional symptoms (Malti, Perren, & Buchmann, 2010) are consistently identified as factors which increase their vulnerability to victimisation. Likewise, for traditional bullies in the general student population, low levels of social competence (Camodeca, Caravita & Coppoola, 2015), empathy (Caravita, Di Blasio & Salmivalli, 2009), poor social adjustment (Wang et al., 2012) and emotion regulation (Elipe, Ortega, Hunter, & Del Rey, 2012), are considered risk factors in their involvement in bullying.

In sum, difficulties along social, communication and emotional skills are highlighted by a wealth of research as negatively contributing to students' involvement in bullying, regardless of the level of educational support they require. And yet, explorations of the effect of anti-bullying programmes on student development of social, emotional and communication skills is presently lacking. In the present enquiry, teachers discussed how KiVa had provided their students with opportunities to develop these skills, and while they did not translate into reduced victimisation here, it raises a potential avenue for anti-bullying and specifically KiVa research in the future. Should this line of enquiry be explored, researchers might utilise existing measures of the Strengths and Difficulties Questionnaire as it includes questions relating to students' emotions, conduct, hyperactivity/inattention, peer relationships and prosocial behaviour (Goodman, 2001). Changes between pre- and post-scores on this measure and its sub-scales could then be investigated over one year of implementation or indeed over a longer period of time. An advantage of the SDQ is its potential utilisation for individuals in both the general and clinical student population. That is, the questionnaire in its standard form can be used for clinical as well as general student samples and therefore could be utilised in mainstream or special education schools and compared, without the need to compromise student anonymity. Alongside this line of investigation, dose-response research could also be conducted to investigate whether improved dose-fidelity to intended programme implementation resulted in improved student outcomes.

Conclusion

Bullying is a globally pervasive, adverse experience which forty years of research shows to be inextricably bound with the education system (Duncan, 2012). It is a behaviour associated with a multitude of negative life outcomes in terms of immediate and future wellbeing for those directly and indirectly involved (Fry et al., 2018; Holt et al., 2015; Takizawa, Maughan & Arsenault,

2014; Ttofi, Farrington, Lösel, & Loeber, 2011; Wolke, Copeland, An-gold, & Costello, 2013; Tfoti, Farrington, Lösel, Crago and Theodorakis, 2016; Valdebenito, Tfoti & Eisner, 2015). School-based anti-bullying interventions and programmes have been developed in an attempt to reduce the prevalence of bullying behaviours within our schools and negate the negative experiences of those involved. Anti-bullying interventions in a small number of countries have been implemented alongside existing national policies and legislation to ensure schools are practically implementing anti-bullying policies and not simply paying lip service to legal requirements (Smith, Smith, Osborn & Samara, 2008). KiVa is the product of one such attempt in Finland and has received a classification as a promising Blueprint for Healthy Youth Development programme for addressing bullying. KiVa is a whole-school anti-bullying programme drawing on research from the participant role approach to bullying (Salmivalli, Lagerspetz, Bjorkqvist, & Österman & Kaukianen, 1996). The programme consists of universal actions directed at the whole school, and indicated actions for specific incidents of bullying that arise. Together, these attempt to address the social relationships within a school, develop positive school norms and improve the overall school climate (Haataja et al., 2014; Salmivalli, Voeten, & Poskiparta, 2011).

KiVa has been evaluated in a number of countries worldwide including Finland, Italy, The Netherlands, Chile and Wales, where positive outcomes have been reported. To date, these evaluations and articles have involved students from the general student population only, despite increasing evidence that students with ALN's are disproportionately represented in the bullying dynamic (McLaughlin, Byers, & Vaughn, 2010; Rose, Monda-Amaya, & Espelage, 2011; Farmer et al., 2012; Nabuzoka & Smith, 1993; Lo & Lu, 2013; Van Cleeve & Davis, 2006, Thompson, Whitney & Smith, 1994; Twyman et al., 2010; Svetaz et al. 2000). As victims and as bullies, students with ALN's are identified as at risk of involvement in the bullying dynamic due to a number of personal vulnerabilities; be they visible, social, cognitive, behavioural or emotional (McLaughlin, Byers, & Vaughn, 2010; Rose, Monda-Amaya, & Espelage, 2011); they are also said to experience greater negative consequences of this involvement (Hartley et al., 2012). As such, the present enquiry was an attempt to rectify this gap in the literature, by investigating the implementation of KiVa in a special educational setting in North Wales.

The overall aim of the research was to assess the acceptability of KiVa, designed for implementation in mainstream primary settings, and with general education students in a novel

setting with a new population of students. In order to investigate programme acceptability in line with the definition proposed by Ayala and Elder (2011) the research adopted two secondary questions; the first sought to assess the feasibility of implementing KiVa in a special educational setting and explore any necessary adaptations made to the programme in this setting. KiVa was feasibly implemented in this novel setting though required a number of minor positive adaptations to improve intervention-school-fit. More fundamental programme adaptations such as the departmental rather than whole-school delivery of KiVa, and the incomplete delivery of the curriculum, are considered to be largely beyond the control of teachers delivering the programme, yet are felt to have possibly negatively impacted student outcomes. For these reasons KiVa is considered to be partially acceptable in this setting and for those responsible for delivering its content.

