Developing a Strategic and Coordinated Approach to Violence Prevention Programming for Children and Youth in Calgary

Phase One: Best and Promising Practices and Program Scan

Contributors

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1.0 Introduction

Shift: The Project to End Domestic Violence was initiated by the Brenda Strafford Chair in the Prevention of Domestic Violence, in the Faculty of Social Work, at the University of Calgary. Shift is aimed at significantly reducing domestic violence in Alberta using a primary prevention approach to stop first-time victimization and perpetration. In short, primary prevention means taking action to build resilience and prevent problems before they occur.

The purpose of Shift is to enhance the capacity of policy makers, systems leaders, clinicians, service providers and the community at large, to significantly reduce the rates of domestic violence in Alberta. We are committed to making our research accessible and working collaboratively with a diverse range of stakeholders, to inform and influence current and future domestic violence prevention efforts, through the perspective of primary prevention.

In 2010, Shift conducted a comprehensive scan of evidence-based domestic violence prevention programs. Through this scan, the Fourth R (Relationship) program was identified as a best practice. The Fourth R is a dating violence prevention program, focused on teaching healthy relationship and social skills, along with alternatives to violence, such as conflict resolution skills to youth in school (Crooks, Wolfe, Hughes, Jaffe & Chiodo, 2008).

At the same time as Shift was conducting the scan of evidence-based domestic violence prevention programs, the Calgary Board of Education (CBE) was implementing the Fourth R program in 40 schools across the city. As this program was identified as an evidence-based prevention program, Shift worked closely with the Government of Alberta – Ministry of Human Services and the Centre for Addiction and Mental Health (CAMH – Prevention Science)[1] to implement the Fourth R across other school jurisdictions in Alberta interested in implementing the program in order to support a population change strategy.

Due to the commitment across many school jurisdictions in Alberta to implement the Fourth R, the Brenda Strafford Chair wanted to connect with local non-profit organizations also doing violence prevention and healthy relationship programming for children and youth to gauge interest in taking a more strategic and coordinated approach to violence prevention programming for children and youth. In May 2012, United Way of Calgary hosted local Calgary service providers and funders to come together to engage in a discussion around healthy relationship research and to hear

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[1] The Centre for Addiction and Mental Health (CAMH) is Canada's largest mental health and addiction teaching hospital, as well as one of the world's leading research centres in the area of addiction and mental health.

details of the Fourth R (Relationship) program. Led by Lana Wells, the Brenda Strafford Chair in the Prevention of Domestic Violence, this dialogue revealed openness from children and youth-focused practitioners and funders to engage in a more strategic approach to the funding and implementation of school-based violence prevention programming.

The group agreed in order to start the process of developing a more strategic approach to violence prevention programming for children and youth, they needed to have a better understanding of programs offered by non-profit organizations providing violence prevention programming to children and youth. A scan of related programs was initiated, as well as a review of best and promising practices in the area of violence prevention programming for children and youth.

The purpose of this research report is threefold:

- To provide an overview of research pertaining to best and promising practices in the area of violence prevention programming for children and youth;
- To provide an analysis of children- and youth-focused violence prevention programs currently offered by non-profit organizations in Calgary, Alberta; and
- To provide recommendations to inform subsequent phases for developing a strategic coordinated community approach to violence prevention programming for children and youth in Calgary.

1.1 Project Overview

Designed to gather information on violence prevention programming available for children and youth in Calgary and identify promising practices within this area, the project had two main components:

(1) Identify, collect and analyze violence prevention programs for children and youth (K to 12) currently offered in Calgary; and
(2) Review best and promising practices in the area of violence prevention programming for children and youth (K to 12).

Information related to the literature review and program scan was gathered to address the following questions:

1. What are best and promising practices in violence prevention programming for children and youth (K to 12)?
2. What currently exists in the environment to meet the recommended promising practices?

3. How do non-profit organizations make decisions around the provision of violence prevention programming for children and youth?
4. What are the opportunities and challenges in developing a coordinated community approach to violence prevention programming for children and youth (K to 12)?

This report is organized into seven sections: section one is the introduction; section two outlines the methodology; section three summarizes the findings from the literature on best and promising practices for violence prevention programming for children and youth; section four provides examples of coordinated approaches to school-based violence prevention from the literature; section five summarizes findings from the program scan and interviews with service providers; section six discusses opportunities and challenges to a coordinated approach based on interviewee feedback, and section seven provides recommendations to support next steps in building a strategic and coordinated community approach to violence-prevention programming for children and youth.

2.0 Methods

Three forms of data collection were used for this project:

1) Internet searches to identify violence prevention programs offered in Calgary (in addition to the United Way and FCSS identified programs);
2) Key informant interviews with Executive Directors, Program Managers, Program Directors, Community Development Managers and Evaluation Managers; and
3) A review of the literature focusing on best and promising practices of violence prevention programming for children and youth.

The scope of this study was limited to those programs that: (1) were offered in the City of Calgary; (2) had an identified program goal of building healthy relationships or preventing violence with children and youth; and (3) were focused on primary prevention. Approval for this study was obtained through the University of Calgary Conjoint Faculties Research Ethics Board.

2.1 Internet Searches

There were 23 funded non-profit programs initially identified through the lists from both City of Calgary FCSS and United Way of Calgary and Area. Of these, 15 met the inclusion criteria. An additional five programs were identified for possible inclusion through Google searches. Terms such as "healthy relationship programming" and "violence prevention programming in Calgary" were used. Of these five, two programs met the inclusion criteria identified above in the scope of the project and were therefore included in the interviews and analysis.

2.2 Key Informant Interviews

Key informant interviews were also conducted to obtain more detailed information to inform the program scan.

2.2.1 *Sampling*

The study utilized purposive and snowball sampling, as there was a need to access programs providing violence prevention programming to children and youth in Calgary. While the original scope was limited to school-based violence prevention programming, the project was expanded at a funder's request to encompass community-based programming as well. For the purposes of this report, school-based programs are those that:

- occur with school administrative approval and teacher request;
- occur during school hours or within the parameters of the school day;
- have some connection to the mandated school curriculum; and
- are delivered by community-based agency staff and/or volunteers.

Community-based programs are those that occur outside of school hours, but may be located either in schools or at another site in the community. These programs are offered by community-based organizations and are not linked to school-programming or curriculum.

The participants for the interviews were identified in three ways: (1) Through major funders of violence prevention programming (United Way of Calgary and Area and City of Calgary FCSS); (2) Through internet searches using search terms identified above; and (3) Through snowball sampling with interviewees identified by the funders.

2.2.2 *Recruitment*

There were several ways of identifying key informants. First, agency and program information were provided to the Shift researchers. United Way of Calgary and Area and City of Calgary FCSS sent relevant programs they fund a letter with information outlining details of the study. The letter also pointed out that a member of the research team would be contacting them to request their participation in the study. The Shift research team member contacted all programs identified by the funders using the agency and program information provided. This information included contact information for each identified program (i.e., executive director, program director, program manager, director of programs). Phone calls were placed to each contact, inviting their participation in the study.

Secondly, key informants were also identified through snowball sampling. At the end of each interview, a research team member asked if there were any other violence

prevention programs of which she should be aware. The agency, program and known contact name were recorded. A Shift research team member then contacted the individual identified. If programs agreed to be interviewed, the team member set up a face-to-face interview with the appropriate program personnel (which may or may not be the same person contacted over the telephone).

Interviewees included: Executive Directors (n=11), Program Directors (n=3), Program Managers (n=9), Community Development Managers (n=1) and Evaluation Managers (n=1). It is important to note the number of interviewees does not correspond with the number of programs or agencies as several programs were discussed in some interviews (therefore involving multiple staff), and some interviews had more than one person present (e.g., Executive Director and relevant Program Manager).

2.2.3 *Data Collection and Analysis*

Data were collected through face-to-face interviews with program directors and managers who oversee the violence prevention programs. Throughout the interviews, the researcher asked agency staff if they could name other programs or services doing similar work. This list was cross-referenced with the previous two. A member of the research team called all identified agencies, and interviews were scheduled over a 45-day period.

Interviews ranged in length from 45 minutes to two and a half hours, depending on program and agency size. The interview questions were qualitative in nature and asked for details about program characteristics (see Appendix E for the interview guide). The interviews were not audio-recorded, although the researcher took notes throughout the interview process and made summary notes following each interview. All participants signed a letter of consent prior to the start of the interview.

The analysis of the interview data occurred in two ways. First, a detailed agency list was generated that included the major characteristics of the programs as well as general questions regarding the violence prevention programming in the city. These included:

1. Funders of the program
2. Program start date and rationale
3. Partners or collaborators
4. Schools where the program is delivered (if applicable)
5. Challenges to delivering the program
6. Ways that changes are made to the program
7. Next steps for the program
8. Benefits and/or challenges to a strategic, coordinated, community approach to violence prevention programming for K to 12

Following this, a detailed checklist of program markers (generated by the best practices literature review) was used to inquire further about the programs. This included questions such as whether the program:

- is theory/model driven;
- addresses individual, relationship, community and/or societal risk or protective factors;
- uses a variety of teaching methods;
- provides adequate dosage (including whether booster sessions are made available);
- is delivered when it is most effective developmentally;
- provides opportunities for children and youth to build positive relationships with adults and peers;
- is tailored to meet the needs of socio-culturally diverse audiences;
- uses well-trained staff to implement the program; and
- Collects data and/or is evaluated.

Finally, written notes from the interviews were also mined by the research team to identify any additional themes and/or nuances in the data.

2.3 Review of the Literature

A review of both published and unpublished reports, documents and articles was undertaken with the objective of identifying:
- best and promising practices in violence prevention programming for children and youth;
- best and promising practices in specific sub-sets of violence prevention (i.e., bullying, child sexual abuse, dating violence, sexual exploitation, sexual harassment and sexual assault); and
- existence of any coordinated approaches to violence prevention programming for children and youth. Emphasis was placed on examples from those countries with socio-cultural contexts similar to Canada (i.e., Australia, New Zealand, North America, and the UK).

Two main search strategies were employed:

- Academic databases were searched for relevant articles spanning the years 1995 – 2011. The databases searched included Google Scholar, Sociological Abstracts, Social Services Abstracts, and SocINDEX. Search terms included *principles of effective prevention programs, components of effective prevention programs,*

evidence and violence prevention programming for children and youth, and *coordinated violence prevention programming;*

- Searches of more than 20 government, non-government and research institute websites for additional articles and reports (e.g., Collaborative for Academic Social and Emotional Learning [CASEL], Centres for Disease Control and Prevention [CDC], Centre for Research and Education on Violence Against Women and Children, World Health Organization and London School of Hygiene and Tropical Medicine [WHO], etc).

Given the finite time and resources available and the large amount of relevant literature in this field, the review focused mainly (although not solely) on existing reviews rather than literature reporting evidence from a single study or intervention. Reviews are defined as:

- Papers and/or reports based on community/expert consultation;
- Policy/background papers and reports that synthesize best and promising practices in the area of violence prevention for children and youth; and
- Publications that review/present effective principles and/or components of violence prevention programming for children and youth.

This review was singularly focused on violence prevention programming for children and youth. For this reason, intervention programs and strategies targeting children and youth were not included in the assessment.

For the purposes of this report, "best" and "promising" practices are defined as follows:

Best Practice: Interventions, programs/services, strategies and policies that have consistently demonstrated desired changes through the use of appropriate and well-documented research and evaluation methodologies (Public Health Agency of Canada, 2008).

Promising Practice: Programs and initiatives are considered promising if there is emergent evidence of their effectiveness showing minimally positive changes in knowledge or attitudes (WHO, 2010).

2.4 Research Scope and Limitations

As the mandate of the Brenda Strafford Chair and Shift: The Project to End Domestic Violence is focused on primary prevention of domestic violence, the objectives and outcomes of this research are heavily weighted towards identifying programs that stop violence before it starts. Thus, the research project focused on universal and selected prevention programming as opposed to secondary or tertiary type programming (for a list of definitions refer to Appendix A: Glossary).

