

Research to Practice: Rolling Implementation of Evidence-Based Anti-Bullying Strategies in a Swedish Municipality

Paper presented to Network 5: Children and Youth at Risk and Urban Education, European Educational Research Conference (ECER2016), Dublin.

Gill, P.E., Larsson, P., Matton, P., Simonsson, B-E. & Levin, E.

Introduction

Preventing bullying at school is a much researched field (Ttofi & Farrington, 2011). Using the Internet search engine Google Ngram Viewer for the search terms *bullying*, *bully* and *bullied*, in the full “English Corpus”, a clear pattern emerges. From about 1985 graphs for all three terms show a sharply increasing frequency, with the greatest increase arising for the term ‘bullying’ (Google Ngram Viewer, 2016).

Google Books Ngram Viewer

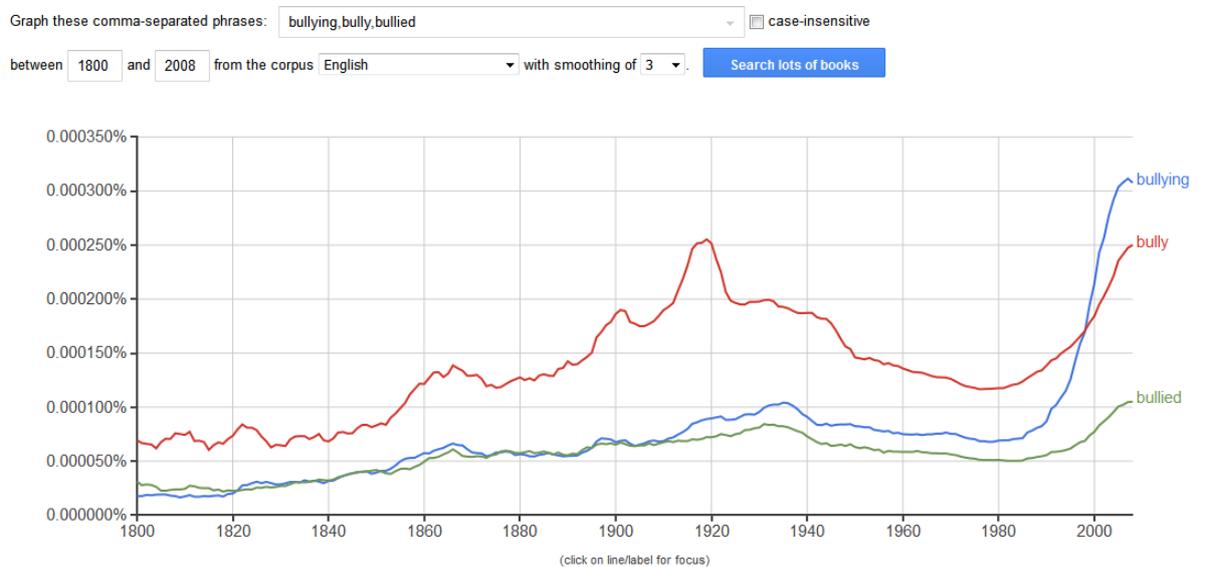


Figure 1. Google nGram Viewer for the terms *bullying*, *bully* and *bullied*

In a recent publication, the World Health Organization (*Inspire*, 2016) outlines six main types of interpersonal violence against children. These occur and impact on children at different stages in their development. Bullying, defined as unwanted aggressive behaviour by another child or group of children who are neither siblings nor in a romantic relationship with victims, involving repeated physical, psychological or social harm, and often taking place in schools and other settings where children gather, or online (op.cit., p. 14), is described as spanning a period from about 4-years-of-age to 17 or 18-years of age. The *Inspire* document is an attempt to provide a blueprint for the prevention of violence against children based on seven evidence-based strategies that build “on growing evidence that violence against children is preventable, and on a growing public consensus that it will no longer be tolerated” (op.cit. p 7). The Swedish ban on corporal punishment in 1979 is presented as a best practice in legislative initiatives (p. 35).

A number of significant issues arise when evidence for the effectiveness of various bullying prevention strategies (or programmes) is “translated” into new contexts and where target behaviours occur in varying contexts, and are enclosed by varying parameters. For instance, the prevalence of bullying in Croatia, estimated at a little over 16% (Čakić, Begovac, Pleština & Begovac, 2013) creates an entirely different prevention context when compared to Sweden where prevalence is estimated to be at 8% nationally.

For example, in a randomized controlled evaluation, Hahn, Fuqua-Whitley, Wethington, Lowy, Crosby, Fullilove, et al. 2007) reported that, after three years participation in a Positive Action

Programme, students indicated a 36% reduction in interpersonal violence and a 41% reduction in bullying.

There is a dearth of research into the consequences of systematic reductions of prevalence of target behaviors, such as bullying, in school-based prevention science. Reducing prevalence may also result in making bullying more difficult to uncover (Cunningham et al., 2016a). In international comparisons, prevalence of bullying at school varies widely, with rates for Swedish schools regularly being lowest (e.g., among 66 countries, Due & Holstein, 2008; among 27, OECD, 2015). Conditions influencing program efficacy are likely to vary as the prevalence of target behavior is reducing. School-wide prevention strategies, in schools with one or more victims in every class, present a very different challenge compared to schools where victims are found in every second or third class. Recent longitudinal data from Sweden (Swedish Agency for Education, 2011; Hellstedt, Johansson & Gill, 2016) has revealed a cyclical replacement of victims, after successful intervention, showing that while rates at cross-sectional measurement intervals may remain the same (typically 6% to 7% in Swedish schools), up to 75% of victims, that is, three quarters of the bullied group, at one particular measurement point will self-report not being victimized at one-year follow-up (op.cit.). This pattern, using individual level data, is shown in Figure 2 below. In the interim period, these *ceased victims* have been replaced at least as many *new victims*.

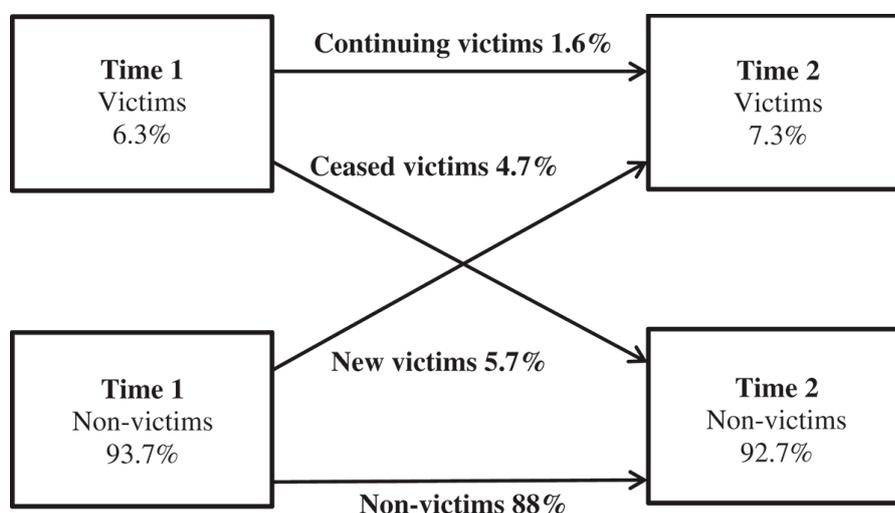


Figure 2: Bullying victimization profiles (total N=3,128) at one year follow-up
(from Hellfeldt, Gill & Johansson, 2016)

