

Violence Prevention Best Practices

Kindergarten to Grade 12



Education and Early Childhood Development

Table of Contents

Primary, Secondary and Tertiary Best Practices	1
Introduction	1
School Wide Student Supports	3
1. Primary Grades (PBS-Level 1)	3
Al's Pals: Kids Making Healthy Choices	3
I Can Problem Solve (ICPS)	4
2. Primary and Elementary Grades (PBS-Level 1)	5
Caring School Community (CSC)	5
Linking the Interests of Families and Teachers (LIFT)	6
Lions Quest Skills for Growing (SFG)	7
3. Elementary Grades (PBS-Level 1)	8
The Good Behaviour Game (GBG)	8
4. Primary Grades to Junior High (PBS-Level 1)	9
Kiva Anti-Bullying Program	9
Kids in the Know	10
Roots of Empathy	11
Lions-Quest Skills for Adolescence	12
5. Junior High (PBS-Level 1)	13
Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence (AVB)	13
Fourth R: Skills for Youth Relationships	14
The Healthy Relationships for Youth Program (HRV)	15
Healthy Relationships: A Violence Prevention Curriculum	16
Lions-Quest Skills for Action Program	17
Small Group Student Supports	18
1. Primary Grades (PBS-Level 2 & 3)	18
Fluppy Multimodal Program	18
2. Primary Grades to Grade 10 (PBS-Level 2 & 3)	19
Fast Track	19

Individual/Intensive Student Supports	20
1. Primary Grades to Elementary (PBS-Level 3)	20
The SNAP® Girls Connection (SNAP® GC)	20
SNAP® ORP	21
Better Beginnings, Better Futures Project	22
2. Primary Grades to Grade 8 (PBS-Level 3)	23
Red Cross RespectED: Violence & Abuse Prevention	23
Educational Programming for Children and Youth	23
1. Be Safe! (Formerly called the c.a.r.e. kit)	23
2. Beyond the Hurt: Prevent Bullying to Create a Safe Environment for Children and Youth	24
3. Healthy Youth Relationships: Preventing Relationship Violence Program	24
3. Primary Grades to Grade 12 (PBS-Level 3)	25
Model Me Kids	25
Educational Programming for Adults	25
1. Respect in School	25
2. Bullying and Harassment Prevention	25
3. Child Abuse and Neglect Prevention	25
4. Workplace Violence Prevention for Personnel and Employers	25
5. Healthy Youth Dating Relationships	25
6. Reducing the risk of violence and increasing protection in your organization or community for everyone—children, youth and adults	25

Primary, Secondary and Tertiary Best Practices

Introduction

The Canadian and American media speak about youth violence and school violence on a regular basis. Youth violence includes various behaviours. Some violent acts can cause more emotional harm than physical harm, such as verbal and social bullying, intimidation, etc. Other forms of violence, such as assault, can lead to serious injury or even death. School violence is youth violence that occurs on school property, during a school-sponsored event, or on the way to or from school or school-sponsored events. A young person can be the target, the offender, or the bystander of violence.

This document outlines Canadian, school-based best practices, for violence prevention in kindergarten to grade 12 schools. Some of these best practices have been identified by PREVNet and the Public Health Agency of Canada. All initiatives chosen by PREVNet and the Public Health Agency of Canada have been peer reviewed and are evidence based. Those included have been selected by the Department of Education and Early Childhood Development specifically for school implementation.

Research conducted by the Public Health Agency of Canada found that when selecting a violence prevention initiative for a particular school community, one should consider the following.

The best way to prevent violence is to promote healthy relationships.

- Healthy development depends on healthy relationships.
- Adults are essential for children and youth's healthy relationships.
- Change occurs because adults change and support children.
- Children learn best when their positive behaviour is supported rather than being criticized or punished for their negative behaviour.
- Children also need to be supported by peers.
- Prevention and intervention efforts need to be developmentally appropriate and gender sensitive.
- Violence prevention initiatives have to be adapted to children's needs.
- Student leadership and involvement are critical in high school interventions, but adult guidance is also necessary.
- Educators who implement bullying prevention programs require a manual, training, and ongoing support to promote healthy relationships among students.
- Parents are essential partners in bullying prevention programs. They are key advocates for their children; home-school communication strengthens the understanding and responses to bullying.
- Collaboration with the community supports bullying prevention programs in schools
- Effective bullying programs last a minimum of two years. Promoting healthy relationships and reducing the use of power and aggression within a school is an ongoing process that depends on plans to maintain the program over time.
- All adults are responsible for creating positive environments, promoting healthy relationships, and ending violence in the lives of children and youth. They are role models and must lead by example and use their power responsibly.
- Please visit <http://cbpp-pcpe.phac-aspc.gc.ca/> for additional information.

An effective violence prevention initiative may be more dependent on how a program is implemented, rather than which program is implemented. It is important to follow the program developer's guidelines when delivering the program.

Research indicates that programs work best if they:

- (1) are appropriate for the age of the participants;
- (2) are respectful and inclusive of cultural differences;
- (3) target multiple settings (e.g., home, school);
- (4) follow the program manual / guidelines;
- (5) meet the needs of the person receiving the program;
- (6) can be modified to best meet the needs of the person;
- (7) are easy to deliver.

How you implement the program will affect its success.

The following information outlines the best peer reviewed, evidence based, violence prevention initiatives practiced in Canada. These are arranged according to the level of positive behaviour supports (PBS) they complement, and the age of the student body.

- Level 1 of PBS would be a school-wide initiative.
- Level 2 of PBS would be an initiative for a targeted group of students.
- Level 3 of PBS would be an intensive program which may be implemented for an individual student with specific needs, and would be recommended by the students program planning team.

As stated, some programs have been selected from recommendations made by PREVNet. These are grouped together. Canadian Red Cross programming options are also grouped together. Other best practices will be grouped when applicable. Additional school-based violence prevention best practices will be added to this package as necessary.

