More than 4%: Building Capacity to Respond to Bullying and Harassment

An Evaluation of Phases One and Two of the Action Committee against Bullying and Harassment

by

Leslie Tutty, Ph.D., RSW
Academic Research Coordinator, RESOLVE Alberta
Full Professor, Faculty of Social Work

and

Paige Abbott, M.Sc.
Research Associate, RESOLVE Alberta

Report Prepared for the

Action Committee Against Bullying and Harassment

October 2007

Table of Contents

Executive Summary

Bullying and harassment can occur throughout childhood, although the forms often differ depending on the age of the child/youth (Pepler, Craig, Connolly, Yuile, McMaster & Jiang, 2006). What is commonly acknowledged is that bullying is the assertion of power through aggression. It is repeated and intentional. It creates fear and a loss of agency in the victim.

Bullying is the most frequently identified form of violence in schools and has prompted school-wide efforts to address this problem (Bauman & Del Rio, 2005; Craig, Pepler & Atlas, 2000; O'Moore, 2000). While most think of bullying primarily as physical aggression (hitting, kicking, taking or damaging belongings) and verbal aggression (insults, name-calling, and repeated teasing) it takes other forms (Pepler & Craig, 1999). Social alienation – excluding someone from peer activities (sometimes referred to as indirect bullying) is common. Intimidation through spreading nasty rumours or threatening is another central component of bullying. Many of the verbal comments represent sexual, racial or homophobic harassment (Jones, 2006; McMaster, Connolly, Pepler & Craig, 2002).

A key element that differentiates bullying from other forms of violence, such as dating or sexual, is that bullying often takes place in front of other children, called "bystanders" (O'Connell, Pepler & Craig, 1999). Bystanders can play different roles in a bullying episode: passively watching, cheering, or joining in.

The major intervention to address bullying in schools is bullying prevention programs. As documented in their school-based resources manual of prevention programs (Tutty et al., 2005) a number of bullying prevention programs have been evaluated with strong research designs.

Bullying programs teach students about the power inherent in bullying and ways that bystanders reinforce bullying behaviour by being silent or not protesting. In fact, changing bystander behaviour has become a focal point for a number of programs to break the bullying cycle (Jeffrey, Miller & Linn, 2002). One way to accomplish this goal is to change attitudes, such as intolerance for differences that underlie bullying.

Most bullying prevention programs involve teacher-delivered curricula (rather than external programs). They utilize a multi-dimensional approach – a combination of individual, classroom, school-wide, and community initiatives with students, teachers, school staff, and parents. Bullying programs underscore the importance of looking at school policies and procedures with respect to bullying and developing procedures to respond quickly and consistently to bullying incidents. These can function as a strategy to involve parents, moving prevention beyond the school walls into the community.

The Action Committee against Bullying and Harassment

Community co-ordinated responses to domestic violence have long been touted as the key strategy to address such sensitive issues as violence (Hart, 1995; Pence & McConnell, 1999; Weisz, Dolman & Bennett, 1998). A community approach acknowledges that the responsibility for addressing violence is beyond simply providing counselling for the victims and perpetrators of abuse and their families, but entails understanding and addressing the root community and structural influences that, if not facilitate, at least co-occur with violence acts. Community coordinating committees typically examine the systemic causes of violence, whether poverty, discrimination or other societal factors. They assess the broad community and societal response

to abuse and determine which of these are most prominent in their locale, and so, must be addressed.

In May 2003 ACAV and Calgary Family Services brought together a consortium of individuals and organizations currently providing anti-bullying programs in Calgary. Over 70 organizations were represented at this meeting. From that meeting The Action Committee Against Bullying and Harassment emerged. The committee spent a significant amount of time developing an "ideal model" for collectively working on this issue. A proposed model of collaboration was developed to enable the groups to work together and to provide a comprehensive support service to schools addressing this issue.

The committee developed a strategic plan to implement the model. A number of Task Teams were formed to move the plan forward. The strategic plan is regularly updated to reflect the progress achieved to date and to address new and emerging issues such as cyber-bullying.

Central to the model is a coordinating capacity, which has established and maintained effective lines of communication and collaboration amongst service providers, convened multi-disciplinary task teams, facilitated extensive professional development training and provides a one stop call for potential users to call to obtain program information and access resources.