The data in Figure 2 may be interpreted thus. In an average compulsory school (1st to 6th grade or 1st to 9th grade), with an enrollment of 200 pupils, at any given time (in Sweden) about 14 children would be categorized as “being bullied” (about 1 child per school class). Because the subjects in Hellfeldt, Gill & Johansson (2016) could be followed individually, we know that one year later about 10 of these pupils (5 boys and 5 girls), self-reported that they were no longer being bullied. However, these ten, in the interim, had been replaced by at least 10 other (new) victims, while 2, 3 or 4 children, throughout the school year, were to be regarded as victims of persistent bullying. The crucial question in regard to these children is whether their persistent victimization placed them “under the radar”, or were they part of a victim cohort that teachers were aware of? This “average picture” (from 2013) almost exactly matches the prevalence found in the earlier, large scale study (Swedish National Agency for Education, 2011a). In that study, the measurement instrument especially developed for the purpose (see Swedish National Agency for Education, 2011b; Flygare, Gill & Johansson, 2013) of evaluating the efficacy and effectiveness of the eight most common anti-bullying programmes being used in Swedish compulsory schools

Low rates of bullying in Sweden are the result of intervention strategies based on a wide variety of ‘standard’ (international, Scandinavian & national) prevention programs, at least 21 according to the Swedish Agency for Education (2003). A national evaluation revealed extensive program cross-contamination, proving the unviability of “gold standard” evaluation practices. “What

works” conclusions were described in terms of program components. When “promising” evidence for effective program components is produced, there is an inevitable momentum to package components into replicable “programs”. This momentum may hamper response flexibility, particularly when program providers, in seeking to be “evidence based” may place more importance on implementation functions such as program fidelity and dosage rather than individual outcomes. We argue that considerations such as dosage and program fidelity are less relevant when anti-bullying initiatives are being adapted to variations in school contexts and climates (Gregory, Henry & Schoeny, 2007). Component efficacy and effectiveness may also be masked by confidentiality requirements in program evaluations and outcome assessments that are based on follow-up, cross-sectional, cohort statistics.

What works

What works in Sweden, for example, found by Frisé, Hasselblad & Holmqvist (2012), based on evidence from former victims, in descending order of importance: *Support from school personnel; Transition to new school level; Change of coping strategies; Support from parents; Change of appearance or way of being; Change of school or class as a deliberate attempt to make the bullying stop; New friends; The bullies changed their attitude; No particular reason; and Support from peers*, may not translate to other cultures, school systems and traditions. With observed low prevalence, extensive program implementation, research evidence on effective components and extensive judicial obligations, it is likely, that in most Swedish municipalities, active anti-bullying programs may, theoretically, be located at the later phases of an implementation research continuum (Chalamandaris & Piette, 2015, after Flay, 1986, & Flay et al., 2005). Late stage program/component development also has an impact on schools’ potential capacity to improve (Oterkiil & Ertesvåg, 2012).

Cunningham (et al., 2016b) asked school pupils their opinions of school-based anti-bullying programmes and initiatives. These American pupils felt various presentations, activities and posters often failed to engage, that they were boring, “repetitive, negatively worded, or delivered by presenters lacking credibility” (op.cit.). Ineffective monitoring of bullying and its consequences also undermined programmes, especially since, in the opinion of these students, their teachers often failed to detect a lot of the bullying and failed to respond quickly enough when bullying was reported. Some teachers responded unfairly, sometimes influenced by supposed reputations, leading to disrespectful treatment of some students. These researchers also found that some students became disengaged, ignoring the initiative, did not attend presentations, denied any involvement in bullying, disrupted activities, discredited programs and contributors and, defiantly, continued to victimize their peers (op.cit.). Some obvious conclusions were drawn.

Given these contexts, it is important to research the present state of evidence-based anti-bullying strategies in Sweden. Using best practice in program implementation evaluation a descriptive case study of scaled-up, school district-wide (Rhoades, Bumbarger & Moore 2012), research-to-action (Guhn et al., 2012) anti-bullying strategies in a Swedish municipality is presented. The goal is to investigate conditions, participants, hindrances, responses and outcomes at different stages of a rolling implementation process. This Swedish example may help to enlighten problems with cultural measurement equivalence (Trimble, 2010).

Translational and Contextual Factors involved in ‘Scaling-up’

There are special problems associated with adapting programmes to new contexts, where scaling-up Pas & Bradshaw, 2012) may present particular problems, not least in the strategies explored in the paper, where the rolling implementation may place extra burdens on programme managers and delivery options. Schroeder (et al., 2012) describe a state-wide scale-up of the Olweus Bullying Prevention Programme (OBPP) involving approximately 100,000 children in more than 70 schools (Kindergarten to 12th grade), either school districtwide or on an individual school only basis. This kind of scale-up allows for general conclusions, in a broad sweep, such as: “Overall, student self-reports of bullying others were reduced among nearly all cohorts and age groups” (p. 492).

However, this kind of conclusion is tempered by a rider (ibid.): “However, mixed findings were seen in students’ self-reports of being bullied, with some age groups and cohorts showing decreases and others showing no positive program effects”. Prevalence of self-reported bullying is only provided in graphical form, but from the histograms provided it would appear that about 25% of 7497 pupils in 22 elementary schools reported being bullied in 2009, while the number was slightly higher (about 26% or 27%) one year later. These authors conclude in their final sentences that “a cultural change has come about in participating schools”, adding that “bullying is now an understood behavior that no longer will be tolerated and can no longer disrupt an educational environment without consequences” (op.cit., p. 495). They would appear to be describing a phase in bullying prevention that was reached in Sweden perhaps 20, or 30 years earlier. This description points to the extreme difficulty in “translating” from one context to another, particularly when a specific program is scaled up to the extent reported.

Gregory, Henry and Schoeny (2007), in their analysis of links between school climate and prevention, argue that “differential effects of dimensions of climate on the level and rate of program implementation deserve further clarification” (p. 256). While they studied a violence prevention initiative that aimed at increasing social problem solving prosocial behavior for participant, they found that “if teachers perceived low respect and responsiveness in horizontal (teacher–teacher) and vertical (teacher–administrator) relationships, fewer sessions of the student relationship-enhancing program were implemented” (op.cit., p 257).

Rolling implementation and program tweaking

Consider a statement issued by a headmaster or school district such as, from this day forward we are going to teach children how to read and write. It would be preposterous. If the statement read, from this day forward we are introducing a new method for teaching reading and writing, it might make more sense. However, the new method would have to be understood, implemented and evaluated with some consideration of what had gone on before. Since schools and teachers have moral (in loco parentis: see Rumel, 2013) and legal responsibilities for maintaining safe and secure school environments a parallel may be drawn with the example of reading and writing. No anti-bullying intervention can take place with a starting point defined by an absence of teachers *in loco parentis*. School-based intervention theory and practice as it might apply, say, to the prevention of cervical cancer in girls, has had an “absolute” starting point. Assessing impacts and outcomes of this still somewhat controversial program must, obviously, take heed of aspects of the school and community contexts where the program is implemented. Where an intervention is an addition, tweaking, adjustment or systematic revision we choose to use the general term rolling intervention.