In addition to being solely focused on primary prevention of violence, the study was limited to those programs provided by non-profit organizations to children and youth K-12. Both school and community-based programs were included. For the purpose of this report, school-based programs are those programs that:

- occur with school administrative approval and teacher request;
- occur during school hours or within the parameters of the school day;
- have some connection to the mandated school curriculum; and
- are delivered by community-based agency staff and/or volunteers.

Community-based programs are those occurring outside of school hours, but may be located either in schools or at another site in the community. These community-based programs are offered by non-profit organizations and are not linked to school programming or curriculum.

The program scan did not include programs provided internally by Calgary Board of Education (CBE) or the Calgary Catholic School District (CCSD), although a scan of these programs may be included in subsequent phases of the overall project. This research project did not include programs being run in school districts outside of Calgary; however, the study included programs being offered in private or charter schools. The project also did not focus on programs offered to young adults in post-secondary institutions, workplaces or recreation spaces. This may also be a focus in subsequent phases of the research.

While there are numerous school- and community-based programs for children and youth, this project focused solely on violence prevention programming. It did not encompass the various social and emotional learning, mental health and academic or general life skills programs available. The project focused specifically on the program elements and/or components identified in the research literature as unique to violence prevention programming (see Section 3 for detailed information on elements of effective violence prevention programs).

A significant research limitation is that the program scan utilized self-reported data from respondents regarding utilization of best practice components for violence prevention programming. This project was not studying the efficacy of available programming, but rather the first phase in identifying and cataloguing violence prevention programs for children and youth in Calgary. As such, researchers did not make assessments as to whether staff received appropriate training, the degree to which programs are tailored to diverse audiences, the quality of outcome data, etc. The purpose of the key informant interviews was to gather information on available programming and to identify

challenges, successes and approaches to delivering violence prevention programming in the Calgary community.

Finally, the programs included in the program scan are those that were identified through the methods described above (i.e., purposive and snowball sampling) and that were amenable to being interviewed. Therefore, a number of violence prevention programs for children and youth in the Calgary community were not included in this study.

3.0 Best and Promising Practices in Violence Prevention Programming for Children and Youth

Violence continues to be pervasive in Canada. Domestic and sexual violence, violent imagery in the media and school-based violence are all realities of contemporary society. More and more, families, communities and policy makers are concerned with the impacts of violence on Canadian children and youth. Violence has serious negative effects for those victimized or exposed, including: physical injury, post-traumatic stress, depression, anxiety, substance abuse and other long-term health problems (Prevention Institute, 2009).

Violence does not happen in a vacuum, and violent experiences are not solely limited to individual victims and perpetrators (Prevention Institute, 2006). Children and youth are part of families, which are part of communities, which exist in larger societal environments. Social learning theories propose violence is a learned behaviour, as children observe and learn violent behaviours from parents and other role models with high status, competence and power (Foshee, Bauman, & Linder, 1999). Building knowledge and skills to prevent and reduce violence at an early age can prevent its occurrence at a later stage (Tutty et al., 2005).

3.1 What is Prevention and Where Does it Occur?

Primary violence prevention efforts work to stop violence before it starts – this is distinct from those approaches that attempt to modify the behavior of an individual who may already be violent (Prevention Institute, 2006). Violence prevention efforts can be directed toward a total population of children and youth or to particular groups that are at higher risk of using or experiencing violence in the future (VicHealth, 2007). Most primary violence prevention efforts focus on changing behavior and/or building the awareness, knowledge and skills of children and youth (Tutty et al., 2005).

While prevention efforts can occur in a range of settings, research suggests most violence prevention efforts are focused on schools, the community and the media[2] (WHO, 2010). Of these three, schools are the most popular site for violence prevention (VicHealth, 2007). Schools are an important venue for violence prevention efforts because they:

- are a key social learning environment, providing a context in which to learn non-violence social skills (Tutty et al., 2005);
- target a population at the stage of the life cycle when the risk of perpetration or victimization is high (Wolfe & Jaffe, 2003);
- provide a stable learning environment (Wolfe & Jaffe, 2003);
- provide access to a wide audience (Russell, 2008); and
- are part of the daily routines of most young people, enabling such programs to be delivered in a context where respectful, non-violent relationships can be promoted and normalized (VicHealth, 2007).

In addition to the many reasons for focusing on schools as promising sites of violence prevention for children and youth, school-based violence prevention efforts generally have the strongest evidence of effectiveness (compared to the limited evidence seen with other types of prevention activities) (State of Victoria, 2009; WHO, 2010). Evaluations show these types of programs, if done well, do indeed produce lasting changes in attitudes and behaviours for children and youth (State of Victoria, 2009).

While school-based prevention strategies are the most common and have been shown to be effective, other promising prevention strategies also exist (State of Victoria, 2009; WHO, 2010). Prevention strategies with strong theoretical rationales such as community development and community mobilization are pervasive; however, they have rarely been well evaluated, resulting in a small body of knowledge about the relative value of these strategies (State of Victoria, 2009).

3.2 Principles of Effective Violence Prevention Programs[3]

Over the past three decades, a proliferation of violence prevention programs emerged to address bullying, dating violence and all forms of sexual violence (i.e., sexual harassment, sexual abuse, and sexual assault). Violence prevention programs have typically been narrowly focused, tending to address only one form of violence (Tutty et al., 2005).

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[2] This report focuses on school and community-based violence prevention programming for children and youth. Best practices in social marketing and public awareness were outside the scope of this research.
[3] For the purposes of this paper, programs refer to clinical and/or educational interventions that are provided to individual(s).

Several basic principles are identified as best practices for violence prevention programming, regardless of the specific content areas (Nation et al., 2003). In fact, some authors suggest basic principles of successful programs could be used as an alternative to packaged violence prevention programs (McCall, 2009). This approach would also support policy-makers and funders with guidelines and criteria with which to evaluate the merits of program proposals for funding (Nation et al., 2003).

Research identifies nine principles associated with best practices in violence prevention programming. These principles can be grouped into three broad areas (Nation et al., 2003; Nation, Keener, Wandersman, & Dubois, 2005):

1. **Program characteristics, design and content** (Nation et al., 2003, 2005; Small, Cooney & O'Connor, 2009):
   - Comprehensiveness
   - Variety of teaching methods
   - Intensity and dosage of intervention
   - Strong theoretical model
   - Opportunity to develop positive relationships

2. **Program relevance** and/or appropriate matching to target population (Farrell, Meyer, Kung & Sullivan, 2001; Nation et al., 2003, 2005; Small et al., 2009):
   - Appropriately timed
   - Socio-culturally relevant
   - Developmentally appropriate

3. **Program implementation and evaluation** (Nation et al., 2003, 2005; Weissberg, Kumpfer, & Seligman, 2003; Small et al., 2009):
   - Employs outcome evaluation as part of its process
   - Utilizes well-trained staff to deliver the program

Table 1 below outlines each of these principles in more detail in relation to the broad area of prevention programming.[4]

Table 1: Nine Best Practice Principles and Definitions

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[4] The table is based on the nine best practice principles for violence prevention as identified by Nation et al., 2003. These nine principles are: comprehensiveness; variety of teaching methods; sufficient dosage and intensity; strong theoretical model; opportunities for positive relationships; appropriate timing of program; socio-culturally relevant; employs outcome evaluation processes; and utilizes well-trained staff. Shift has supplemented the definitions provided by Nation et al., 2003 with referencing from additional authors who also provide definitions in selected areas (i.e., comprehensiveness, variety of teaching methods, sufficient dosage and intensity, strong theoretical model, appropriately timed, employs outcome evaluation processes and utilizes well-trained staff).

Broad Area of Programming	Associated Principle	Definition
Program Characteristics	Comprehensive	Utilizes multiple strategies designed to initiate change at various levels (e.g., individual change and changes in relationships) that influence the development and perpetuation of the behaviors to be prevented (Casey & Lindhorst, 2009; Nation et al., 2003).
	Utilizes a variety of teaching methods	Programs involve diverse teaching methods that target a variety of learning styles (Small et al., 2009; Nation et al., 2003, 2005).
	Sufficient intensity and dosage	Programs provide enough intervention to not only create changes, but to ensure those endure over time (Nation et al., 2003; Small et al., 2009). There are no hard and fast rules regarding intensity and dosage (some sources cite six to eight sessions, while others cite seven to nine sessions) (Florida Coalition Against Domestic Violence, n.d.; New York State Department of Health, 2010). Intensity and dosage are generally measured by both quantity (number of instructional hours) and quality (Nation et al., 2003).
	Strong theoretical model	Programs are based on well-established, empirically supported theory (Casey & Lindhorst, 2009; Nation et al., 2003; Small et al., 2009; State of Victoria, 2009).
	Opportunities for positive relationships	Programs provide exposure to adults and peers in ways that promote strong relationships (Nation et al., 2003).
Matching Programs to Target Population	Appropriate timing of program	Programs are designed to reach children and youth when they are most receptive to change and are sensitive to the developmental needs of participants (Nation et al., 2003; Small et al., 2009; State of Victoria, 2009).
	Socio-culturally relevant	Programs are tailored to the community and cultural norms of the participants (Nation et al., 2003).

Broad Area of Programming	Associated Principle	Definition
Implementing and Evaluating	Employs outcome evaluation processes	Programs are well documented and are committed to program monitoring and evaluation (Nation et al., 2003; Small et al., 2009).
	Utilizes well-trained staff	Program staff are provided with training regarding the implementation, and are supported by their supervisors (Nation et al., 2003; Small et al., 2009).

In addition to the principles identified above, research identifies additional components to consider, depending on whether the program is offered through the school or the wider community (State of Victoria, 2009; Stith et al., 2006). These are outlined in the following sections.

3.2.1 *School-based Violence Prevention Programming*

Research indicates whole-school approaches should be adopted when implementing school-based violence prevention programming (State of Victoria, 2009; Tutty et al., 2005). According to the State of Victoria (Australia), the "single most important criterion for effective violence prevention and respectful relationships education in schools is the adoption of a whole-school approach[5]" (2009, p. 27).

There are a number of overlapping components associated with whole-school approaches (State of Victoria, 2009; Tutty et al., 2005). They are:

- **Curriculum, teaching and learning** – Students need the opportunity to experience violence prevention messages from a wide range of teachers in a variety of subjects (State of Victoria, 2009);
- **School policies and practices** – Systems and structures must be in place to support violence prevention efforts (State of Victoria, 2009). This means examining classroom, department and school policies and procedures to address violence (Tutty et al., 2005);
- **School culture and environment** – Addressing the overall learning and social environment of the school is a critical component of whole-school approaches (Tutty et al., 2005). This means examining both the spoken and unspoken values, attitudes and practices in place (State of Victoria, 2009); and

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[5] Whole school approaches to bullying prevention require that an intervention be directed at students, staff, support staff and parents, is integrated into a comprehensive curriculum context, has well-developed anti-bullying policies and principles, and is reinforced in extracurricular activities through partnerships with organizations and clubs (Smith, Schneider, Smith & Ananiadou, 2004; State of Victoria, 2009).

- **School-community partnerships and connections** – The lessons learned through violence prevention programming offered in schools need to be reinforced through partnerships with the home environment (parents) and the wider community (State of Victoria, 2009; Tutty et al., 2005).

Whole-school approaches have been effectively implemented in a variety of educational initiatives addressing social issues, such as bullying (State of Victoria, 2009; Farrington & Tfofi, 2011), teenage pregnancy and mental health (Dyson, Mitchell, Dalton & Hillier, 2003; State of Victoria, 2009).

3.2.2 *Community-based Violence Prevention Programming*

Community-based violence prevention programming is conducted in a variety of settings and is generally provided by community agencies and other organizations (Wandersman & Florin, 2003). While tremendous gains have been made in prevention research and practice, much of the literature on best practices in community-based prevention relies on practice wisdom instead of empirical evidence (Stith et al., 2006).