The second aim of the research was to investigate KiVa's impact on students with ALN's in a special school setting. Drawing a conclusion regarding the acceptability of KiVa in terms of its effect on the needs of recipients in this study is challenging. On one hand, increases to victimisation and cyber victimisation, and decreases in student perceptions of school climate over one year of implementation, suggest that KiVa was not acceptable to recipients. On the other hand, teacher perceived opportunities for, and improvements of, students personal, social and emotional skills, all of which have been identified as reducing the risk of victimisation for this population, suggesting that KiVa may be acceptable to a certain extent. Replication studies are therefore needed to further assess the acceptability of KiVa for this population of students and in this novel setting.

In addition to this line of enquiry, the present investigation also offers an avenue for future work within the vein of anti-bullying intervention research more broadly; that is to investigate the dose-fidelity effect of anti-bullying intervention on the personal, social, emotional and communication development of students both in general and special education, and to also investigate whether these are associated with decreases in victimisation and bullying behaviours in school. As a predominantly exploratory piece of research, conclusions drawn are largely tentative though is hoped that this thesis has contributed positively to the academic understanding of anti-bullying intervention research, and has also raised awareness for the need, and potential benefits obtained from conducting research with students with ALNs.

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Appendices

Appendix A : Advice Sheet for the Special KiVa school

Below are a list of themes arising from interviews with two staff members at a special educational establishment in Mid Wales. KiVa was introduced to the school in 2014. Themes are separated into headings, followed by red text which reflects a brief summary of the main points expressed by staff members. This is then followed by individual quotes by the interviewees should you wish to read more. Bold text reflects additional points of interest.

1.1) Tailor KiVa to your pupils

The advice was very clear; tailor the lessons to your students. The KiVa resources have not been designed for students with ALN, and a teachers experience and knowledge of their students was considered paramount. While staff members believed that most enjoyed the tasks - especially the activity based, and role playing ones – they emphasised a need to make these relevant in their students lives.

- *One teacher - she did the whole KiVa lessons with the characters and they were all…and **it didn't really have a huge impact on the pupils when it was run as it should be run** - EJ*

- *Tailor it just to meet the needs of when we're fitting it in with our topics - EJ*

- *Some of the older ones can cope with it a little bit better. Although the young ones do like the characters but they cant make those connections. They like it as in that they **don't really see the relevance of it** - EJ*

- *They are really good resources…but it needs mapping* (onto the existing curriculum)

- *(we like) The **activities that you can do to get them practically involved in things…the work sheets and actually writing, that doesn't work with our pupils. They need to be experiencing it, and role play is brilliant.***

- *The characters don't work so well for us because…theres no connection between what they're doing now and thats what I should be doing - LJ*

- *it all depends on what pupils you've got, and what, what learning styles that they have in their groups - LJ*

- *I think it's just taking the concept and actually looking at the ideas and saying well, how will it work for that pupil? - EJ*

-*Tailor making it, because, I think what will work for one group perhaps wouldn't work for another.*

-**You just need to adapt it for the pupils that we've got - EJ**

-**I adapt it to suit us because I know what they can and can't do** - LJ

1.2a) Delivery to Parents

The present school had a huge catchment area and discussed the lack of parental involvement, and subsequent limited home encouragement for the programme. As a result, the energy for the programme was said to have 'Fizzled'. One way of addressing this was to perhaps make more use of the online KiVa games as homework tasks for students.

-I th*ink the letters perhaps went out to parents, but I don't think it was a big launch as such. Every classroom has a 'We are a KiVa school' on it, but then it kind of fizzled*

-**(Online games)** *so we could be linking in and having that, would be a good link with home as well wouldn't it - EJ*

1.2b) Delivery to Staff members

Interviewees also mentioned the lack of formal staff launch. They emphasised the need to give staff members enough time with the resources to familiarise themselves, and to be able to plan how they would fit into their existing lesson plans.

-*They sort of gave us some information when they came back and showed us the files* – EJ

-**Make sure the staff are aware of the resources and have a good chance to read them through and see where it fits in currently with…what they're doing.**

- *it was really useful for the staff to have that piece of training just to see, you know with the chairs? It's a really really good one - LJ* **(Chair activity in Unit 1)**

1.3 Difference between mainstream and special education

One of the interviewees had been introduced to KiVa in mainstream education before beginning work at the special school. She noted the difference between implementation in both educational settings; where mainstream could follow the units to the letter, this was not as feasible in special education. Tailoring the lessons and making them relevant to students was continually emphasised.

-*it was a different umm…take on it compared to special school take - EJ*

-It was sort of working more to the book…to the book in mainstream, whereas here we haven't sort of done it like that - EJ

-We don't really use it across the board here - EJ

-Some of it isn't relevant to the pupils here - EJ

-We use the ethos of KiVa. rather than the actual set scheme of work - EJ

1.4) Survey

After four years, the school had decided not to continue with the survey. This was due to students' difficulty in conceptualising '**Never, not at all, sometimes and occasionally'** therefore emphasis should perhaps be placed on this element of the survey. In addition, students were often older than Year 6 (as expected for students following Unit 2) and therefore results were skewed from the offset. When they had conducted the surveys, these were done on a one-to-one basis with staff members reading the questions to the students.