This notion, of rolling intervention, is also crucial when reflecting on the efficacy of, so called, anti-bullying, or bullying prevention programs. Internationally, it is hard to conceive of a school system that does not demand anti-bullying initiatives of its schools and teachers. A parallel might be drawn with fitness levels of professional sports teams. They would be expected to be fit and to have fitness programs. Thus a new fitness program would be being implemented where fitness levels are already high. The parallel may also be extended to differences in degrees of high fitness levels. School systems, with low prevalence of bullying, as is the case in Sweden, present with different challenges for a rolling intervention than systems where prevalence is higher and, perhaps, where national legislative policies might not be as well developed.

Thus, it becomes imperative to aid cross-national comparison by presenting comprehensive case-studies of anti-bullying initiatives, particularly where such initiatives are to be regarded as cases of rolling implementation in contexts where prevalence is already low and where research-based programs, program components and tweaking of particular initiatives is the norm. Bullying prevention in a Swedish context is encapsulated in a plethora of directed initiatives.

Emshoff (2003), commenting on practical realities and ethical choices in evaluation, describes how ideals in evaluation may collide with community needs, local politics and other prerogatives. He describes a need to negotiate consequences of these possible collisions. He wonders (op.cit.) who “owns” the design of a program in situations where ownership and control of a program is unclear,

especially where stakeholders may not have been clearly identified. What is the role of the local Board of Education? Is there a local research capacity? If there is, what obligations may arise and who is responsible for targeting participants? These questions may lead to ethical issues for teachers and administrators. Emshoff cites the Joint Committee (1994, p. 37), that valuation should be “responsive to the needs and interests of clients and other specified stakeholders” (op.cit.).

Other issues relate to possible compromises in evaluation design. If a program, implemented in one school (or schools), is offered to other schools, concerns may be raised about the validity of implementation and outcomes when ‘translated’ from one context to another. For instance, the time frame(s) of rolling implementation may not be comparable between schools. One school may require at least two years for an intervention to show effect, while an earlier school may show improvement in half the time. Such concerns, about possible reduced validity of an evaluation or because a time frame may have been shortened, according to Emshoff, may increase the risk of “misleading evaluative information or conclusions” (American Evaluation Association, 1995, p. 23).

It is pertinent to ask – what is a programme? The Swedish program evaluation (SNAE, 2011) included detailed qualitative data on what schools actually did, day-to-day, when implementing the various programmes they had been categorized as participating in. The report concluded: “it became clear that not a single school could be regarded as typical in terms of using just one programme. All the schools had contact with or used components from several programmes. This also applied to the control schools, whose management said they did not use any programme” (p. 51). The “cross-contamination” of programme-use is shown in Table 1. This is the reality of school life. There is absolutely no reason to believe that this tweaking and cherry-picking would not be repeated in other school environments.

This is the ultimate “context” of what schools actually do. This is also the context for the municipality where the rolling intervention has been taking place. It is simply not possible to conceive of a school environment that is a *tabula rasa* of bullying prevention. To find such a school, in Sweden at least, would mean a school that was derelict in its absolute duty of care to its pupils.

What Table 1 shows is 39 schools, initially selected on the basis of being, so called, programme schools, that is, that they were implementing the programme to which they had been assigned. This list included 8 schools, designated as “control schools”, that were supposed to be carrying out their normal duty of care without employing a specific (named) programme. Each school was nominally assigned to one of eight identified anti-bullying programmes that had been found, in earlier background research, to be in common use in Swedish schools. Targeted programme-schools were chosen on the basis of self-declaration that they were actively using the named programme. Schools principals had declared this to be the case in the contact with the National Agency for Education prior to their being included in the national programme evaluation study. Assigned programme schools were finally chosen with regard to location (aimed at a national distribution) and size (aimed at having sufficient numbers of school pupils participating in each programme). This whole process was specifically aimed at following best evaluation practice.

While no school in the municipality for the current study was included in the initial pool of potential participants (statement of interest was up to all school principals, all of whom would have been sent an initial letter of explanation by the National Agency for Education), the local Crime Prevention Unit, attached to the municipality, and the Municipal Board of Education would have been carrying out their “normal” school safety and prevention measure. On the basis of Table 1, we can be certain that if any school in the district had been included, either as a “programme school” or as a control school, that at least a minimum of programme cross-contamination would have been found.

Works with → School ID ↓	Farsta	Friends	L Q	Olweus	SET	School Comet	School Mediation	Second Step	Other	School works with...	Av. No of Other..
Farsta										No. of programmes	
1										4	
4		?								3	
11		?		?						5	
17										6	
Friends										18	4,5
6										3	
9										3	
13										3	
23				?						5	
Lions Quest										14	3,5
30		?			?	?				4	
36						?				4	
37										5	
38										4	
Olweus										17	4,25
5					?					1	
16										2	
19					?					2	
27		?							GBM	3	
SET										8	2,0
2										3	
10										2	
20										3	
21										3	
School Comet										11	2,75
18										3	
26										2	
29										2	
School Mediation										7	2,33
32										3	
34				?						4	
35										3	
39										5	
Second Step										15	3,75
12		? Kids								2	
14		?					?			5	
22						?				4	
24		?								4	
Control Schools (nominally working with "no" programme)										15	3,75
3										0	
7		?			?	?				3	
8		?		?						3	
15										2	
25			?							4	
28										3	
31		?			?					2	
33										2	
No. of users	18	25	8	8	18	11	7	6	23	19	2,38

Table 1: Designated programme use and programme cross-contamination in 39 Swedish schools
(taken from Swedish National Agency for Education, 2011b)

Methodology

The above represents the wider context for this intrinsic case-study. Table 1 also represents a solid argument for the futility of even theoretically planning a pure double-blind experimental methodology when attempting to assess/evaluate the efficacy and effectiveness of school-based anti-bullying initiatives and strategies.

This descriptive case-study has been carried under the guidance of Stake's (1995) evaluation standards for case study methods and Cresswell's (2007) additional criteria, which include "clear identification of the 'case' or 'cases'", "intrinsic merit" in and clear description of the "case", relevant assertions and generalizations and appropriate self-disclosure by the study's authors.

The authors

Gill and Larsson are attached to the local university. Larsson has carried out some of her doctoral research as a participant in an action-research module of the preliminary work on which the model is built (see Timeline in Figure 1 below). Gill acts as a mentor to the Municipality. Matton heads the municipal crime prevention unit, who are implementing the initiative. Samuelsson is attached to the Municipal Quality Assurance unit and is responsible for designing, administrating and collating the annual "school climate" questionnaire, which includes the strategic prompts for assessing prevalence of the dependent variable. Levin is part of Municipal management and head of the compulsory school division. The Crime Prevention Unit, with a much wider mandate than school bullying, has a separate board of management and is one of many dedicated units attached to the Swedish National Council for Crime Prevention.

'Program' or Strategy

An important dimension of this descriptive case-study is that the anti-bullying strategy adopted is not referred to as a "program". This is not a semantic nuance. An important goal of this case description will be to show how strategies are adapted to circumstances, contexts, estimated prevalence and aspects of stakeholder participation. The strategies build on evidence-based, effective components. The project group has adopted the term 'Gävlemodell', using single quotation marks, in an attempt to avoid the 'baggage' that may be associated with loaded nomenclature. Part of this debate focuses on what Moore, Bumbarger and Cooper (2013) have termed the "Fidelity-Versus-Adaptation Debate". It will be clear from the case-study below that the authors of this paper fall on the side of adaptation.