Despite the lack of empirical literature in this area, researchers have attempted to identify principles for effective community-based prevention (Sowers, Garcia, & Seitz, 1996; Stith et al., 2006; End Violence Against Women and Girls, 2011). In addition to the principles of effective violence prevention identified above, principles of effective community-based prevention include:

- **Goodness of fit with the community of interest** (Stith et al., 2006): Essentially, effective community-based prevention programs meet the identified needs of the community, and preventions are designed to be appropriate for those targeted. These programs tend to be flexible and responsive to emergent needs.

- **Appropriately planned** (Sowers et al., 1996): Not only is relevant theory used to plan the program, but local data, experiences and contexts are key considerations in program decisions.

- **Adequate resources, training and attention to evaluation** (Sowers et al., 1996; Stith et al., 2006): Successful programs require adequate and reliable funding, stable staff, sufficient and appropriate training, as well as ongoing program evaluation (Stith et al., 2006).

As such, a number of best practices pertain to these programs addressing specific forms of violence (e.g., sexual assault, bullying, child sexual abuse, etc.) (Adair, 2006; Russell, 2008).

3.3 Best and Promising Practices in Violence Prevention Programming

As discussed above, violence prevention programming for children and youth tends to be narrowly focused on one particular manifestation (e.g., bullying, sexual harassment, etc.) (Tutty et al., 2005). In addition to the nine general principles of violence prevention programming identified above (see page 16), additional best and promising practices specific to their focus area were identified. Best and promising practices for bullying, sexual abuse, dating violence, sexual assault and sexual harassment will be explored below.

3.3.1 *Bullying*

School bullying has serious short-term and long-term effects on children and youth's physical and mental health (Farrington & Ttofi, 2009). Bullying is the most frequently identified form of violence in schools, resulting in school-wide efforts to address the problem (Juvonen & Gross, 2008; Tutty et al., 2005). Researchers contend that playground bullying behaviours are a key underlying component in future sexual harassment and dating aggression perpetration (Pepler et al., 2006).

Researchers argue that, because bullying differs from other kinds of violence, interventions addressing other types of conflict among children and youth may not be effective in addressing bullying (Whitted & Dupper, 2005). Best practices in successful bullying prevention programs include:

- Comprehensive strategies that target bullies, victims, bystanders, families and communities (Pepler, Craig, O'Connell, Atlas, & Charach, 2004; Tutty et al., 2005; Whitted & Dupper, 2005);
- Continuity over grade levels, with efforts beginning in elementary school (Tutty et al., 2005; Whitted & Dupper, 2005);
- Engaging the entire school community, with commitment from administrators (Whitted & Dupper, 2005);
- Developing clear guidelines, policies and procedures dealing with violent incidents for the entire school (Astor, Meyer, Benbenishty, Marachi, & Rosemond, 2005; Pepler et al., 2004; Tutty et al., 2005);
- Skill building and active participation in how to resolve conflicts non-violently by everyone in the school community (i.e., students, staff and support staff) (Tutty et al., 2005);
- Incorporating cognitive, affective and behavioural components (Tutty et al., 2005);
- Increased monitoring and supervision in non-classroom areas (Astor et al., 2005; Pepler et al., 2004); and

- Engaging parents (in addition to school staff and faculty) in planning, implementing and sustaining the program (Whitted & Dupper, 2005).

A recent systematic review of school-based programs to reduce bullying and victimization concluded a number of anti-bullying programs are effective (Farrington & Ttofi, 2009). However, there is very little literature addressing bullying prevention efforts outside of schools. More research is required in this area to understand best practices for community-based bullying prevention efforts.

3.3.2 *Sexual Abuse*

High rates of child sexual abuse for both males and females, including very young children, resulted in a proliferation of sexual abuse prevention programs and strategies (Tutty et al., 2005). The majority of childhood sexual abuse prevention efforts are school-based (Calgary Communities Against Sexual Abuse, 2010; Tutty et al., 2005). These types of prevention interventions began in the late 1970's when the public became increasingly aware of the extent of the issue (Tutty et al., 2005). School-based programs begin in the early school years, such as preschool and kindergarten, and extend upwards to early grade school (e.g., grade 3) (Calgary Communities Against Sexual Abuse, 2010; Tutty et al., 2005). These programs focus on developing knowledge and skills of young children by teaching them to recognize and avoid potentially abusive situations, refuse an abuser's approach and break off interactions (Finkelhor, 2009; WHO, 2010).

While most child sexual abuse programs share certain elements in common, several elements are identified as best practice in sexual abuse prevention programs (Adair, 2006; Russell, 2008; Tutty et al., 2005). They are:

- Content which includes information about sexual abuse; bullies; good, bad and confusing touches; incest; screaming and yelling to attract attention; and telling an adult whom they trust;
- Content that emphasizes children are never to blame for the abuse – the perpetrator is always responsible, never the child;
- A chance to practice skills in class;
- Information to take home;
- Meeting with parents; and
- Repeating material over more than a single day.

Research in the area of school-based sexual abuse programs demonstrates that, while these programs are effective at strengthening knowledge and protective behaviours against this type of abuse, there is as yet no evidence they reduce rates of child sexual abuse (WHO, 2010). While no single program is currently recognized in the literature as

a model program in the area of child sexual abuse prevention, a number of programs are promising, such as *Talking About Touching* and *Good Touch/Bad Touch* (Calgary Communities Against Sexual Abuse, 2010; Tutty et al., 2005).

3.3.3 *Dating Violence*

School-based dating violence prevention programs are the most evaluated of all prevention programs (WHO, 2010), with sexual assault prevention sometimes incorporated into dating violence programs (Tutty et al., 2005).

In spite of numerous evaluations done on school-based dating violence prevention programming, no clear consensus exists on what constitutes a comprehensive program (O'Keefe, 2005; Tutty et al., 2005). Dating violence prevention programs are quite varied in nature, with different programs choosing to focus on different objectives (such as building knowledge and awareness or skill-building in a variety of areas) (Tutty et al., 2005). Many programs seek to change students' attitudes about dating violence and increase knowledge of dating violence and its consequences (Hickman, Jaycox, & Aronoff, 2004). Some of the more common components include (Cornelius & Resseguie, 2007; Tutty et al., 2005):

- Control and power in relationships;
- Equity in dating relationships;
- Gender stereotypes and roles;
- Communication skills;
- Dealing with peer pressure;
- Dealing with disappointment and anger in non-violent ways;
- Identifying warning signs of abuse; and
- Information on community resources available for both perpetrators and victims of aggression.

Researchers appear to agree about the type of activities used in dating violence prevention programs, specifically those that are interactive and capture the attention of youth (Tutty et al., 2005; Wolfe & Jaffe, 2003). Many prevention programs include youth-initiated prevention activities such as drama productions, social awareness campaigns targeted to students and peer educators who deliver educational sessions to other students (Lee, Guy, Perry, Sniffen & Mixon, 2007).

Several dating violence prevention programs are well-evaluated and show promising results, particularly *Safe Dates* (Foshee et al., 2005) and *Fourth R: Skills for Youth Relationships* (Wolfe et al., 2009).

3.3.4 *Sexual Assault of Youth*

Sexual assault prevention is generally incorporated into dating violence and/or sexual harassment prevention programs (Tutty et al., 2005) and typically focused on changing attitudes of program participants or providing information on deterrence strategies (i.e., self-defense) (Sochting, Fairbrother, & Koch, 2004). Traditionally, the audiences for this type of programming are targeted to college and university students (Morrison, Hardison, Mathew, & O'Neil, 2004; Tutty et al., 2005), with little research on programs for adolescents (Adair, 2006).

While there are few evidence-based sexual violence prevention curricula (Schewe, 2007), researchers identified a number of best practices in sexual assault prevention programs (Adair, 2006; Russell, 2008; Tutty et al., 2005). They are:

- Providing students with information on relevant school policies, complaint procedures and current laws;
- Exploring the concept of consent (i.e., forms of coercion, ways people might pressure someone into having sex);
- Exploring the myths and stereotypes of sexual assault;
- Exploring the contribution that alcohol and other drugs may play, as well as coping strategies that dissuade use;
- Promoting victim empathy as opposed to victim blaming, as well as increasing understanding that sexual assault can happen to anyone;
- Avoiding confrontation, blaming men and blaming the victim;
- Providing information on correctly identifying and interpreting sexual aggression as such and not as love;
- Focusing on healthy relationships, as well as understanding the nature and causes of; and
- Providing information on available resources to help those victimized.

Single-gender sessions are identified as a promising practice in sexual violence prevention programming (Adair, 2006; Morrison et al., 2004; Schewe, 2007; Tutty et al., 2005). Research shows that male and female participants in mixed-gender groups experience less attitude change than men in single-gender groups (Morrison et al., 2004; Schewe, 2007).

The research suggests that when possible, single-gender curricula should be developed and used in sexual assault prevention programming (Morrison et al., 2004; Schewe, 2007). In addition to the best practices identified, effective female-only programs include (Adair, 2006; National Rape and Sexual Assault Prevention Project, 2000; Tutty et al., 2005):

- Ways perpetrators behave;
- Ways to address peer pressure;
- Exploration of bystander issues;
- Enhancing assertiveness; and
- Developing self-defense skills.

Together with the best practices identified, effective male-only programs include (Adair, 2006; National Rape and Sexual Assault Prevention Project, 2000; Tutty et al., 2005):

- Exploration of peer and societal pressures that promote abuse;
- Men and boys as victims; and
- How to respond to girls and boys who have been victimized.

3.3.5 *Sexual Harassment*

The need for sexual harassment prevention programming has grown in the past several decades, particularly as data from grades 8-11 show approximately 83 per cent of females experience sexual harassment from their male peers (AAUW, 2001). Male students also report high levels of sexual harassment, with the majority of perpetrators being male (AAUW, 2001; Taylor, Stein, & Burden, 2010). More current studies show that while female students are still more likely than boys to be sexually harassed (56 per cent to 40 per cent, respectively), rates are lower than what was found a decade ago (AAUW, 2011). In earlier studies, more than 80 per cent of students reported experiencing sexual harassment at least once in their school career (AAUW, 1993; AAUW, 2001). While seemingly positive, these percentages may not reflect an actual drop in sexual harassment rates. According to some researchers, sexual harassment is so pervasive and persistent, it has become a normalized part of the school day for many girls and boys, which may result in boys and girls not even acknowledging behaviors as harassing (Stein, Tolman, Porche, & Spencer, 2002).

Prevention programs to address sexual harassment can start as early as grade five, although the majority of prevention programs are offered to older students (Tutty et al., 2005). Critical program components in sexual harassment programming generally include (Kopels & Dupper, 1999; Tutty et al., 2005):

- Developing written policies and complaint procedures;
- Creating a school environment that supports gender equality and sexual and gender diversity; and
- Implementing student mediation programs;

Again, whole school approaches that address the wider school culture, provide staff training and include written policies to deal with sexual harassment situations are more promising than stand-alone interventions. However, very few sexual harassment prevention programs have been evaluated (Tutty et al., 2005).

4.0 Coordinated Approaches to School-Based Violence Prevention Programming

In every community, schools serve a diverse array of students with a wide range of abilities and motivations for learning. Due to the enormous reach schools have, they are uniquely positioned to significantly impact a broad range of children and youth (Walker & Shin, 2002). In light of this, an enormous amount of pressure is placed on schools to implement effective educational approaches that not only promote academic success, but also prevent problem behaviours (Greenberg et al., 2003).

Schools are ideally positioned to introduce violence prevention programming as they are key social learning environments for children and youth and provide an excellent context in which to learn non-violent social skills (Tutty et al., 2005). School-based violence prevention education sessions are designed to change knowledge, attitudes and behaviors that support the perpetuation of violence (i.e., social norms supportive of violence), build skills for respectful interactions and empower participants to be effective bystanders (Casey & Lindhorst, 2009).

Unfortunately, existing North American school-based violence prevention efforts are largely fragmented and uncoordinated (Greenberg et al., 2003). Research points to the need for school-based violence prevention approaches to be better coordinated in planning and implementation (Tutty et al., 2005; Walker & Shinn, 2002). Recommendations have been made to present all violence prevention programming from a common framework, thereby allowing school administrators to strengthen the generalization of learning from one area (e.g., bullying and conflict resolution) to others (e.g., dating violence prevention) (Tutty et al., 2005).