-some of them do get very anxious about the fact that they're putting the wrong date of birth down - EJ

-we'll read it out to them and their concept of 'never, not at all, sometimes or occasionally'… they've got no concept - EJ

-for some it's just click click click - LJ **(Advised to do it the survey on paper)**

- So we're sitting back thinking, well is it a useful exercise or not, No…most of the children aren't actually reading the survey for themselves, they're not interpreting it properly… if its not truthful you know, reflection of whats going on, then theres no point - LJ

1.5) Fits into new Welsh Curriculum

Staff identified the importance and relevance of the KiVa programme in line with the new curriculum and believed that they should revisit the resources as part of their new 'Check in System'. Their Check in system involves spending the first hour or so in the morning doing small activities or chilling, followed by light exercise, and a healthy snack before beginning with work.

-You need that impetus to keep it going really, and maybe with the new curriculum coming now with health and wellbeing being one of the main areas its something we can be sort of working on more

1.6) Miscellaneous

-(Using the Online games as homework) *so we could be linking in and having that, would be a good link with home as well wouldn't it - EJ*

-(Line games) - teachers discussed utilising the line games and presenting students with scenarios. eg, talking to strangers - What would you do?

-(Yard buddies) *you've got to be very careful with our pupils of...who, who can cope with that and who understands what that role actually is - EJ*

-(Emotion cards) *these particular two picture (*Bedroom safe / unsafe)*...caused a lot of problems... I had parents phoning me up the next day because the kids are fixated on this picture... you have to be so careful because they just haven't got the processing, they can't put it into context*

-*These emotion ones were quite useful for..especially for the ASD kids for recognising emotion….But I have to say some of them are a little bit…vague. Not not, not specific enough. And you know I would say each time if they're going to redo the pack, I know this is all singing all dancing and I know we're a special school, but I would have the same face each time, same face different emotion, because each time they've got to process everything... All the time, the background, the person, what they were wearing, or their jumping, the color of their hair, if it's a girl or if it's a boy... It's too much information. - LJ*

- I have used them but it's almost a bit of an information overload for my children - LJ

1.7) Final Advice

-Don't go the whole hog to start with. Build it in slowly*. Make sure the staff are aware of the resources and have a good chance to read them through and see where it fits in currently with their…what they're doing. - EJ*

-I think you need to integrate it and look at the best ways of using it, rather than just following it by the letter, which I think we were trying to do, and i think then because it didn't work totally for out pupils, it sort of drifted out a little bit - EJ

-*using it as a* **good dip in resource***, and using the KiVa ethos - EJ*

-*KiVa really shout be used as a resource within the class for PSHE - EJ*

you have to be careful with how we use that word bullying, because it really really can be missed with our children, because they don't have the capacity

Appendix B : Consent from Mr Fischer to access KiVa Pupil Survey Data

☆ ████████████████████████   7 November 2018 at 19:32

Re: Permission for Access to KiVa survey data

To: Rachel Liscombe

Hi Rachel

You have permission to look through the results.
Thanks

████████████
Deputy Head

See More from Rachel Liscombe

Mae croeso i chi gysylltu gyda'r Brifysgol yn Gymraeg neu Saesneg

You are welcome to contact the University in Welsh or English

Rhif Elusen Gofrestredig 1141565 - Registered Charity No. 1141565

Gall y neges e-bost hon, ac unrhyw atodiadau a anfonwyd gyda hi, gynnwys deunydd cyfrinachol ac wedi eu bwriadu i'w defnyddio'n unig gan y sawl y cawsant eu cyfeirio ato (atynt). Os ydych wedi derbyn y neges e-bost hon trwy gamgymeriad, rhowch wybod i'r anfonwr ar unwaith a dilewch y neges. Os na fwriadwyd anfon y neges atoch chi, rhaid i chi beidio a defnyddio, cadw neu ddatgelu unrhyw wybodaeth a gynhwysir ynddi. Mae unrhyw farn neu safbwynt yn eiddo i'r sawl a'i hanfonodd yn unig ac nid yw o anghenraid yn cynrychioli barn Prifysgol Bangor. Nid yw Prifysgol Bangor yn gwarantu bod y neges e-bost hon neu unrhyw atodiadau yn rhydd rhag firysau neu 100% yn ddiogel. Oni bai fod hyn wedi ei ddatgan yn uniongyrchol yn nhestun yr e-bost, nid bwriad y neges e-bost hon yw ffurfio contract rhwymol - mae rhestr o lofnodwyr awdurdodedig ar gael o Swyddfa Cyllid Prifysgol Bangor.

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Appendix C : Student Focus Group Information Sheet

FOCUS GROUP INFORMATION SHEET

<u>Evaluating the implementation of the KiVa anti-bullying programme in a specialist school for children with additional learning needs</u>

We would like to invite your child to take part in a focus group about the KiVa anti-bullying programme that your child's school is currently implementing. Before you decide if they can participate or not it is important for you to understand why we are conducting the focus group and what it will involve.

Please take time to read the following information carefully and discuss it with your family and the school if you wish. If anything is unclear, or if you would like more information, you are welcome to ask us any questions.

What is KiVa?
KiVa is an anti-bullying programme that was developed in Finland with funding from the Finnish Government. It has been very effective and it is now used in over 90% of all schools in Finland. In Wales, 152 schools have been trained to deliver KiVa and your child's school has recently begun delivering the programme. It includes monthly class lessons and online games to help pupils build strong and supportive relationships with each other and to learn how to deal with bullying. There are also whole-school assemblies, posters and other materials to remind children that the school is a KiVa school, and a parent website. School staff are also trained to deal with any bullying that does take place.

What is the purpose of the focus group?
This is the first time that KiVa has been delivered in a special school so we are very interested to know how things are going. We will be interviewing staff about their thoughts on the programme but we would also like to know what the pupils think about KiVa.