The Case Study Approach - contemporary phenomenon in real-life context

Yin (1981) based his early work with case study methods on what he termed the "case study crisis" speaking of the "perils of qualitative analysis" and pointing out "a frequent confusion regarding types of evidence..., types of data collection methods..., and research strategies. He noted that, as a research strategy, "the distinguishing characteristic of the case study is that it attempts to examine: a contemporary phenomenon in its real-life context; especially when the boundaries between phenomenon and context are not clearly evident". He commented on one "well-regarded study of implementation" that contained, what he termed, a "dramatic set of quantitative information: the tabulation of the number of decisions needed to implement a policy". Yin also worried about how extracting single factors from a case study "unduly simplifies the phenomenon being studied" and that case-study methods "should be used in highly selective situations, where, for instance, a critical factor or two appear to be of enormous importance". Yin's subsequent seminal text on case study research has now reached its 5th edition (2013). Cresswell (2007), inspired by both Yin (op.cit.) and Stake (1995) has progressed the theoretical formulation of case-study methods. These are distinguished by sizes of what he terms "the bounded case, such as whether the case involves one individual, several individuals, a group, an entire program, or an activity". These distinctions may also vary in terms of intent of the case analysis. In an intrinsic case study the focus is on, for instance, the evaluation of a program, where the argument is (following Stake, 1995) that the case presents an unusual or unique situation (Cresswell, 2007).

Boundaries of the case

The data collection in this case study draws on multiple sources of information, including observations, interviews, documents, archival records, interviews, direct observations and participant-observations. The data is analyzed holistically and uses an embedded analysis to outline specific aspects of the case. These cover a short history, a chronology and examples of day-to-day implementation activities. Certain key issues are analyzed in order to better understand the complexity of the rolling intervention where the goal is to extract any lessons that may be learned.

The goal is through the narrative of this study to identify key issues, goals, methods, provisional outcomes and whatever assertions may be argued for based on the evidence presented.

The intrinsic has schools as embedded units. Uptake, tweaking, acceptance and efficacy varies from school to school and by stages in the rolling implementation process. Participation by schools within the municipality is voluntary. Willingness to and interest in participation by different schools is described and the research to action dimension (Larsson & Wermke, 2016 forthcoming) is linked to component tweaking. Outcomes are estimated from data produced as part of the municipality's annual school-climate survey (total sample) where measures of bullying victimization are included. Traces of theory into practice (Bosworth & Judkins, 2014) are analyzed for practical, day-to-day, implementation strategies. The goal of the data-gathering is to try and present an authentic picture of the day-to-day, nuts and bolts of initiating, revising, extending, consulting and repeating evidence-based anti-bullying strategies. Results are presented against a back-drop of research to action, evidence-based choices, contextual dimensions, parameters, assets and limitations, identification of and consulting with stakeholders, external supports, scaling-up to school district-wide, dissemination pathways, participant responsiveness, capacity to improve, sustainability of positive effects and a brief attempt at cost-benefit analysis.

A known unknown in this context is how prevention strategies may be affected when prevalence sinks below expected levels. Ought not tweaking and adapting of active components vary where, for instance, in a school class, no child is being bullied. Understanding what works, what has worked, and what might work, in this context, is very different from a school where every class room is affected by bullying and where two, three or four children in every school class is a victim of bullying, say about 24% in a school of 200 pupils – a not exceptional figure on the basis of some studies, as in Schroeder (et al., 2012) above.

The scaling-up process, notwithstanding practical challenges, also involves active deliberations on how to avoid the ridged framework of not developing a program, including increased demands from participating schools to be administered a program. It is hoped to answer some of the questions posed by Stassen Berger (2007) in regard to how parents, peers, cultural values, and school practices interact to affect bullying and victimization and why some schools may fail to eliminate or reduce harm.

'Gävlemodellen' and rolling implementation

The implementation of the current shape/form of the 'model' was bounded by a number of parameters. Anti-bullying initiatives in Sweden are at the latter stages of general awareness of bullying as a cause of ill-health, as an act of aggressive violence, as a behaviour in schools that must be accorded a zero-tolerance conceptualization, as a unwanted ill-doing that is not shaped by gender and as aspect of school life for which all stakeholders may be expected to counteract.

This point-of-departure is mediated further by a general acceptance, certainly on the part of school staff, school principals and administrators, of what constitutes bullying (SNAE, 2011a).

Furthermore, there now exists in Sweden a large body of data which allows for a reasonable assessment of prevalence of bullying at school and classroom level and that these estimates are in all likelihood lower than in all other countries for which comparable data is available.

Figure 1 outlines key phases in how the rolling implementation process evolved. It is important to point out that there is no "start point". This is also the lesson from Table 1. Schools do what they do, as they are obliged to do by law and by special school ordinances. Any speculation about 'models' or 'programs' or 'initiatives' must be couched in this reality. The notion of a

beginning date is a fiction, even in the situation where a school might have purchased or subscribed to a prevention model. Documents may have come through the door, and programme providers may have come to organize and advise but they do so, in any Swedish compulsory school, on the back of methods already in place.

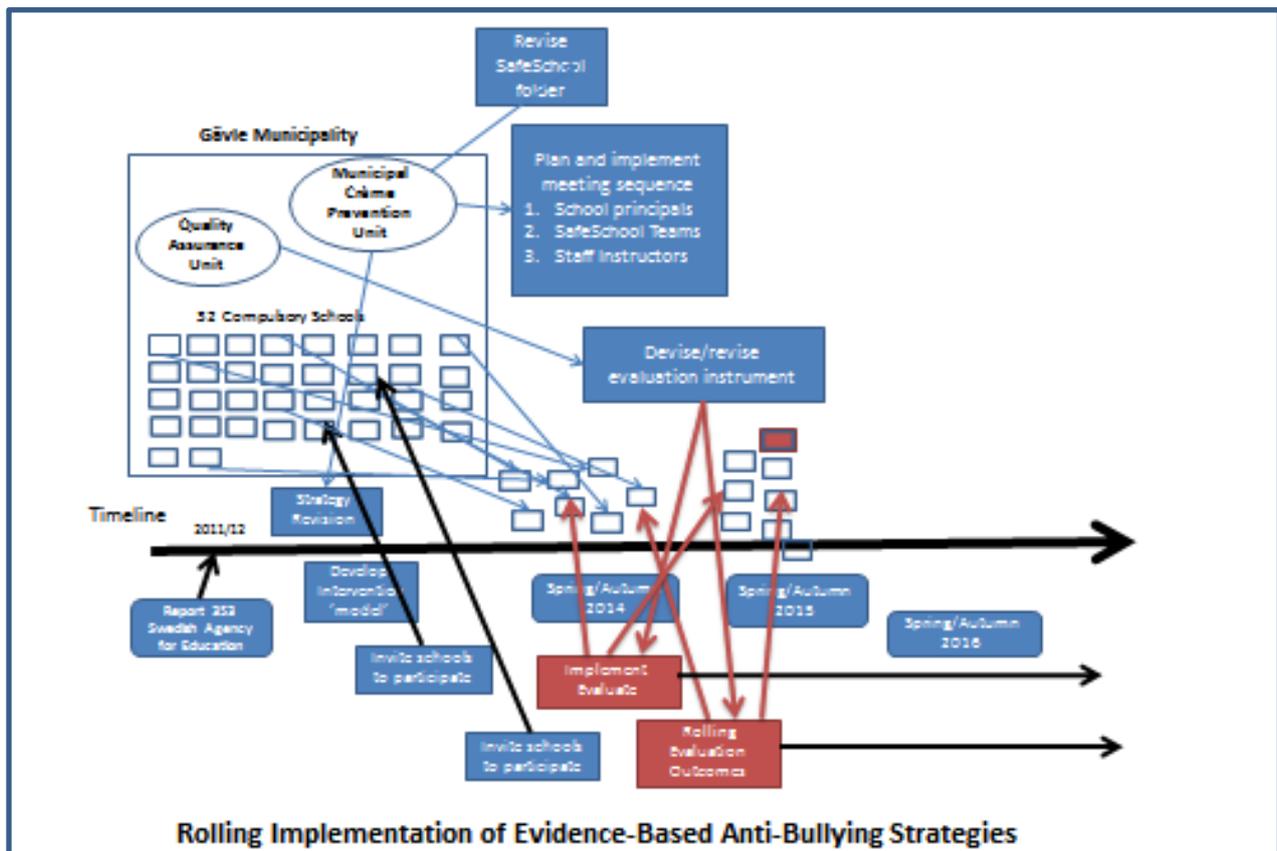


Figure 3: Key phases in the rolling implementation

The beginning point in Figure 3, for the purposes of this case-study, is taken as 2011, the year of the publication of the National Agency for Education’s Report 353.