This recommendation for a common framework was explored by those promoting school-based social and emotional learning programs (Greenberg et al., 2003; Payton et al., 2000). For example, the U.S. based Collaborative to Advance Social and Emotional Learning (CASEL) developed a framework of key social and emotional learning competencies and program features to assist educators in choosing appropriate and effective programming (Payton et al., 2000).

However, the move towards enhanced comprehensiveness and coordination fails to fully acknowledge and account for the role of non-profit organizations and broader

stakeholders in violence prevention. Recommendations tend to focus on how individual schools can enhance coordination with families and resources in the local community to implement prevention programming (Payton et al., 2000) and not on broad scale population change.

The literature on coordinated school-based violence prevention programming focused on coordination of training and teaching efforts with local resources (such as women's shelters and educational theatre groups), provision of special resources in individual schools (such as trauma-focused counseling) and specialized personnel that can appropriately liaise between schools and community-based programs (e.g., a coordinator position that can link schools to appropriate violence prevention programming) (Tutty et al., 2005). ***What the literature fails to explore is how a wide range of organizations, such as government, schools, non-profit organizations, funders and other stakeholders, can be coordinated and strategic in a unified approach towards violence prevention for children and youth.***

4.1 Examples of Efforts from Other Jurisdictions

Jurisdictions from around the world are beginning to understand the importance of such efforts and have explored ways to develop more comprehensive and coordinated approaches to school-based violence prevention (State of Victoria, 2009; VicHealth, 2012). While this paper explores the potential for a strategic, coordinated approach encompassing schools, non-profits and community-based funders in Calgary, the research results from other jurisdictions demonstrates coordination and strategic approaches are necessary for violence prevention programming.

The State of Victoria in Australia is actively engaged in the prevention of violence against women and invested considerable resources implementing and evaluating innovative prevention programs and initiatives. One such innovative approach, *Partners in Prevention*, was based on the understanding that youth-focused violence prevention practitioners are often isolated from each other, despite working towards common goals (VicHealth, 2012). This initiative resulted in a professional network of more than 350 members from a range of disciplines (i.e., women's health, local government, education and family violence), building capacity to apply prevention principles and promising practices to their educational initiatives.

Evaluation results showed participants experienced an increased connection to other youth-focused violence prevention practitioners as well as improved capacity to apply elements of promising practice to their respectful relationships initiatives. The evaluation also showed that participation from the education sector was low and, as a result, recommended that engagement of the education system needs to be a key strategy in any youth-focused primary prevention practitioner network.

Strategies to address coordinated approaches to school-based violence prevention are beginning to be incorporated into domestic and sexual violence action plans (New York State Department of Health, 2009; Seltzer, Cline & Ortega, 2009). The New York State Department of Health (2009) identifies *"strengthened coordination of programs at the state level to prevent sexual violence"* as a major goal of its sexual violence prevention plan (p. 29). Additionally, the plan identifies the need to collect, review and catalog information in order to develop and disseminate tools and training for schools, colleges and workplaces. While results of the reviewing and cataloging are unknown at this point in time, the plan identifies this critical first step in coordinated responses to violence prevention for children and youth.

The sexual violence prevention plan for Ohio further identifies the need to increase coordination with primary prevention activities with youth (Seltzer et al., 2009). The plan acknowledges that efforts to prevent sexual violence and dating violence with youth are fragmented. As such, the plan stipulates the need to develop a vetted set of primary prevention principles for all those engaged in primary prevention activities to make better use of primary prevention program models (Seltzer et al., 2009) and achieve a greater level of impact with youth.

5.0 Findings: Program Scan and Interviews

A total of 14 agencies and 24 unique programs were included in the scan[6]. Four[7] additional agencies were contacted for interviews, but they did not call back and researchers were unable to schedule an interview. An additional four programs were contacted and screened but were not included in the interview process because they did not meet the study criteria.[8] The following section presents aggregate findings from the 24 programs reviewed. The findings are categorized into school-based program findings and community-based program findings.

5.1 School-based Programs: Universal and Targeted

For the purposes of this study, school-based programs are defined by the following characteristics:

- Delivered with school administration approval and teacher request;
- Delivered during school hours or immediately after-school as part of the school day;
- Connected somehow to mandated school curriculum;
- Delivered by community-based agency staff and/or volunteers; and
- Delivered to students K-12.

Furthermore, school-based programs tend to be delivered to two kinds of audiences. Targeted programs are delivered to children and youth who have been identified as potentially benefiting from targeted violence prevention messaging and approaches (e.g., children and youth identified as 'high-risk', have witnessed violence, use violent behaviors, immigrant, racialized and/or culturally diverse, etc.). Universal programs are delivered to any and all children and youth (e.g., all grade seven students) and include universal messaging and approaches.

5.1.1 *Resource Distribution*

While school-based programs are offered across the city, more programs are offered in schools in the east quadrants of the city as opposed to the west quadrants of the city (see Table 2 below).

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[6] Please see Methodology section on Page 6 for complete details on methods for program inclusion.

[7] Calgary Police Services – Interpretive Centre; Calgary Catholic Immigration Society – Anti-bullying program; Calgary Pregnancy Care Centre – Community Education; and Child Find Alberta.

[8] AIDS Calgary – no violence prevention programming; Calgary John Howard Society – no violence prevention programming); Ethno Council of Calgary – Facilitator of programming via CCCSA; Woods Homes – Used to have a prevention program but it is no longer operating.

Table 2: Schools and City Quadrant

Number of Schools	Quadrant of the City of Calgary			
	North East	South East	North West	South West
	19	20	11	11

The majority of violence prevention programming is occurring in elementary schools (e.g, K-3, K-4 or K-6). There are 40 elementary schools (out of approximately 194[9] across the city) providing students with violence prevention programming.[10] There are four middle schools (e.g, 4-8, 4-9, 5-9) providing students with violence prevention programming out of 59 across the city. Approximately 17 junior high schools (out of approximately 51 across the city) offer violence prevention programming to youth, and only six high schools (out of 43 across the city) provide violence prevention programming to students.

Clearly, the concentration of school-based violence prevention programming is targeted at children and early adolescents. This reality is supported by the research literature, indicating children and early adolescents as an appropriate and strategic audience for prevention efforts (Noonan & Charles, 2009). ***However, with only six high schools receiving community-based violence prevention programming, the data points to a need for appropriate dating and sexual violence prevention programming for older adolescents.***

Rationale for Resource Distribution
There are two main approaches taken by organizations when deciding on the schools in which they will deliver their programs.

First, some organizations have long-standing relationships with certain schools, and they continue to deliver their programs in these schools every year. These relationships were built from the initial stages of the program implementation and usually occurred because the school board had pre-existing relationships with these organizations and/or the school board considered the organization to be content and delivery experts.

Usually, these particular programs are delivered to targeted schools where the School Board has identified a certain demographic or high rates of violence and/or youth crime, etc. For example, when researchers and developers of the *Fast Track (PATHS)* program presented to interested agencies and systems, CBE decided the program would meet the needs in Area III (See Appendix B) because the program goals matched the issues

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[9] There is some degree of overlap in the categorization of schools, as some schools span developmental ages and as a result, span categories (e.g., K-9, K-12, 7-12, 9-12).
[10] This count includes only those programs known to the researchers. We acknowledge there may be more schools offering violence prevention programming unknown to us.

facing students in that area. It was at this juncture that they approached Hull Services to implement and deliver the program. Today, it runs in the same schools in Area III. Other programs that are delivered based on the described approach above are listed below in Table 3.

Table 3: Programs offered based on relationships with school[11]

Program	Agency
F&ST	Catholic Family Service
Louise Dean Centre Services	Catholic Family Service
Peace Program	Awo Taan Healing Lodge
Starburst/Spirit/Starbright/Odyssey	Calgary Family Services
New Roads	Hull Services
Fast Track	Hull Services
HERA	Boys and Girls Clubs of Calgary
Wise Guyz	Calgary Sexual Health Centre
Healthy Relationship Program	Calgary Women's Emergency Shelter

Other organizations deliver programs through a request-based approach and/or waiting lists. These organizations usually field requests from individual teachers and/or school administrators on a yearly basis. These programs tend to use curricula that can be delivered in one to three sessions on a specific topic such as healthy sexual education or sexual abuse information, etc. The organizations utilizing this approach reported they tend to be asked to deliver programs in situations where teachers are either uncomfortable or unfamiliar with the content. These organizations also tend to field more requests than resources allow.

These programs are:

Table 4: Request-based programs

Program	Agency
RespectED – 4 programs	Red Cross
Who Do You Tell?	Calgary Communities Against Sexual Abuse
Comprehensive Sex Ed Program	Calgary Sexual Health Centre
Roots of Empathy	Hull Services

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[11] See Appendix C for program details.

5.1.2 *Funder Distribution*

While specific funding amounts were not collected for each of the programs reviewed, it is clear there are a variety of funders involved with school-based programs. Many programs were assumed under larger operational budgets (e.g., F&ST at Catholic Family Service, New Roads and Fast Track at Hull Services). Major funders include:

Table 5: Program funders

Funders	
United Way	Anonymous Donor
City of Calgary FCSS	Alberta Health Services
Alberta Human Services	Alberta Education
Calgary Board of Education	Private fundraising/donations

A number of programs are funded by *BOTH* United Way and FCSS. They are:

Table 6: Programs funded by both United Way and FCSS

Program	Agency
Wise Guyz	Calgary Sexual Health Centre
Comprehensive Sex Education	Calgary Sexual Health Centre
Starburst/Spirit/Starbright/Odyssey	Calgary Family Services

5.1.3 *Program Content*

As mentioned at the start of the findings section, school-based programs tend to be delivered to two kinds of audiences. Targeted programs are delivered to children and youth identified as benefiting from targeted violence prevention messaging and approaches (e.g., children and youth identified as 'high-risk', have witnessed violence, use violent behaviors, immigrant and/or culturally diverse families benefiting from a customized approach, etc.). On the other hand, universal programs are delivered to any and all children and youth and include universal messaging and approaches.

Table 7 below identifies those *universal* violence prevention programs offered in schools, while Table 8 identifies *targeted* violence prevention programs offered in schools.

Table 7: Universal school-based violence prevention programs[12]

Program	Agency
RespectED – 4 Programs	Red Cross
Comprehensive Sex Education	Calgary Sexual Health Centre
Peace Program	Awo Taan Healing Lodge
Roots of Empathy	Hull Services
Take Action on Bullying	Calgary Catholic Immigration Services
Education Program	Child Find
Community Education	Calgary Pregnancy Care Centre

Table 8: Targeted school-based violence prevention programs

Program	Agency
Wise Guyz	Calgary Sexual Health Centre
Healthy Relationships	Calgary Women's Emergency Shelter
New Roads	Hull Services
Louise Dean	Catholic Family Service
F&ST (Families and Schools Together)	Catholic Family Service

Of the programs included in the research, there are a small number of universal and targeted programs addressing a specific area of violence prevention (i.e., bullying and conflict resolution, child sexual abuse prevention, dating violence prevention, sexual harassment prevention, and sexual violence prevention – See Table 9 below).

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[12] Three universal programs identified in the scan (Calgary Catholic Immigration Services, Calgary Pregnancy Care Centre, Child Find) were unavailable for an interview during the period of the study.