Please forward any suggested best practices to the Department of Education and Early Childhood Development, Safe & Caring Schools.

School Wide Student Supports

1. Primary Grades (PBS-Level 1)

Al's Pals: Kids Making Healthy Choices

Al's Pals: Kids Making Healthy Choices is an early-childhood prevention program designed to promote social and emotional competence in children ages 3 to 8 by enhancing teachers' abilities to create nurturing classroom environments, and to foster children's development of resilience-related behaviours. Al's Pals teachers play a facilitative role in helping strengthen children's personal and social skills that act as protective mechanisms against risk.

This resiliency-based prevention curriculum is designed for delivery by classroom teachers upon completion of program training. To teach children specific social skills, the lessons utilize a wide range of teaching tools, including guided creative play, role play, engaging activities, brainstorming, puppetry, original songs, and color photographs. Al's Pals consists of 46 lessons, which are delivered two lessons per week over 23 weeks. It is ideal to deliver the program during circle time or in an open reading area. The lessons last 10 to 15 minutes each and typically consist of two or three activities.

Fourteen of the lessons have letters and activities for parents. Optional follow-up activities can be incorporated later in the school day. Tools and techniques are included for teachers to integrate the concepts throughout the day, providing opportunities for children to practice and generalize new skills. A nine-lesson booster curriculum reinforces Al's Pals skills for second and third grade children who previously completed the core curriculum. Al's Pals also offers a companion parent education program that complements the school-based curriculum.

Since 1993, Al's Pals: Kids Making Healthy Choices has been implemented in 35 States and in Ontario, Canada and Bermuda. The program has been implemented in approximately 4,000 early childhood classrooms in more than 700 elementary schools in more than 250 school districts. Within the United States and Canada, more than 150 evaluation studies have been conducted involving more than 27,000 children across 1,830 classrooms. Research has found significant improvements in children's pro-social behaviours and social interaction skills and prevention of increased aggressive behaviour typically seen in other children.

For additional information about the intervention:

USDOE: Exemplary and Promising Safe, Disciplined, and Drug Free Schools Programs 2001, pg.55

- <http://www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf>

Collaborative for Academic, Social and Emotional Learning

- <http://casel.org/publications/safe-and-sound-an-educational-leaders-guide-to-evidence-based-sel-programs/>

NREPP Quality of Research

- <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=116>

Lynch, K.B., Geller, S.D.R. & Schmidt, M. G. (2004). Multi-year evaluation of the effectiveness of a resilience-based prevention program for young children. *Journal of Primary Prevention*, 24(3), 335-353.

- <http://cbpp-pcpe.phac-aspc.gc.ca/interventions/als-pals-kids-making-healthy-choices/>

I Can Problem Solve (ICPS)

I Can Problem Solve (ICPS) Kindergarten and Primary school is a universal school-based program that focuses on enhancing the interpersonal cognitive processes and problem-solving skills of children ages 4-9.

ICPS is based on the idea that there is a set of skills that shape how children (as well as adults) behave in interpersonal situations, influencing how they conceptualize their conflicts with others, whether they can think of a variety of solutions to these problems, and whether they can predict the consequences of their own actions. Rather than addressing specific behaviours as right or wrong, ICPS uses games, stories, puppets, illustrations, and role-plays to help children acquire a problem-solving vocabulary, learn to understand their own as well as others' feelings, think of alternative solutions, and think of potential consequences to an act. In turn, ICPS aims to prevent and reduce early high-risk behaviours, such as impulsivity and social withdrawal, and promote pro-social behaviours, such as concern for others and positive peer relationships. A key principle of the program is that the child, not the teacher, must solve the problem at hand. Giving the child this responsibility allows the child to develop the habit of creating solutions to problems, considering the potential consequences of one's actions, and thinking for oneself.

Evidence shows the program is effective in increasing pro-social behaviours and in reducing aggressive behaviours.

For additional information about the intervention:

Dr. Myrna Shure's ICPS website

- <http://www.thinkingchild.com/>
- <http://eric.ed.gov/ERICWebPortal/detail?accno=EJ841306>

See list of references in M B Shure's ICPS Research Summary

- www.thinkingpreteen.com/researchsummary.htm

"Problem-Solving Program Teaches Kids How To Use Their Heads Instead of Their Fists" - American Psychological Association

- www.apa.org/research/action/solve.aspx
- www.promisingpractices.net/program.asp?programid=196

Boyle, D. & Hassett-Walker, C. (2008). Reducing overt and relational aggression among young children: The results from a two-year outcome evaluation. *Journal of School Violence*, 7, 27-42.

- <http://www.thinkingchild.com/>

School Wide Student Supports

2. Primary and Elementary Grades (PBS-Level 1)

Caring School Community (CSC)

Caring School Community (CSC), formerly called the Child Development Project, is a universal elementary school (K-6) improvement program aimed at promoting positive youth development. The program is designed to create a caring school environment characterized by kind and supportive relationships and collaboration among students, staff, and parents.

The CSC model is consistent with research-based practices for increasing student achievement as well as the theoretical and empirical literature supporting the benefits of a caring classroom community in meeting students' needs for emotional and physical safety, supportive relationships, autonomy, and sense of competence.

By creating a caring school community, the program seeks to promote prosocial values, increase academic motivation and achievement, and prevent drug use, violence, and delinquency.

Actively participating in a caring school community is expected to have two major types of direct effects on students. First, it should facilitate their intellectual and socio-moral development, including their knowledge of subject matter, conceptual understanding, reasoning and thinking skills, social interaction and problem-solving skills, and interpersonal understanding. Second, it should help to meet their basic psychological needs for autonomy or self-direction, competence, and belonging.