The Evidence-Base

The critical research conclusion of Report 353 (op.cit.) was as follows:

“Several measures used in the schools for combating bullying and degrading treatment, in relation to all the measures studied, were ineffective under certain contextual conditions. Certain measures were directly counter-effective and counter-productive. As the occurrences of degrading treatment and actual bullying show different behaviour patterns, and probably in part have different causes, they require the use of different approaches for prevention, detection and remedy. Schools should base their measures on an analysis of their own problems and circumstances, and on an analysis of the problem where degrading treatment, conflicts and different kinds of bullying are distinguished and treated appropriately” (p. 214).

In this study, *effective measures*, or program components, eleven (11) in number, were found to be as follows: i) so called *cooperative teams*, i.e. anti-bullying teams, safe-school groupings that mix teachers and staff with special skills, such as school nurses; ii) specific actions to *deal with bullies and with victims*, including procedures for remedying and following up bullies and victims; iii) *active*

pupil participation in bullying prevention, activities aimed at creating a positive atmosphere with the support and cooperation of adults, such as, pupils working in the school cafeteria or with relationship-enhancing measures within the framework of the class (though NOT pupils functioning as peer supports); iv) regular *follow-up/evaluation*; v) a deliberate strategy of *relationship-enhancement* between pupils through activities that create a sense of closeness and community; vi) *case documentation* that is based on developed procedures; vii) *staff training*, where the majority of staff receive training to enhance their understanding of bullying and degrading treatment; viii) *disciplinary strategies* supported by and adhered to by teachers; ix) a well-developed, timetabled system for *monitoring school breaks* based on identifying locations perceived as dangerous with special staff responsible for pupils and organising special activities for them; x) information about bullying and degrading treatment given to pupils at *regular school assemblies*; and xi) a *system of school rules* developed in cooperation between staff and pupils.

Measures found to be **ineffective** were: i) the *systematic use of training materials*; ii) information and training offered to parents; and iii) *relationship-enhancing measures between teachers and pupils*.

Measure found to be directly **counter-productive** were: i) school *pupils as actors*, specially trained (within the school or by a program provider) to function as observers or rapporteurs, e.g. as peer supports; ii) *special lessons*, timetabled and for all classes; and iii) *mediation*, when used as a for assumed conflicts between pupils.

These conclusions formed the critical evidence base for the continuation of anti-bullying strategies within the municipality. The interpretation and dissemination of these results was at the behest of the Municipal Crime Prevention Unit.

A 'Model' Evolves

The evolution of 'Gävlemodellen' is described in Table 2 below. The municipal crime prevention unit was founded in 1992 and this marks a starting point. Initially the unit was begun in response to a youth crime wave in the local municipality. Thus, bullying prevention was not a top priority. On the other hand, the Swedish National Council for Crime Prevention (BRÅ) has a dedicated element in its Internet portal aimed at "bullying". It would be fair to say that the connection between ill-health, risk behaviour and bullying has been evolving since 1992, as is obvious from Figure 1 above.

The notion of rolling intervention must include what has gone before. If 2011 is taken as a starting point in Figure 3 above, it goes without saying that this initiative was preceded by almost 20 years of well-intentioned prevention initiatives and strategies.

The publication of the National Agency for Education's research report on evaluating programmes against bullying in 2011 marked a turning point in bullying prevention in Sweden in general. As is obvious from Table 1 above, the period prior to the publication of Report 353 saw a veritable "blooming" of various programmes against bullying. The seeming lack of evidence for the effectiveness of those programmes that were in use was one of the key reasons why the government of the time saw fit to assign considerable funds to a systematic evaluation of the most common programmes to be found in Swedish compulsory schools. Many of these programmes were adaptations or, in many cases, direct "translations" of programmes from other, mainly Anglo-Saxon, countries. It was a reasonable research challenge to question the efficacy of transplanting a pedagogical construction, with a specific aim, from one cultural enclave to another.

1992 – Gävle Crime Prevention Unit (BIG) founded, 1992, supporting schools in Gävle in creating safe and healthy learning environments, free from offence behavior and harassment.

1999 – National Agency for Education publishes national quality audit of efforts against bullying and other abusive treatment. Crime Prevention Unit (BIG) implemented a series of structured interventions where a central provision was that each school create a SafeSchool based on their own circumstances and needs.

These plans were precursors to later changes in school ordinances that mandated "Equity of Treatment Plans" and "Plans against Abuse and Harassment".

2011 –National Agency for Education publishes Report 353 leading to strong reactions from head teachers and school staff who felt that Report 353 was critical of some of the methods and activities they were already using. The findings caused BIG to spend a year investigating their peer support model, whereupon it was decided, after 17 years, to cease use of this programme component. This was against a backdrop where the National Council for Crime Prevention (BRÅ) in a meta-analysis of international research, published in 2010, actually recommended peer-support as an effective component. The decision to cease with peer-support was taken as a result of significant dialogue with some of the researchers responsible for Report 353.

Spring 2011, a revised model aimed at compulsory schools within the municipality was developed. This was endorsed by Education Gävle

Fall 2011 a steering group for compulsory schools was formed (the authors of this paper)
(The work of the Steering Committee are described in more detail by Paula L.).

August 2011 results and recommendations from Report 353 were presented for a conclave of school principals municipal management group. An outline of the *SafeSchool Folder* was presented.

November 2011, the SafeSchool Folder and some suggestions for intervention initiatives we presented before the Municipal Management.

February 2012, the SafeSchool Folder and outline plans for an intervention model are put before the Municipal Political Board.

Spring 2013 'Gävlemodellen' is created

Table 2: 'Gävlemodellen', Research into Practice - Evolution from 1999 and to 2012

Also, within this logic of intervention, there was an almost naïve acceptance that even though a strategy might be found to be ineffective, it couldn't do any harm.

This was perhaps the most shattering revelation found in Report 353, the existence of iatrogenic methods against bullying, methods, categorised in Report 353 as "programme components", being found, when put to use, to lead to an increase in bullying.

This marked the beginning of a modern research discourse in Sweden that was concerned with translational issues in regard to implementation of various anti-bullying programmes. This was also the prime motivation for the evolution of the 'Gävlemodellen'.