Why has my child been asked to take part?
Your child's class is one of a few classrooms in the school that have been receiving KiVa lessons. We have randomly selected 12 pupils to take part in two focus groups (six in each group).

What does the focus group involve?
A researcher from Bangor University will come to your child's school to conduct the focus groups. Teaching assistants will also be present to give support if necessary. The pupils will be asked questions about KiVa such as *'What is KiVa?'*, *'Who are the*

KiVa team in the school?' and *'Tell me about a KiVa lesson'.* The researcher will audio record the focus group and will anonymise pupil responses by giving them fake names. The focus group should last no more than 30 minutes.

Are there any benefits or risks in taking part?

This is the first time that KiVa has been implemented in a special school so we will learn a lot from the focus groups. We will learn if KiVa fits well within the school and how to make this fit better. There are no risks to your child. They do not have to answer any questions if they don't want to and a familiar adult (teaching assistant) will be present throughout the focus group for additional support if needed.

What will happen to my child's data?

The researcher will audio record the focus group, and will give pupils fake names to ensure their anonymity. Audio recordings will then be transcribed, before being deleted. All the information collected by the researcher will remain strictly confidential. The anonymous notes from the focus groups will be kept at the Centre for Evidence Based Early Intervention, Bangor University in a locked cabinet.

Our procedures for handling, processing, storage and destruction of data are compliant with the Bangor University policies and procedures.

When the results of this study are reported, we will not reveal the identity of pupils who participated in the focus groups or the specific comments of any particular child. The results of the focus groups will be reported in terms of key themes across the two groups.

What if I don't want my child to take part?

It is up to you whether or not your child takes part in the focus group. If you do decide that your child can participate, we will then ask you to sign a consent form. You will be given a copy of this information sheet to keep for your records. You are free to change your mind up until the focus groups are conducted. Once they are conducted, you cannot withdraw your child's data from the research since all the data will be anonymised. It will not be possible to tell which child said which comment based on the transcript from the focus group.

Who do I contact about the study?

If you would like any further information about this study you could contact the school or:

Name: Professor Judy Hutchings (Research Director, Centre for Evidence Based Early Intervention)
Email: j.hutchings@bangor.ac.uk;   Tel: 01248 383758

Name: Rachel Liscombe (Evaluation Officer, Centre For Evidence Based Early Intervention)
Email: Rachel.liscombe@hotmail.co.uk   Tel: 01248 388432

Who do I contact with any concerns about the study?

If you have a concern about any aspect of this study, you should ask to speak to the researchers who will do their best to answer your questions (tel: 01248 383758).

Ethical approval for the project has been obtained from Bangor University and if you are unhappy with the conduct of this research and wish to complain formally, you should contact:

Name: Mr Huw Ellis (School Manager, School of Psychology, Bangor University)
Email: huw.ellis@bangor.ac.uk; Tel: 01248 383229

Attached are two consent forms, if you are happy for your child to participate, please sign both.

Return one to the reception and keep the other for your own records

Appendix D : Student Focus Group Consent Forms

COLEG GWYDDORAU IECHYD ACYMDDYGIAD
COLLEGE OF HEALTH & BEHAVIOURAL SCIENCES

YSGOL SEICOLEG
SCHOOL OF PSYCHOLOGY

PARENT CONSENT FORM

Pupil focus groups about the KiVa anti-bullying programme in school

Please initial box

1. I confirm that I have read the information sheet dated ....
   (version............) for the above study. I have had the opportunity to consider the
   information, ask questions and have had these answered satisfactorily.

2. I understand that my child's participation is voluntary and that I am free to
   withdraw my child up until the conduct of the focus group.

3. I understand that my child's participation will entail taking part in a focus group
   about the KiVa programme in the school.

4. I understand that all information will be kept confidential.

5. I agree for my child to take part in the above study.

_____   _____   _____

Name of Child   Date   Parent Signature

**Please return one consent form to the reception at XXXXX School, and keep
the other for your own records**

Appendix E : Teacher Information Sheet

COLEG GWYDDORAU IECHYD ACYMDDYGIAD
COLLEGE OF HEALTH & BEHAVIOURAL SCIENCES

YSGOL SEICOLEG
SCHOOL OF PSYCHOLOGY

STAFF INFORMATION SHEET

<u>Evaluating the implementation of the KiVa anti-bullying programme in a</u>

<u>specialist school for children with additional learning needs</u>

We would like to invite you to take part in this study. Before you decide to participate it is important for you to understand why we are conducting the study and what it will involve.

Please take time to read the following information carefully and discuss it with the school if you wish. If anything is unclear, or if you would like more information, you are welcome to ask us any questions.

What is KiVa?
KiVa is a bullying prevention programme that was developed in Finland with funding from the Finnish Government. It has been very effective and it is now used in over 90% of all schools in Finland. In Wales, 152 schools have been trained to deliver KiVa and your school has recently begun delivering the programme. It includes monthly class lessons for all Key Stage 2 classes (years 3 – 6) and online games to help pupils to build strong and supportive relationships with each other and to learn how to deal with bullying. There are also whole-school assemblies, posters and other materials to remind children that the school is a KiVa school and a parent website. School staff are also trained to deal with any bullying that does take place.

What is the purpose of the study?
The purpose of the study is to evaluate the implementation of the KiVa programme in a special school. This is the first time that KiVa has been delivered in a special school so we are very interested to know how it has been done.