For additional information about the intervention:

Developmental Study Center

- www.devstu.org/csc/videos/index.shtml

SAMHSA (U.S. Substance Abuse & Mental Health Services Agency) - National Registry of Evidence-based Programs and Practices

- www.nrepp.samhsa.gov/

Battistich, V., Schaps, E., Watson, M., Solomon, D. & Lewis, C. (2000). Effects of the Child Development Project on Students' Drug Use and Other Problem Behaviours. *The Journal of Primary Prevention*, 21(1), 75-99.

- <https://www.collaborativeclassroom.org/caring-school-community>

Linking the Interests of Families and Teachers (LIFT)

LIFT is a population-based intervention designed for all first and fifth grade elementary school boys and girls and their families living in at-risk neighbourhoods characterized by high rates of juvenile delinquency. LIFT targets for change those child and parent behaviours considered most relevant to the development of adolescent delinquent, violent, and related behaviours.

Specifically addressed are a child's oppositional, defiant, and socially inept behaviours and a parent's discipline and monitoring behaviours.

The three major components of the program are classroom-based child social and problem-solving skills training, playground-based behaviour modification based on modified version of the Good Behaviour Game, and group-delivered parent training. The program is designed for delivery to first-grade and fifth-grade children and their parents.

Evaluations of LIFT indicate a significant decrease of physical aggression on the playground, LIFT mothers who displayed the highest pre-intervention levels of aversive behaviours showed the largest reductions, compared to control mothers, and teacher rating data indicated a significant increase in positive social skills and classroom behaviour in children receiving the LIFT program.

For additional information about the intervention:

Oregon Social Learning Center

- www.oslc.org/projects/popups-projects/link-family-teacher.html

University of Colorado

- www.colorado.edu/cspv/publications/factsheets/blueprints/FS-BPP_09.pdf
- www.ncbi.nlm.nih.gov/pubmed/19238545

USDOE

- www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf

DeGarmo, D, Eddy, M., Reid, J. & Fetrow, R. (2009). Evaluating Mediators of the Impact of the Linking the Interests of Families and Teachers (LIFT) Multimodal Preventive Intervention on Substance Use Initiation and Growth Across Adolescence. Society for Prevention Research. 0, 208–220

- www.ncbi.nlm.nih.gov/pubmed/19238545
- <http://www.oslc.org/>

Lions Quest Skills for Growing (SFG)

Lions Quest programs are comprehensive, positive youth development and prevention curricula that unite the home, school and community to cultivate capable and healthy young people of strong character. Lions Quest K-12 programs teach essential life skills that support character development, social and emotional learning, civic values, substance and violence prevention, and service-learning.

Sponsored by Lions Clubs International Foundation, Lions Quest programs are rated as “Select SEL” by the Collaborative for Academic, Social and Emotional Learning (CASEL). Skills for Growing (SFG) capitalizes on the enormous potential of children ages 4-11 years and directs their creative energies into becoming capable and healthy young people with a sense of direction, solid skills, and a strong commitment to their families, schools and communities.

It is recommended that SFG be taught a minimum of once per week during the school year. Total lessons for SFG vary from 24-27 depending on grade level. SFG complements and supports many aspects of the elementary school curriculum, and is designed for integration into several of the required subject areas of most states and provinces. Schools may choose to adopt SFG as the core selected curriculum for an existing subject area; integrate the program into one or more related areas of the curriculum such as social studies, language arts or health; use the program as a foundation to support state and local initiatives in areas such as social and emotional learning, character education or drug and violence prevention; or teach the program as a separate course involving all students and adults.

For additional information about the intervention:

Lions Quest Brochure

- www.thrivecanada.ca/snapfiles/PDFs/Lions%20Quest%20Brochure.pdf

Research and Evaluation of Lions Quest

- www.lions-quest.org/evalreports.php

Safe and Sound: An Educational Leader’s Guide to Evidence-Based Social and Emotional Learning (SEL) Programs

Kim S. & Laird, M. (1995). An Outcome Evaluation of Lions Quest “Skills for Growing”: Grades K-5. Lions Quest website

- www.lions-quest.org/pdfs/OutcomeEvaluationSkillsForGrowingK-5.pdf
- <http://www.lionsquest.ca/section.asp?catid=140&pageid=18>

School Wide Student Supports

3. Elementary Grades (PBS-Level 1)

The Good Behaviour Game (GBG)

The Good Behaviour Game (GBG) is a classroom-based behaviour management strategy that promotes pro-social behaviour and reduces aggressive and disruptive behaviour by reinforcing inhibition in a group context in elementary school classrooms.

For additional information about the intervention:

- www.ncbi.nlm.nih.gov/pubmed/16464846
- http://evidencebasedprograms.org/wordpress/?page_id=81

Embry, DD. (2002). The Good Behaviour Game: a best practice candidate as a universal behavioural vaccine. *Clin Child Fam Psychol Rev.* 5(4):273-97

- www.ncbi.nlm.nih.gov/pubmed/12495270
- www.ncbi.nlm.nih.gov/pubmed/18343607

Tingstrom, D., Sterling-Turner, H. & Wilczynski, S. (2006). The Good Behaviour Game: 1969-2002. *Behaviour Modification*, 30(2), 225-253.

- <http://www.blueprintsprograms.com/>

4. Primary Grades to Junior High (PBS-Level 1)

KiVa Anti-Bullying Program

The Finnish Ministry of Education has funded the development and evaluation of a new national anti-bullying program, KiVa (an acronym for Kiusaamista Vastaan, “against bullying”) since 2006. The program was developed and initially evaluated by the University of Turku, a collaboration between the Division of Psychology and the Centre for Learning Research. In 2009, the broad implementation of KiVa started in Finnish schools. At present, 82% of all comprehensive schools in the country are registered as KiVa schools.