1. The model is presented for all staff at the participating schools at a half-day presentation, with content consisting of documents and forms, concepts, research and practice, promotion, prevention, detection, investigative and remedial strategies. Conditions for success are outlined.
2. First strategy meeting : School Principals, and 5 to 10 key persons participate. Schools are encouraged to, and begin to organize work according to their own conditions. Here, School Principals play a key role.
3. Meeting with SafeSchool Team: The 3-8 persons included in SafeSchool Teams along with School Principals take part in this full day. The SafeSchool Folder provides course material.
4. School Program Informants: A full day targeting staff, including School Principal, responsible for the long term improvement of skills.
5. Survey tool: based on the questionnaire used in Report 353, the survey methodology is presented and two surveys are conducted, one baseline survey in the Autumn term (week 42), with follow in Spring term (week 17). This survey strategy is repeated each year thereafter. Results are presented down to the classroom level. A school climate index is included in the questionnaire.
6. Second Strategy meeting: A full day aimed at all participants, School Principals, key personnel, SafeSchool Team and Staff tutors.
7. Individual school-level follow-up: ideally twice per academic year for individual monitoring of the progress, usually with Head teachers and Assistant Head teachers.
9. Network meetings: all School leaders, SafeSchool Teams and Staff tutors are invited to two network meetings for the opportunity of sharing experiences and give each other support.
10. Evaluation planning day: At first year end there is a joint evaluation and planning day in June, to evaluate progress and be presented the follow-up evaluation outcomes from week 17, and to garner new impetus for the autumn term.

Table 3: Outline of stages involved in 'Gävlemodellen'.

'Gävlemodellen' can be described through a series of stages through which the model is delivered. These stages outlined in Table 3 above. The purpose of this description is to give an idea of how resources are used as part of the process of program delivery.

It is important for an understanding of the process to explain how the series of meetings and gatherings ought to be regarded as “normal practice” within the Educational Division of any Swedish municipality. This contrasts with municipalities that may have invested in a formal programme, for instance, one of the programmes listed in Table 1 above.

Table 4 presents an outline of “tweaking steps” made in the ‘model’ for the period 2012 to 2015. Most of these are obvious responses to feedback from participating schools and their staff. Another obvious cause of tweaking is the inevitable, and continual, readjusting, consolidating, movement of staff and general turbulence that might be expected in any municipal school district. This is another reason for arguing for adaption over fidelity. Staff responsible for ‘Gävlemodellen’ have their ears to the ground and are ready to parry any stresses and strains in programme delivery.

1. Reductions of time spent in meeting
2. Since Autumn 2014 a half-day with all staff in participating schools is included, which also supports the whole school principle.
3. Twice per academic year SafeSchool Teams, School Program Informants and school leaders are invited to network meetings, where participants are specifically encouraged to come up with suggestions and ideas of their own.
4. Throughout the period there have been major changes in school in Gävle Municipality: staff changes, leadership changes, school amalgamations and some school closures.
5. At some schools, large numbers of members of the SafeSchool Teams and School Program Informants have moved, necessitating a "rebooting" of ‘Gävlemodellen’.
6. Extra support for guidance in how to "interpret" survey results has been included
9. School restaurant and cleaning staff have been encouraged to become involved in the prevention initiatives.
10. December 2013, the National Agency for Education published further research, results of which were presented at an invited lecture August 2014 for all staff in participating schools.
11. Schools expressed a wish for help with Cyberbullying. Staff from participating schools were invited to a special lecture on the subject.
12. A tool being used for surveying participants’ satisfaction with various stages was further developed in line with good questionnaire construction principles.

Table 4: Tweaking of ‘Gävlemodellen’ between 2012-2015

As part of the normal process of delivery the Crime Prevention Unit keeps abreast of requests and responses from schools participating in the model.

It should be remembered that from the outset (in 2012), that is for the revised ‘Gävlemodellen’, participation by any school was voluntary. This is an important dimension of the rolling implementation process. The first phase involved 6 or approximately 32 schools (the number is approximate because some schools are amalgamated and during the period, interest was shown from some of the private schools in the municipality).

Continuous support for ‘Gävlemodellen’ should include the following:

- Personal follow-up from BIG twice per academic year.
- Network meetings twice per academic year.
- Opportunities for consultation.
- Offers of coaching as the need arises.
- Help in interpreting survey results at weeks 42 and 17.
- Crime Prevention Unit’s strategies adapted for each school.
- Continual flow of information about new research and other supporting material.

Future development for ‘Gävlemodellen’ should include:

1. Coaching of school leaders/SafeSchool Team/School Program Informants in groups at each school.
2. Support the work of schools in creating a positive school climate.
3. Keep abreast of new research in cooperation with university.
4. Involve other stakeholders in support for schools participating in ‘Gävlemodellen’.

Table 5: Feedback suggestions between 2012-2015

Table 5, above, gives an idea of the kinds of feedback that was encouraged as part of the delivery of the programme. As will be seen below, after an initial, minor reluctance, strategic participants in the programme delivery expressed a high degree of satisfaction at each stage of

program delivery. As the rolling scheme evolved, aspirations from participants placed an extra strain on programme organisers as the scaling-up process took hold.

Provisional Outcomes

This is a hands-on case-study description and the authors represent the local university (consulting), the program director, the program evaluator (municipal quality assurance) and the head of the municipal compulsory school division. It is not the goal of this paper to offer a definite assessment of outcomes. The goal has been to offer an intrinsic case-study description of the processes involved in establishing a municipality-wide anti-bullying strategy based on available best-evidence. Earlier 'normal activity' as part of municipal obligations in guaranteeing safe schools within a Swedish municipality required the "burying of some darlings", not least the strategy of using school pupils as peer supports in efforts to combat bullying and harassment in local compulsory schools. These efforts, throughout Sweden, have had the effect of reducing levels of bullying in Swedish schools to being among lowest, if not the lowest, in any international comparisons. This is the backdrop to schools doing what they do, to combat bullying.

The evidence was also clear in regard to any notion of programme fidelity concerning established formal anti-bullying programmes, where 'cross-contamination', or perhaps, more accurately, programme adaptation, was the rule rather than the exception.

Participant Satisfaction

Early responses to efforts to introduce revised strategies were not always positive from participating schools and their staff. This first stage in the process of evolving a revised 'Gävlemodellen' must also be understood from a background of 'normal activity'. This would be unlike some Swedish municipalities, who might have decided to invest in some formal anti-bullying programme, typically, from the list outlined in Table 1.

Finland stands in stark contrast to the autonomy of Swedish municipalities. Finland has rolled out a national, evidence-based anti-bullying programme. Prior to the adoption of the KiVa programme arguments were posited (Laitinen, 2012), for instance, how the Finnish school system was effective but not without problems with Finnish school pupils reporting low school satisfaction, and an ongoing debate, since the beginning of the 1990's where much public attention the specific problem of bullying. A series of legislative changes (1998, 2003, 2010) encouraged what was termed "self-invented programs" (op.cit.), where every school in Finland, like Sweden, was obliged to have a formal strategy or action plan against bullying. A group of researchers determined that there were "no evidence-based bullying prevention programs available on the market" (ibid.). Despite the rolling out of "self-invented programmes" no changes in the prevalence of bullying were detected in the 1998 and 2007 School Health Promotion surveys (op.cit.). This led to the design, testing and recommending of the KiVa programme as a universal strategy. The KiVa 'international' website, www.kivaprogram.net, states that "KiVa is a sought-after program: 90 % of all comprehensive schools in the country are registered KiVa schools implementing the program". This example is given only by way of demonstrating the total contrast to the "self-invented" initiative in Gävle municipality. The one redeeming feature of 'Gävlemodellen' is that it continually strives to be evidence-based and to assess, as accurately as possible, potential programme-effects.

