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KIVA ANTIBULLYING PROGRAM IN SPAIN:
HOW TEACHERS IMPLEMENT KIVA LESSONS

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Abstract:

This study focuses on the implementation of KiVa lessons in Spain. KiVa is a whole-school antibullying program designed for children between 6 and 15 years of age, developed in Finland in 2006. The program's effectiveness has been shown in several occasions. The program consists of two components, which are the universal and the indicated actions. The universal actions are designated to the whole school and their main part are KiVa lessons, delivered by a class teacher. These aim to increase the students' socio-emotional skills and to emphasize the importance of the group. The KiVa program focuses mainly on the bystanders, not on the bully or the bullied one.

The aim of this study was to find out how Spanish teachers implement KiVa lessons, what are the differences between them, whether they are committed to the program implementation and whether the first-year implementation can be considered successful. A semi-structured thematic interview was conducted for 11 primary school teachers from different regions of Spain. The data was coded, and these codes were gathered below three main themes.

The main differences between the teachers were in the number of lessons delivered, which varied from 3 to 10 lessons. Some differences were also found in the ways of lesson planning. The teachers' commitment to the program implementation was quite high, as their attitudes towards the program were positive, as well as their beliefs in their personal and their students' capabilities, and on the time management. The first-year implementation can be considered mainly successful, as the schools' directions' support was evident. However, the number of lessons delivered varied so much, that some guiding on the lesson planning, on the purpose of the lessons and on the selection of the activities could be appropriated.

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1. INTRODUCTION

Bullying is a worldwide problem at schools, and according to studies, 5 to 15% of children and adolescents are bullied systematically (Salmivalli 2010: 17). Bullying endangers the safe and healthy school environment and has consequences that may last not only throughout the school years but even for life. Being bullied increases anxiety, depression and loneliness, lowers the person's self-esteem and complicates the building of trust towards other people later in life. The bullies may start using aggression as a justified mean to get what they want, which in turn may lead to criminal behavior in the adulthood. The Convention on the Rights of the Child (CRC) demands children's right to learn in a safe and secure environment, which, on one hand, means that there should be *appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.* (UNICEF, Child friendly schools.)

Spain is among the countries categorized as a "medium risk country" when talking about bullying, and where 40% of the 12-year-olds are reported being left out of things by their peers at school, or being hit by other students, at least once in the last month (data collected in 2013). (Richardson & Hiu 2016: 106, 111). Therefore, it is justified to assume that there is a demand for an antibullying program in Spain, especially in primary and lower secondary schools.

Since decades, several types of antibullying work has been going on, but not too many research-based antibullying programs are available. The aim of this study is to gather Spanish teachers' experiences about their first year of delivering KiVa antibullying program's lessons. A thematic, semi-structured interview was conducted for a total of 11 primary school teachers from different regions around Spain. The purpose of this study is to find out how do Spanish teachers implement KiVa lessons. I wanted to know, (1) what kind of differences there are in the implementation of the lessons, (2) if the teachers are committed to the program's implementation and (3) if the realized implementation can be considered successful. A further aim is to gather ideas in order to map out needs for a pedagogical guide for teachers delivering KiVa lessons.

The KiVa antibullying program is a whole-school program designed for children between 6 and 15 years of age (grades 1 – 9 in Finland). The program's effectiveness has been studied on several occasions, in Finland and abroad, and it has been shown to influence multiple forms of victimization, including verbal, physical and cyberbullying, to reduce the prevalence of children bullying others and of those who are being bullied,

to reduce the students' anxiety and depression and to have positive effects on school liking and academic motivation (see chapter 1.3.).

The program consists of two main components, the universal and the indicated actions. The universal actions are designated to the whole school, and their core are KiVa lessons, delivered by the class teacher. On the other hand, the indicated actions consist of procedures that aim to tackle and end emerging bullying cases. This study concentrates on the universal actions, and more specifically, on KiVa lessons. KiVa stands on the basis that bullying is a group phenomenon, and that it can be tackled by influencing the group members' behavior. The aim of the KiVa lessons is to raise awareness of the role bystanders play in a bullying situation, promote empathy and understanding towards the victimized students, empower the group by influencing the positive peer relations and improve students' emotional skills. The lessons also focus on enhancing awareness of bullying, addressing questions connected to it, such as recognizing bullying and not rewarding it, and guiding students into an assertive, safe and self-confident behavior. (Herkama & Salmivalli 2018).

The association between the implementation of student lessons in a classroom and the change in the magnitude of victimization in that same classroom has been studied in Finland (Haataja 2016) and in the U.S. (Swift 2016). In these studies, teachers reported about the implementation of the student lessons and students reported about the victimization. The results in Finland suggest that the more time teachers invested in the preparation of lessons and the more tasks were delivered, the larger was the reduction in victimization. Similar outcomes were detected in the U.S., as the reductions in victimization and bullying were found to depend on the dosage of KiVa lessons delivered. This included the actual time spent on delivering the lessons, the number of activities and exercises completed, and the total number of lessons delivered. In other words, the KiVa program worked better in classrooms receiving more of it. Additionally, the principal's support has been found crucial in order to succeed in the implementation (Ahtola, Haataja, Kärnä, Poskiparta & Salmivalli 2013 and Haataja 2016). On the other hand, according to Haataja, Ahtola, Poskiparta & Salmivalli (2015: 567), Kallestad & Olweus (2003: 22) and Low, Van Ryzin, Brown, Smith & Haggerty (2014: 169), the degree of effort varies among teachers when delivering antibullying curricula. Also, better implementation predicts better outcomes in bullying prevention (Haataja, Voeten, Boulton, Ahtola, Poskiparta & Salmivalli 2014 and Haataja 2016).

The following chapters will briefly discuss bullying as a group phenomenon (1.1) and research based, whole school bullying prevention programs (1.2), present the KiVa

program and its research in more detail (1.3), describe KiVa lessons (1.4.) and some implications for the implementation of a new school-wide program (1.5.).

1.1. Bullying and influencing the group

Bullying is often defined as aggressive, intentional acts that are carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him- or herself. Thus, three criteria relevant in defining bullying can be listed as follows: it has to be repetitive, intentional and include an imbalance of power. It is important to notice that bullying is different from a dispute or a squabble: in bullying there is always an imbalance of power which is not necessarily present in a dispute. The bully takes advantage of his or her power, for example, of the physical size, age, social status or other characteristics. Bullying can take different forms: verbal (name calling, mocking), indirect or hidden (social exclusion or manipulation), physical (kicking, hitting, pushing), material (taking someone's belongings without permission or braking them) or cyberbullying. However, the form does not define whether something is bullying or not, but the systematic character of the events does. The most common forms of bullying are verbal or indirect (hidden) bullying. These include mocking and social exclusion, for instance. The children who bully are not somehow different or especially aggressive, but just regular children. (Baldry & Farrington 1999: 425; Hamarus 2008: 12; Menesini & Salmivalli 2017: 1; Salmivalli 2010: 12-15). The children who bully are not all the same: some of them bully because they have been targeted with bullying behavior themselves. These children tend to be restless, easy to anger, and irritable. Usually these children's bullying behavior is not that organized than of those who are only bullies and not victims at the same time. Also, compared to the non-victim bullies, their bullying behavior is less goal-oriented. (Andershed, Kerr & Stattin 2001: 32-33.)

Bullying is not a momentary incident, but rather persisting situation, which can last for years (Salmivalli, Lappalainen, & Lagerspetz 1998: 205). According to research conducted in Finland, usually after the first grade the percentage of students who bully others decreases, but then again, when reaching puberty, the percentage increases. This might be explained by the learning of social norms during the first school years, and then again, by trying to be socially approved when reaching puberty. On the other hand, the percentage of bullied students decreases over time. This means that the few who are still being bullied in lower secondary school, have probably been bullied for years, and also that the number of bullies per victim has increased. (Salmivalli 2010: 30-31). Therefore,

the consequences of bullying cannot be taken lightly. The consequences of being bullied and of bullying others have been well documented in research. Being bullied increases anxiety, depression, loneliness, risk for depression and low self-esteem and makes it difficult to trust other people in adulthood. Bullying others leads to using aggression as a mean of getting what one wants and increases the risk of criminal offending in adulthood. (Salmivalli 2010: 26).

The first scientific research conducted on bullying was "Whipping boys and bullies: research on school bullying" *(Hackkycklingar och översittare: Forskning om skolmobbning)* by Dan Olweus carried out in 1973. Somehow the Nordic Countries could be considered pioneers in bullying research, because Olweus' study inspired several other bullying studies in Sweden, Norway and Finland. Lagerzpetz and Björkvist were the first to study bullying in Finland in the 1980's, and professor Christina Salmivalli got interested on the matter in the 1990's (Salmivalli 1998: 5). Salmivalli has studied bullying as a group phenomenon and her interests lay especially on the peer relations, peer groups and the roles in the groups. Her crucial findings have been, among others, that antibullying measures should not be targeted to just the ones who are bullying or those are being bullied, but to the whole group, because all the members of the group are one way or another involved in the bullying problem (Salmivalli 1998: 170).

Salmivalli gathered data from Finnish comprehensive schools in 1999 in order to find out whether the class' atmosphere was related to bullying. The study showed that there was no relation between these two. It seems that a positive atmosphere is not enough to prevent bullying but talking about bullying and handling bullying related issues with the students is rather needed. (Salmivalli 2010: 67-68). Because bullying is a group phenomenon, there are different roles involved. These roles include the bullies (8%), the victims (12%) the assistants of the bully (7%), the reinforcers of the bully (20%), the defenders of the victim (17%) and the outsiders (24%). (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen 1996: 1). As it can be seen, the actual percentage of bullies and bullied students is rather low. Therefore, the idea is to influence on the behavior of the rest of the group, in order to tackle bullying. The bully needs audience in order to gain social status and to show his/her power. If the audience is taken away, there will be no reason to bully anymore. (Salmivalli 2010: 147).

In order to prevent bullying, one must work with the whole group. Influencing the bully is difficult but influencing the rest of the group is easier. Discussion in groups while handling bullying situations helps the students to come up with their own ideas on how to tackle bullying. Teacher must provide information about different kinds of roles and

underline, that these roles can be changed. One can choose to play another role, one can step out of the bully's or bystander's role. Role plays are also a good way of handling bullying situations by trying different roles and realizing the importance of them. Also, the rules of a group can work as a prevention of bullying and they might have an influence to a student's commitment to fight against bullying. (Salmivalli 2010: 67–75).

1.2. Research-based bullying prevention programs

Ttofi & Farrington (2011) conducted a meta-analysis of the effectiveness of school based antibullying programs. The overall results suggest that school based antibullying programs are effective. They analyzed 44 evaluations on school based antibullying programs' effectiveness. There were certain elements that contributed in the programs' effectiveness: the intensiveness of the program, the inclusion of parent meetings, teacher training, classroom rules, a whole-school antibullying policy, firm disciplinary methods, cooperative group work, school conferences and improved playground supervision. The findings of Ttofi & Farrington (2011) also suggest that the programs inspired by the work of Dan Olweus worked the best, and that they worked better in Europe than in the USA or Canada. They also found that the older programs work better and that they are more effective with older children (11 years and older).