In KiVa, there is a strong emphasis on influencing the bystanders to speak up against bullying support the target, rather than encourage the bully (Salmivalli et al., 1996; Salmivalli, Kärnä, & Poskiparta, 2009; Salmivalli & Voeten, 2004). The program consists of student lessons, an anti-bullying computer game, and notes for individual and small group discussions with the students involved. These discussions are led by school personnel. The program has three different developmentally appropriate versions for Grades 1–3, 4–6, and 7–9.

The effects of the KiVa program have been evaluated in a randomized controlled trial (234 schools) and during nationwide diffusion. The results indicate that KiVa is effective in reducing school bullying and victimization, with strongest effects in Grade 4. Substantial increases have been reported for anti-bullying attitudes, empathy towards victimized peers, efficacy to intervene in bullying, school liking and school motivation.

For Additional Information about the Intervention:

- www.kivakoulu.fi/content/view/56/171/

Kärnä, A., Voeten, M., Little, T.D., Poskiparta, E., Kaljonen, A., & Salmivalli, C. (2011). A large-scale evaluation of the KiVa anti-bullying program: Grades 4-6. *Child Development*, 82(1), 311-30.

- <http://www.kivaprogram.net/>

Kids in the Know

Kids in the Know is an interactive safety education program designed for students from Kindergarten to Grade 9. The purpose of the program is to help educators teach children and youth effective personal safety strategies in an engaging, age-appropriate and interactive way that builds resiliency skills and reduces their likelihood of victimization in the online and offline world. It is research and evidence-based, balances empowerment with protection, communicates without value statements, builds from past experiences, involves activity-based learning, and facilitates important discussions about personal safety without the use of fear.

The program is used in thousands of schools across Canada and has received the nationally-recognized Curriculum Services of Canada seal of approval. Lessons are matched to outcomes mandated by Departments of Education in all jurisdictions across Canada. Topics include healthy relationships, safe and responsible use of technology, addressing high-risk behaviour, picture permanence online, as well as building capacity to handle difficult situation and knowing when to seek help. The core foundation of Kids in the Know is based on the Seven Root Safety Strategies and the Four Root Safety Environments. These root safety principles are protective factors for kids to incorporate into their daily lives to increase their safety.

For Additional Information about the Intervention:

- https://www.kidsintheknow.ca/app/en/about#./about-about_kik

The Canadian Centre for Child Protection

- <https://www.protectchildren.ca/app/en/>

Roots of Empathy

Roots of Empathy (ROE) is evidence-based classroom program designed to reduce levels of aggression and violence among school children while raising social/emotional competence and increasing empathy. At the heart of the curriculum is an infant whose success is entirely dependent on his or her ability to express his or her needs to the parent. Elementary classrooms, Kindergarten to Grade 8, adopt a neighbourhood parent and infant for the school year. The ROE curriculum is divided into nine themes, with three classroom visits supporting each theme (a pre-family visit, family visit and post-family visit) for a total of 27 visits. Each of the nine themes is further broken down into four age ranges. The program reaches children from Kindergarten to Grade 8 across Canada, in English and French, in rural, urban, remote and Aboriginal communities both on and off reserve and internationally in Australia, New Zealand, and the United States.

There were two evaluations. Findings from the first evaluation yielded empirical support for the efficacy of the Roots of Empathy curriculum. Specifically, Roots of Empathy children, relative to comparison children, demonstrated significant improvements from pre-test to post-test in the following areas: Increased emotion knowledge, Increased social understanding, Increased pro-social behaviour with peers, Decreased aggression with peers, Decreased proactive aggression (e.g. bullying).

Results of the second evaluation revealed that children who had the Roots of Empathy program, compared to children who did not experience it, showed – Increased emotional understanding, Increased pro-social behaviours as rated by their peers, Decreased teacher-rated proactive (bullying) aggression, Decreased teacher-rated relational (social) aggression.

For Additional Information about the Intervention:

- <http://www.rootsofempathy.org/>

Hertzman, C., Schonert-Reichl, K. A., Smith, V., & Zaidman-Zait, A. (2011). Promoting children's prosocial behaviours in school: Impact of the "Roots of Empathy" program on the social and emotional competence of school-aged children. *School Mental Health*, 4(1), 1-21.

- <http://www.rootsofempathy.org/>

Lions-Quest Skills for Adolescence

Lions-Quest Skills for Adolescence is a comprehensive positive youth development and prevention program designed for school-wide and classroom implementation in grades 6-8 (children 12-14) to develop social and emotional competencies, citizenship skills, positive character, skills and attitudes for drug use prevention, and an ethic of service in a caring environment. SFA was first developed in 1985 and has undergone four revisions and cultural adaptations for use around the world.

Experimental study found students using SFA reported less binge drinking, lower use of marijuana, and higher scores for self-efficacy in refusing offers of marijuana and alcohol. Quasi-experimental studies found higher GPAs, fewer negative/aggressive behaviours, lower levels of use of chewing tobacco and alcohol.

This intervention does not link to a systematic review. It is listed in SAMHSA's National Registry of Evidence-Based Programs and Practices.

For additional information about the intervention:

Lions Quest Skills for Adolescence

- <http://www.lions-quest.org/skillsadol.php>

See also Lions Quest Skills for Adolescence

- www.nrepp.samhsa.gov/ViewIntervention.aspx?id=24
- www.lions-quest.org/evalreports.php#Reports
- www.ncbi.nlm.nih.gov/pubmed/12188596;
- www.ncbi.nlm.nih.gov/pubmed/12788263

Lions Club International Foundation (2008).

- <http://www.lions-quest.org/skillsadol.php>

5. Junior High (PBS-Level 1)

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence (AVB)

Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence (AVB) is a curriculum designed to prevent violence and inappropriate aggression among middle school youth (Grades 6 to 9), particularly those living in environments with high rates of exposure to violence. Based on research demonstrating the role of cognitive patterns in mediating aggressive behaviour, AVB addresses the differing roles that individuals typically play in promoting or preventing violence.