Programme effects

Crucial to any assessment of programme-effects is the issue of which assessment instrument to use. From the moment Report 353 was published it was decided to base assessments on the tool that had been developed and tested, and retested now (Hellfeldt, Gill & Johansson, 2016), for National Agency for Education's evaluation study. By using this instrument prevalence levels could be compared to data from the large scale studies, where an expected national prevalence level was put at around 8%.

Early results from the first six participating schools indicated reduced prevalence levels down to about 4.9%. The rolling implementation has meant that virtually all schools in the municipality

(including academy schools) are now, in 2016, “signed-up” participants. Since some schools have separate administration of ‘junior’, ‘middle’ and ‘upper level’ units, with their own principals and vice principals, counting the number of ‘school’ in the municipality can be a little misleading. We refer to “school units” in Table 6. There are 45 school units, who, by autumn term 2017, will have signed up as voluntary participants in ‘Gävlemodellen’. For the ‘man in the street’ in Gävle the number of schools will be 33.

% Bullied by rolling wave and school grade								
(6 school units in first wave)	October 2012	April 2013	October 2013	April 2014	October 2014	April 2015	October 2015	April 2016
First wave grades 4-6	4,1	5,5	4,9	3,9	4,1	5,0	4,8	5,0
First wave grades 7-9	5,1	7,4	4,5	5,3	4,0	4,3	3,2	4,7
(8 school units) Second wave grades 4-6			6,5	7,0	7,9	6,3	8,5	9,5
Second wave grades 7-9			12,1	7,9	4,8	NA	3,7	4,3
(10 school units) Third wave grades 4-6					5,8	7,5	7,9	8,0
Third wave grades 7-9					8,3	5,1	4,1	5,1
(9 school units) Fourth wave grades 4-6							5,3	7,4
Fourth wave grades 7-9							3,7	4,5
% Reporting no bullying or harassment of any sort								
First wave grades 4-6	32	35,6	43,3	41,0	39,6	39,4	44,2	40,0
First wave grades 7-9	36,9	39,0	46,2	45,4	45,4	48,4	53,4	50,7
Second wave grades 4-6			29,6	30,3	32,2	37,4	28,2	31,3
Second wave grades 7-9			30,8	30,3	24,1	NA	29,3	43,5
Third wave grades 4-6					36,3	26,9	32,5	32,2
Third wave grades 7-9					43	34,6	44,5	48,9
Fourth wave grades 4-6							42	35,8
Fourth wave grades 7-9							45,3	43,6

Table 6: Baseline and subsequent outcomes for % bullied and % reporting no each academic year for four waves of participant schools (12 school units to begin 2016/17)

Table 6 outlines results from the evaluation questionnaire for four waves of schools, following the rolling scheme, divided by grade level and percentage categorised as bullied and percentage reporting no harassment of any sort. The first statistic should be low (lower prevalence) whereas the second statistic is better (more positive) the higher the percentage. Table 6 shows paired comparisons, within the same cohorts of school pupils, between baseline (October) and follow-up measure of bullying prevalence and proportions of pupils reporting no harassment of any sort. Numbers shown in red indicate a difference in the “wrong” direction. Numbers shown in green indicate a positive change, either in numbers being bullied or having no-one bullying or harassing them. Of 38 paired comparisons (data was not available for two) 26 are red and 12 green. While many of these differences would not reach statistical significance they do give a good idea of programme effectiveness. For instance, for the first wave, numbers reporting being bullied (5.5% and 7.4%) at follow-up are higher, especially for 7th to 9th grade. At the same time, pupils in these schools report higher levels of not being bullied or harassed at follow-up (35.6% and 39%).

This data describes a reality. Bullying is pervasive. Even if the general prevalence in schools in this municipality is lower than the national average (a very positive outcome), and even if the reported increases from October to April are generally small, typically less than 2%, it should be remembered that in a school with 200 pupils, an increase of 2% would mean four more children being bullied, in addition to the 8 to 16 pupils being bullied at baseline. However, the evidence also points to the fact that of the 8 to 16, who reporting that they are being bullied at baseline, 6 to 12 of these have ceased to be bullied, only to be replaced by 6 to 12 new victims.

Once again, these kinds of results point to the absolute fact that combating bullying is tricky, requires constant vigilance and can never be undertaken with a proviso that at some near point in time bullying at school will have ceased.

Programme costs

Since schools are expected, as part of their normal activities, to prove that they are capable of and actually do record, intervene against and get bullying to cease, a question must be asked regarding what cost any “reinforcement” of existing strategies can amount to.

That prevention should involve costs is an obvious assumption. The Swedish anti-bullying organisation Friends has recently included on its website a cost calculator for the effects of bullying spread over 30 years (Friends, 2016). For a school with 200 pupils, the calculated cost, over 30 years is estimated to be 2,700,000kr (284,587 euro equivalent) or about 9500 euro every year, for 30 years. This burden would be shared as follows: 206,425kr from Employment Office; 202,686kr from Social Insurance; 362,645kr in Municipality costs; 694,313kr from Provincial Government; 11,483kr in legal costs; and 1,192,884kr in loss of production.

The calculation template is based on a supposed national prevalence of bullying of about 8% (with reference made to SNAE, 2016a).

Using the same calculation model for Gävle Municipality and spreading the cost over each school in the municipality we arrive at a social cost for bullying, per annum for each school of about 17,000euros. We then calculated the added costs for Gävle Municipality to deliver the “extra assistance” involved in ‘Gävlemodellen’. This worked out at an annual extra cost per school of about 1800euros. If the initial cost is based on 16 pupils being bullied in a school with 200 pupils, the cost of bullying works out at about 1000euros per victim per annum. If the extra help provided by ‘Gävlemodellen’ reduces the number of victims from 16 to 10, then the 6 ceased victims represent an annual saving of 6000euros.

This kind of calculation, while perhaps a little frivolous, is not without a serious side. Persson and Svensson (2013) have specifically studied subjects’ “willingness to pay to reduce school bullying”. They calculated “the value of a statistical bullying-victim” as an aggregate willingness to pay to prevent one statistical case of a bullying. The aggregate amount subjects were willing to pay per statistical bullying-victim worked out between 65,446 and 93,431 euros.

Using data from the Swedish National Agency for Education’s estimates of average annual costs per pupil for bullying prevention in a typical school with 300 pupils, ranging from 97,673kr per school and year for “Friends” anti-bullying program to 416,787kr per school and year for the Olweus prevention programme (SNAE, 2011a), the authors concluded that “the investment would pass a benefit–cost test as long as the effectiveness of the mentioned bullying program reduces the number of bullying-victims by at least 0.71 pupils” (p. 9). This is a test of willingness to pay that ‘Gävlemodellen’ would almost certainly pass.

References

- American Evaluation Association, Task Force on Guiding Principles for Evaluators. (1995). Guiding Principles for Evaluators. In W. R. Shadish, D. L. Newman, M. A. Scheirer, & C. Wye (Eds.), *Guiding Principles for Evaluators: New directions for program evaluation* (Vol. 66, pp. 19–26). San Francisco: Jossey-Bass.
- Bosworth, K. & Judkins, M. (2014) Tapping into the Power of School Climate to Prevent Bullying: One Application of Schoolwide Positive Behavior Interventions and Supports. *Theory Into Practice*, 53 (4), 300-307.