In 1992, an internationally renowned violence researcher Dr. Delbert S. Elliot founded Center for the Study and Prevention of Violence at the University of Colorado Boulder. This Center reviews broad variety of prevention programs, such as bullying in schools, youth violence, teen substance abuse, childhood obesity, antisocial and aggressive behavior, among others. (CSPV Colorado webpage). The programs that meet the criteria established by the experts in the field of positive youth development, have demonstrated at least some effectiveness of changing targeted behavior. These programs are also evidence-based and can be found enlisted in the Blueprints Programs website. Blueprints is hosted by the Center for the study and Prevention of Violence, at the Institute of Behavior Science of University of Colorado Boulder, and it has reviewed more than 1500 programs from which less than 5% have met the established criteria and are considered as effective prevention programs. The search engine of the Blueprints Programs' webpage offers four bullying prevention programs, which are Steps to Respect, Olweus Bullying Prevention Program, KiVa Antibullying Program and Positive Action. The first three are especially bullying prevention programs, and the latter is a social emotional learning program designed to decrease negative behavior and increase

positive behavior. (Blueprints Programs webpage). It is worth to mention that the prevention programs enlisted by the Blueprints programs are those who have drawn attention in the United States, and as Ttofi & Farrington (2011) found out, most of the programs they analyzed worked better in Europe than in the USA or Canada.

Olweus (2004) also refers to the work of Dr. Elliot, to a systematic evaluation of more than 400 prevention programs, and enlists the minimum criteria such a program should meet in order to be successful. A successful program should have positive effects on relevant target groups in a rigorous scientific research, the effects should last for at least one year, and the program should produce positive results in at least one place other than its place of origin.

1.3. Research on KiVa antibullying program

KiVa antibullying program is a whole-school program, designated to children between 6 and 15 years old, and therefore it is suitable for primary and lower secondary schools. It has three main goals, which are to prevent bullying, effectively tackle acute cases of bullying, and minimize the negative effects of bullying. KiVa program handles bullying as a group phenomenon, that is, according to its theoretical premises, the whole peer group is part of the problem, but also of the solution. This is why the program aims to influence group behavior.

The program's core components are the universal and the indicated actions. The universal actions include a number of actions to enhance the school wellbeing and peer relations and are directed to the whole school. The core of these actions are the student lessons, which also include online games (in order to practice the skills learned during the lessons) and short films about bullying. The program also includes peer support groups for bullied students and cooperative group work among experts in dealing with students involved in bullying cases. There is also material for parents, information and advice about bullying. The schools are encouraged to organize a parents' night in order to inform about KiVa program and bullying. In addition, there is other material that makes the program visible at the school, for example posters or high visibility vests for recess monitors, and annual surveys in order to collect information about the overall atmosphere of bullying and of wellbeing of the school. The data from these surveys is collected anonymously and can be used during the next years' school personnel get-togethers and parents' nights. The indicated actions, on the other hand, include specific steps for the school's KiVa team to follow in order to tackle the emerging bullying cases. Combining

these core components, the universal and the indicated actions, the essential idea is to raise awareness and address questions connected to bullying specifically, such as recognizing bullying and not rewarding it, providing support for vulnerable peers, learning how to be assertive when being bullied, and of course, address the emerging bullying cases directly. (Herkama & Salmivalli 2018).

The program was developed at the University of Turku, Finland in 2006 by a group of researchers who had been studying the phenomenon of bullying and peer relations for decades. In the beginning, it was funded by the Finnish Ministry of Education and developed as a nationwide program in order to reduce bullying in Finnish schools. The researcher team was led by PhD, Professor Christina Salmivalli and PhD, Special Researcher Elisa Poskiparta. The effectiveness of the program has been studied on several occasions, of which one of the most important study was a large randomized controlled trial enrolled in two consecutive school years, from 2007 to 2008 and 2008 to 2009, carried out in Finland. The study consisted of 117 control schools and 117 intervention schools and showed that the program reduces both self- and peer-reported bullying and victimization significantly (Kärnä, Voeten, Little, Poskiparta, Kaljonen & Salmivalli 2011). (KiVa International website and Salmivalli, Kärnä & Poskiparta 2011). After these first evaluations of the effectiveness, the possibility of implementing the program was offered to all Finnish schools providing basic education (grades 1–9). The program was also studied by Kärnä et al. (2011) during the first national roll-out in 2009, when there were 880 schools implementing the program with approximately 150 000 students. The findings suggest that the prevalence of students bullying others as well as those who had systematically been bullied reduced by a 15% (Kärnä et al. 2011). Additionally, KiVa program has been proven to reduce students' anxiety and depression, have a positive impact on their perceptions of peer climate (Williford, Noland, Little, Kärnä & Salmivalli 2012), and have positive effects on school liking and academic motivation (Salmivalli, Garandau & Veenstra 2012).

Nowadays, KiVa program is widely provided in Finnish schools offering basic education (grades 1 – 9), and also outside Finland since 2012. The program has been studied and evaluated in the Netherlands (Veenstra 2015), U.S. (Hubbard, Bookhout, Smith, Swift & Grassetti 2015 and Swift 2016), Estonia (Treial 2015), Italy (Nocentini & Menesini 2016), Wales (Hutchings & Clarkson 2015), South Africa and Chile (Gaete, Valenzuela, Rojas-Barahona, Valenzuela, Araya, & Salmivalli 2017) and is currently being distributed by international partners in 21 countries.

1.4. KiVa lessons

KiVa lessons are described in the KiVa Teacher's Manuals, which are divided into three units. Unit 1 is for primary school, grades 1 – 3 (from 6 to 9 years), Unit 2 is for primary school, grades 4 – 6 (from 10 to 12 years), and Unit 3 is for lower secondary school, grades 7 – 9 (from 13 to 15 years). The lessons include exercise-related videos and two interactive KiVa online games. The online games are connected to the Units 1 and 2. (Poskiparta, Pöyhönen, Salmivalli, & Tikka 2013a, 2013b; Pöyhönen, Kaukiainen & Salmivalli 2018). In this study I focus on the Teacher's Manuals 1 and 2, and only take the videos or games into consideration if these appear in the data.

The teachers interviewed delivered lessons from the Manuals' Units 1 and 2, translated from English to Spanish and published by Macmillan Education in 2012 and 2013. In the schools where the teachers work, Unit 1 has been used in grades 1 to 3, and Unit 2 in grades 4 to 6. For the first year of implementation, the recommendation is to deliver KiVa lessons to all age groups, and from the second year onwards, the recommendation is to deliver KiVa lessons only for the 1st, 4th and 7th graders. Ten KiVa lessons form a coherent whole, thus it is important that contents of each one of them are handled during one school year. (Alanen, Herkama, & Salmivalli 2017). As the interviews were held after the first year of implementation, KiVa lessons had been delivered for all age groups, from 6 to 12 years of age.

In each manual, Unit 1 and 2 consist of ten double lessons, whose duration is recommended to be 45 to 60 minutes each. The lessons include activities which can be divided into following groups: learning by doing (kinesthetic exercises, dramatizations, role plays, sociometric choices, expressing one's opinion), visualization exercises (teacher reads a story and the students listen to it eyes closed), group discussions (telling from images of different kinds of social situations, also bullying, or about topics given by the teacher or about short films on bullying), writing and drawing.

The aim of these activities is to increase student's socio-emotional skills and to make the students more aware of the importance of the group as well as of bullying situations as in putting an end to them. The idea of the lessons is to provide safe ways to help and support bullied students and also to inspire empathy towards them. The aim is to change the norms of the whole group so that a shared sense of responsibility is formed. The themes of the lessons evolve from general skills, such as socio-emotional skills, peer pressure and accepting difference into more specific skills in preventing bullying, such as considering the importance of the group in stopping bullying. KiVa lessons focus on child-centered, cognitive and experimental learning. The idea is not to give straight

answers or fill the students up with information, but rather guide them to find solutions to their problems, respect each student's own way of processing information and applying different ways of learning. The teacher is also expected to provide their students with safe surroundings to discuss and therefore, to learn. (Alanen, Herkama & Salmivalli 2017; Poskiparta, Pöyhönen, Salmivalli & Tikka 2013a, 2013b; Pöyhönen, Kaukiainen & Salmivalli 2018).

1.5. Implementing a new school-wide antibullying program

Teachers and the whole school community face new challenges when starting to implement a whole-school program for the first time. Low et al. (2013) have studied the predictors and outcomes associated with class room curriculum implementation of *Steps to Respect* -program. According to the findings, higher levels of program engagement were related to lower levels of school bullying problems. It also enhanced school climate and turned attitudes to be less supportive for bullying. The key element of the program impact was the student engagement. Hall, Loucks, Rutherford & New-love (1975) describe the implementation process according to the Concerns-Based Adoption Model (CBAM). This model describes four stages of teachers' level of use of a given innovation: level I is for initial orientation, level II for preparation of the implementation plan, level III for the mechanical use and level IV for the routine level, where teachers' familiarity and confidence with the curriculum is already experienced. After level IV, teachers can develop their abilities towards adaptations and innovations. As teachers gain more skills and confidence, their teaching quality is expected to improve.

What comes to the KiVa curriculum, there is less victimization or maltreatment in classrooms where teachers display higher levels of adherence to it and invest more time in preparing the lessons. However, there is variation in individual teachers' activity in terms of preparing and delivering the lessons. The teacher's beliefs in the program's effectiveness play an important role in the degree of implementation in the beginning of the program. Nevertheless, the teacher's beliefs are not enough if self- and task-related concerns are also not solved. The self-related concerns refer to the teacher's abilities to carry out the implementation ("am I able to do this?") and the task-related concerns refer to the teacher's resources of coordinating and organizing the lessons. The support given from the school management has also shown to be an important requirement in order to maintain a sustainable antibullying work. (Haataja 2016 and Haataja et al. 2015, 2014.)

Similar outcomes have also been revealed elsewhere. Swift (2016) made a study in Delaware, U.S., on how teacher implementation of KiVa lessons impacts the outcomes of the program. The results simply suggest that the more KiVa lessons were delivered, and the more activities completed, the better were the outcomes. "Good outcomes" can be described as a reduction in victimization and bullying, antibullying attitudes, empathy toward victims, self-efficacy to support victims, an increase in bystanders' behavior and a reduction in byproducts of victimization, such as emotional, social or academic problems. Swift (2016) also examined some teacher factors and their influence on the implementation of KiVa lessons. These factors included principal support, teacher's self-efficacy for teaching, professional burnout, and program acceptability.

KiVa program's sustainability over time has been studied by Sainio, Herkama, Turunen, Rönkkö, Kontio, Poskiparta & Salmivalli (2018), and the findings suggest that 42% of the schools implementing KiVa program from 2009 to 2016 persisted with high levels of implementation throughout the years ('The Persistent'). In 21% of the schools the degree of implementation dropped after the second year ('The Tail-offs'), and in 24% of the schools the degree of implementation dropped right in the beginning ('The Drop-offs'). 13% of the schools dropped in the beginning, but then after the third year the degree arose again and almost reached the same degree as the persistent schools ('The Awakened'). Also, the degree of lesson adherence has been studied (Haataja et al., 2015). This study was based on one-year lesson implementation and revealed that the level of adherence dropped after the 8th lesson in all of the cases. In 17% of the cases the degree of lesson adherence dropped already after the 5th lesson. However, in 53% of the cases the degree of lesson adherence sustained high throughout the schoolyear, though dropped 30% during the last two lessons.

