Resources for Teachers and Program Leaders from the Violence Prevention Program Calgary Initiative

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About These Resources

For three years (2012-2015), a group of community-based agencies, school boards, funders and *Shift: The Project to End Domestic Violence* came together to develop a strategic and coordinated approach to violence prevention programming (VPP) in Calgary. The project resulted in a number of resources, including:

Resource 1: A framework to guide sector-wide coordination of VPP programs

Resource 2: A list of evidence-based principles to guide VPP program development

Resource 3: A checklist to guide educators in selecting VPP programs for their schools

Resource 4: A checklist to guide community-based agencies in determining what schools would be a good fit for their VPP programs, and

Resource 5: Online compendia of violence prevention and healthy relationship programs for schools

These resources are intended to support quality school-based VPP programming, and are intended to be distributed broadly.

Resource 1

## A Framework to Guide Sector-Wide Coordination of Violence Prevention Programs

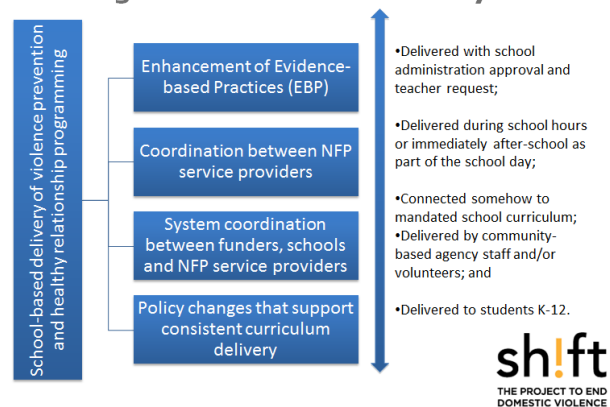Prepared by Lana Wells, Caroline Claussen and Rida Abboud

2013

The *Strategic, Coordinated Approach to Violence Prevention Programming for Children and Youth in Calgary* Framework is comprised of three key focus areas: systems and policy change, enhanced capacity of school delivery, and enhanced capacity of community delivery. The group chose to focus on the second focus area: Enhanced school delivery. Outcomes, stakeholders and activities/tasks were then developed for this action area.

Framework for Action

Strategies
- Monitoring & Evaluation
- Research
- Partnerships
- Coordination

Resources
- Human
- Technical
- Financial
- Organizational

Violence prevention & Healthy Relationship Programming, practices and policies

- Systems and Policy change
- Enhanced capacity of school delivery
- Enhanced capacity of community delivery
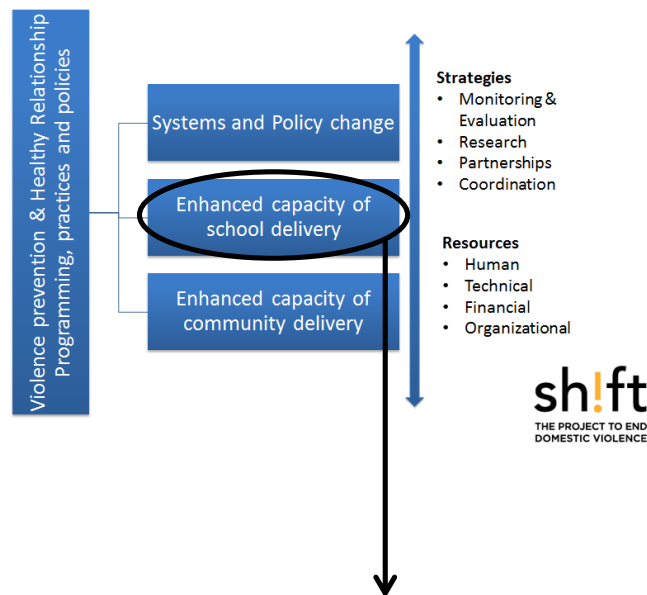
Framework for Implementation: Enhancing School-based Delivery

School-based delivery of violence prevention and healthy relationship programming

- Enhancement of Evidence-based Practices (EBP)
- Coordination between NFP service providers
- System coordination between funders, schools and NFP service providers
- Policy changes that support consistent curriculum delivery

- 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.