Table 9: Violence prevention areas and programs

Program stream	Program name	Agency	Universal or targeted
Bullying and conflict resolution	Take Action on Bullying[13]	Calgary Catholic Immigration Society (CCIS)	All universal
	Beyond the Hurt (RespectED)	Red Cross	
	Peace Program	Awo Taan Healing Lodge	
Child sexual abuse prevention	It's Not Your Fault (RespectED) Be Safe (RespectED)	Red Cross	All universal
	Who Do You Tell?	Calgary Communities Against Sexual Abuse (CCASA)	
	Education Program[14]	Child Find	
Dating violence prevention/sexual harassment/sexual violence	Healthy Youth Relationships (RespectED)	Red Cross	All universal
	Comprehensive Sexual Education	Calgary Sexual Health Centre	
	Community Education[15]	Calgary Pregnancy Care	

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[13] While this program was identified as a bullying prevention program, more details are unavailable as Shift researchers were unable to schedule an interview.
[14] While this program was identified as a sexual abuse prevention program, more details are unavailable as Shift researchers were unable to schedule an interview.
[15] While this program was identified as a dating/sexual violence prevention program, more details are unavailable as Shift researchers were unable to schedule an interview.

Program stream	Program name	Agency	Universal or targeted
Programming in two or more streams:	Wise Guyz	Calgary Sexual Health Centre	All targeted[16] (except Roots of Empathy)
	F&ST (Families and Schools Together)	Catholic Family Service	
	Healthy Relationships	Calgary Women's Emergency Shelter	
	Starburst/Spirit/Starbright and Odyssey	Calgary Family Service	
	New Roads, PATHS and Roots of Empathy	Hull Services	
	HERA	Boys and Girls Clubs of Calgary	
	Louise Dean Centre Services	Catholic Family Service	

As the information in the table reflects, programs addressing a single violence prevention area (e.g., solely bullying) tend to be universally delivered.

5.1.4 *Best Practice Principles*

Through a review of the literature, (see Section 3) nine principles of effective violence prevention programs were identified. These principles were used as a guide in collecting information from interview participants. It should be noted that this analysis *cannot* be viewed as an evaluation of these programs – this was not the intention of the research, nor was there any comprehensive research strategies employed to assess program effectiveness.

Table 10 describes the observations made by the researchers about the 16 programs in relation to the nine best practice principles identified from the literature.

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[16] For a detail description of the target populations, please see Appendix C

Table 10: Best practice principles and program observations

Principle	Observations
Comprehensive	The majority of programs address the first two levels of protection/risk factors (individual and relationship). As a matter of fact, all programs reported they address both these levels in tandem (never just one). Fewer agencies (just over half) stated they address community risk and protective factors. Even fewer (just under half) stated they address societal risk and protective factors.
Variety of teaching methods	The majority of programs stated their program content is delivered through a variety of teaching methods, depending on the lesson plan, curriculum and/or overall approach. Programs that are universally delivered tend to use classroom instruction; individual and small group experiential activities, video and role-play, etc. Programs delivered to a targeted audience utilize methods similar to the ones listed above in addition to staff discretion. Other methods are often employed by staff in order to respond to "where the group was at" or based on issues identified to be relevant at any given moment by the group. It was common to hear a reference to a "tool box" of activities and teaching methods that facilitators can access to deliver the programs.
Sufficient intensity and dosage	The ways in intensity and dosage is addressed through the programs tend to vary depending on whether the program is universal or targeted in its focus. Programs that use the universal approach tend to deliver their programs in one to three sessions. On the other hand, targeted programs use a minimum of eight sessions and sometimes extend the program over a significant period of time (e.g., up to three years of sessions). Interesting to note, the programs using one to three sessions are those using a wait-list approach, whereas those using eight sessions or more (e.g., up to 3 years) are the programs working in specific schools and/or CBE designated areas. Booster[17] sessions are not used in any of the universal programs using one to three sessions. In the targeted programs, booster sessions tend to take the form of individual family/child follow-up.

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[17] Booster sessions refer to follow-up sessions to support the sustainability of the program impact (Nation et al., 2003).

Principle	Observations
Strong theoretical model	Many of the programs seem to be delivered through a well-established, research-backed theory and/or program model. This should be viewed on a spectrum (for example, some programs are as a result of intensive university research projects; others use meta-theoretical approaches such as feminist or psycho-social approaches, etc.). Many of these programs have theory of change models and outcome evaluation. It Is impossible at this juncture to assess effectiveness of theoretical approaches used in the programs.
Opportunities for positive adult relationships	It can be argued that all of the programs provide opportunities for positive relationships with adults. Besides the fact all programs are delivered by adults (paid or volunteer), the majority of the programs also help children and youth identify adults in their lives who they can ask for help or support. A few programs include a parent program and/or parent support.
Appropriate timing of program	As seen in the school listing (Appendix D), most programs target elementary children and adolescents in junior high. The literature suggests these age ranges comprise a strategic and appropriate window of opportunity for violence prevention efforts (Noonan & Charles, 2009).
Socio-culturally relevant	This principle is challenging to assess in this scan. Although most interviewees reported their programs were socio-culturally sensitive (mostly as the result of experienced and effective program facilitators), it is difficult to understand the true effectiveness related to this principle without specific program evaluations addressing it. There are a small number of programs targeted to specific socio-cultural groups. The ethno-cultural agencies interviewed said it is important to address other factors that immigrant/ethno-cultural youth face such as: loss and grief associated with the migration process; acculturation; poverty, etc. They suggest these factors need to be addressed before any sort of specific violence prevention programming would be effective. Another agency spoke about challenges they face in addressing issues related to sexual and gender diversity[18] in the classroom because of recent educational legislation that has made it difficult to do so (i.e., Bill 44).[19]

[18] Sexual diversity (also known as sexual minorities) refers to gay, lesbian and bisexual individuals, while gender diversity (also known as gender minorities) refers to transsexual, transgender and two-spirited individuals. Some two-spirit persons identify as both sexual and gender diverse individuals (K. Wells, personal communication, December 12, 2012).

[19] On April 28, 2009, the Alberta government passed Bill 44, an Act to amend the Human Rights, Citizenship and Multiculturalism Amendment Act so that school boards are required to give parents written notice when controversial topics are going to be covered in the curriculum. Parents can then ask for their child to be excluded from the discussion. The Bill gives parents the option of pulling their children out of class when lessons on sex, religion or sexual orientation are being taught.

Principle	Observations
	It is also important to note that a small number of agencies also deliver gender-specific programming. These programs are all found under the targeted approach.
Employs outcome evaluation processes	All program staff stated the programs are evaluated in some capacity. The evaluation methods vary widely and include: • Pre/post testing • Client surveys • Qualitative reporting • Self-reporting • Questionnaires Again, particular evaluation methods tend to be used depending on whether it is a targeted or universal approach. Targeted approaches tend to use pre-post, surveys and standardized measurements, whereas universal approaches often use surveys, self-reporting, questionnaires, etc.
Utilizes well-trained staff	A majority of respondents reported that staff delivering the programs are well-trained and supported. A couple of programs use volunteers to deliver their programs, and these volunteers must go through a rigorous training program.

Whole-School Approaches to Violence Prevention
None of the programs included in the scan can be identified as using a fulsome, whole-school approach. However, it can be argued that the programs using components of a whole-school approach are those that are deeply entrenched in specific schools, have strong relationships with school administration and target specific students.

Table 11: Programs utilizing components of a whole-school approach

Program	Agency
Peace Program	Awo Taan Healing Lodge
F&ST	Catholic Family Service
PATHS	Hull Services
Louise Dean Centre Services	Catholic Family Service
Wise Guyz	Calgary Sexual Health Centre
Starburst/Spirit/Starbright/Odyssey	Calgary Family Service
HERA	Boys and Girls Clubs of Calgary

5.2 Community-based Programs: Universal and Targeted

As previously mentioned at the start of section five, community-based programs[20] are defined by the following characteristics:

- Programs that are delivered to children and youth in the community and are not linked to school-programming or curriculum; and
- May use school locations to deliver programs, but are not drawing on other school resources.

5.2.1 *Resource Distribution*

It is difficult to determine specific communities where these programs are delivered as they are delivered either in agency locations or in specific community spaces where children and youth can come from all over the city. Only two programs are clearly identified as being in specific community spaces: (1) The Culture Camps (Awo Taan Healing Lodge), and; (2) Life Skills Development (Calgary Chinese Community Association & Ethno-cultural Council of Calgary).

As community-based programs do not target specific grade levels, it is more difficult to identify the precise developmental stage they are targeting. Table 12 below outlines community-based programs according to the age range they serve.

Table 12: Age ranges and community-based programs

	Age Ranges[21]		
	0-6	7-13	Above 13 years
Program	-Responsible Choices (*Calgary Counselling Centre*)	-Kickstart (*McMan*) -Children Exposed to Domestic Violence (*YWCA*) -Life Skills Development (*Calgary Chinese Community Services Association*) -Culture Camps (*Awo Tan Healing Lodge*)	-Antyx -Restart (*McMan*) -Stoked About Staying in School (SASS) and Meastro/RAISE (*Boys and Girls Clubs of Calgary*) - Culture Camps (*Awo Tan Healing Lodge*)

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[20] It should be noted that there are two specific programs that were identified as relevant to this scan, but were not interviewed due to timing issues. They are after-school programs (Calgary Bridge Foundation for Youth) and Interpretive Centre (Calgary Police Services).
[21] Due to timing constraints, the research team was unable to schedule an interview with the Interpretive Centre. Shift researchers also visited the website http://www.youthlinkcalgary.com/ but targeted age ranges were not provided.

Several funders support community-based programming, including provincial government departments, private donors, United Way of Calgary and Area and City of Calgary FCSS. Of the community-based programs identified in the scan, two (Antyx and Responsible Choices) are funded by both United Way and FCSS.

5.2.2 *Program Content*

Similar to the school-based programs, universal and targeted approaches are also present in community-based programming. There are only two universal community-based programs identified in the scan: Antyx and the Interpretive Centre at Calgary Police Services.

Many more community-based programs are targeted, as reflected in Table 13 below.

Table 13: Targeted community-based programs

Program	Agency	Target Group
Kickstart/Restart	McMan Child Youth and Community Services	At-risk kids identified as dealing with violence and abuse
Children Exposed to Domestic Violence	YWCA	Children exposed to domestic violence
SASS (Stoked About Staying in School)/Maestro	Boys and Girls Clubs of Calgary	Kids currently not attending schools but looking to return Kids struggling with employment
Louise Dean Centre Services	Catholic Family Service	Pregnant teens
Life Skills Development	Calgary Chinese Community Services Association	Immigrant and newcomer youth

Program	Agency	Target Group
Responsible Choices	Calgary Counselling Centre	Children who are abusive or who have been abused
Culture Camps	Awo Tan Healing Lodge	Aboriginal Children ages 7-18

Community-based programs are less likely to fit into one of the five violence prevention streams (i.e., bullying and conflict resolution, child sexual abuse prevention, dating violence prevention, sexual harassment prevention and sexual violence prevention). This is likely because they tend to employ a community development approach, meaning the participants determine the content area and agencies deliver accordingly. Counseling programs are also included in this grouping, where individualized or group approaches address topics that arise. Some of these programs also appear to offer supports around building social/emotional intelligence and address other topics (e.g., resiliency, smoking cessation or unemployment) in order to get to issues of domestic/family violence.

As mentioned earlier, much of the literature on best practices in community-based prevention relies on practice wisdom instead of empirical evidence (Stith et al., 2006). As such, the current community-based programming reviewed cannot be understood against any specific best practice principles*. A more in-depth literature review and scan is warranted in order to determine principles and parameters unique to community-based violence prevention programming.*

6.0 Challenges and Opportunities: An Exploration of the Themes

In addition to understanding individualized program details, Shift researchers asked respondents about the challenges of providing violence prevention programming and the potential benefits of moving to a coordinated strategic approach. The themes that emerged in response to this question are explored in detail below.

6.1 Challenges in Providing Violence Prevention Programming

6.1.1 *Coordination and Consistency with Schools*

As there is no centralized body or guiding framework to coordinate the delivery of violence prevention programming in schools, challenges identified by the respondents include:

- Accommodation of school hours (e.g., schools may choose particular components or sessions to be delivered from a program, thereby not always receiving the full program dosage and compromising program fidelity);
- Sensitivity to each unique school environment and school board policies and culture (e.g., school privacy policies in conflict with program procedures around disclosures of sexual violence);
- Sensitivity to the different values and philosophies of teachers, administration, boards, not-for-profits and funders (e.g., non-profits with particular approaches, such as feminist and anti-racism, stated they have to negotiate their content and delivery to meet the needs of the environment); and
- Working within the Ministry of Education curriculum guidelines to ensure the external prevention program is relevant (e.g., the challenge of timing external program content with school curriculum) were all examples of the challenges faced by agencies programs.