To sum up, it seems that the class room teachers find themselves in a very important position where their actions can lead to significant changes in the whole school community, as they are those who deliver the KiVa lessons, and as these lessons are the key element of the universal actions of the program. As seen in the studies described above, the time invested in preparing the lessons, the amount of lessons delivered, the belief in the program's effectiveness and accepting the program as part of the curriculum, the principal's support and the teacher's trust in his/her personal abilities, are all factors shown to be crucial when expecting good outcomes of the KiVa program.

2. PURPOSE OF THE STUDY

The purpose of this study is to find out how do Spanish teachers implement KiVa lessons. The research questions are: (1) what the differences between the teachers are when implementing the lessons, (2) if the teachers are committed to the program's implementation and (3) if the realized implementation can be considered successful. A further aim is to gather ideas in order to map out needs for a pedagogical guide for teachers delivering KiVa lessons.

The first research question is related to the differences between the teachers when implementing the KiVa lessons. Previous studies suggest that there are always differences between teachers' degree of implementation (Haataja et al. 2015, Kallestad & Olweus 2003, Low et al. 2014). This study focuses on the differences on the selection and modification of the exercises, on the number of lessons delivered, on how many sessions were needed per lesson, on the time invested in planning the sessions and on how the planning was realized.

The second research question is related to the degree of commitment of the teachers. According to Haataja et al. (2015: 572), teachers' higher adherence to the program's implementation is related to concerns of themselves, about the tasks and also, on the beliefs on the program's effectiveness. In order to find out these aspects among the teachers interviewed, I focus on their attitudes, on the perceived changes, on their personal and their student's capabilities, on the time they invested on planning the lessons, on the selections they made and whether they consider the time given sufficient.

The third research question is related to the results of the program implementation. Haataja (2016) and Swift (2016) suggest that implementation of a program can be considered successful when the number of bullying cases decreases after the implementation, when teachers invest time in lesson planning, when the number of lessons delivered is high and when there is support from the school in general.

A further purpose of this study is to gather ideas and principles in order to guide the developing of a pedagogical guide for international KiVa teachers.

3. METHOD

This study is a qualitative study, because the aim is to understand how Spanish teachers implement KiVa lessons, how they differ from each other in terms of delivering the lessons and can they be considered to be committed to the program. I am not looking for

statistical generalizations, but a rich description of teachers experiences in implementing the KiVa lessons. According to Tuomi and Sarajärvi (2009: 85) in a qualitative study, it is important that the information is gathered from persons who have firsthand experience in the studied phenomenon and who know about it as much as possible. This is one of the main reasons why I wanted to interview teachers, not schools' principals or program representatives, for instance. The teachers are the ones who actually put the KiVa program's universal actions into effect, and therefore the best persons to describe the actual applicability and functionality of the KiVa lessons. Next, I will give my reasons on why I have selected Spanish teachers for the interviews, how the selection was made, why a thematic interview was chosen for data collection and how the collected data was analyzed.

3.1. Spanish educational context

Although KiVa has been piloted outside Finland since 2012, the first international roll-outs were carried out in 2014. In Spain, the program has been available first in English for international schools (since 2015) and then in Spanish since 2017. Spanish teachers were chosen for this study because they had just completed their first year of implementation. Also, Spain is one of the countries were the vast majority of teachers have only completed the bachelor's degree, as it is the requirement for professional teachers.

In Spain, 91,4% of the teachers have a professional education of ISCED 5A, which refers to the first level of tertiary education (university), according to ISCED classification from 1997. In comparison to other OECD countries, the percentage of Spanish teachers who have received pedagogical or practical training is 20% less than the average among OECD countries. Only 45% of Spanish teachers say they have received pedagogical and practical training. In Finland, for example, that number is 70%. However, more than 90% of Spanish teachers say that they feel prepared in terms of pedagogy and practice, while the equivalent percentage in Finland is only 70%. (TALIS 2013.) What comes to school performance, Spanish school children are around the OECD average in science and reading, and below the average in mathematics. It's worth to mention, that there has been an important increase in the reading skills during the last few years. (PISA 2015).

Bullying as a phenomenon is somehow new in Spanish school environment. According to Ortega, Del Rey & Mora-Merchán (2004), bullying didn't even have an

accepted translation in Spanish language back in 2004, although it has been studied as a phenomenon since the 1980s. One of these studies resulted in a systematic attempt at intervention. It was called the SAVE project, that is, Sevilla Anti-Violencia Escolar (Seville Anti-Violence in School). It was the first program linked with research, and the first one not to run up against the absence of information about the nature of bullying which had been very common in Spanish culture before. Ortega et al. (2004) underlines, that Spanish schools are known of very academic educational tradition, where the teachers focus on their discipline, such as languages, science or mathematics, while scanting the aspects of social and emotional development of their students. Problems that arise within interpersonal relationships, such as bullying, have been left aside when focusing on the work and teaching the subject. This led to a society where the sensitivity to social and interpersonal problems have decreased. According to Ortega et al. (2004) one of the most serious problems have been the need to explain and define to the teachers and students what bullying is. The evaluation of the SAVE project gave optimistic results, as the bullying and the number of victims decreased compared to the control schools. The most effective way of improving the interpersonal relationships among students was the democratic management of social relationships, which refers to a democratic participation within the classrooms, that the students are led to be more participatory (without the teacher losing his/her moral authority). The aim of the SAVE project is to improve a so called *convivencia*, which is a Spanish term meaning a number of things, such as "the spirit of solidarity, fraternity, co-operation, harmony, a desire for mutual understanding, the desire to get on well with others, and the resolution of conflict through dialogue or other non-violent means" (Ortega et al. 2004: 169).

3.2. Selection of the schools and the interviewees

KiVa International Finland's partner in Spain, Macmillan Education, was contacted by e-mail and explained the interest of interviewing teachers from their KiVa schools in order to map out needs for a pedagogical guide. Macmillan Education's contact person assigned four schools from where the interviewees could be found. After this first step, I contacted the assigned schools, either the school's principal or the study counsellor, who coordinated the interviews with the teachers, being my primary contact person. The interviews were agreed to be held during June, August and September 2018.

The schools were located in different regions around Spain: one in Galicia (North-West Spain), one in Valencia (South-East) and two in Basque Country (North of Spain).

Two of the schools are private, and two of them are private schools partially subsidized by the region's administration. Three of the schools offer education from kindergarten to upper secondary school, and one of them from primary to lower secondary. All of the schools describe themselves as bilingual or multilingual, since they offer part of the curriculum in their local language (Basque, Galician or Catalan) and also in foreign languages, mostly in English, French or German.

My primary interest was to interview only primary school teachers and hold the interviews individually. However, individual interviews were only possible in 5 out of 11 cases. The rest of the teachers were interviewed in two groups. One of the group interviews involved also a 7th grade teacher. Because of my focus on primary school teachers, this teacher's answers were not considered in the analysis. Although the number of the teachers interviewed is rather small, it nonetheless includes teachers from different regions around Spain. Therefore, the data collected cannot be linked to a certain region's characteristics.

The interviews were held via Skype and the common language was Spanish. I chose Spanish because I am fluent in the language, and because I wanted the teachers to be able to express themselves in their mother tongue. When a person can describe their experiences in their mother tongue, it usually enables richer descriptions, and hopefully richer information about their experiences as well.

In order to keep track of the data throughout the analysis and maintain the teachers' anonymity, the teachers were named by using a T (for *teacher*) and a number. Because there are only 11 teachers, their identity is also protected by not revealing their gender. The teachers' experience in the field varied from 1 year to more than 30 years, the average experience being 13,8 years, while the median being 10 years. All of the teachers had completed the basic teacher training program (three years, equivalent of a bachelor's degree), and the most of them (10/11) completed it with different kinds of orientations or further studies. All of the teachers had implemented KiVa lessons for primary school students. Four of the teachers had implemented KiVa lessons according to Teacher's Manual 1 (1st and 3rd grade teachers), and seven of them according to Teacher's Manual 2 (4th, 5th and 6th grade teachers).

Table 1. Teachers' profiles

Teachers' profiles			
	Experience as a teacher (years)	Orientation or major in Teacher training	Grade
T1	27	Geography and history	5th
T2	7	English language and therapeutic pedagogy	1st
T3	30+	Spanish ang Galician language and physical education	5th
T4	30	Pedagogy	4th
T5	25	Languages, social sciences and science.	6th
T6	30	(no specific orientation)	4th
T7	7	Fine arts	3rd
T8	1	English language	6th
T9	10	Physical education and English language	5th
T10	6	Psychopedagogy (educational psychology) and Spanish language	3rd
T11	6	Psychopedagogy (educational psychology) and Spanish language	3rd

3.3. Thematic interviews

The interviews were held via Skype, in voice and in video. Five of the teachers were interviewed individually, four of them were interviewed in a group, and two of the teachers gave their interview together. The latter two teachers also work as a pair, as they co-teach two classes of 3rd graders.

An interview is a good method when gathering descriptive examples (Hirsjärvi & Hurme 2008: 35-36) and it is more flexible than a questionnaire, as it allows further clarifications in the situation. An interview gives the interviewee an active role, where they can describe their experiences as freely as possible. My aim was to create a situation where the interview could be carried out as a (relaxed) conversation. This is why I used to start with questions about each teacher's personal experiences about their first KiVa year, and also ask them about their professional backgrounds. I am also a teacher, and

therefore share a common professional background with the interviewees. Also, other researchers have been using different kinds of practices in order to make the interview situation as relaxed as possible; talking about each other's families, for example (Eskola & Vastamäki 2015: 28). In this case, the common thread was the fact that both, the interviewer and the interviewee, were teachers. Obviously, the situation would always be an arranged interview, but at least the chosen semi-structured interview method offered the flexibility needed.

At the beginning of each interview, I told the teachers that I was willing to hear their experiences about their first year of implementation, in order to map out needs for a pedagogical guide. I had also sent the themes of the interview to the teachers beforehand. All of the interviewees were also asked for a permission to record the interviews as well as use the data for academic purposes. All the interviewees accepted these conditions.

The interviews were semi-structured, thematic interviews. A semi-structured interview is an interview where one of the interview's point of views, but not all of them, is fixed. A thematic interview is a semi-structured interview because the themes are the same for all of the interviewees. (Hirsjärvi & Hurme 2008: 47–48). In this study, the fixed point of view was the teachers' experience on delivering the KiVa lessons. All of the interviews also followed the same five themes, which were:

1. Teacher's formal education, professional experience and KiVa training
2. The exercises on KiVa Teachers' Manuals (Units 1 and 2)
3. Time management and lesson planning
4. Experiences of the KiVa program in general
5. Possible adaptations of the KiVa lessons or the exercises

These themes were sent to the teachers before the interview. The themes are derived from the research questions, that is, how do Spanish teachers implement KiVa lessons, how does their implementation differ, are they committed, and can the implementation be considered successful. I expected the teachers to tell me about what had worked well, whether they had had challenges, how did the implementation go in general (time management, perceived changes, support from the school direction) and how would they describe their first KiVa year in general.