1.1 Enhancement of Evidence-Based Practice

Outcome
- School stakeholders have the knowledge they need to make informed choices about effective healthy relationships and violence prevention programming.
- Not for profit service providers deliver programs based on evidence-informed principles
- Funders support investment in evidence-informed healthy relationships and violence prevention programs and services

Stakeholders
- Teachers, principals/administrators, not for profit service providers, funders, researchers

Activity/Tasks
- Stakeholder analysis
- Collate available evidence-informed resources (example Best Practice Portal at Public Health Agency or PrevNet)
- Develop a user-guide for assessing evidence-informed programs and services
- Support capacity in refining programs to reflect evidence-informed principles
- Collect and gather research-related initiatives related to healthy relationships and violence prevention programs and resources (e.g., social-emotional, brain development)

1.2 Coordination Between Not for Profit Service Providers

Outcome
- Increased group understanding of what is offered in the community
- Increased trust and buy-in to facilitate open and transparent conversations about the relevance, process and outcomes of coordination between providers
- The equal distribution (to the proportion of needs) of healthy relationships and violence prevention programs both geographically, demographically, and throughout grade levels.

Stakeholders
- Not for profit service providers, funders

Activity/Tasks
- Stakeholder analysis
- Facilitated conversations
- Sector-wide planning forums

Outcome: System Coordination of Schools, Funders and Not for Profit Service Providers

Outcome
- Schools understand the need for a developmental approach to healthy relationships and violence prevention programs and resources
- Processes are in place for appropriate depth and breadth of healthy relationships and violence prevention programs and resources

Stakeholders
- School administration, non-profit organizations providing healthy relationships and violence prevention programming within schools and funders

Activity/Tasks
- Planning forums for processes to allocate healthy relationships and violence prevention resources
- Coordination of the delivery of programs across the school system based on an understanding of student population and need
- Hosting research-focused meetings with key decision makers to increase strategic decision-making on healthy relationships and violence prevention programs and resources

1.3 System Coordination of Schools, Funders and Not for Profit Service Providers

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1.4 Policy Changes to Support Violence Prevention and Healthy Relationships Delivery

Outcome
- School boards develop comprehensive policies and practices to support violence prevention and healthy relationships programs and resources
- Provincial policies that impact violence prevention and healthy relationships programs are identified and enhanced
- Enhanced alignment between provincial departments and ministries to support violence prevention and healthy relationships programs and resources

Stakeholders
- School boards, Government of Alberta (GOA) Ministries, Researchers, and other relevant provincial stakeholders (e.g., Alberta Health)

Activity/Tasks
- Review relevant provincial policies and craft recommendations for GOA and school boards as a result of findings
- Collect and capture relevant ministry initiatives that impact violence prevention and healthy relationships programs and resources
- Host stakeholder sessions to review policy findings

Resource 2

A List of Evidence-Based Principles to Guide Violence Prevention Program Development

Prepared by Caroline Claussen, Rida Abboud, Lana Wells and Monica Pauls

2012

The nine principles and definitions outlined below were identified through a review of the literature entitled *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.* The full report can be downloaded from Shift's website at http://preventdomesticviolence.ca/research/violence-prevention-programming-children-and-youth-calgary

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).
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).

Resource 3

A Checklist to Guide Educators in
Selecting Violence Prevention Programs

Prepared by
Caroline Claussen and Brian Hansen

The checklist below was designed to assist educators in selecting and coordinating violence prevention programming in their schools. We know that educators are faced with a myriad of choices when it comes to programs and services to support healthy relationship promotion and/or violence prevention in the school and classroom. To help educators navigate this complexity, we have developed an information checklist[1] providing you with an overview of the general types of programming available as well as a checklist of questions to be thinking about in order to make an informed choice.

Overview of Healthy Promotion and Violence Prevention Programs

I.   Instructional Programs
These programs enhance the empowerment of students through knowledge building, and the development of skills and behaviors associated with health and well-being.

II.   School Climate Programs
These programs support a healthy and non-violent physical and social environment for students to support pro-social and behavior skills. Programs are directed to changing bullying behaviors through enhancing school policies, providing teacher and staff training and supporting positive parental involvement in the school community.

III.   Support Services
These programs are an intersectoral collaboration of support services for students and families delivered within the school setting, or through referrals from school personnel. Support services strengthen the connection between community and school, and target children and youth that already exhibit aggressive, violent and other problematic behavior that has been identified by the school. Children and youth are often labeled "at risk" of further violence and need specific program intervention to prevent further occurrence of violent behavior.