As shared by one individual:

> *"There has to be a shared philosophy between the school administrators and the programs. If the administrator is on board, the programming works wonderfully."*

Achieving consistency with violence prevention programming from K to 12 was also identified as a challenge. Decisions around program delivery tend to rely on the individual school administrator (principal) or teacher who acts as "the gatekeeper" to the types of programs being delivered within their schools and classes. As such, programming provided by external groups can seem to be 'piecemeal' and not consistent or targeted across grade levels or communities. As one participant said, "*All of these programs have to be available to all kids throughout schools and grade levels*."

6.1.2 Working with Diverse Children and Youth

A number of respondents agreed that newcomer, immigrant and racialized children and youth, Aboriginal children and youth, sexual and gender diverse children and youth all have unique needs that are often not considered in the prevention programming currently being delivered. Interviewees suggested diverse children and youth may need targeted approaches instead of general violence prevention approaches, as they are often dealing with compounding issues such as: racism, homophobia, xenophobia, loss and grief related to migration, unemployment, etc. For example, one respondent working with immigrant children and youth stated:

> *"Kids are very interested in the program, but immigrant kids usually have competing demands, such as working part-time, family care-giving, and dealing with acculturation issues like loneliness and isolation."*

Respondents who specialize in this area reported the following difficulties in providing programs to diverse youth: lack of research and evidence in delivering this type of programming; lack of appropriate available programming within the city; lack of available resources; and difficulty in partnering with mainstream agencies due to conflicting values with content and delivery of programs. As one respondent commented:

> *"Organizations seem to not want to work with immigrant or ethno-specific agencies because they are 'too small.' School systems also do not take them seriously… CBE usually works with the larger organizations."*

6.1.3 Working with Hard to Reach Youth (Youth not in School)

Program respondents identified challenges in providing violence prevention programming to hard to reach children and youth (e.g., those disengaged from the education system, and/or in the juvenile justice system, etc.). Too often, programming is aimed at 'mainstream' youth (e.g., those attending school), and as one interview participant pointed out, *"Youth experiencing multiple barriers may not be served by mainstream programming"* as it may not address their particular needs, concerns or experiences. Many participants believe there are children and youth (such as youth in care and youth not in school), missing out on important violence prevention programming.

6.1.4 Program Resourcing

Often, the demand for violence prevention programming for children and youth greatly exceeds the capacity of the organization to provide it. Most respondents indicated they

are managing too many requests for service and often have significant wait lists. One respondent commented that: "*Funding… [there is] too little with too much competition.*"

6.2 Benefits to a Strategic Coordinated Approach to Violence Prevention Programming

6.2.1 *Enhanced coordination for a more targeted approach to school based violence prevention programming*

Participants felt that enhanced coordination between schools and community-based organizations would allow for a more targeted approach yielding better outcomes for children and youth. Respondents felt that better coordination and a strategic approach would lead to population change, including healthier relationships.

Respondents felt a coordinated and targeted approach to violence prevention would also support efforts beyond building individual capacity. They saw this approach as impacting and changing community and societal culture. Respondents stated they wanted to move beyond curricula and individual skill building as the sole response in violence prevention. Coordination of multiple stakeholders would allow greater collective impact, thereby moving beyond individual change to the broader potential for population change.

> "*It has to be for youth AND with youth. It has to go beyond just individual learning and address a culture that supports violence and unhealthy relationships. Kids get taught to tell, but does that decrease violence per se?*"

> "*There has to be a whole-school and whole-community approach. All of this has to go beyond curriculum.*"

7.0 Discussion of Findings

Findings from the research highlight the tremendous work occurring in the Calgary community around violence prevention programming for children and youth. Representatives from the programs included in the scan reported they use many of the best practice violence prevention programming principles identified in the literature. While encouraging, there is still much work to be done. Embedding all nine best practice principles of violence prevention programming into currently available programs would ensure programs are aligned to research-based practices, thereby maximizing program effectiveness.

The research identified the distinction between school-based and community-based programming. These two modalities of delivering violence prevention programming to children and youth are significantly different in that community-based approaches are often using participatory, community development approaches. The implication of this modality is there is no 'set' curriculum delivered to all children and youth. Rather, program participants drive the content according to their interests and programs respond accordingly. Shift researchers feel both school-based and community-based programming is essential in order to meet the variety of needs in the Calgary community, and efforts to understand effective principles and practices of community-based approaches in greater detail are now required.

Survey respondents point to the challenges in providing appropriate and meaningful violence prevention programming to diverse and hard to reach children and youth. This suggests both the need for targeted approaches to address the nuances and complexities faced by these populations, as well as the need for innovative and effective approaches to engaging diverse and hard to reach children and youth in violence prevention. Mainstream organizations also have a responsibility to ensure their approach better reflects and serves the diverse needs of children and youth.

Another key finding from this research project illuminates there is no strategic or systematic approach to program allocation in Calgary. Programs are allocated to schools on a first-come-first-served basis, or on the basis of long-standing relationships between schools and community-based organizations. Because decisions are often driven by relationships and programming requests, the needs of the community and student population are often not factors in deciding how to allocate violence prevention programming. This lack of strategic approach to violence prevention programming results in resources being spread across Calgary in an inconsistent manner.

8.0 Recommendations

This research project identified various types of violence prevention programming offered throughout Calgary, specifically identifying the differences between school and community-based programs and universal/targeted approaches. The report identified that a small number of programs are addressing one targeted area of violence prevention (e.g., bullying and conflict resolution, dating violence, sexual abuse, sexual assault and sexual harassment). Most of the programs reviewed addressed a multitude of violence-related issues due to a broad range of curricula. These nuances play an important role in understanding the current children and youth violence prevention landscape in Calgary.

A key finding of this report is that no strategic or systematic approach to program allocation currently exists in Calgary. Programs are allocated to schools on a first-come-first-served basis or on the basis of a long-standing relationship between schools and community based organizations. This means a strategic, coordinated approach to community based violence prevention programming does not presently exist. This gap in the way of working, both within the community and schools and amongst those interested in violence prevention with children and youth, provides stakeholders with a tremendous opportunity. It allows us to be innovative in building a strategic and coordinated approach that is customized to the Calgary context and the needs of all stakeholders.

As a result of the learning generated from this phase of the research project, Shift identified a number of recommendations to stakeholders (i.e., non-profit organizations and community funders) for going forward. These are:

1. **Develop a strategic coordinated approach to violence prevention programming with children and youth.**

Calgary does not have a strategic coordinated approach to violence prevention programming for children and youth. Designing a framework could potentially support decision making with respect to continuity over grade levels, better distribution over grade levels, increased partnership with school systems, comprehensive universal and targeted approaches, and increased coordination between school-based and community-based programs and resources.

The second step involves understanding the nature and types of violence prevention programming offered by school boards and Alberta Education. By understanding the nature and type of programming, school boards (and the Ministry of Education) can ensure programs offered internally are complemented and coordinated with those offered externally by non-profit organizations. This enhanced coordination would

support continuity over grade levels, better distribution over grade levels, increased partnership, universal policies and procedures in regards to the type of violence prevention programming coming into schools, and coordination between system-based programs and resources and non-profit programs and resources.

A number of the search terms used in the literature review (e.g., coordinated approaches, collaborative responses) yielded evidence showing the emerging development of coordinated frameworks for social and emotional learning. These frameworks may be a starting place to understanding the guiding principles required in a strategic coordinated violence prevention framework.

2. Base all school-based programming on the nine principles of best practices in violence prevention programming.

The nine principles identified in the literature review provide a useful set of criteria to assess and implement violence prevention programming. Funders can support programs to understand the importance of the nine principles and incorporate them into their programming through capacity-building efforts and encouraging appropriate program design. Funders can also utilize the nine principles to build their own grant-making capacity, ensuring that consideration of future violence prevention programming is assessed against best practice principles. For non-profit organizations, these nine principles can be used to ensure program designs are aligned with best practices in violence prevention programming.

3. Gather and disseminate evidence on appropriate approaches to violence prevention for diverse children and youth.

Diverse youth face a multitude of issues and require customized programming. This can create challenges for organizations providing violence prevention programming to these populations. Funders could commission a comprehensive literature review on effective violence prevention approaches for diverse children and youth (e.g., Aboriginal, newcomer, immigrant, racialized, sexually and gender diverse). Findings from this review should be effectively disseminated to organizations providing violence prevention programming.

Funders should also invest in building the capacity of non-profit organizations to implement research-based models of effective violence prevention programming for diverse children and youth in addition to supporting the non-profit community to develop and test innovative and effective approaches relevant to the local context.

4. Research the intersection between social and emotional learning and its connection to violence prevention.

While this review did not focus on social and emotional learning programming per se, there is a significant body of knowledge in this area (Greenberg et al., 2003; Payton et al., 2000). What is less clear is how social and emotional learning overlaps and intersects with violence prevention. Research exploring the intersections between these two areas could be conducted in order to understand how they differ, how they support each other and what those similarities and differences mean for programming. This information will impact the development of a strategic coordinated approach to violence prevention programming.

5. Collect, test and document promising community-based violence prevention practices.

Little is known about best practices for violence prevention programming that occurs outside of the school system (i.e., community-based programs for children, youth and at-risk youth). Respondents identified the need to target and include hard to-reach children and youth who may not be engaged in the school system. Community-based organizations are well positioned to work with this segment of children and youth (and, in fact, seem to be doing a fair amount of it in the community already). Collecting, testing and documenting promising community-based practices will significantly contribute to the body of knowledge in this area. In addition, exploration into how community-based programs complement school-based violence prevention programming will ensure that any coordinated response model capitalizes on the strengths of both approaches.

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Appendix A: Glossary

Prevention Definitions

Prevention is a systematic process that promotes safe, healthy environments and behaviours, thereby reducing the likelihood (or frequency) of an incident, injury, or condition from occurring (Cohen, Davis, & Graffunder, 2006).

Primary Prevention: Primary prevention from a public health perspective means preventing first-time perpetration and first-time victimization (CDC, 2004). Primary prevention efforts can be delivered to the whole population (universal approach) or to particular groups that are at high risk of using or experiencing violence in the future (selected approach).

Secondary Prevention: There is some variance in the literature as to what secondary prevention is. According to the CDC (2004), secondary prevention is comprised of the mediating responses immediately following sexual violence that are intended to address the short term consequences of the violence (e.g., crisis counseling).

Tertiary Prevention: These approaches focus on long-term care in the wake of violence, such as programs that address the trauma of the violent event (WHO, 2010). Sex offender treatment interventions would be an example of a tertiary prevention strategy (CDC, 2004).

Violence Definitions

Dating Violence: Violence within intimate relationships among adolescents, heterosexual or same-sex, male or female partners (The Prevention Institute, 2006).

School Bullying: Physical, verbal or psychological attack or intimidation that is intended to cause fear, distress, or harm to the victim (Farrington & Ttofi, 2009). Imbalance of power is a key aspect of bullying (Government of Alberta, 2004).