Some of the previous studies (Haataja 2016 and Swift 2016) on teachers' experiences guided the questions, but not all of them. The interviews were more general as I wanted to give the teachers as much space as possible to describe their experiences. However, in

the analysis, I focused on some of the same aspects studied before. These are the time dedicated on lesson preparation, the number of lessons delivered, the duration of the lessons, the perceived attitudes of the students and teachers and time management, among others.

3.4. Analysis and reliability

The data collected was analyzed by using thematic analysis as described by Braun & Clarke (2006), with small adaptations. According to Braun & Clarke (2006), thematic analysis is very useful and offers a theoretically flexible approach to analyzing qualitative data, as it reports patterns, or themes, within it. It is widely used, but the ways of conducting it vary. Braun & Clarke (2004: 87) enlist six phases to follow when conducting a thematic analysis. The first phase is to familiarize oneself with the data, transcribing it, reading and re-reading it, and noting initial ideas. The second step consists of generating the initial codes. This includes coding interesting features of the data systematically across the entire data set and collating data relevant to each code. The third step is about searching for the themes. This means gathering codes into potential themes and gathering all rata relevant to each potential theme. At the fourth phase, the researcher reviews the themes by checking if they work in relation to the coded extracts and the entire data set. After this, a thematic map is generated. The fifth phase is for defining and naming the themes. The idea is to generate clear definitions and names for each theme. The sixth phase consists of generating the report, by selecting vivid, compelling extract examples and conducting a final analysis of selected extracts, relating the analysis to the research question and literature. In this study, the aim was to follow these phases, but by making adaptations if needed. For example, on the fourth phase a sort of thematic map was generated by using Excel, not as a mind map as suggested. Also, the names of the themes and codes were generated right from the beginning. Next, the description in more detail of this study's analysis.

At first, the interviews were transcribed, then read several times. As the interviews were held in Spanish, also the transcriptions were made in Spanish. Translation into English was made only of the relevant extracts. Second, initial codes were created. As I wanted to find out differences and the level of adherence of the teachers, these codes included perceived changes, attitudes, teachers' personal capabilities, students' capabilities, modifications made to the exercises, time management, selection of the exercises, number of sessions held per month, number of lessons delivered during the

year, sessions per lesson, duration of sessions, lesson planning and direction's support. Third, the initial codes were divided into three main groups or themes: these were the differences (between the teachers), (teachers') commitment and successfulness (of the program implementation) (see appendix 1). These themes were coded in color, and all the data was then read again searching for these codes and coding them with the corresponding color (phase four). All the mentions corresponding a certain code and theme were gathered in an Excel form, compressed and translated into English. If the same teacher mentioned the same thing more than once, it was counted as one mention. As the names of the codes and themes were already generated (phase five), the next step was to generate a report. The findings are represented according to the research questions in order to guarantee their proper analysis (see chapter 4).

Some aspects have to be pointed out when considering the reliability of this study. According to Tuomi & Sarajärvi (2009: 140-141), aspects that has to be considered when evaluating the reliability of a research study, are the target and the purpose of the study, researcher's personal commitment, the way of collecting data, the informants, the relationship between the researcher and the informants, the duration of the interviews, the analysis of the data, reporting and connection to former studies. The target of the study is the implementation of KiVa lessons in Spain, which importance is widely discussed in the introductory chapter and chapters 1.4. and 1.5. The purpose of the study is to find out how Spanish teachers implement KiVa lessons, what are the differences between them, how committed they are on implementing a bullying prevention program, can the implementation be considered successful and is there a need for a pedagogical guide in the future. The purpose is also discussed in the chapter 2. My own interests as a researcher lie on the new point of view of a field with plenty of former research. It is also interesting to get in touch with the end users of the KiVa antibullying program, that is the teachers, and sharing a common profession with them. The data was collected the most efficient way, as the KiVa program's international partner would know who to contact and where to find the schools from which the teachers would most likely give fruitful answers.

The informants were a group of teachers with different backgrounds and from different parts of Spain, therefor they can be considered heterogeneous. Although the number of informants was rather small (11) and no large-scale generalizations can be made, this kind of group may also refer to an 'elite group'. According to Tuomi and Sarajärvi (2009: 86) an 'elite group' is a small study sample that includes specifically the persons who are expected to know the most about the studied phenomenon. Both the informants and the researcher are teachers, which enables a more fluent interview because both are experts

on the same field. The interviews lasted from 20 to 30 minutes, depending on the number of interviewees. The analysis of the data is intended to carry out as rigorously as possible, and the findings are connected to the results of former studies.

4. FINDINGS

The findings are divided into three main chapters, which are also the research questions and the generated themes. At first, my aim is to find out what kind of differences were there among the teachers regarding the implementation. Second, I want to analyze if the teachers are committed to the program implementation and what is their level of adherence to it. It is worth to mention, that this question is only pretended to be answered as far as it is possible when focusing only on the implementation of the KiVa lessons. I am not taking into consideration the indicated actions of the KiVa program within this question. The third topic discusses the successfulness of the program implementation.

With a 'lesson' I refer to one of the ten chapters of Teacher's Manual 1 or 2 (each manual consists of ten chapters, i.e. lessons), whereas with a 'session' I refer to the period of time allocated for KiVa curriculum (exercises and activities from KiVa lessons) to be carried out. The teachers reported that the duration of a session varies from 30 to 60 minutes.

4.1. How does the implementation differ from teacher to teacher?

This chapter describes the first research question and the theme of differences among the teachers. The codes I focus on are the number of lessons delivered during the first year of implementation, the number of sessions needed to cover one lesson, the differences regarding the selection and modification of the exercises, the time invested in planning the sessions and how the planning was realized.

Figure 1 shows the number of lessons delivered during the first year of implementation. The horizontal axis refers to the number of teachers. Four of the teachers manage to cover all of the ten lessons. Three of the teachers covered 8 or 9 lessons. Two of the teachers covered 4 or 5 lessons, one of the teachers covered 6 or 7 lessons and also one teacher covered 3 lessons.

Only 36% (4 out of 11) of the teachers managed to cover all of the 10 lessons while the same percentage (36%) (4 out of 11) delivered less than 7 lessons. On the other hand, the majority, 64% (7 out of 11) of the teachers completed at least 8 lessons or more.

According to Haataja et al. (2015) the degree of lesson adherence usually drops after the 8th lesson, but in 17% of the cases the adherence dropped already after the 5th lesson. Nevertheless, in Haataja's et al. (2015) study, the topics from all of the lessons were somehow covered. In this present study, four of the teachers interviewed only covered less than 7 lessons, and three of the teachers covered 8 or 9 lessons. Only four teachers managed to cover all of the ten lessons. The most worrying of this study is that four of the teachers barely got through a half of the lessons. This is worrying because the first lessons don't even discuss about bullying, but focus only on the social, emotional and group working skills. So, these classes never got to talk about actual bullying during their KiVa lessons.
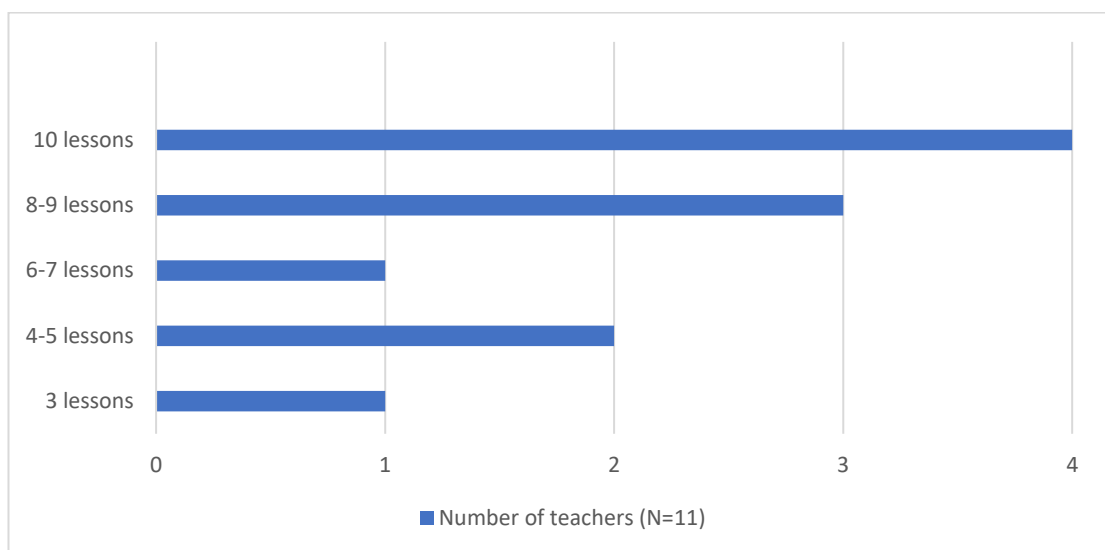

Figure 1. The number of KiVa lessons delivered during the first year

Next, I wanted to make see whether there were some connections between the number of lessons delivered, the amount of sessions per lesson (i.e how many sessions did it take to cover the topics of one lesson), and if the selection (or non-selection) of the activities had something to do with the progress. These connections are illustrated in the Figure 2.

In the figure 2, T1 stands for teacher 1, T2 for teacher 2, and so on. The number of lessons (grey) represents the quantity of lessons delivered during the first year, where the total is ten. If the teacher answered, "six or seven lessons", the number of lessons is considered to be 6,5. The sessions per lessons (orange) represents the quantity of sessions (40-50 minutes) needed to cover the topics of one lesson. The selection of activities (blue) is either yes or no, where 'yes' is 1 and 'no' is 0.
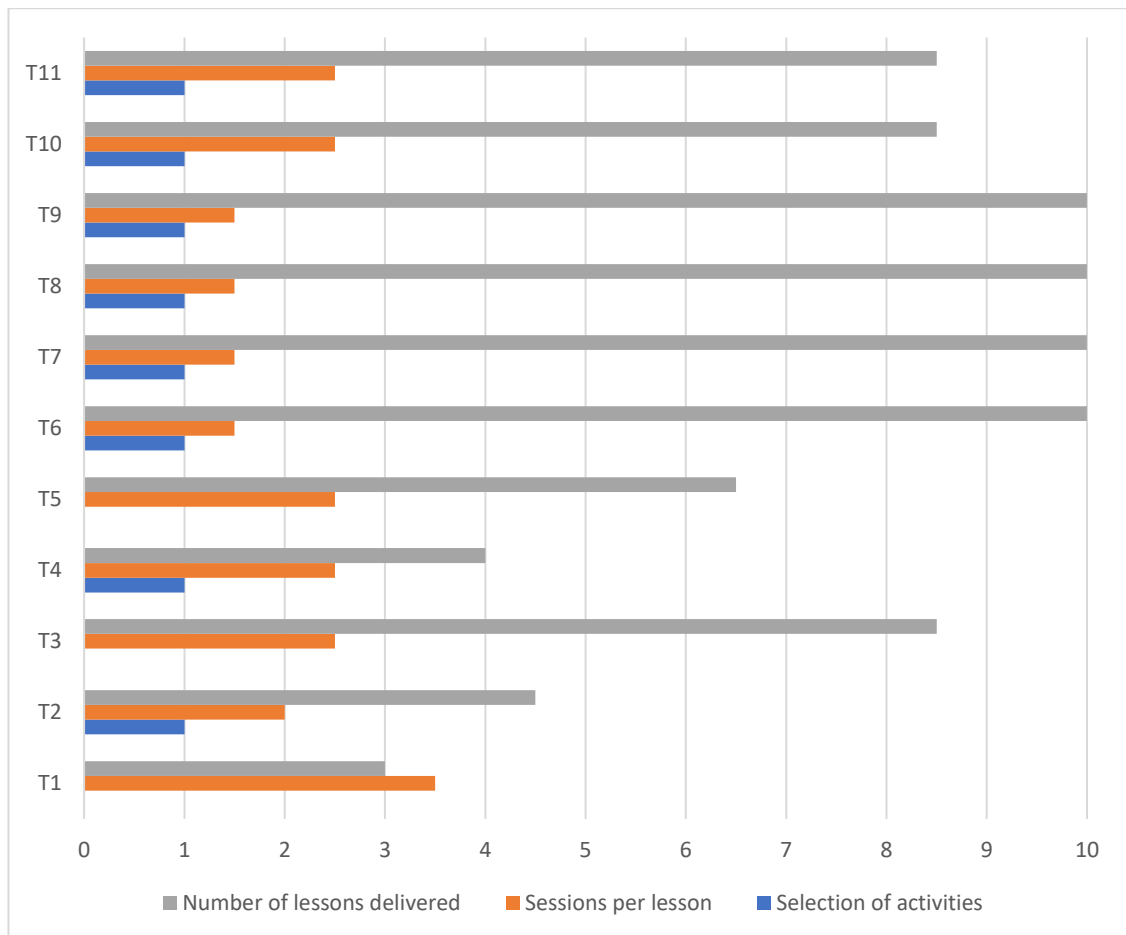
Figure 2. Number of lessons, sessions per lesson and selection of activities