Why have I been asked to take part?
You have been invited to take part in this study because your school is implementing the KiVa programme and you are either the headteacher, a teacher delivering the programme, or a member of the KiVa team.

What does the study involve?
A researcher will conduct interviews with staff to discover their experiences of delivering KiVa, their views on how it fits within the school, any challenges with implementation, and how these were addressed. These will be audio recorded for transcribing. We will also ask the teachers who are delivering KiVa to complete

weekly Teacher Lesson Records and a survey at the end of the school year about the lessons (e.g. preparation time, frequency of delivery, suitability of content etc.). We will also be asking the headteacher about the previous school anti-bullying policy (before the introduction of KiVa) and why they chose KiVa in particular. This will also be audio recorded for transcribing.

Are there any benefits or risks in taking part?
This is the first time that KiVa has been implemented in a special school so we will learn a lot from the interviews. We will learn if KiVa fits well within the school and how to make this fit better. There are no obvious risks in taking part in the study. Interviews will be conducted on school premises and at a time that is convenient for you. The researcher will only visit the school after arranging an appointment.

What will happen to my data?
All the information collected by the researcher will remain strictly confidential. The data will be kept at the Centre for Evidence Based Early Intervention, Bangor University in a locked cabinet.

Our procedures for handling, processing, storage and destruction of data are compliant with the Bangor University policies and procedures.

When the results of this study are reported, individual quotes from the interviews will be kept anonymous. The results of the interviews will be reported in terms of key themes. Information from staff will be reported as a group and not as individuals.

What if I don't want to take part?
It is up to you whether or not you take part in the study. If you do decide to participate, we will then ask you to sign a consent form. You will be given a copy of the information sheet and the signed consent form to keep for your records. You are free to withdraw at any time and you do not need to give a reason.

Who do I contact about the study?
If you would like any further information about this study please contact:

Name: Professor Judy Hutchings (Research Director, Centre for Evidence Based Early Intervention); Email: j.hutchings@bangor.ac.uk; Tel: 01248 383758

Who do I contact with any concerns about the study?
If you have a concern about any aspect of this study, you should ask to speak to the researchers who will do their best to answer your questions (tel: 01248 383758).

Ethical approval for the project has been obtained from Bangor University and if you are unhappy with the conduct of this research and wish to complain formally, you should contact:

Name: Mr Huw Ellis (School Manager, School of Psychology, Bangor University) Email: huw.ellis@bangor.ac.uk; Tel: 01248 383229

Appendix F : Teacher Consent Form

COLEG GWYDDORAU IECHYD ACYMDDYGIAD
COLLEGE OF HEALTH & BEHAVIOURAL SCIENCES

YSGOL SEICOLEG
SCHOOL OF PSYCHOLOGY

STAFF CONSENT FORM

Title of Project: Evaluating the implementation of the KiVa anti-bullying programme in a specialist school for children with additional learning needs

Name of Researcher:

Please initial box

1. I confirm that I have read the information sheet dated.................... (version............) for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

1. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

1. I understand that participation will entail completing an interview about my experiences of delivering KiVa and the impact on the school, as well as completing a weekly Teacher Lesson Record, and a survey on aspects of delivery (if applicable).

1. I understand that the researcher will audio record the interview with myself.

1. I understand that all information will be kept confidential unless any matter(s) regarding child protection issues arise.

1. I agree to take part in the above study.

_____   _____   _____

Name of Participant   Date   Signature

_____   _____   _____

Name of Person   Date   Signature
taking consent

Appendix G - Sample of Semi-Structured Interview Questions

1.How did you share KiVa with Ryan?

    a.How confident did you feel about doing this?

    b.Is there anything you would have liked to have changed about this process?

        i.e.g. more support?

ii.How did you share KiVa with Denise?

    c.How did you feel about doing this?

    d.Do you have any recommendations about how this could be improved?

e.Have other staff members (teachers/ lunchtime/ transport staff been told about KiVa?

    f.Was delivering the programme to Denise similar or different to delivering it to other staff members?

        i.If so, how?

ii.Was Kiva delivered or shared with parents,

    g.If so, how and when was this done?

h.You mentioned in your email that you decided to deliver some lessons to students before giving them a whole school assembly, can I ask why you decided to do this?

KiVa Lessons so far

a.Which KiVa lessons have been completed so far?

    b.How did these go?

        i.How did students react to the lesson flashcards?

        ii.Were you able to do the line-exercise with your students?

            1.For example is there enough space in your classroom?

            2.Are students physically able to do the line exercise?

        iii.Were students able to engage in the discussions for this lesson?

        iv.Were students able to complete the balloon bouquet assignment for the lesson?

v.Have you faced any challenges in implementing KiVa lessons so far?

    c.Is the content of the lessons appropriate?

    d.Have you had to modify the content at all?

e.Have you managed to have a look at the Teacher Lesson Records?

    f.So far I have no responses for the TLR, is there anything I could do to make them easier?

        i.Send email reminders out to staff members when they deliver the lessons?

    g.Are you experiencing any challenges to completing them?

        i. logistical problems / finding time

ii.Have you used any of the school-wide KiVa components, like the posters and vests?

    h.Why/why not?

i.Have you had any bullying incidents raised to the KiVa team yet?

    j.If so, how was this handled?