The core objectives of AVB are to encourage young people to examine their roles as aggressors, victims, and bystanders; develop and practice problem-solving skills; rethink beliefs that support the use of aggression; and generate new ways of thinking about and responding to conflict in each of these roles. A central feature of the curriculum is its four-step Think-First Model of Conflict Resolution.

This model helps students pause and reflect when confronted with a conflict so they can define the situation in ways that lead to effective, positive solutions. The curriculum is presented in 12 45-minute classroom sessions conducted 1 to 3 times per week over 4 to 12 weeks. AVB can be taught by health educators, language arts teachers, police officers, school resource/safety officers, or physical education instructors. Since the AVB curriculum was first published in 1994, it has been implemented in more than 1,500 schools in 49 States, 2 U.S. territories, and the District of Columbia and has reached an estimated 275,000 students.

An intervention study evaluated the effectiveness of the implementation of Aggressors, Victims, and Bystanders (AVB) on the violence-enhancing patterns of thought and behaviours of middle-school students in a community at high risk for violence. Students who received the curriculum showed significant decreases in: the belief that violence is acceptable, their intentions to respond to conflict with physical or verbal aggression, and bystander behaviour supporting violence. Students also showed increases in their attempts to avoid violence and seek relevant information.

For additional information about the intervention:

ASDOnline

- www.asdk12.org/MiddleLink/AVB/index.asp

Promising Practices

- www.promisingpractices.net/program.asp?programid=161

USDOE: Exemplary and Promising Safe, Disciplined, and Drug Free Schools Programs 2001, 44-46

- www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf

NREPP (U.S. National Registry of Evidence-based Programs & Practices)

- www.nrepp.samhsa.gov/ViewIntervention.aspx?id=142

Slaby, R. G., Wilson-Simmons, R., DeVos, E. (1994). Aggressors, Victims & Bystanders: An assessment-based middle school violence prevention curriculum. Education Development Center, Newton, MA.

- <http://cbpp-pcpe.phac-aspc.gc.ca/~cbpp/public/wp-content/themes/wet-boew306/print-interventions.php?plD=2984&lang=en>

Fourth R: Skills for Youth Relationships

The Fourth R is a 21-lesson skill-based program that promotes healthy relationships and targets violence, high-risk sexual behaviour, and substance use among adolescents. The intervention meets the Ontario curriculum requirements for Grade 9 Health and Physical Education course, under the theory that relationship skills can be taught in a similar academic setting to the other 'three Rs'. The program is given by classroom teachers, who have received a 6-hour training workshop to familiarize them with the materials and methods needed to implement the intervention.

The Fourth R curriculum has 3 main units, each containing seven 75-minute lessons: 1) personal safety and injury prevention, 2) healthy growth and sexuality, and 3) substance use and abuse. The topics are taught with the underlying theme of healthy, nonviolent relationship skills. The intervention takes a gender-strategic approach, with slightly different exercises for males and females to maximize relevance and minimize defensiveness in participants.

The program was evaluated using a cluster randomized trial that compared 10 control-group schools (standard Health and Physical Education curriculum) and 10 intervention group schools (Fourth R curriculum). Outcomes were evaluated 2.5 years after the program implementation, and included primary (perpetration of physical dating violence) and secondary outcomes (physical peer violence, experience with alcohol and illicit drugs, and condom use).

The study found that physical dating violence was greater in the control schools compared to the intervention schools; this effect was much greater in male participants. There was no significant difference in levels of peer violence between the control and intervention schools, or in reported alcohol and drug use. Males who attended intervention schools were significantly more likely to use condoms than males from control schools, but this effect did not extend to the female students of the intervention schools.

Since the original development of the program, it has been expanded and adapted in several ways. This includes adaptations for all other provinces, for Alternative Education settings, Aboriginal Perspective, and Ontario Catholic curriculum, with slight changes to the number of lessons, content, and the way that the information is presented. The program material has been expanded to include curriculum for grade 8 Health and Physical Education, and grades 10 and 11 English classes.

For additional information about the intervention:

Abstract: A school-based program to prevent adolescent dating violence

- <http://archpedi.ama-assn.org/cgi/content/abstract/163/8/692>

Report: Lessons from the Fourth R

- www.socialsciences.uottawa.ca/ipc/pdf/9_IPCR2%20-%20Crooks,%20Wolfe%20et%20al.pdf

Wolfe, D.A., Crooks, C., Jaffe, P., Chiodo, D., Hughes, R., Ellis, W., Stitt, L. & Donner, A. (2009). A school-based program to prevent adolescent dating violence. *Arch Pediatr Adolesc Med.* 163(8), 692-9.

- <https://youthrelationships.org/>

The Healthy Relationships for Youth Program (HRV)

NOTE: This intervention is an 'innovative practice'. It does not currently meet the criteria for a 'best practice' as it is still in its pilot/formative stage. However, it has demonstrated positive results from a high quality evaluation.

The Healthy Relationships for Youth (HRY) Program is a school-based violence prevention program which includes youth as peer educators in the classroom as well as in their schools and communities. The HRY Program delivers a series of twelve sessions within the Grade 9 Health curriculum. The goal of this work is to reduce the risk of violence for youth through building skills and knowledge related to developing and maintaining healthy relationships.

HRY is based on the belief that sexism, racism and homophobia are forms of oppression which result in violence. Through enhancing awareness of the social context of their lives and promoting skill development to promote healthy interpersonal communication, youth can make positive decisions about their own behaviour. The HRY curriculum draws upon the resources provided by other youth violence prevention models which represent best practices in this field.