IV.   Informal Support Services
These services target the promotion of role models, mentors and positive family support. Social support programs encourage the active participation of key persons who can have a significant influence on students' healthy, non-violent choices.

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[1] This checklist was developed based on "*A Violence Reduction Health Promotion Model*" by Thurston, Meadows, Tutty & Bradshaw (1999) as well as the Action Committee Against Violence (Youth Prevention Committee) Best Practice Framework (2003). Shift has supplemented the categories provided by Thurston et al. (1999) with elements derived from Nation, M., Keener, D., Wandersman, A., & DuBois, D. (2005). *Applying the principles of prevention: What do practitioners need to know about what works?* Retrieved from the Centers for Disease Control and Prevention, Division of Violence Prevention website: http://www.mentoring.org/downloads/mentoring_4.pdf

Teacher and School Information Checklist:
Program Question Guide

Date:
Program Name:
Organization Name:
Contact Name:

Key Questions to ask of Organization	Considerations
❑ Does the program provide students with an opportunity to build knowledge and skills (not just awareness)?	- Presentations to the entire student body take less time but offer less opportunity to integrate skills. -Presentations to smaller groups offer opportunities for students to ask questions, discuss issues or practice skills but are more time-consuming.
❑ Does the program involve teachers and/or parents?	-Teachers must deal with any disclosures or anxiety created by programs. Teachers may be faced with follow-up questions from students. -Some staff will themselves have been victims, and may either be very good in handling disclosures or react emotionally to the issues. -Parents are an additional focus for violence prevention. They may reinforce important ideas/concepts. Unfortunately, most parent training components attract few parents. For highly sensitive topics, such as sexual abuse, parents who are concerned have the opportunity to question program staff.

Key Questions to ask of Organization		Considerations
❑ Who delivers the program? (e.g., trained staff or trained volunteers) *If volunteers present the program, ask for information about the following quality assurance components:* ❑ *Screening procedures,* ❑ *The extent of training (e.g., type and number of hours),* ❑ *Whether they are receiving ongoing supervision/monitoring, and* ❑ *Whether they have the ability to connect with children.*		-Program staff may have professional backgrounds and may be better trained and more comfortable with the materials as this is their primary job. They may be better able to deal with disclosures and difficult questions. -Utilizing well-trained volunteers can lower the cost of a prevention program. It is important to inquire about the number of training hours and whether the volunteers have been observed providing the program to ensure that they can connect with children and cope with potentially difficult questions. -You might ask for the presenter's curriculum vita. -In some schools a security check is required.
❑ What is the cost of the program?		-Primary prevention can be more costly in both time and resources because all students are included. Secondary or tertiary prevention programs target resources to the much smaller number of individuals most at risk or who are already having difficulty. However, research does point to the greater cost-benefit of prevention. This is important to consider.
❑ Is there any available literature regarding the effectiveness of the program?		-Strong evaluations demonstrate changes in 1) behaviour, 2) attitudes and 3) knowledge. They often include a control group or a wait list comparison group of children who have not participated in the prevention program. -Student satisfaction ratings and comments are of limited value, but better than nothing. -Ideally, evaluations include not just pre- and post-testing, but a follow-up component to ensure that positive changes are maintained.

Now that you have some basic information about the program you are interested in, it's critical to spend some time thinking about program fit with your classroom/school, and what steps you/your school will take to reinforce and integrate the information provided.

Key Questions for Teacher Reflection	Considerations
❏ How does this fit with the current curriculum?	-The prevention program's messages should fit with the school's curriculum and/or Alberta curriculum. Some prevention programs are mandated and can be accessed within school's own board. Other programs will add or supplement each schools' violence prevention initiatives. Programs can act as a resource for specific learning objectives in the curriculum.
❏ How does it reinforce the current curriculum? (e.g., cross-referenced with themes and skill development)	-Students need hands on opportunities to practice concepts explored through the program (e.g. role playing, community services projects).
❏ Where and how will the information presented by the program be reinforced?	-With the complexity of anti-violence and healthy relationship concepts, additional materials for students can encourage further conversations. Teachers must be comfortable with the information, however, or they might convey mixed messages.
❏ What other programs do we currently have in place within the school? How does this program fit with the other programs we offer?	-It is possible for more than one program provider to be delivering programs and services in your school. Being aware of what else is offered and how it may fit with the program being considered is an important way of ensuring that promotion and prevention messages are consistent with the school's curriculum.