As seen also in Figure 1, there are significant differences between the teachers when regarding the number of lessons delivered. The variation is from 3 lessons to 10 lessons, where the average number is 7,5 lessons during the year and the median 8,5 lessons. There seems to be a certain relation between the selection of activities and the number of lessons delivered during the year: the teachers who had decided to select the activities were able to cover more lessons. However, there are also exceptions: for example, T5 and T3, had done all the exercises, but nevertheless covered more than a half of the lessons. On the other hand, T4 and T2 had also selected the activities, but didn't cover even half of the lessons. Only T1 had decided to go through all the exercises and probably therefore did not cover more than 3 lessons during the first year.

On average, the teachers reported to need 2,1 sessions in order to complete one lesson. The four teachers who had covered all the 10 lessons in just 16 sessions (1,6 sessions per lesson) reported that their session lasted for 60 minutes. Therefore, it's exactly the pace recommended in the Teachers' Manuals (2 sessions of 45 minutes per each lesson). The rest of the teachers, on the other hand, said to have needed at least 2 sessions (of 50 minutes) per lesson, the average being 2,5 sessions per lesson. The recommendation is 2

sessions (of 45 minutes) per lesson, which in most of the cases (7 out of 11 teachers) was not enough, regardless of the selection of the activities. Overall, the teachers reported that their KiVa sessions lasted from 30 to 60 minutes. Three of the teachers (T4, T10 and T11) reported that it was not enough. Still all of them reported to have 4 sessions per month, each one 50 minutes on average. Two of these teachers described their lack of time as follows:

"The students, they lead you in a way. I didn't have enough time to cover all the lessons, I only could deliver four of them. Maybe one hour is too short because they are small children. However, I would say that somehow we are doing KiVa every day so it is always present." (Teacher 4)

"As always, it would be better to have more time during the week in order to work with this kind of activities, but of course, it's impossible. We have a lot of subjects, it's complicated. In many occasions we run out of time. As always, we would like to have more time." (Teacher 11)

Next, some examples given by the teachers about what does their KiVa lessons consist of and about their time management:

"I don't have time to cover a whole lesson in just one session. There's always something left out, and next time we'll carry on there where we stopped the last time. If I wanted to cover one lesson per session, I should hurry up a lot, and I want the students to feel well while doing the exercises, so that they can reflect upon them and participate. I don't mind going slow, I prefer my students to understand." (Teacher 3)

"In the beginning of the class, we comment a little bit what are we going to do, sometimes I use the digital material for this, sometimes I describe the exercise, depending on the type of exercise we'll carry out. Then we continue with the exercise." (Teacher 4)

"It takes me two or three sessions to cover one lesson. We always start with an introduction, we recall what we did during the last session, then we start with the

activity and sometimes we have enough time to do a visualization exercise, sometimes we don't." (Teacher 10)

It is interesting that T3 has been able to cover 8 or 9 lessons, although she/he reported not to have selected the activities and progressed according to the pace set by students. Probably it is because of the 30+ years of experience of this particular teacher, as she/he must know how to cover many topics. Teacher 4 seems to have a very clear pattern of his/her KiVa sessions, but nevertheless has not been able to cover more than 4 lessons. This teacher also reported to have 30 years of experience, so it explains the clear pattern. However, the time given was not clearly enough to cover at least most of the lessons. Also, Teacher 10 has a clear pattern of his/her KiVa sessions. This teacher, though, covered 8 or 9 lessons, so as Teacher 3 did.

Table 2 shows the reasons behind the selection of the activities. Nine out of eleven teachers had selected from the activities given. There was a total of 16 mentions about the selections made. The selections were made due to the functionality of the exercises (6 out of 16), due to the teachers' interests (3 out of 16), due to the student's interests (3 out of 16), due to the students' age (2 out of 16) or due to the time given (2 out of 16).

Table 2. Reasons behind the selections

"I have selected the activities…	(No. of teachers)
… due to the time given."	2
… due to the students' age."	2
… due to the students' interests."	3
… due to my personal interests."	3
… due to the functionality of them."	6

The selections made due to the functionality included, for example, the group's characteristics and the teacher's experience on the field or on delivering KiVa lessons. The selections made due to the teacher's interests mostly included the attractiveness of the exercises. One of the teachers (see quotations below) explained, that she/he did not want to do one of the exercises which would require labeling of the students. In this exercise the teacher gives certain "roles" for the students, such as the clown of the class or the shy one. The idea of the exercise is to learn how to step out of this given role. The

teacher pointed out, that she/he did not want to give the students bad ideas and decided to leave out this particular exercise. The selections made due to the students' interests included the incidents happened during the week and the fact that the students wanted to repeat certain exercises. Two of the teachers stated that it was good to do fewer exercises well than try to do them all and run out of time. Next, some quotations of the teachers regarding the selection of the activities:

> "I wanted to have other types of activities for my students, because they are so young (6 or 7 years old)." (Teacher 2)

> "I think the experience tells you what will function and what not. Within each Unit, there's three age groups, so it's not the same when you do the activities with 8-year-olds and when you do them with 11-year-olds, you have to adapt." (Teacher 9)

> "I repeated the same activities again and again because my students liked them a lot. They had a blast doing them. Also, I decided not to do the exercise of labeling students, because I didn't want to give them bad ideas." (Teacher 4)

> "Many times, we selected the activities according to the happenings of the week, so that we could discuss them." (Teachers 10 and 11)

> "There are a lot of exercises, and we preferred to do one well rather than five poorly." (Teachers 10 and 11)

Table 3 shows the planning of the KiVa sessions together with the years of professional experience of the teachers. Because it was a semi-structured interview, not all the informants answered the same way. This is why not all of the teachers gave their lesson planning in minutes. However, most of the teachers (9 out of 11) reported to do the planning together with a colleague or colleagues, and only one teacher reported not to have enough time for planning. This teacher (T4) justified the time management by saying that it is the first KiVa year, and everything is new. The years of professional experience seem to have a certain influence on the time invested in planning the lessons, except on one case (teacher 4). However, also the teacher with less than 10 years of experience reported to invest only 15 minutes or less per session, or to plan the whole

semester or period at once. What is positive to notice, is that 9 out of 11 teachers report to work together with a colleague or colleagues when planning. This tells about the positive and open atmosphere at the school and also about a supportive school management.

Table 3. Time used for planning the KiVa sessions

Lesson planning						
	"I planned together with (a) colleague(s)."	"I didn't have enough time for planning."	"I planned the whole semester or period at once."	"It took me 15 minutes or less to plan one session."	"I put a lot of effort on planning."	(Years of professional experience)
T1				x		27
T2	x			x		7
T3				x		30+
T4	x	x				30
T5	x		x			25
T6	x		x			30
T7	x		x			7
T8	x		x			1
T9	x		x			10
T10	x				x	6
T11	x				x	6

Next, some teachers' testimonials about lesson planning:

"I think that the better the session is prepared, the better it will work. I plan together with my colleague, so it makes it easier. I think that for one teacher the planning would take more time. But we also have extra work on translating the exercises into Basque language." (Teacher 10)

"In the beginning of the school year, we prepared a calendar and we started to program all of the sessions. The class teachers of each grade, they got together and planned how much time we would need to cover everything." (Teacher 7)

"In the beginning of the semester, we planned all the sessions we would have during that semester. It took us approximately the same time as one session (50 minutes), maybe a bit less. There were all the class teachers of the same grade. We have the custom to plan all the sessions once every three months." (Teacher 5)

"It took me time this (first) year, but we exchanged ideas among colleagues. I didn't have enough time to prepare the sessions well and truly." (Teacher 4)

Table 4 shows, what kind of modifications the teachers had decided to do to the exercises or activities. The results suggest that 4 out of 11 teachers had done modifications to the exercises. These four teachers reported four different kinds of modifications, all together in 10 mentions. The other 7 did not mention about any modifications.

Table 4. Modifications made to the exercises

"What kind of modifications did you do to with the exercises or activities?"	(No. of teachers)
"I translated the activities into Basque language."	2
"I invented role plays out of the topics."	2
"I crafted additional accessories."	2
"I removed or changed parts."	4

The most popular way of modifying the exercises was by removing or changing parts of the exercises (4 mentions). These changes included changing the names (2 mentions) or removing parts from the visualization exercises (1 mention) or not using the word 'bullying' (1 mention). Crafting additional accessories was mentioned two times, and the teachers reported they had crafted a huge magnifying glass for "searching emotions", and they made a balloon bouquet out of real balloons with students' names on them. Two teachers mentioned, that they made up role plays about situations of bullying. The role

plays were then performed in front of the whole class and discussed together. Two of the teachers told that they translate the activities into the Basque language.

A first-grade teacher explains why she/he didn't want to use the word bullying:

> "We removed parts we didn't like from the visualization exercises. Also, when we reached the lesson 4, where they start to use to word bullying, we tried to change it to other words. We didn't want our students to get confused, so that they wouldn't start to call everything bullying and so that the parents wouldn't worry at home." (Teacher 2)

Third-grade teachers describe the modifications they made:

> "We amplified the exercises that the students liked the most. We told stories about bullying and the students would have to come up with a solution to the bullying case. After this, they would create same kind of stories by themselves, make a role play out of it and present it in front of the whole class. Then their class mates would have to define, if it was a bullying situation or not." (Teacher 10)

> "In the visualization stories, we have decided to change the names of the persons, because the names that appear are not names of anyone, so the students are not able to identify themselves with them." (Teacher 11)

It is worth to mention that the names that appear in the visualization stories are no common names, and intentionally created that way, so that no one would feel targeted with the story or that no one's name would appear as the name of the bully, for example. What comes to the case of not wanting to use the word "bullying", it seems that there are still same kinds of problems left than during the SAVE project back in 2004 (Ortega et al. 20014), when there wasn't even an agreed translation for bullying. At least, the students' parents might think bullying is something bad, because the teacher doesn't want the students to tell that they have talked about bullying at school.