The HRY Program models healthy adult-youth relationships and empowers youth as leaders by partnering the Grade 9 teacher with youth facilitators and community partners. Each adult and youth team strives to reflect gender as well as other forms of diversity such as race, culture, and ability. In each school, youth teams are recruited from Grades 10 to 12 and trained in leadership, facilitation, and issues discussed in the HRY curriculum.

Evidence shows this program has had significant long-term impact on a large proportion of the student participants. The HRY program exemplifies how to make appropriate use of both evaluations and monitoring – not only conducting evaluations, but also using results to improve the curriculum on a regular annual basis.

For additional information about the intervention:

Tutty, L. M. (2010) Do Dating Violence Prevention and Healthy Relationship Programs. Make a Difference? Antigonish Women's Centre.

Healthy Relationships: A Violence Prevention Curriculum

Healthy Relationships was developed by a community group, Men for Change, as a response to the massacre of 14 female engineering students in Montreal, Quebec in 1989.

This program for grades 7 through 9 is currently used by schools, women's shelters, social welfare agencies, and health, detention, youth and counselling centres in Canada and the United States. The goal of this curriculum is to promote gender equality and to end violence in society through the acquisition of knowledge, skills and changes in attitude. The program is intended to complement existing health, family life, sexual safety and language arts by examining the psychosocial dynamics of male violence and presenting cultural values that impact violent behaviour.

The program consists of 53 student oriented activities, hand-outs, and print/video resource lists. Each activity takes from 45-minutes to 1 hour of class time. In the last activity, the Gender Justice Checklist, students assess how well their school lives up to 6 criteria of gender justice: how teachers relate to students in the classroom, whether there is equal participation in school activities, how students interact in the halls, students' behaviour inside and outside of class, and the school administration's support for a gender-just school.

The evaluation results indicate that students in the program groups showed many positive outcomes such as: decreases in the number of incidents of physical violence, decreases in the number of incidents of psychological abuse, diminished use of passive aggressive tactics, fewer injuries in conflicts with friends and dating partners. The 3-volume book costs \$70.00 (CND) plus shipping charges. A French translation of the program is available.

For additional information about the intervention:

For a comprehensive list of reviews on the Healthy Relationships program:

- www.m4c.ns.ca/reviews.html

Josephson, W. L., Proulx, J. (1999). Healthy Relationships Project: Results From Year Three. Men for Change Website www.m4c.ns.ca/man12.html

- <http://www.m4c.ns.ca/>

Lions-Quest Skills for Action Program

Lions Quest Skills for Action Program is for youth in grades 9 through 12. As one of Lions Quest's well evaluated programs, it teaches essential life skills that support character development, social and emotional learning, civic values, substance and violence prevention, and service-learning.

While participating in Skills for Action students learn to communicate effectively, analyze and solve problems, set and achieve goals, work successfully as part of a team, and resolve conflict peacefully. Students also develop the means to resist negative peer pressure, make healthy choices, and understand and appreciate diversity in the classroom, school, and broader community.

Part 1: Building a Learning Community

Focuses on establishing the concept of young people as school and community resources and builds a basic understanding of the program, service-learning, teamwork, and the classroom as a community.

Part 2: Exploring Personal and Social Responsibility

Identifies student issues of concern and the need for action, explores the concepts of personal and social responsibility, and helps students to identify and assess their skills, talents, and interests.

Part 3: Project or Placement

Guides students in the planning and carrying out of service projects or placements.

Part 4: Evaluating and Sharing Service Experiences

Provides structured analysis of and reflection on the service experience and guides students in communicating insights and results to various school and community audiences.

Skills for Action is adaptable to both school and community settings. An evaluation of Lions Quest Skills for Action found program impact on students' pro-social attitudes and behavioural changes, such as school drop-out rates, school tardiness, and other discipline problems.

For additional information about the intervention:

Lions Quest Skills for Action.

- www.lions-quest.org/skillsaction.php

Lions Quest Skills for Adolescence.

- <http://66.240.150.14/intervention/248/view-eng.html>

Lions Quest Skills for Growing (SGS).

- <http://66.240.150.14/intervention/813/view-eng.html>

Research and Evaluation of Lions Quest

- <http://lionsquest.ca/section.asp?catid=140&subid=162&pageid=107>
- <http://www.lions-quest.org/evalreports.php>

Intro to Skills for Action (2011)

- <http://lionsquest.ca/snapfiles/PDFs/Intro%20to%20Skills%20for%20Action.pdf>

:

- <http://lionsquest.ca/section.asp?catid=140&pageid=20>

Small Group Student Supports

1. Primary Grades (PBS-Level 2 & 3)

Fluppy Multimodal Program

Fluppy is a prevention program targeting children who are at-risk of behavioural problems by promoting three components of social competence: cognitive, emotional, and behavioural.

The program includes universal and selective interventions. The universal component takes place in the classroom and is aimed at improving social, problem-solving and self-control skills. The selective components are aimed at students with disruptive behaviour and involves the application of an intervention plan with the teacher, home visiting, academic intervention and support for friendship development.

The Fluppy Program has spread widely across Quebec over the past ten years or more. It is offered to children in pre-school, and kindergarten through grade 1 and consists of several types of interventions that engage parents, teachers and classmates.

For additional information about the intervention:

Kindergarten and first grade interventions for preventing violence and school dropout: Fluppy Multimodal Program

- www.excellence-earlychildhood.ca/documents/Capuano_2009-11ANG.pdf

Preventing school difficulties by maximizing academic and social learning in the early years: The Fluppy Program.

- www.excellence-earlychildhood.ca/documents/Poulin_2009-11ANG.pdf

Poulin, F., Capuano, F., Vitaro, F., Verlaan, P., Brodeur, M. & Giroux, J. (2012). Large-scale dissemination of an evidence-based prevention program for at-risk kindergartners: Lessons learned from an effectiveness trial of the Fluppy Program In M. Boivin & K.L. Bierman (Eds), Promoting School Readiness: The Implications of Developmental Research for Practice and Policy (in press) Guilford Press.