School focused questions

a.How is the school organised in terms of groups?

    b.Do the different groups interact, for example at lunch time or playtime?

c.Do you know the gender split for the middle department?

d.What is the age range of students in the middle department?

e.How many of your middle department are eligible for free school meals?

f.Do you know the different additional learning needs breakdown of the middle department?

Appendix H : Example from Teacher Lesson Record

Appendix I : Teacher Survey

Appendix J : Sample Data Analysis
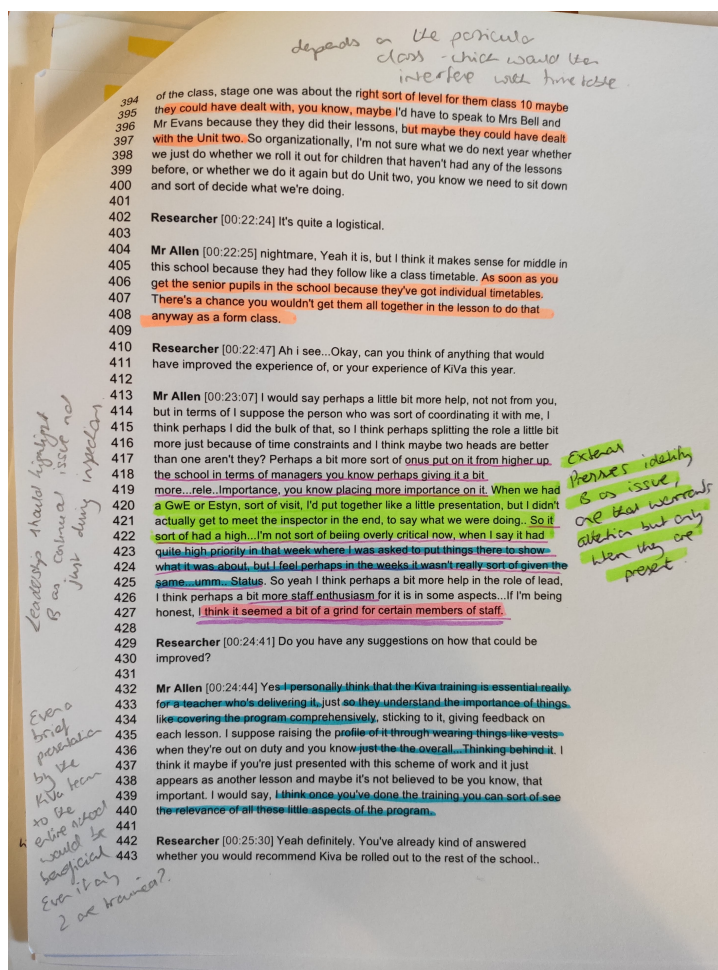
Appendix K: KiVa Posters and Vests
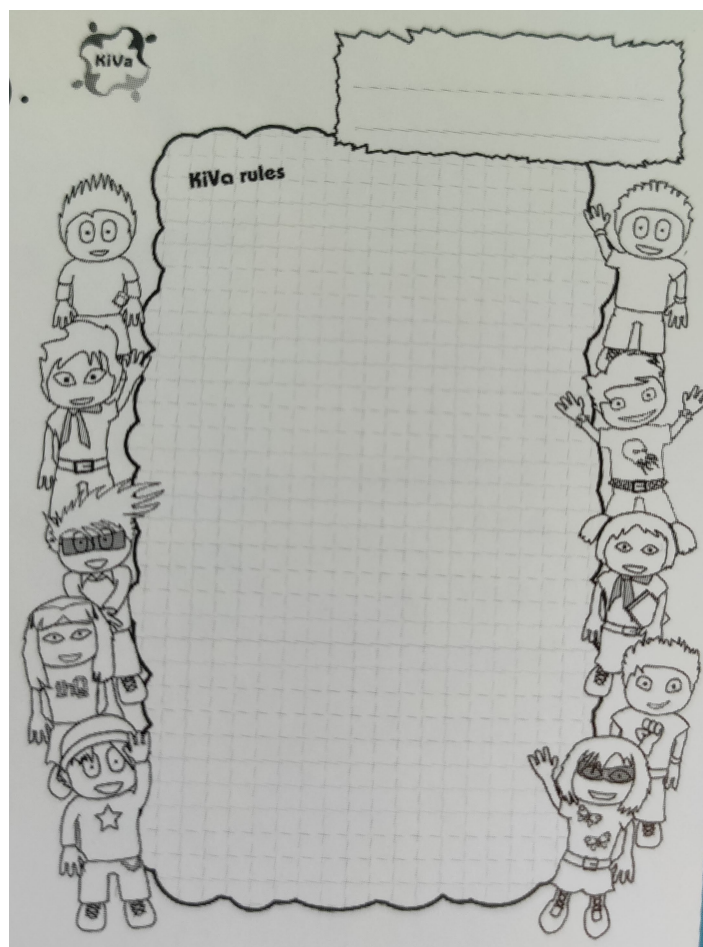
Appendix L : Letter from KiVa Finland explaining survey error

A1 Media

2.9.2019

Pyhän Katariinan tie 7
20780 Kaarina
VAT number FI17537533

Issue of the bullying data in the 2018 pre-pupil survey

There was an error in the November 2018 pre-pupil survey and the data relating to the question "How often have you bullied another pupil at school during the past few months?".