However, the teachers who decided to do some modifications, for example by amplifying the exercises, must feel self-confident and committed to the program implementation, as they have the courage to change the given tasks.

4.2. Are the teachers committed to the program implementation?

In this chapter I present the research question two, and the codes corresponding to the theme of commitment. In order to describe the commitment of the teachers to the program implementation, I divided the chapter into three parts. At first, I describe the teachers' beliefs in the program's effectiveness, and the codes I analyzed were their attitudes towards the program in general and towards the lessons' activities and exercises, as well as the perceived changes in school environment in general, in students' behavior and the beliefs in students' capabilities. I think these aspects describe the teachers' beliefs in the program effectiveness. As shown in previous studies (Haataja et al. 2015: 572), the elevated beliefs in the program's effectiveness are not enough in order to continue a sustainable program implementation, but also the teachers' beliefs in their personal capabilities and on their abilities to organize and coordinate the lessons. The second part of this chapter describes the teachers' beliefs in their personal capabilities, were the focus was on the familiarity of the exercises and activities described in the KiVa Teachers' Manuals. Also, the self-confidence to make selections and modifications to the exercises is important within teachers' personal capabilities, but this was already described in the chapter 4.1. The third part of this chapter would have been the teachers' abilities to organize and coordinate the lessons, but as this can be concluded from the time invested in lesson planning, how the planning is made and if they felt that the time given was enough, it won't be necessary to describe these points again as they were already described in the chapter 4.1.

4.2.1. Teachers' beliefs in the program's effectiveness

In order to map out teachers' beliefs in the program's effectiveness, I focused on their attitudes towards the program in general and also on their attitudes towards the exercises and activities. In addition, I focused on the perceived changes in general school environment and in students' behavior, because these changes were reported by the teachers (and not the students) and may reveal some attitudes also.

   The number of the positive mentions regarding teachers' attitudes towards the program in general was 31, while the number of negative mentions was 2. The number of the positive mentions regarding to teachers' attitudes towards the exercises and activities was 51, while the number of negative mentions was 9. Next, each topic, teachers' attitudes towards the program in general and towards the exercises and activities, will be observed separately.

Figure 3 shows the teachers attitudes towards the program in general. The total of the mentions was 33, and these were divided into five different categories. The positive attitudes (31 mentions) included 12 mentions about the program in general, 7 mentions about the teachers' training, 5 mentions about the students' achievements, 4 mentions about the parents and 3 mentions about the program's applicability. On the other hand, the negative attitudes included 2 mentions about the teachers' training.
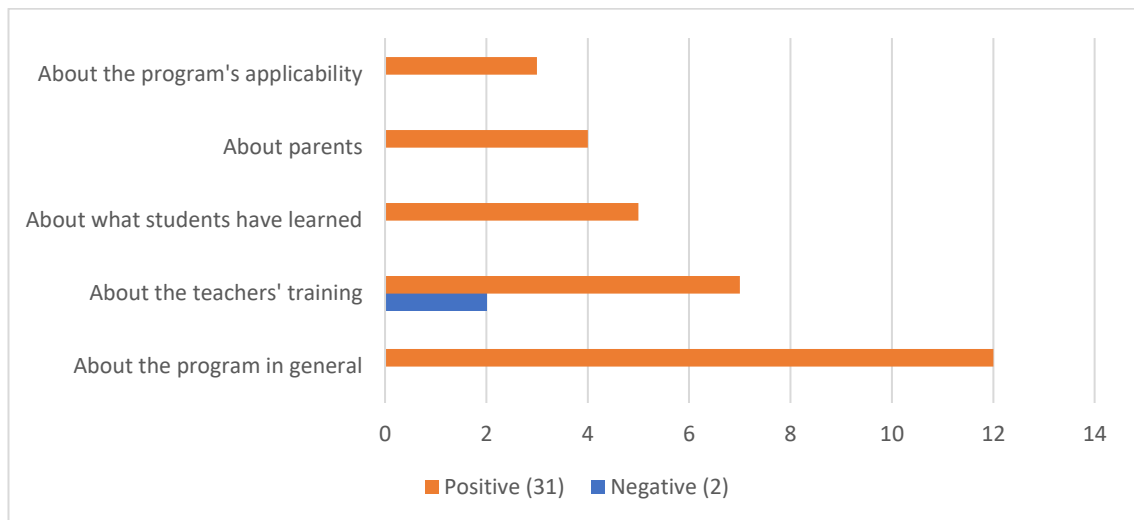

Figure 3. Teachers' attitudes towards the program in general

All of the categories are enlisted below together with the number of corresponding mentions in parenthesis. If the same teacher mentioned the same thing more than once, it counts as one mention. This way, it is possible to see how many of the teachers thought the same way.

Mentions about the program in general (13):
"it's been an overall positive experience" (5)
"the bystanders' role is very important" (2)
"we exchange ideas among colleagues" (2)
"the program is necessary" (1)
"it's good to help" (1)
"it's good to prevent" (1)

Mentions about the teachers' training (9):

Positive (7)	Negative (2)
"the teachers' training was necessary" (4)	"the teachers' trainings were held after the
"the teachers' training was good" (3)	working days and it was exhausting" (2)

Students' achievements (5):

"the students learn to help each other in a positive way" (3)

"they've learned to distinguish bullying from a squabble" (2)

The program's applicability (3):

"the program is applicable all over Spain" (2)

"the program is applicable in my school" (1)

The parents (4):

"it's been helpful for parents to distinguish bullying from a squabble" (2)

"the parents feel more secure about the school's protocol" (2)

Figure 4 shows the teachers attitudes towards the program in general. There was a total of 60 mentions about these attitudes. All of the mentions were divided into three categories.
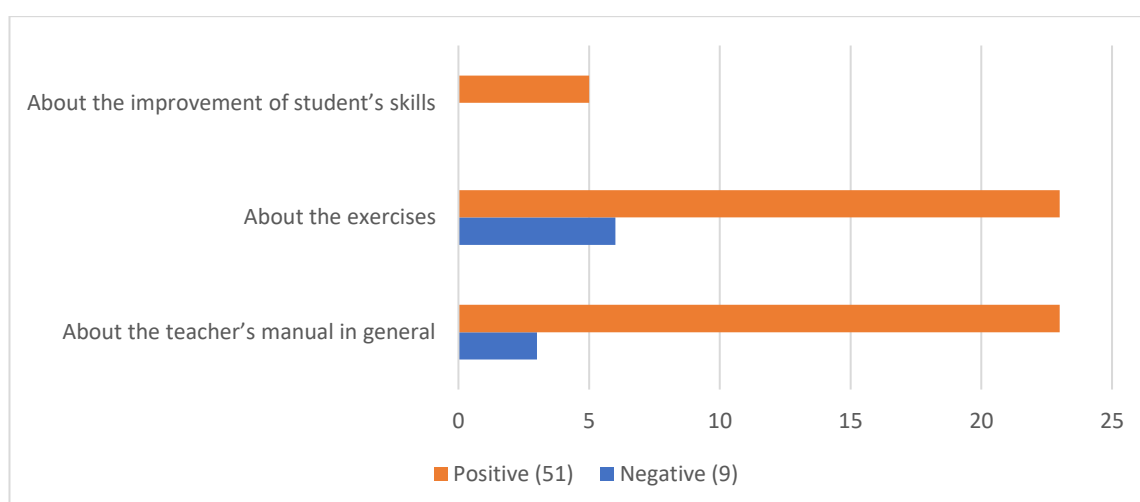

Figure 4. Teachers' attitudes towards the activities and exercises

The positive mentions considered the teacher's manual in general (23 mentions), the exercises (23 mentions), and the improvement of student's skills (5 mentions). The negative mentions considered the exercises (6 mentions) and the teacher's manual in general (3 mentions). All of the categories are enlisted below together with the number of corresponding mentions in parenthesis. Again, one mention per topic per teacher.

Mentions about the exercises (29):

Positive (23)	Negative (6)
The overall functionality of the exercises was good (5)	"Too much text on the activities" (2)
Drama and kinesthetic exercises were good (4)	"Occasionally, the level of abstraction was too elevated for my students" (1)
The exercises are easy to understand (3)	"I didn't like the visualization exercises" (1)
There was a good amount of exercises to choose from (2)	"We needed more (physical) space" (1)
An exercise about discrimination was good (2)	"I didn't want to label the students" (1)
The exercises about emotions were good (2)	
The respect-enhancing exercises were good (2)	
The exercises that involved a video were good (2)	
The exercises are motivating (1)	

Mentions about the teacher's manual (26):

Positive (23)	Negative (3)
"The teacher's manual is very good in general" (9)	"I don't remember what manual I've been teaching" (1)
"The teacher's manual is very well structured and explained" (9)	"I wish the manual was in Basque language" (2)
"The teacher's manual is visual" (1)	
"The teacher's manual is practical" (1)	
"The teacher's manual is up-to-date" (1)	
"The teacher's manual is age-appropriated" (1)	
"The digital pictures are very good" (1)	

Mentions about the improvement of students' skills (5):

"the exercises helped the students to express themselves" (3)

"the exercises improved their social skills" (1)

"the exercises gave them tools to confront conflictive situations" (1)

Figure 5 shows the amount of mentions about perceived changes in students' behavior and in school environment in general. There were 9 mentions (out of 15) corresponding to a 'yes' about perceived changes in students' behavior and 6 mentions (out of 15) corresponding to a 'no' about perceived changes in students' behavior. Additionally, there were 5 mentions (out of ten) corresponding to a 'yes' about perceived changes in general school environment and also 5 mentions (out of 10) corresponding to 'no' about perceived changes in general school environment.
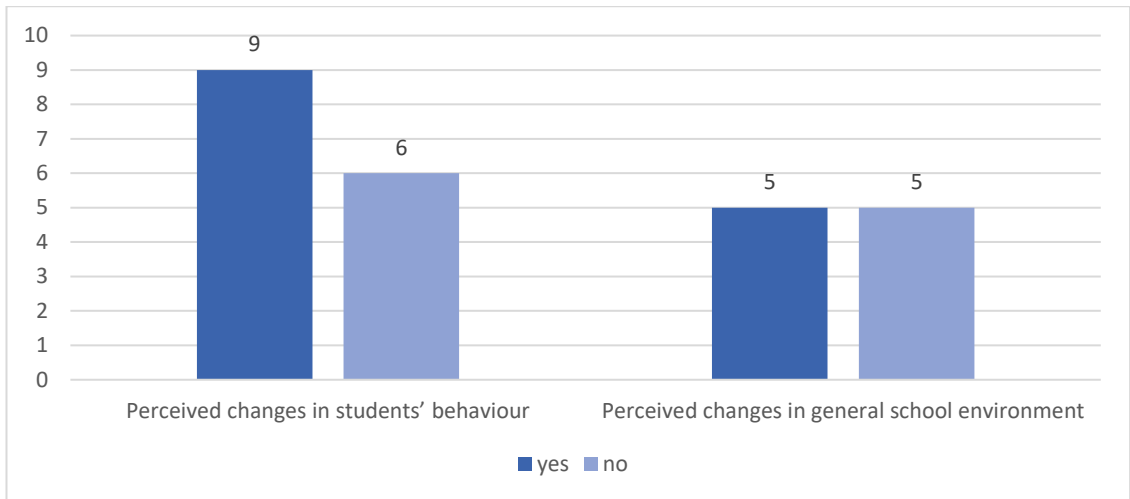
Figure 5. Perceived changes

Next, the descriptions of the positive and negative mentions about perceived changes in students' behavior and in general school environment.