- <http://www.cpeq.net/>

2. Primary Grades to Grade 10 (PBS-Level 2 & 3)

Fast Track

Fast Track is a comprehensive 10-year project designed to prevent serious antisocial behaviour and related adolescent problems. The program addresses classroom, school, and family risk factors, including communication between parents and schools. The program extends from first through the tenth grade, with particularly intensive interventions during the transitions at school entry and from elementary to middle school. The most intense phase of intervention takes place in the first grade. The six components of the elementary school phase of the intervention (grades 1-5) include: PATHS curriculum, parent training, home visits, social skills training, tutoring and friendship enhancement.

The intervention has had a significant positive effect on decreasing conduct disorder and antisocial behaviour. These effects were generalized across gender and ethnic groups, and across the wide range of child and family characteristics measured by Fast Track.

This intervention is recommended as a promising practice by the US Surgeon General and the Centre for the Study of Prevention of Violence
(For more details: see www.fasttrackproject.org/).

For additional information about the intervention:

Community Guide article Effectiveness of Universal School-based Programs to Prevent Violent and Aggressive Behaviour, p. S117.

- www.thecommunityguide.org/violence/School_Evidence_review.pdf

Duke University, Pennsylvania State University, University of Washington and Vanderbilt University (2008).

- <http://www.fasttrackproject.org/>

Individual/Intensive Student Supports

1. Primary Grades to Elementary (PBS-Level 3)

The SNAP® Girls Connection (SNAP® GC)

The SNAP® Girls Connection (SNAP® GC) is a specialized, family-focused program for young girls 6-11 years of age. All admitted children have behaviour problems that place them in the top two percent of children of similar age and gender, and/or have had recent contact with the police resulting from their own misbehaviour. Typical referral behaviours include aggression, assault, bullying, stealing, lying, mischief, vandalism and truancy.

The program falls under the SNAP® (STOP NOW AND PLAN) Model – an evidence-based, gender specific cognitive behavioural program developed at the Child Development Institute (CDI), Toronto Canada more than 25 years ago. SNAP® helps children and parents deal effectively with anger by teaching them to stop and think before they act – responding in a way that makes their problems smaller, not bigger. With help and practice, children and parents are able to stop, calm down and generate positive solutions to their problems.

The model employs a multi-systemic approach, combining interventions that target the child, the family, the school and the child in his/her community and uses a variety of established interventions: skills training, cognitive problem solving, self-control and anger management strategies, cognitive self-instruction, family management skills training, and parent management training.

In its 25 years of operation, the SNAP® model has become regarded as the most fully developed, longest sustained, empirically-based intervention for young children in conflict with the law under the age of 12 (Howell, 2003). It has received the highest program effectiveness designations – “Model” by Canada’s National Crime Prevention Centre and “Exemplary” by the United States Office of Juvenile Justice and Delinquency Prevention.

For additional information about the Intervention:

- <http://www.childdevelop.ca/programs/snap/snap-programs>

Pepler D., Walsh M, Yuile A., Levene K, Jiang D., Vaughan A, Webber J. (2010). Bridging the gender gap: interventions with aggressive girls and their parents. *Prevention Science*, 11(3), 229-38.

- <http://cbpp-pcpe.phac-aspc.gc.ca/interventions/snap-girls-connection-snap-gc/>

SNAP® ORP

SNAP® ORP is a family-focused program designed specifically for boys between 6 – 11 years of age who are clinically assessed as engaging in above average levels of aggressive, destructive, and/or antisocial behaviour. The program falls under the SNAP® (STOP NOW AND PLAN) Model – an evidence-based, gender specific cognitive behavioural program developed at the Child Development Institute (CDI), Toronto Canada more than 25 years ago. All admitted children have behaviour problems that place them in the top two percent of children of similar age and gender, and/or have had recent contact with the police resulting from their own misbehaviour. Typical referral behaviours include aggression, assault, bullying, stealing, lying, mischief, vandalism and truancy.

SNAP® helps children and parents deal effectively with anger by teaching them to stop and think before they act – responding in a way that makes their problems smaller, not bigger. With help and practice, children and parents are able to stop, calm down and generate positive solutions to their problems.

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For additional information about the Intervention:

- <http://www.childdevelop.ca/programs/snap/snap-programs>

Augimeri, L. K., Farrington, D. P., Koegl, C. J., & Day, D. M. (2007). The Under 12 Outreach Project: Effects of a community based program for children with conduct problems. *Journal of Child and Family Studies*, 16, 799-807

- <http://cbpp-pcpe.phac-aspc.gc.ca/interventions/snap-12-outreach-project-snap-orp/>

Better Beginnings, Better Futures Project

Better Beginnings, Better Futures is one of the most ambitious Canadian research projects on the long-term impacts of early childhood prevention programming for children and their families living in disadvantaged neighbourhoods.

The Better Beginnings, Better Futures model is designed to prevent young children in low income, high risk neighbourhoods from experiencing poor developmental outcomes, which then require expensive health, education and social services.

The Better Beginnings model consists of programs that deliver at three levels:

- Child-focused programs that enrich children's social and academic environments
- Parent- and family-focused programs that provide parent support and parenting education
- Community-focused programs that work to improve conditions such as neighbourhood safety and cohesion.

The Better Beginnings, Better Futures project was initiated by the Ontario government in 1990. Since 1991, the Better Beginnings model has been implemented in 8 socio- economically disadvantaged communities in Ontario.

For additional information about the intervention:

- <http://bbbf.ca/Home/tabid/520/language/en-US/Default.aspx>
- <http://bbbf.ca/Portals/15/pdfs/06Peters.pdf>

Waddell C, Hua JM, Garland OM, Peters RD, McEwan K.(2007). Preventing mental disorders in children: a systematic review to inform policy-making. *Canadian Journal of Public Health*, 98, 166-73.