- Ćakić, S., Begovac, B., Pleština, S. & Begovac, I. (2013) "Bullying Among Children In Split, Croatia: Association With General, Psychosocial, Behavioral And School Variables", *Društvena Istraživanja / Journal for General Social Issues*, 22(4):693-711. DOI: 10.5559/di.22.4.07.
- Chalamandaris, A-G. & Piette, D. (2015) School-based anti-bullying interventions: Systematic review of the methodology to assess their effectiveness. *Aggression and Violent Behavior*, 24, 131–174.
- Creswell, J. W. (2007) *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Cunningham, C. E., Rimas, H., Mielko, S., Mapp, C., Cunningham, L., Buchanan, D., Vaillancourt, T., Chen, Y., Deal, K. & Marcus, M. (2016). What Limits the Effectiveness of Antibullying Programs? A Thematic Analysis of the Perspective of Teachers. *Journal of School Violence*, 15(4), 460-482.
- Cunningham, C. E., Mapp, C., Rimas, H., Cunningham, L., Mielko, S., Vaillancourt, T., & Marcus, M. (2016, January 14). What Limits the Effectiveness of Antibullying Programs? A Thematic Analysis of the Perspective of Students. *Psychology of Violence*. Advance online publication. <http://dx.doi.org/10.1037/a0039984>
- Due, P. & Holstein, B.E. (2008) Bullying victimization among 13 to 15 year old school children: Results from two comparative studies in 66 countries and regions. *International Journal of Adolescent Medicine and Health*, 20 (2), 209-222.
- Emshoff, J. (2003). Commentary: Practical Realities and Ethical Choices. *The American Journal of Evaluation*, 24(3), 419-422.
- Flay, B. R. (1986). Efficacy and effectiveness trials (and other phases of research) in the development of health promotion programs. *Preventive Medicine*, 15(5), 451–474.
- Flay, B. R., Biglan, A., Boruch, R. F., Castro, F. G., Gottfredson, D., Kellam, S., et al. (2005). Standards of evidence: Criteria for efficacy, effectiveness and dissemination. *Prevention Science*, 6(3), 151–175.
- Flygare, E., Gill, P. E., & Johansson, B. (2013). Lessons from a concurrent evaluation of eight antibullying programs used in Sweden. *American Journal of Evaluation*, 34(2), 170-189.
- Friends (2016) The cost of bullying – cost calculator (in Swedish) at: <http://friends.se/vad-vi-gor/opinionsbildning/mobbningsens-kostnader/#/rike> (Downloaded 2016-08-20)
- Gregory, A., Henry, D.B. & Schoeny, M.E. (2007) School Climate and Implementation of a Preventive Intervention. *Am J Community Psychol.*, 40, 250–260.
- Guhn, M., Schonert-Reichl, K.A., Gadermann, A.M., Marriott, D., Pedrini, L., Hymel, S. & Hertzman, C. (2012) Well-Being in Middle Childhood: An Assets-Based Population-Level Research-to-Action Project. *Child Indicators Research*, 5, 393–418.
- Hahn RA, Fuqua-Whitley D, Wethington H, Lowy J, Crosby A, Fullilove M et al. Effectiveness of universal school- based programs to prevent violent and aggressive behavior: a systematic review. *American Journal of Preventative Medicine*. 2007;33(2S):S114–29.
- Hellfeldt, K., Gill, P.E. & Johansson, B. (2016): Longitudinal analysis of links between bullying victimization and psychosomatic maladjustment in Swedish schoolchildren, *Journal of School Violence*, DOI: 10.1080/15388220.2016.1222498
- Joint Committee on Standards for Educational Evaluation. (1994) *The program evaluation standards* (2nd ed.). Thousand Oaks, CA: Sage.
- Laitinen, K. (2012) KiVa – A national anti-bullying program for Finnish schools. PowerPoint presentation at http://www.oph.fi/download/143565_Kristiina_Laitinen_Pestalozzi_KiVa_04_10_2012.pdf, Finnish National Board of Education. Downloaded 2016-08-20.

- Larsson, P. & Wermke, W. (2016, forthcoming) Supported Decentralised Reasoning: Bullying prevention in a Swedish municipality.
- Google, Ngramviewer (2016), accessed using the following search term:
https://books.google.com/ngrams/graph?content=bullying&year_start=1800&year_end=2016&corpus=15&smoothing=3&share=&direct_url=t1%3B%2Cbullying%3B%2Cc0, July 19th, 2016.
- Moore, J. E., Bumbarger, B. K., & Cooper, B. R. (2013). Examining adaptations of evidence-based programs in natural contexts. *The journal of primary prevention*, 34(3), 147-161.
- OECD (2015), *Skills for Social Progress: The Power of Social and Emotional Skills*, OECD Skills Studies, OECD Publishing, Paris.
- Oterkiil, C. & Ertesvåg, S.K. (2012) Schools' readiness and capacity to improve matter. *Education Inquiry*, 3 (1), 71–92.
- Pas, E.T. & Bradshaw, C.P. (2012) Examining the Association Between Implementation and Outcomes: State-wide Scale-up of School-wide Positive Behavior Intervention and Supports, *Journal of Behavioral Health Services & Research*, 2012. 417–433.
- Persson, M., & Svensson, M. (2013). The willingness to pay to reduce school bullying. *Economics of Education Review*, 35, 1-11.
- Rhoades, B.L., Bumbarger, B.K. & Moore, J.E. (2012) The Role of a State-Level Prevention Support System in Promoting High-Quality Implementation and Sustainability of Evidence-Based Programs. *Am J Community Psychol.*, 50(3-4), 386-401.
- Ttofi, M.M. & Farrington, D.P. (2011) Effectiveness of school-based programs to reduce bullying: a systematic and meta-analytic review, *Journal of Experimental Criminology* (2011) 7, 27–56.
- Schroeder, B. A., Messina, A., Schroeder, D., Good, K., Barto, S., Saylor, J., & Masiello, M. (2012). The implementation of a statewide bullying prevention program preliminary findings from the field and the importance of coalitions. *Health promotion practice*, 13(4), 489-495.
- Stake, R.E. (1995). *The art of case-study research*. Thousand Oaks, CA: Sage.
- Swedish Agency for Education (2003) *Olikas lika värde: Stödmaterial och vägledning för ett arbete mot mobbning och kränkande behandling*, Stockholm.
- Swedish Agency for Education (2011a) Report 353: Evaluation of anti-bullying methods.
http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf2849.pdf%3Fk%3D2849
- Swedish Agency for Education (2011b) Evaluation of anti-bullying methods: Methodology appendix and attachments to report 353. http://www.skolverket.se/om-skolverket/publikationer/visa-enskildpublikation?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Fbilaga%2Fblob%2Fpdf297.pdf%3Fk%3D297
- Stassen Berger, K. (2007) Update on bullying at school: Science forgotten? *Developmental Review*, 27, 90–126.
- Trimble, J.E. (2010) Cultural Measurement Equivalence in Clauss-Ehlers, C.S. (Ed.) *Encyclopedia of Cross-Cultural School Psychology*, pp. 316-318.
- World Health Organization (2016). *INSPIRE: seven strategies for ending violence against children*, <http://hdl.handle.net/11212/2832>
- Yin, R.K. (2013). *Case study research: Design and method* (5th ed.). Thousand Oaks, CA: Sage.
- Yin, R.K. (1981) "The Case Study Crisis: Some Answers". *Administrative Science Quarterly*, 26 (1), 58-65.