The survey was updated to a new questionnaire platform prior to the survey and some old custom modifications in the old survey platform were unfortunately overlooked and thus not transferred to the new platform during this process. This resulted in the data not being saved for this particular question. The issue was patched during the survey, but unfortunately St. Christophers School had already answered the survey and as a result the data is missing from their results.

Kari Karen
Digital Creative & System Specialist
A1 Media Oy

Page 2: Lesson 1 : Let's get to know each other!

Please remember to click 'FINISH LATER' (at the bottom of the page) if you want to return to your answers later

Implementation

This question asks you about the teaching methods you used for each component of the lesson. You can choose more than one method for each exercise

	Teaching	Group Discussion	Small Group Discussion	Exercises	Assignment	Video	Other	Omitted
P1 - Line exercise	☾	☾	☾	☾	☾	☾	☾	☾
Images of a positive school environment	☾	☾	☾	☾	☾	☾	☾	☾
Safe learning environment	☾	☾	☾	☾	☾	☾	☾	☾
Unsafe - safe	☾	☾	☾	☾	☾	☾	☾	☾
P2 - Who is in this class?	☾	☾	☾	☾	☾	☾	☾	☾
Sociometric choices	☾	☾	☾	☾	☾	☾	☾	☾
Interview	☾	☾	☾	☾	☾	☾	☾	☾
Booklet assignment : Balloon bouquet	☾	☾	☾	☾	☾	☾	☾	☾
Visualisation exercise	☾	☾	☾	☾	☾	☾	☾	☾

2 / 42

Please estimate how suitable you consider this lesson (Part 1 & 2) to be for your class

The lesson

- ○ 0 - 25%
- ○ 26 - 50%
- ○ 51 - 75%
- ○ 76 - 100%

If you have any comments you would like to make about the lesson or further information concerning your answers, please write them below:

Part 1

- ○ 0 - 25%
- ○ 26 - 50%
- ○ 51 - 75%
- ○ 76 - 100%

This is the end of the Teacher Lesson Record for Lesson 1.

If you have completed this Lesson, please select 'Yes' below and click 'Finish Later'

Or

Part 2

- ○ 0 - 25%
- ○ 26 - 50%
- ○ 51 - 75%
- ○ 76 - 100%

If you have not yet completed the Lesson, please click 'Finish Later' to save your answers

You will be asked to enter your email address, and a link will be sent to you, so that the next time you access the Teacher Lesson Record you will be taken to this point

Have you completed this section? * *Required*

○ Yes

Please estimate how well your class reached the goals of the KiVa lesson. After the 1st KiVa lesson (Part 1 & 2) the students...

Please don't select more than 1 answer(s) per row.

	Strongly Disagree	Disagree somewhat	Don't know	Agree somewhat	Strongly agree
...know what is meant by emotions	☐	☐	☐	☐	☐
...have thought about the kinds of emotions and the different situations in which we experience them	☐	☐	☐	☐	☐
...understand the difference between emotions and actions	☐	☐	☐	☐	☐

Teacher Survey

This survey is in three sections.

Section one relates to the KiVa Universal actions (Proactive: lesson curriculum, vests, posters, school launch, parent guide, etc.)
Section two relates to the KiVa Indicated actions (Reactive: dealing with highlighted bullying incidents).
Section 3 relates to you

Please circle the appropriate response.

Section 1. Universal Actions
This section is in two parts.
Part one is about your class.
Part two is about your school.

Part 1. Your class

1. What age range are the children in your class?

[ ]

2. How many children are in your class?

Boys [ ]   Girls [ ]   Total [ ]

3. How often do you deliver KiVa lessons?

   Weekly   Fortnightly   Monthly   Other (please state)

4. Approximately how long do you take to prepare for each KiVa lesson?

   Time in minutes   [ ]

5. How easy is it to prepare for lessons?

   Very   Easy   Average   Difficult   Very
   easy   difficult

6. Approximately how long do you take to deliver each KiVa lesson?

   Time in minutes   [ ]

7. How easy is it to deliver the lessons?

   Very   Easy   Average   Difficult   Very
   easy   difficult

8. Please tick all the KiVa lessons you delivered last year?

Lesson	1	2	3	4	5	6	7	8	9	10

9. Do you find the format of lessons helpful (goals, prep, summary, and content)?

Very helpful   Helpful   Neither   Unhelpful   Very unhelpful

10. Are you satisfied with the lesson content/activities?

Very satisfied   Satisfied   Neither   Dissatisfied   Very dissatisfied

11. The content/activities engage the pupils

Agree   Agree slightly   Neither   Disagree slightly   Disagree

12. Please order how much you liked the KiVa content (1 most liked – 5 least liked)

Taught curriculum   Line exercises   Activities   Discussions   Video clips

13. Please circle all of the additional online resources that you use

Lesson powerpoints   Pictures cards   Pdf Images   Videos   Online games

14. Please order how useful you found the KiVa resources (1 most useful – 5 least useful)

Lesson powerpoints   Pictures cards   Pdf Images   Videos   Online games

15. Do you provide pupils with access to the online KiVa game? (Circle all relevant options)

Use game with whole class on white board   Allow pupils class time to access game individually at school   Provide pupils with codes to access at home   I do not use the online games

169

16. Do you have any feedback on pupil use at home?

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17. Do you think that the online game is a helpful resource?

| Very helpful | Helpful | Neither | Unhelpful | Very unhelpful |

18. Do you think that the lessons are suitable for the age group?
(Unit 1 age7-9, Unit 2 age 9-12)

| Yes | No | Not sure |

19. KiVa maps on to over 50% of the Personal and Social Education curriculum.
If you have made use of the PSE/KiVa mapping, have you found this to be helpful?

| Very helpful | Helpful | Neither | Unhelpful | Very unhelpful |

20. Do you think that the lessons have helped pupils in your class to develop:

	Yes	No	Somewhat
Interpersonal social skills			
Respect for others			
Inclusivity			
Social tolerance			
Appreciation of diversity			
Understanding of bullying			

Part 2. Your school

21. Please circle the level of leadership/support you have received with regards to KiVa from the Head teacher?

| Excellent | Good | Average | Fair | Poor |

22. Has KiVa impacted positively on your school atmosphere?

| In general | Yes | No | Somewhat |
| At break time | Yes | No | Somewhat |

Thank you for completing this form.