Students' behavior (15)

Perceived changes, "yes" (9)	Perceived changes, "no" (6)
"they are more sensitive in order to identify the bullying situations" (3) "they are more open to share their own experiences and talk about themselves" (2) "there has been improvement" (without specification) (2) "the students feel more empathy towards their peers" (1) "they are more conscious of the consequences of their actions" (1)	"we need more time, it's not possible to see changes in just one year" (5) "there's never been problems on my class, therefore no change" (1)

Changes in general school environment (10)

Perceived changes, "yes" (5)	Perceived changes, "no" (5)
"learning to define bullying has helped to calm the atmosphere in general, also among the parents" (3) "it has been an overall positive experience" (1), "the students are more conscious about their consequences of their actions" (1)	"we need more time to practice these skills (3) "the actual bullying prevention is still on-going" (1) "my school isn't problematic, therefore no change" (1)

Figure 6 shows the teachers' beliefs in their students' capabilities. The teachers described what kinds of activities they think their students can do (blue) and cannot do (orange).

Six teachers said that their students were good at discussing and expressing their opinions. Also, five teachers said that their students were good at participating and at group work. According to four teachers the students were able to see themselves in the situations (described in the activities). Three teachers said the students were good at kinesthetic exercises, watching and discussing the videos, in general understanding of the exercises and in differentiating bullying form a squabble. However, four teachers said that it was challenging for their students to bring the theory into the practice, and also differentiating bullying from squabble (1 mention) and the general understanding of the exercises (1 mention). Three of the teachers found the visualization exercises difficult for their students.
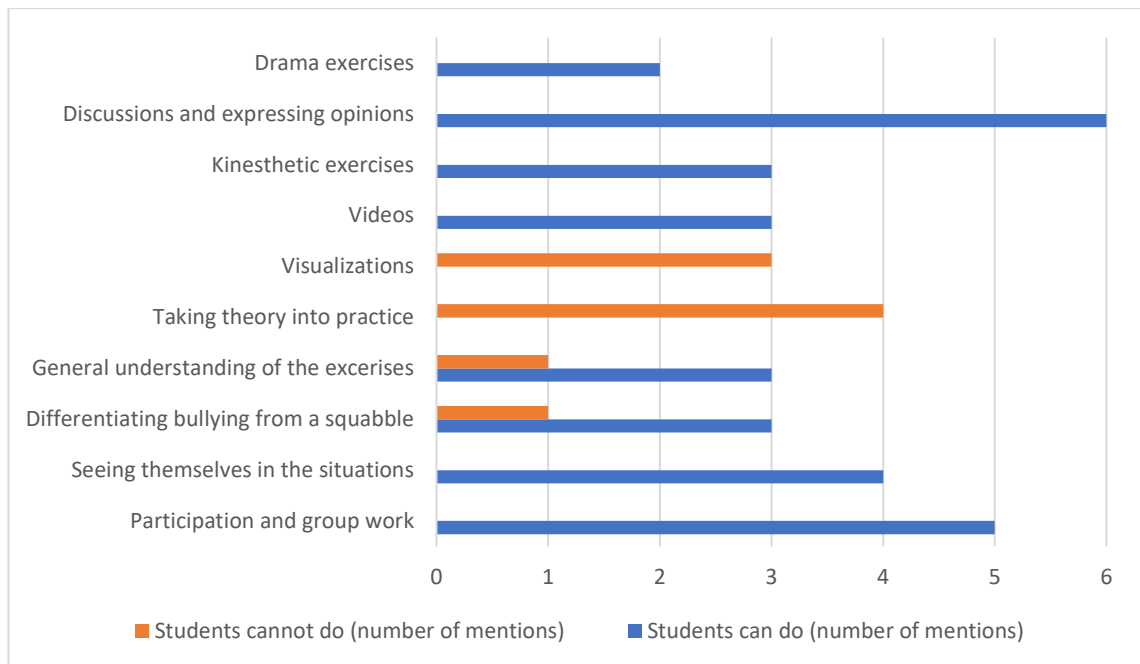
Figure 6. Teachers' beliefs in students' capabilities

Apparently, discussions and expressing opinions are the most suitable exercise type according to the informants. Also, participation and group work are very well received. It seems that there has been a change (or there is an on-going change) compared to the situation described in Ortega et al.'s (2004) SAVE project evaluation, where the problem was that teachers were focused on teaching the subject and interpersonal relationships were left aside. As the findings of the SAVE project's evaluation suggest, the most effective way of improving the interpersonal relationships among students was the democratic participation within the classrooms and that the students were led to be more participatory. At least the teachers interviewed for this study have noticed it and they seem willing to change.

4.2.2. Teachers' beliefs in their personal capabilities

Within this topic I asked the teachers whether they felt capable of teaching the kind of exercises and activities described in the KiVa Teachers' Manuals, and whether they had done something similar before. Seven out of eleven teachers said they had done something similar before, all of them felt capable of teaching these contents and three out of eleven expressed some challenges.

Table 5. Familiar exercises

"The kinds of activities I have done before"	(No. of teachers)
Drama exercises	1
Discussions in groups and pairs	2
Learning by doing activities	2
Cooperative learning activities	2
Emotional education activities	4

Table 5 demonstrates what kinds the exercises and activities were familiar to the teachers beforehand. Most of the teachers had worked with emotional intelligence beforehand, therefore they were familiar with emotion related exercises (4 mentions). Also, cooperative learning and learning by doing exercises were familiar to two teachers, as well as discussions in groups and pairs (2 mentions). One of the teachers also mentioned that the drama exercises were something familiar. Next, some quotations of the teachers regarding their experiences:

"We have an on-going project about cooperative learning, and many of the exercises are similar than those of KiVa. We have also applied other types of learning methods with similar exercises. Sometimes we even get confused from which learning method or project a certain activity was." (Teacher 11)

"Many of the activities are similar than we had had in emotional intelligence learning. These were situations that we had already gone through in other courses, sometimes similar, maybe with a different point of view. However, we felt that we had done this before." (Teacher 5)

Table 3 describes the reasons why the teachers feel capable of teaching the contents of the KiVa lessons. Most of the teachers (6 out of 11) seem to have gained the confidence through KiVa training. Also, other kinds of trainings, such as emotional intelligence training (5 mentions) and cooperative learning training (2 mentions) have helped. Two of the teachers said, that the more they do, the more they know ("we have practiced a lot").

Also, the exercises in the teacher's manual were described to be well explained and/or easy to understand, and therefore easy to teach (2 mentions).

Table 6. Why teachers feel capable of teaching the contents of KiVa lessons

"I feel capable of teaching these contents…	(No. of teachers)
… because I have practiced a lot."	2
… because the exercises were well explained."	2
… because I had had cooperative learning training."	2
… because I had had an emotional learning training."	5
… because I had had the KiVa training."	6

On the other hand, three teachers reported some challenges in delivering the KiVa lessons. Two of them pointed out the fact that this was something new to them and they felt inexpert. One of the teachers pointed out that the relaxation (visualization) exercises were difficult to deliver. I do not consider these challenges alarming, as it is very common to feel inexpert in the beginning, and the visualization exercises are only one part of a vast number of activities, and therefore not crucial when taking into consideration the whole idea of the KiVa lessons.

4.3. Can the implementation be considered successful?

This chapter describes the theme three, that is, the successfulness of the program implementation. It is worth to remind that this aspect is only considered from the point of view of the implementation of the KiVa lessons. Therefore, no conclusions about an overall successfulness of the program implementation can be drawn from these findings. According to previous studies (Haataja 2016 and Swift 2016), the program implementation is more successful when teachers invest more time in lesson planning, when the number of lessons delivered is high and when there's support from the school's direction. As lesson planning was already described in the chapter 4.1. and in the table 3, as was also the number of lessons delivered, in this chapter I focus only on the school management's support.

School management's support can be deduced, for example, from the number of KiVa session per month and whether these are established as a permanent part of the school's

curriculum. Table 7 describes the number of sessions per month as described by the teachers.

Table 7. Number of KiVa sessions per month

	(No. of teachers)
4 sessions per month	3
2 or 3 sessions per month	1
2 sessions per month	6
1 or 2 sessions per month	1

Six teachers delivered the KiVa sessions twice a month. Three teachers delivered them four times a month. One of the teachers reported that she/he had delivered the sessions once or twice a month, and one reported that she/he had delivered them two or three times a month. The overall frequency of the KiVa sessions was 2,5 per month, which corresponds to one KiVa session every two weeks. The duration of the sessions was 40 to 50 minutes on average, varying from 30 to 60 minutes. The ideal frequency of the KiVa sessions is twice a month, and if one lesson is covered in two sessions, the total of ten lessons can be covered during one school year. Basically, all of the teachers reported to hold KiVa sessions at least twice a month, except one of the teachers (T3), who reported to hold them once or twice a month. However, this teacher managed to cover 8 or 9 lessons (see figure 2), so although the frequency was less than twice a month, the progress was satisfactory.

All of the eleven teachers reported that the school management supports them fully, and that KiVa sessions are a permanent part of the curriculum. In most of the cases, some of the class teachers' lessons were transformed into KiVa sessions. Next, some teachers' testimonials about their school management's support:

> "I had plenty of time to work at leisure with KiVa. I did a lot of relaxation exercises and also attention exercises. Through KiVa we worked on topics we wanted to improve in our class." (Teacher 2)

"We think KiVa is very interesting and so important, that we have canceled other classes that we had before. We have also somehow complemented the KiVa materials with our own materials of similar topics. The school management has put a lot of effort in this, and they give us enough time to do the planning and everything." (Teacher 6)

"KiVa lessons are meant to be delivered during the class teacher's lesson, so these are transformed into KiVa sessions. We have four class teacher's lessons per week, so two of them are now KiVa sessions. The school's direction supports us because they came up with the idea of implementing KiVa and they saw it necessary." (Teacher 1)

"The school management made the decision that KiVa sessions would be held during the class teacher's lessons. We have also a KiVa team at our school and we have all of the school management's support." (Teacher 10)

5. DISCUSSION

This chapter is first divided according to the research questions and then concluded with some further pedagogical implications. At first, I will discuss the differences found among the teachers' implementation of the KiVa lessons. Second, I will discuss whether the teachers could be seen as committed to the program's implementation. This can be concluded from their beliefs in the effectiveness of the program, from their beliefs in their own abilities and from their beliefs in their abilities to control the given tasks. Third, I will discuss whether the realized implementation can be considered successful or not, which can be concluded from the time invested in lesson planning, from the number of lessons delivered and from the characteristics of the school direction's support.