Sexual Assault: Statistics Canada defines sexual assault as "all incidents of unwanted sexual activity, including sexual attacks and sexual touching" (Brennan & Taylor-Butts, 2008, para. 6). There are four types of sexual offenses according to the Criminal Code of Canada (Brennan & Taylor-Butts, 2008):

- *Sexual assault level 1 (s.271):* An assault committed in circumstances of a sexual nature such that the sexual integrity of the victim is violated. Level 1 involves minor physical injuries or no injuries to the victim;
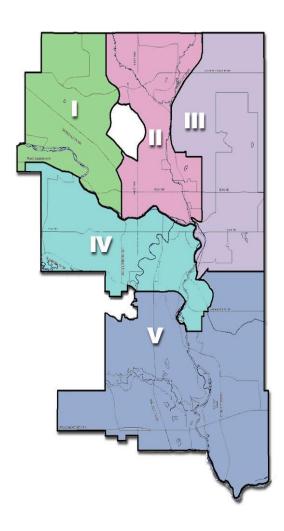
- *Sexual assault level 2 (s.272):* Sexual assault with a weapon, threats, or causing bodily harm;
- *Aggravated sexual assault (level 3):* Sexual assault that results in wounding, maiming, disfiguring or endangering the life of the victim;
- *Other sexual offences:* A group of offences that are meant to primarily address incidents of sexual abuse directed at children. The *Criminal Code* offences included in this category are: Sexual interference (s.151), Invitation to sexual touching (s.152), Sexual exploitation (s.153), Incest (s.155), Anal intercourse (s.159), and Bestiality (s.160).

Sexual Harassment: Any unwelcome behavior that is sexual in nature that adversely affects, or threatens to affect (directly or indirectly), a person's job security, working conditions or prospects for advancement, or prevents them from getting a job, accommodations or any kind of public service (Association of Alberta Sexual Assault Services, 2010).

Violence: The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, resulting in (or having a high likelihood of resulting in) injury, death, psychological harm, maldevelopment, or deprivation (WHO, 2004). This includes neglect and all types of physical, sexual and psychological abuse (including suicide and other self-abusive acts).

Appendix B: CBE Areas and Communities

Area I	Area II	Area III	Area IV	Area V
Arbour Lake	Banff Trail	Abbeydale	Altadore	Acadia
Bowness (partial)	Beddington Heights	Albert Park-	Aspen Woods	Auburn Bay
Brentwood	Bridgeland-	Radisson Heights	Bankview	Bayview
Charleswood	Riverside	Applewood Park	Bel-Aire	Bonavista Downs
(partial)	Cambrian Heights	Castleridge	Beltline	Braeside
Citadel	Capitol Hill	Chateau Mobile	Bowness (partial)	Bridlewood
Crestmont	Charleswood	Park	Britannia	Canyon Meadows
Dalhousie	(Partial)	Coral Springs	CFB - Currie	Cedarbrae
Edgemont	Collingwood	Dover	CFB - Lincoln Park	Chaparral
Greenwood-	Country Hills Village	Erin Woods	Pmq	Chinook Park
Greenbriar	Country Hills	Falconridge	Chinatown	Copperfield
Hamptons	Coventry Hills	Forest Heights	Christie Park	Cranston
Hawkwood	Crescent Heights	Forest Lawn	Cliff Bungalow	Deer Ridge
Montgomery	Evanston	Marlborough	Coach Hill	Deer Run
Nolan Hill	Greenview	Marlborough Park	Cougar Ridge	Diamond Cove
Parkdale	Harvest Hills	Martindale	Discovery Ridge	Douglasdale-Glen
Point Mckay	Hidden Valley	Monterey Park	Downtown	Eagle Ridge
Ranchlands	Highland Park	Penbrooke	Eau Claire	Evergreen
Rocky Ridge	Highwood	Meadows	Elbow Park	Fairview
Royal Oak	Hillhurst	Pineridge	Elboya	Haysboro
Scenic Acres	Hounsfield Heights-	Red Carpet	Erlton	Kelvin Grove
Sherwood	Briar Hill	Rundle	Glamorgan	Kingsland
Silver Springs	Huntington Hills	Saddle Ridge	Glenbrook	Lake Bonavista
St. Andrews Heights	Kincora	Skyview Ranch	Glendale	Mahogany
Tuscany	MacEwan Glen	Southview	Inglewood	Maple Ridge
University Heights	Mayland Heights	Taradale	Killarney-Glengarry	McKenzie Lake
University Of	Mount Pleasant	Temple	Lakeview	McKenzie Towne
Calgary	North Haven	Whitehorn	Lincoln Park	Midnapore
Valley Ridge	North Haven Upper		Lower Mount Royal	Millrise
Varsity	Panorama Hills		Manchester	New Brighton
West Hillhurst	Queens Park Village		Mayfair	Oakridge
(Partial)	Renfrew		Meadowlark Park	Palliser
	Rosedale		Mission	Parkland
	Rosemont		North Glenmore	Pump Hill

	Sage Hill Sandstone Valley Sunnyside Thorncliffe Tuxedo Park Vista Heights West Hillhurst (Partial) Winston Heights-Mountview		Ogden Parkhill Patterson Ramsay Richmond Rideau Park Riverbend Rosscarrock Roxboro Rutland Park Scarboro Scarboro-Sunalta West Shaganappi Signal Hill South Calgary Springbank Hill Spruce Cliff Strathcona Park Sunalta Upper Mount Royal West Springs Westgate Wildwood Windsor Park	Queensland Seton Shawnee Slopes Shawnessy Silverado Somerset Southwood Sundance Walden Willow Park Woodbine Woodlands

Appendix C: Agency, Program and Description

Program Name	Organization	Target Population	Program Description
Anti-Racism/Anti-Bullying Workshop Residency	Antyx Community Arts Society	Youth ages 13-18	Through interactive theatre, participants are encouraged to identify and explore issues of racism and bullying. Group members develop a shared understanding of their own experiences in a societal context. Community-based projects. Youth identify the issues they want to address through art and drama. After school arts programming. Utilization of forum theatre. Engages with youth who are marginalized and involves them in positive experiences. No curriculum or 'teaching' – it is about supporting youth based initiatives.
Children Exposed to DV	YWCA	Ages 4-13	Whole range of services to parents, kids, youth. Saturday group sessions to kids (age 4-13). 10 sessions. Curriculum is based on healthy relationships, abuse, conflict resolution andart therapy. Trauma focused.
Comprehensive Sex Education Program	Calgary Sexual Health Centre	Any schools that call for programming	Comprehensive in nature, providing information, discussions on motivation, behaviours, value-driven, linking sexuality to self-esteem, self-confidence, agency.

Program Name	Organization	Target Population	Program Description
Culture Camps	Awo Taan	Ages 7-18	Summer camps for children (age 7-18) – teaches seven sacred teachings (including respect, courage, bravery, knowledge). Group setting One week immersion Emotional, mental, social health aspects.
Families and Schools Together	Catholic Family Service	Elementary and early elementary	Strengthen protective factors, relationships between adults and kids, CD lens, 8-10 week group settings, follow up after two years.
Healthy Relationships Program	Calgary Women's Emergency Shelter	Teens, male and female, ages 13-18. For kids who identify as being in any sort of abusive relationship [Grades 7-9, and same aged youth in mandated systems]	Prevention/early intervention program which uses a relational group counseling process approach to provide youth the opportunity to explore and develop healthy relationships in a safe environment. Participants bring their own relationship issues to the group to talk about violence and abuse, gender issues, what a healthy relationship looks like, what participants want in their relationships, what they don't want and the steps they can take to have healthy relationships in all areas of their lives. Delivered on a semester basis, kids have mandated time away from class or program to take part in the programming. Kids are nominated to group; parents have to give permission. Group counseling and individual counseling included – no set curriculum, facilitators have a 'toolbox of curricula' they choose from depending on the group needs.

Program Name	Organization	Target Population	Program Description
HERA	Boys and Girls Club of Calgary	Females, aged 13-17, at risk of, or involved in, sexual exploitation	A specialized year round education program with supports for adolescent girls who are at risk of being sexually exploited. The program embraces a therapeutic, relationship-focused approach to help these girls develop skills, commit to their education, re-examine their lives and move forward in a positive direction. 10 women at a time, in school, together for a full year, individualized and group learning, healthy sexual relationships, ARCtraining (trauma)
Kickstart/Restart	McMan Services	Kick- Start: ages 7-11 Re-Start: high school aged youth	Kick-start: • Delivered to kids in community settings, ages 7-11. • Curriculum based on "criminal mind theory" – addresses bullying, harassment, racism, crime prevention, leadership development. • Builds protective factors, knowledge, skills. • Parent support piece. Re-start: • High school aged, content goes more in-depth, substance abuse, sexual abuse, bad touching, more emphasis on crime prevention. • Referrals from agency counselors, probation officers, self-referrals. • In both programs, all kids/youth are already identified as dealing with violence or abuse.

Program Name	Organization	Target Population	Program Description
Life Skills Development Program	Calgary Chinese Community Association	Grades 7-9	Botvin Lifeskills training model- addresses risk behaviours including violence. Resilience, self-confidence, making right choices and building capacity. Skills based – how to say no, analyze situations, builds knowledge. Includes pre- and post-test on knowledge, attitude and behaviours.
Louise Dean	Catholic Family Service	Pregnant teens	All programming focuses on building healthy relationships (teens). About 50 per cent of the clients face DV issues.
New Roads	Hull Services	7-11 year olds	Uses SNAP model and curriculum (Stop Now and Plan) – crime prevention, cognitive behavioural training, social emotional controls. 12 sessions in groups in schools, concurrent parent/kids groups. Gender specific programming.

Program Name	Organization	Target Population	Program Description
Paths Program	Hull Services	Five schools in the Forest Lawn area, also in pre-school and after-school programming (content is slightly different in these schools)	(Promoting Alternative Thinking Strategies): • Elementary aged children • Uses blueprint of EBP violence prevention programming from U of Colorado • Elementary schools Published curriculum, high fidelity and finesse. Increases self-esteem, builds social and emotional intelligence, self-directed problem solving, coordinates with Education curriculum.
Peace Program	Awo Taan	Grades K -7	One anti-bullying coordinator- develops strategies to reduce incidence of violence and bullying in the school, works with staff, teachers, elders, students, parents – whole school approach. • 200 students • Uses provincial resource curriculum (bullyfreealberta.ca) Objectives: • To reduce bullying through education and awareness. • To give parents and schools personal skills and knowledge they need to identify the signs of bullying and impart these skills to children. • To work with parents and create awareness about bullying and its impact. • To involve the community in reducing bullying and violence

Program Name	Organization	Target Population	Program Description
RAISE	Boys and Girls Clubs of Calgary	Aboriginal youth 15-19	Intended to make youth employable and ready for school. For kids who can't absorb information in the regular systems or have run into a crisis (violence in the home, etc.). • Group setting, six hours a week, 10 weeks • Life skills approach, anger management, social and emotional concepts to get them ready for life, trauma informed care Addresses violence, anger, communication skills, dating violence.
RespectEd: Healthy Youth Relationships	Red Cross	age 12+	Healthy youth relationships – specifically regarding intimate partner violence to kids/youth or teachers.
RespectEd: It's not your fault	Red Cross	Youth Grade 8; Ages 12+	Child abuse prevention for kids or adults who work with kids.
RespectEd: Beyond the Hurt	Red Cross	Youth Grade 6: Ages 12+	This program addresses bullying and peer harassment—what it is, why it happens, and how to make it stop. The program aims to sensitize young people to the devastating impact of bullying, and teach them ways to react when bullying affects their world. The program is delivered in schools and community groups by young people, who have been trained, mentored and are supported by adult Prevention Educators.