Please feel free to provide any additional feedback below and overleaf

☐

Mr Allen Post

1 Researcher : So how long have you been in education?
2
3 Mr. Allen : gosh, I'd guess around sort of ten or eleven years
4
5 Researcher : And have you worked at this school for the entirety of that time?
6
7 Mr Allen : No, so I've been here for four years and two terms so getting on for
8 five years
9
10 Researcher : and did you work in mainstream or..
11
12 Mr Allen : Yeah I worked in a mainstream primary school for four years and a
13 term, so the remainder of the year that I left the primary school was spent in this
14 school. Prior to that I worked as a support worker, a behaviour support worker in
15 a primary school in Wales, the school I taught in, was in England
16
17 Researcher : Okay, cool and could you just remind me what you teach?
18
19 Mr Allen : Maths, European Studies, R.E, literacy and… I'm trying to think if
20 theres
21 anything else this year, but I think that's it for this year.. it could all change next
22 year
23 Researcher : okay, so it's very up for…
24
25 Mr Allen: flexible I think they call it,
26 Researcher: okay so so to go into some of the Kiva Lessons.. so can you think of
27 any benefits that students have gained from interacting with the KiVa lessons
28
29 Mr Allen : yeah lots I think, in terms of the area of bullying, how to tackle
30 bullying, is one aspect of it but I think some of the activities have developed
31 other skills as well, which is something I've noticed, so being reflective,
32 especially things like the line up, where they put themselves in a position you
33 know to say how well they've done something or how well the class have done
34 something. So its umm, perhaps that's not something they've done in other
35 subject where theyre being asked to think about how they've applied things
36 they've learnt to their everyday situations, so that's probably been one of the
37 main skills that can be transferred to other areas. So, on the one side of it there's
38 the bullying as a subject in itself, but also some of the skills developed in the
39 activities
40
41 Researcher: So you said reflection there, is there anything else you could sort of
42 pinpoint?
43
44 Mr Allen [00:00:02] Yeah.
45
46 Researcher [00:00:03] Is there anything else that you could kind of pinpoint?
47

48 Mr Allen [00:00:05] Yes yes, I think if he'd take the year as a whole to sit into a
49 KiVA lesson now where we're talking about things, as a group I think that sort of,
50 taking turns taking other people's opinions and ideas on board, listening
51 respectfully, I think are all things that have developed. I'm not saying it's perfect
52 because that's the nature of our children, you know I might have three really
53 good positive lessons and then one where it just sort of so goes back to how it
54 was at the start where they're not really used to it, but generally the trend has
55 been an improvement, I would say with speaking and listening and even
56 elaborating on points, so something I've noticed some of the pupils who may
57 have given a one word answer, I haven't really accepted that as the
58 year has gone, on I've been able to probe and get them to develop verbal
59 responses especially.
60
61 Researcher [00:01:02] That's really good.
62
63 Mr Allen [00:01:03] Yeah well I'm hoping I have anyway, so you know now it's
64 not just Oh I don't know, or yes. Now it's "yes because..." You know,.
65
66 Researcher [00:01:11] that's really positive! Can you think of any benefits that
67 you as a staff member delivering KiVa have experienced, and you're very
68 welcome to say no.
69
70 Mr Allen [00:01:27] No I have, in terms of.. In terms of my role as a teacher of
71 KiVa, in terms of delivering the lessons, I mean to have a scheme of work
72 available with planning attached is always a benefit. So you know that that in
73 itself is good, that I'm not making resources, I've adapted some but I suppose
74 also that you know the content of it, I'm familiar with now. So next year when I'm
75 asked, which I'm pretty sure I will be to delivery again, you know to me that's a
76 that's a gain because it's something I'm really familiar with and have used and
77 evaluated as I've gone along, so I know what works and what doesn't. So on the
78 one hand, as a as a teacher, you know I've got that lesson sort of in the bank
79 now I suppose... In terms of me sort of leading or being a joint lead in that in the
80 KiVa project overall. You know I've probably pushed myself more so than I have
81 in previous years because I've done assemblies, I've spoken to staff in staff
82 meetings, I've given support to other members of staff, You know tried to rally
83 members of staff and tried to get things from them, you know that that isn't really
84 in my role before this year, its been me sorting myself out really. So in that
85 respect, yeah it's definitely broadened my sort of skill set I suppose.
86
87 Researcher [00:02:53] Yeah
88
89 Mr Allen [00:02:54] For for better or for worse I don't know, but it's definitely
90 broadened it!
91
92 Researcher [00:02:58] Ha, its made you more employable!
93
94 Mr Allen [00:03:00] Yeah maybe.
95