- www.ncbi.nlm.nih.gov/pubmed/17626378

Durlak, J. A., Taylor, R. D., Kawashima, K., Pachan, M. K., DuPre, E. P., Celio, et al. (2007). Effects of positive youth development programs on school, family, and community systems. *American Journal of Community Psychology*, 39(3-4), 269-286.

- www.springerlink.com/content/u744011594583u02/

Peters RD1, Bradshaw AJ, Petrunka K, Nelson G, Herry Y, Craig WM, Arnold R, Parker KC, Khan SR, Hoch JS, Pancer SM, Loomis C, Bélanger JM, Evers S, Maltais C, Thompson K, & Rossiter MD. (2010). The 'Better Beginnings, Better Futures' ecological, community-based early childhood prevention project: Findings from grade 3 to grade 9. *Monographs of the Society for Research in Child Development*, 75, 1-174.

- <http://bbbf.ca/Home/tabid/520/language/en-US/Default.aspx>

2. Primary Grades to Grade 8 (PBS-Level 3)

Red Cross RespectED: Violence & Abuse Prevention

RespectED is a nationally recognized, award-winning service that has reached more than 5 million Canadian children, youth and community leaders. It is a collection of educational options for a range of ages to help protect children and youth from violence, including bullying, child abuse and neglect. Adults can learn how to help children and youth, and how to make their school, organization or community a safer environment. . For more information on RespectED's resources, including workshop formats and price points, go online at www.redcross.ca/RespectED.

Educational Programming for Children and Youth

1. ***Be Safe! (Formerly called the c.a.r.e. kit)***

This program offers a range of online and classroom courses to help schools understand and prevent violence.

Its easy-to-use learning resources are for educators to use with children aged 5–9 to prevent sexual abuse.

Through positive, non-threatening, simple key messages and child-friendly learning resources, *Be Safe!* introduces young children to the concepts of:

- Children's rights
- Safe and supportive friendships
- Adults' responsibility to protect children from harm
- Privacy
- Safe and unsafe touching
- Simple and effective personal safety rules

Designed to be delivered in schools and other learning environments, *Be Safe!* provides children with the knowledge and skills to:

- Recognize sexual abuse and situations that may lead to sexual abuse.
- Understand body ownership – “my body is mine” – and that they have a right to stay safe and be protected from sexual abuse.
- Increase prevention knowledge and skills in order to stay safe.
- Increase awareness of helping individuals, organizations and communities.

To use *Be Safe!* your school must purchase the *Be Safe!* Kit. Online training for educators is included with the kit and is an essential part of the *Be Safe!* program.

2. *Beyond the Hurt: Prevent Bullying to Create a Safe Environment for Children and Youth*

Educators, trained by the Red Cross, teach students to be peer facilitators in their school. This program can help your school create a safe, bullying-free, healthy environment for children and youth. It offers effective education, customized support and a self-sustaining delivery model.

Through activities, videos and discussions, youth and adults will learn:

- The dynamics and effects of bullying, harassment and discrimination
- How youth can use their personal power to resolve and prevent these problems
- How to find and use resources to respond to bullying and harassment, including cyber bullying.

3. *Healthy Youth Relationships: Preventing Relationship Violence Program*

This program, for youth ages 12 and older, explores healthy and unhealthy peer romantic relationships, focusing on dispelling stereotypes, building both communication and prevention skills, and empowering youth to make healthy relationship choices. This eight module program helps young people identify:

- Healthy dating relationships and supporting behaviours
- What makes relationships abusive
- Consent, protection and reporting procedures
- Where to find support and community resources

The workshop reviews the legal definitions and ramifications of emotional abuse, physical assault and sexual assault. Case studies, group work, role plays, and media clips are used to support this information.

Check with the Red Cross to determine regional availability.

3. Primary Grades to Grade 12 (PBS-Level 3)

Model Me Kids

Model Me Kids® videos demonstrate social skills by modeling peer behaviour at school, on a play-date, at a birthday party, on the playground, at a library, at the dentist, restaurant, and more. Designed as a teaching tool for children, adolescents, and teenagers with Autism, Asperger Syndrome, and developmental delays, the videos are used by teachers, parents, and therapists. Real children model each skill.

For additional information about the intervention:

- <http://www.modelmekids.com/>

Educational Programming for Adults

1. *Respect in School*

This is an online educational program for all school and school-support personnel. It provides educators and school support staff with the tools to understand, recognize and deal with harmful behaviours like abuse, neglect, bullying and harassment, and the skills they need to create respectful and welcoming learning environments.

This program is delivered in partnership with Respect Group Inc. and provides the following benefits:

- Convenient format saves progress so users can complete the course at their own pace.
- Always accessible for on-going updates, recertification, reporting and data basing.
- Complete, cost-effective integration with your school's organizational infrastructure.

2. *Bullying and Harassment Prevention*

Beyond the Hurt teaches adults about bullying between young people, and how to help provide a safe learning environment for students.

3. *Child Abuse and Neglect Prevention*

Prevention in Motion program helps adults proactively create safer environments for children and youth and can be taken online or in person.

4. *Workplace Violence Prevention for Personnel and Employers*

Respect in the Workplace empowers employees to understand, recognize and deal with harmful workplace behaviours

5. *Healthy Youth Dating Relationships*

This program familiarizes adults with the issues, causes and signs of dating violence in youth relationships.

6. *Reducing the risk of violence and increasing protection in your organization or community for everyone—children, youth and adults*

The ten steps to creating safe environments offers organizations and communities concrete action steps to reduce the risk of violence and increase protection, and is available online and in- person.



Education and Early Childhood Development

3rd Floor, West Block, Confederation Building

100 Prince Phillip Drive, St. John's, NL

www.ed.gov.nl.ca