Program Name	Organization	Target Population	Program Description
RespectEd: Be Safe	Red Cross	(K-3)	Prevention of child sexual abuse
Roots of Empathy	Hull Services	Children and youth, kindergarten to grade 8 (English and French)	A classroom program that aims to foster the development of empathy, develop emotional literacy, reduce levels of bullying, aggression and violence and promote children's pro-social behaviours. At the heart of the program are a neighbourhood infant and parent who engage students in their classroom. Over the school year, a trained Roots of Empathy Instructor guides the children as they observe the relationship between baby and parent, understanding the baby's intentions and emotions. Through this model of experiential learning, the baby is the "teacher" and a catalyst, helping children identify and reflect on their own feelings and the feelings of others. 27 classroom visits by family with new baby, content divided into nine themes: • Family visits – focus on baby and the relationships in families • Post- family visits, what did the kids see, talk about their learning and feelings about families • Mission to build empathy in children and adults, build pro-social behaviour in the classroom and inclusion, empathy and building protective factors

Program Name	Organization	Target Population	Program Description
Responsible Choices	Calgary Counseling Centre	Program for children who are abusive or aggressive, both victims and perpetrators. 3-18 year olds, 10 week sessions	Kids do a primary assessment with a therapist. Families would see a therapist several times throughout the cycle. • Parents sessions run concurrently • Uses a variety of curricula, all coming from different theories
SASS (Stoked About Staying in School) and Maestro	Boys and Girls Clubs of Calgary	Any youth 15-19	Intended to make youth employable and ready for school. For kids who can't absorb information in the regular systems or have run into a crisis (violence in the home, etc.). Group setting, six hours a week, 10 weeks . • Life skills approach, anger management, social and emotional concepts to get them ready for life, trauma informed care • Addresses violence, anger, communication skills, dating violence

Program Name	Organization	Target Population	Program Description
Wise Guyz	Calgary Sexual Health Centre	Young men identified by teachers	Programming specific to boys and young men who are not accessing mainstream services, modeled after curriculum in North Carolina (Grade 9).
Who Do You Tell?	Calgary Communities Against Sexual Abuse	Grades K-6	A child sexual abuse education program for elementary school children, their teachers and parents. Raises awareness about various forms of abuse, focuses on developing communication and conflict resolution skills, and challenges harmful misconceptions that condone and perpetuate sexual violence. Participants learn about positive, respectful relationships, to enhance their ability to engage as active members of their communities and support their successful transition into adulthood. • Program delivered to individual classes of children • Child Sexual Abuse Safety and Protection program • Don't use the word "prevention" as it insinuates that the children have control in the situation Depending on grade, between 1-10 sessions. Builds skill levels, provides information, offers "private time" for kids who ask for it.

Identified Programs[22]	Agency	Target	Description
Take Action on Bullying	Calgary Catholic Immigrant Society	Not identified	This program focuses on creating awareness about bullying, its different behaviours and implementing strategies to address this problem by giving parents and schools (children and youth) the skills and knowledge they need to identify the signs of bullying and to address the challenges associated with it in a non-confrontational manner. Anti-bullying strives to improve the partnership between the CCIS Parent Link Centre, parents, and schools. This includes increasing the awareness of resources available to parents, children, and school staff from the CCIS Parent Link Centre.
Community Education (Take Charge Program)	Calgary Pregnancy Care Centre	Universal program for teens	The Take Charge Program aims to help teens navigate pressing questions regarding sex, relationships and dating. The hope of the program is that through education, dialogue, and asking the right questions, teens will be better able to discern between healthy and unhealthy perspectives and behaviours. Emphasizing respect, personal worth and value, and the right to refuse, the Take Charge Program presents abstinence as a way of respecting self and others.
Education Program (RespectED Provider)	Child Find Alberta	Youth 12+	Child Find Alberta is certified to deliver The Canadian Red Cross: RespectED: Violence and Abuse prevention education programs "It's Not Your Fault" and "Healthy Youth Relationships".

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[22] These include the four programs that were identified in the program scan, but were unable to have interviews scheduled for more program detail. The information provided here was obtained from the program website.

Appendix D: School Listing

Summary: NE: 19 schools; SE: 20 schools; NW: 11 schools; SW: 11 schools

Elementary Total[23]: 40 Schools; Middle: 4; Junior High : 17 Schools; High School: 6 Schools

Name	Dosage	Level	Quadrant	Community
Radisson Park		K-4	SE	Radisson Heights/Albert Park
James Short Memorial		K-3	SE	Penbrooke Meadows
Forest Lawn	2	10-12	SE	Forest Lawn
Piitoayis Family School	2	K-6	SE	Aboriginal
Colonel Walker		K-6	SE	Inglewood
Ian Bazelgette	2	7-9	SE	Dover
Dr. Gladys McKelvie Egbert		7-9	NE	Marlborough Park
Sherwood Community	3	5-9	SE	Ogden
Georges P. Vanier	3	7-9	NE	Winston Heights/Mount View
AE Cross		7-9	SW	Glenbrook
Ernest Morrow	2	7-9	SE	Forest Heights
Catherine Nichols-Gunn		K-6	NE	Huntington Hills
Grant MacEwan		K-6	NE	Falconridge
Falconridge		K-6	NE	Falconridge
St. Martha		K-9	NE	Marlborough Park
Louise Dean		9-12	NW	Kensington
Deer Run		K-6 (EDC) 3-4 year olds	SE	Deer Run
Holy Trinity		K-6	SE	Forest Lawn
Annie Foote		K-6	NE	Temple
Ranchlands		K-6	NW	Ranchlands
Bowcroft		K-6	NW	Bowness
St Peter		K-6	SE	Penbrooke Meadows
Corpus Christi		K-6	NW	Thorncliffe
Cambrian Heights		K-6	NW	Cambrian Heights
Father Scollen	2	K-9	NE	Templegreen
Douglas Harkness,		K-6	NE	Pineridge
Rosscarrock	2	K-6	SW	Rosscarrock
St. Bernadette		K-6	SE	Lynwood

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[23] These counts do not represent unique schools, as there is a degree of overlap due to the presence of schools offering K-7, K-12, Grades 7-12, and Grades 9-12.

Name	Dosage	Level	Quadrant	Community
St. Benedict		**K-6**	**SW**	**Palliser**
St. Thomas More		**K-6**	**NE**	**Templegreen**
Banting and Best		**K-4**	**SE**	**Ogden**
Cedarbrae		**K-6**	**SW**	**Cedarbrae**
Children's Village		**1-6**	**NE**	**Renfrew**
Colonel J Fred Scott		**K-6**	**NE**	**Whitehorn**
Colonel Walker		**K-6**	**SE**	**Inglewood**
Connaught		**K-6**	**SW**	**Connaught**
Cranston		**K-4**	**SE**	**Cranston**
Douglasdale		**K-4**	**SE**	**Douglasdale**
Erin Woods		**K-6**	**SE**	**Erin Woods**
Hillhurst		**K-6**	**NW**	**Hillhurst**
Mount View		**K-6**	**NE**	**Mount View**
OS Geiger		**K-6**	**NE**	**Castleridge**
Penbrooke Meadows		**K-6**	**SE**	**Penbrooke Meadows**
Pineridge		**K-6**	**NE**	**Pineridge**
Roland Michener		**K-6**	**NE**	**Marlborough Park**
Scenic Acres		**K-4**	**NW**	**Scenic Acres**
Sir John Franklin		**5-9**	**NE**	**Mayland Heights**
William Taylor Learning Centre		**7-10**	**NW**	**Parkdale**
Sainte-Marguerite-Bourgeoys		**K-12**	**SW**	**Garrison Wood**
Ecole Mosaic		**K-6**	**NE**	**Martindale**
Ecole de la Source		**K-9**	**SE**	**Acadia**
Ecole Terres de Jeunes		**K-6**	**NW**	**Varsity**
Blessed John XXIII		**K-9**	**NE**	**Falconridge**
Lord Beaverbrook		**10-12**	**SE**	**Acadia**
Alice Jamieson Girls Academy		**4-9**	**NE**	**Renfrew**
Branton		**7-9**	**NW**	**Banff Trail**
Calgary Arts Academy (Glenmeadows)		**K-4**	**SW**	**Glendale**
Calgary Arts Academy (Knob Hill)		**5-9**	**SW**	**Bankview**
National Sports		**9-12**	**NW**	**Canada Olympic Park**
Rideau Park		**K-9**	**SW**	**Rideau Park**
Vincent Massey		**7-9**	**SW**	**Westgate**
Mount Royal		**7-9**	**SW**	**Mount Royal**

Appendix E: Interview Questions

Interview Questions: Violence Prevention Programming for Children and Youth

1. Who funds your program?
2. How long has your program been running?
3. How do you make changes to your program?
4. What partners do you work with (if any)?
5. Do you have a strategy for which communities and schools you work with? If no, how are these decisions made?
6. What challenges do you face in conducting this kind of programming?
7. What benefits do you foresee of a coordinated approach to violence prevention programming for children and youth? What challenges do you foresee?
8. What other child and youth-focused violence prevention programs are you aware of in Calgary?
9. We have developed a series of in-depth questions in order to help us understand your program better. These questions cover such aspects as: program design, theory, curriculum content, implementation (i.e., how often it is offered, by whom, length of session) as well as some other questions around data collection and outcomes. [Page 2-14 - checklist of elements of effective violence prevention programming].

Checklist for Violence Prevention Programming: Components of Violence Prevention Programs

Program Name and Type (i.e., Bullying prevention, sexual violence prevention, dating violence prevention, sexual health promotion, healthy relationship promotion)	Program Elements		Comments
	General Program Elements for Effective Violence Prevention Programming		
	Program is theory driven Programs should have a scientific theory or logical rationale. The program should be able to describe a theory of how problem behaviours develop and how or why the chosen strategies can solve that problem.		
	Is the program theory driven?	YES NO	
	Uses Comprehensive Strategies Strategies should be comprehensive and include multiple components and address multiple settings to address a variety of risk and protective factors.		
	Does the program target more than one level of risk and/or protective factor in a variety of ways?	YES NO	

Program Name and Type (i.e., Bullying prevention, sexual violence prevention, dating violence prevention, sexual health promotion, healthy relationship promotion)	Program Elements		Comments
	Uses a variety of teaching methods Strategies that engage audience participation and critical thinking are more effective than lecture-based. An active, skill-based component should be present.		
	Does the program include more than one teaching method?	YES NO	
	Does the program include interactive instruction and techniques for practicing new behaviours?	YES NO	
	Does the program accommodate different learning styles?	YES NO	
	The program is of sufficient dosage to affect change. Participants need to be exposed to the activity often enough that change can occur. It's preferable that they be conducted over a substantial period of time with repeated exposure. If school-based, opportunities to practice outside of the school setting is preferable.		

Program Name and Type (i.e., Bullying prevention, sexual violence prevention, dating violence prevention, sexual health promotion, healthy relationship promotion)	Program Elements		Comments
	Does the program provide more than one session?	YES NO	
	Does the program provide sessions that are long enough to cover the program content?	YES NO	
	Does the program include booster or follow-up sessions?	YES NO	
	The program is appropriately timed to where participants are at in their development. Programs that are offered at key developmental points are more effective than those that are not. For example, youth dating violence prevention programs need to coincide with the point in adolescent development when they are interested in dating.		
	Does the program occur before participants develop problem behaviours?	YES NO	

Program Name and Type (i.e., Bullying prevention, sexual violence prevention, dating violence prevention, sexual health promotion, healthy relationship promotion)	Program Elements		Comments
	Is the program strategically timed to have an impact during important developmental milestones related to the problem behaviour?	YES NO	
	Does the program use concepts appropriate to the target groups developmental level?	YES NO	
	The program is socioculturally relevant. Programs need to fit with or be flexible to culturally relevant norms as well as community contexts.		
	Does the program appear to be sensitive to cultural and social realities of the participants?	YES NO	
	Does the program included strategies for engaging with diverse audiences?	YES NO	

Program Name and Type (i.e., Bullying prevention, sexual violence prevention, dating violence prevention, sexual health promotion, healthy relationship promotion)	Program Elements		Comments
	The program includes outcome evaluation as part of its ongoing implementation. An evaluation strategy should be integrated into a program's implementation so that it can be determined whether the program is working and achieving its intended results.		
	Does the program have clear goals?	YES NO	
	Does the program have an evaluation plan?	YES NO	
	Does the program systematically document their results relative to their program goals?	YES NO	
	The program is implemented by well trained staff. Staff who receive sufficient support, training and supervision and who are sensitive and competent are critical to successful programs.		
	Has staff received sufficient support, training and supervision to implement the program properly?	YES NO	
	Does the program utilize peer educators?	YES NO	

Additional Program Delivery Questions:

1. Does the program provide opportunities to build positive relationships with adults?
2. Does the program utilize peer educators?
3. If a bullying/conflict resolution program, is a whole school approach used? Have continuity over grade levels?
4. If sexual violence prevention, does it utilize single sex sessions?

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