What comes to the first research question, there were certain differences among the teachers, from which the most significant ones were the differences on the number of lessons delivered during the first year. This difference varied from 3 lessons to 10 lessons. The average number of lessons delivered was 7,5 lessons. However, most of the teachers (7 out of 11) were able to cover at least 8 or 9 of the lessons, which is a very positive result. Some relation could be found between the selection of the activities and the number of lessons covered, that is, the teachers who reported to make selections, were able to cover more lessons. However, there were also exceptions.

My suggestions are to somehow unify the time management among the teachers, so that more teachers would cover at least 80% of the lessons. It might be good to review the instructions of lesson planning, and the fact that the 10 lessons form a whole, and therefore half of the lessons cannot be left out. When planning the lessons, the teacher should select one goal for each session, and use activities in order to reach that goal. The idea is not to go through all of the activities but reach the set goal.

Nevertheless, it is very positive to notice that almost all of the teachers (9 out of 11) did select from the activities given. Also, the reasons behind the selections were very commonsensical, as the selections were made due to the functionality, due to the teachers' or the students' interests, due to the students' age or due to the time given. Therefore, the differences on selecting the exercises were not so significant. The teachers also showed special interest in the lesson planning, while most of them (9 out of 11) reported to do the planning together with their colleague(s). As a special interest can also be considered the fact that some of the teachers had done modifications to the exercises by amplifying them with crafts or roleplays. This latter fact, though, differed quite a lot, as most of the teachers (7 out of 11) did not report any kind of modifications.

Differences on time invested in lesson planning are tricky to define, as not all of the teachers reported a specific time in minutes. However, some differences can be concluded from the findings: 5 out of 11 teachers reported to plan a whole semester or period at once, and the rest (6 out of 11) presumably plans lesson by lesson. Two of the teachers needed extra time because they had to translate the activities into Basque language. Also, one teacher reported not to have enough time in order to plan the lessons satisfactorily.

What comes to the second research question, that is, whether the teachers could be seen as committed to the program's implementation, I will focus on their attitudes towards the program in general and specifically towards the exercises. Also, I will focus on the perceived changes reported by the teachers and on their beliefs in their personal and their students' abilities. Teachers' abilities to control the given tasks can be concluded from the time invested on planning and on the time management in general.

Teachers' overall attitudes towards the program were very positive, as the number of positive mentions was clearly higher than the number of negative mentions. There was a total of 82 positive mentions about their attitudes towards the program in general and the exercises or activities, and only 11 negative mentions. The program was considered good, because it is necessary, because it brings out the bystander's role, because it allows to exchange ideas with colleagues and because all kinds of helping and preventing is always good. Two of the negative mentions were about the teacher's training, but these

considered the organization of the trainings and not the contents. The teachers reported that their work days got too exhausting, because the training was organized in the evenings, after the school days. Overall, the trainings were considered necessary and good. Also, the students' achievements gathered positive mentions, the teachers considered that the program is good because their students have learned to help each other in a positive way and because they've learned to identify bullying. Also, the exercises were considered good because they had helped the students to express themselves and improved their social skills as well as their abilities to confront conflictive situations. The program applicability got three positive mentions, and it was considered applicable all over Spain. Also, the parents got four positive mentions, because the teachers thought it was good that also they knew how to identify bullying and that there was a certain protocol at school to be followed when a bullying case emerged.

The teacher's manual was reported as very good, very well structured and explained, very visual, very practical, age-appropriated and up-to-date. Only one of the teachers reported, that she/he didn't remember, which manual she/he was using, which is slightly odd. Maybe in July she/he had already forgotten the past school year. Two of the teachers wished to have the manual in Basque language. The overall functionality of the exercises was reported as good and the exercises were considered motivating. Drama and kinesthetic exercises were reported as very good, and these were also one of the exercises that the teachers reported their students were able to do, probably because they liked these kinds of activities a lot. Also, the exercises were reported to be easy to understand, except one teacher said that occasionally, the level of abstraction was too elevated for his/her students. The teachers also reported that there was a good amount of exercises to choose from, but on the other hand, there was too much text on them. The exercises about discrimination, emotions, the ones that enhanced respect and those with a video got special praise from the teachers. On the other hand, one teacher reported that she/he didn't like the visualization exercises, one said they needed more physical space and one did not like the exercise where the idea was to "label" the students in order to practice changing the role.

Although the teachers reported to have perceived changes in their students' behavior or in the general school environment, these mentions were more equally balanced than the mentions regarding the attitudes. Nine mentions out of 15 stated that there had been changes in the students' behavior and these changes were positive. The students were reported to be more sensitive to identify bullying, more open to share their experiences, to experience more empathic feelings towards their peers and to be more conscious about

the consequences of their actions. The teachers who reported that there had not been any changes in the students' behavior, explained it by saying that this had been their first year of implementation and therefore it was too soon to see any significant changes. One of the teachers said, that there had never been problems on his/her class, so therefore no change as well. The same reasons came out when discussing about the perceived changes in the school environment in general. The teachers reported to need more time so that the changes could be seen. On the other hand, the perceived changes in the general school environment included the fact that now that the bullying is defined, the general school environment has become calmer, and also the parents are more tranquil. Overall, as the attitudes of the teachers were clearly positive towards the program, they also seem to believe that there will be changes in the future, even though they cannot see them yet.

What comes to the teachers' beliefs in their students' capabilities, these were also overall quite positive. The teachers reported their students could perform best on the discussions and on expressing their opinions, as well as on drama and kinesthetic exercises. Also, the exercises including videos worked well. The teachers reported, that the students were able to see themselves in the situations and that they liked to participate and work in groups. What seemed to be difficult for the students, was to take the theory into the practice. For example, it seems that in general, the students were able to distinguish bullying from a squabble and identify the bullying situations, but this might only function well in theory and when practiced during an invented situation in the KiVa sessions. When the students are on their own at the school yard and some bullying situation happens, it might be more difficult to identify it. However, this has only been the first year of implementation and I think it is very good if most of the teachers say their students are able to identify bullying, even if it's only in theory or in acted situations. It is pleasant to notice, that most of the teachers reported their students being very participative, that they liked expressing their opinions and telling their experiences. I think this has to do also with the Spanish culture, as people tend to be more open with each other than in the Nordic Countries. Whatever the reason is, it is very good. These kinds of characteristics help to create an open and positive school environment, which in turn, is shown to decrease bullying (Kärnä et al. 2011). I am also happy to see that the Spanish teachers are focusing more on the relationship and emotional skills than they used to do a decade ago (Ortega et al. 2004).

Overall, the teachers seemed to believe in their own capabilities, as all of them reported so and seven out of eleven reported to have done something similar before. The similar exercises they had done before, were about emotional or cooperative learning. Also, the

learning by doing activities, the discussions in groups and the drama exercises were reported to be familiar. The teachers also reported that they had gained confidence not only through the KiVa training, but also through emotional or cooperative learning trainings that they had had before. On the other hand, the challenges that the teachers reported, included their inexperience on the KiVa program and the fact that they did not feel comfortable doing relaxation or visualization exercises. These challenges are not alarming but rather normal to experience during the first year, as everybody is still learning. The teachers seemed to be very self-confident about their own abilities, as almost all of them selected from the activities given and some of them even had the courage to do some modifications to them, for example by amplifying them.

The teachers' abilities to organize and coordinate the lessons seemed also to be quite good, as most of them reported to plan the lessons together with a colleague. Only one teacher reported not to have enough time to plan the lessons, and two teachers would have needed more time because they were translating the materials into Basque language. The same three teachers also claimed, that the time allocated for the KiVa sessions was not enough, although they were having them four times a month. For me it seems that these three teachers have quite a bit of time allocated to the implementation of the KiVa lessons, but maybe they just consider the program so important that they could be doing more of it. It also depends a lot of a particular teacher's habits, what is enough time to plan a lesson and how much time they are used to invest on it.

To sum up, whether the teachers are committed to the program implementation, it seems that yes, they are. Their overall attitudes were very positive, they seemed to believe in their students' capabilities as well as on their personal, and they seemed to be able to organize and coordinate the KiVa sessions, except of few minor challenges. Reflecting on the Concerns-Based Adoption Model (CBAM) on a process of implementing a new program, the teachers interviewed for this current study would be on level III or IV, that is, the mechanical use or the routine level (Hall et al. 1975). So, these teachers find themselves quite near the stage when they will be able to develop their abilities towards adaptations and innovations.

What comes to the successfulness of the realized program implementation, as seen previously, the number of lessons delivered varied a lot. Also, there were some differences among the ways of planning the lessons, as 5 out of eleven teachers reported to plan a whole semester or period at once and the rest, 6 teachers presumably plans session by session. Only two of the teachers emphasized, that they really put effort on lesson planning. Three of the teachers reported to plan for 15 minutes or less per session.

However, the data does not specify the exact time in minutes for every teachers' investment on lesson planning, so no comprehensive conclusions can be drawn. The fact that most of the teachers reported to plan together with a colleague, however, indicates that the program is taken seriously, and it is a permanent part of the curriculum.

The average of the KiVa sessions per month was 2,5, which is a little bit more than the recommendation in the teachers' manuals. This is very good, and tells about the schools' directions' support, that KiVa program is taken as a permanent part of the curriculum. On the duration of one session varied from 30 to 60 minutes, which is quite a lot. However, there was only one teacher who reported that his/her session sometimes lasted 30 minutes, but she/he also reported that they have KiVa sessions twice a month. Also, it is good to remember, that it depends a lot of the students' age, for how long they are able to focus on one thing. To sum up, the frequency of the KiVa sessions reflects a good support from the schools' directions, as well as the fact that all of the eleven teachers reported that they have been supported by their school's management. However, no generalizations can be made out of these conclusions, because this study only concentrates on the KiVa lessons and doesn't take the indicated actions of the KiVa program into consideration.

Recapitulating, the findings of this study have been overall positive, the teachers seem to be committed to the implementation of the KiVa program and also the schools' management seem to support it greatly. The only significant finding was the variation on the number of delivered lessons. Some differences could be seen on lesson planning, and also the teachers seem to be realistic as only half of them had perceived some changes in the general school environment. The perceived changes in their students' behavior, though, were more positive. As further implications based on the findings of this study, I would recommend somehow unify the time management of the teachers, so that more of them would be able to cover all the KiVa lessons. This could be done by focusing on the lesson planning, putting an emphasis on the selection of the activities and on choosing one goal for each session.

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APPENDICES

Appendix 1. Themes and codes of the thematic analysis

How do the Spanish teachers implement the KiVa program?			
	Themes		
	differences	commitment	successfulness
Codes			
Perceived changes		x (beliefs in effectiveness)	
Attitudes		x (beliefs in effectiveness)	
Personal capabilities		x (concerns on self)	
Students' capabilities		x (beliefs on effectiveness)	
Modifications	x		
Time management		x (concerns on task)	
Selection of activities	x	x (concerns on self)	
Sessions per month			x (support)
Lessons delivered	x		x (progress)
Sessions per lesson	x		x (progress)
Duration of session		x (concerns on task)	x (support)
Lesson planning	x	x (concerns on task)	x (planning)
Directions support			x (support)