Comments and Recommendation:

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Resource 4

A Checklist to Guide Community-Based Agencies in Determining which Schools would be a Good Fit for their Violence Prevention Programs

Prepared by
Caroline Claussen and Brian Hansen

2015

This checklist was developed to help community-based agencies to find a good fit for their VPP programs by helping them to better understand the various factors within the school environment that can impact the effectiveness violence prevention programming.

We know organizations outside of the school environment are routinely asked to provide a wide range of healthy relationship programming in schools (e.g., non-profit service providers). These requests come from teachers and administrators who feel there is a need in their school that programming can help address.

Before going into schools and delivering your program, there are a number of elements to consider. The following questions are designed to help you and the school have an informed conversation about their needs and how your program can best fit these needs. Furthermore, the questions are designed to help you understand what other programs and service providers are working in the school, and how you can support coordination in services where multiple programs are in place.

Checklist for Programs and Service Providers Working in Schools:

Question Guide for Teachers/Schools

Date:
Teacher Name:
School Name:

	Key Questions for Teachers and Schools	Considerations
Rationale for Program and Classroom Objectives	❑ What makes you interested in having our program come into the classroom? ❑ What are your goals for the classroom? ❑ What outcomes are you hoping for?	- Identify precipitating need for program -Help understand if teacher/school need is a match for the program being offered by provider -Depending on congruence, perhaps refer them to another program/organization more in line with their goals and desired outcomes
If they indicate goals and outcomes that are incongruent with your program's goals and outcomes, then refer to other organizations in the community where you feel a better fit would exit.		
Identification of other socio-emotional learning , violence prevention or healthy relationship resources in school	❑ What is currently happening in your school to support socio-emotional learning (SEL), violence prevention (VP) or healthy relationship (HR) promotion? • Do you have any school-wide initiatives or approaches (e.g., Circle of Courage)? (If yes, please describe) • What can you tell me about these initiatives or approaches?	-Will need to understand the program philosophy to make sure there is a fit between programs -Conversations with teachers and administration around importance of complementary philosophy -Ask for any materials that could be reviewed --Agencies should consider how they will work together with the school to integrate the new program information with what is already

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community (Internal & external)	• Do you have any external organizations currently offering SEL, VP or HR programming in your school? (If yes, please describe) • Have you had any external organizations offering SEL, VP or HR programming in the past? (If yes, please describe)	embedded in the school. How does this integrate or fit with other broader conceptual frameworks the school has adopted?
If they indicate they are unaware of other SEL, VP or HR programs that are currently/have historically been offered in the school, then ask to get in touch with administration to gather this information.		
	Key Questions for Teachers and Schools	**Considerations**
Fit	❑ How do you see our program fitting in with what you already have?	-Fit needs to be considered with other approaches in place within the school and programs operating in school
Coordination with others	❑ Would you be open to a meeting of all service providers in your school prior to engaging in programming?	-Meeting with other service providers will ensure everyone is aware of each other's philosophy and approach to programming. -Ensure congruency or complementary messages and approaches between programs

Resource 4

Online Compendia of Violence Prevention and Healthy Relationship Programs for Schools

Prepared by
Caroline Claussen and Brian Hansen

2015

Online compendia of current violence prevention-related programs were created to help schools familiarize themselves with the programming options available. Programs were divided into separate 'binders' by age group, with one for Kindergarten to Grade 6, one for Grade 7 to 9, and one for high school programming. Within each of these pages, programs are further sorted by type (e.g., Healthy Relationships, Crime Prevention, Internet Safety, etc.) Other relevant resources (e.g., Government frameworks) are also listed on the site.

Each compendium can be accessed by clicking on the links below. When prompted for an Access Key, simply enter "VPP".

Kindergarten to Grade 6: http://www.livebinders.com/play/play_shared_binder/1669748
    Access key: VPP

Grade 7 to 9: http://www.livebinders.com/play/play_shared_binder/1665376
    Access key: VPP

High School: http://www.livebinders.com/play/play_shared_binder/1664989
    Access key: VPP