In addition the coordinator:

- Serves as a broker to ensure that schools are able to access appropriate programming;
- Brings together the various agencies and services currently providing programming in this area to build relationships and encourage collaboration between stakeholders;
- Serves as a central information clearing house for current information and resources related to bullying, its effects and best practices in the treatment and program areas;
- Has developed print and web based resources related to bullying and harassment and distributed them to schools, community agencies and post secondary institutions.
- Works with a comprehensive range of stakeholders to identify gaps and address new or emerging issues in this area;
- Implements the comprehensive model developed to maximize the effectiveness of available resources in the community;
- Facilitates comprehensive professional development training; and
- Ensures that the needs of diverse populations are addressed in the development of a comprehensive response.

Phase 2 of the project was to result in a deepening of the committee's activities, based on the learnings from Phase 1. The Action Committee Against Bullying and Harassment will (in Phase 2) take a leadership role in developing a comprehensive response to bullying and harassment in Calgary. The committee hoped to increase involvement of children and youth in its activities, expand training for relevant agencies, develop targeted and sustainable professional training initiatives and raise public awareness through the development of a public service announcement in partnership with the University of Calgary and Ministry of Children's Services. The intent is not to duplicate similar work underway in existing organizations and groups, but rather to build upon the programs, services and knowledge that are already in place.

The More Than 4%: Building Capacity to Respond to Bullying and Harassment Phase 1 received funding from the Community Incentives Fund in May 2005. Since the project began, significant progress has been achieved towards the project objectives as outlined within the

Project Proposal. To-date the More than 4% Project has resulted in increased co-ordination and collaboration amongst agencies providing violence prevention programs, increased networking and information, and referrals from schools to community agencies who can offer services and programs. The following results have been achieved:

- 575 service providers, teachers and other professionals have attended professional development workshops related to bullying & harassment.

- The ACAV web site was updated to include several resources related to bullying and harassment. In 2005 the web site received 289,582 visits. The web site has become a critical resource for professionals seeking information on bullying and harassment. The most popular resource downloaded was the Continuum of Services, which lists all youth violence prevention programs in Calgary.

- Resources on bullying and harassment have been distributed to community agencies and conferences including the Canadian Congress on Criminal Justice held in Calgary, Child at Risk Committee, Calgary Community Conferencing Annual General Report, and at a three- day conference on parenting.

- Information and resources on bullying and harassment were included in the Turn Off the Violence Activity Packages and distributed to more than 300 schools and community agencies in Calgary.

- Two professional development sessions on bullying and harassment have been held for the Calgary Board of Education.

- A case study on bullying and harassment was developed and incorporated into a new course curriculum for Year II students in the Faculty of Education.

- An information sheet on ACAV resources has been distributed to all teaching staff in the Faculty of Education. The Project Co-ordinator acts as the central contact person to refer Professors to community speakers on bullying and harassment and domestic and sexual violence.

- The Continuum of Services which lists the youth violence prevention programs available in Calgary, the Child & Youth Resource Inventory and the Domestic Violence Resource Inventory were updated, uploaded on the web site and distributed to schools and community agencies.

- 150 students in the Faculty of Education attended the initial professional development workshop on bullying and harassment. RESOLVE Alberta is evaluating the training session. The training session will be revised based on the results of the evaluation.

- The Co-ordinator presented on bullying and harassment at the Teachers Convention in February 2006.

In summary, the ACAB&H committee accomplished an impressive number of activities in addressing its vision to of improving the system response to bullying and harassment in the community of Calgary.

The Evaluation Methodology

The current evaluation was designed to provide information on the strengths, limitations and gaps in the development of the ACAB&H committee. A semi-structured interview schedule

was developed to ensure that feedback was obtained about all aspects of the initiative (see Appendix 1).

The interview questions asked ACAB&H Committee members their perceptions of whether the committee is delivering its activities as intended, what is working well and what challenges have arisen, as well as assessing whether the project is achieving early outcomes.

An ethics application was reviewed by the University of Calgary Conjoint Faculties Research Ethics Board. Since the interviews would be conducted by phone rather than face-to-face, verbal rather than written consent was considered sufficient.

The interviews were conducted by telephone and took approximately 45 to 60 minutes to complete. Notes were taken of each interview and standard social work qualitative research methods were employed in data analysis that allowed themes to emerge (Patton, 1990; Tutty, Rothery & Grinnell, 1996).

Eighteen members of the Action Committee Against Bullying and Harassment (ACAB&H) were interviewed for the current study between July and September of 2007. These key informants had all been involved with ACAB&H in various capacities for lengths of time from a few months to more than two years. The average commitment to the ACAB&H for the interviewed committee members was a year and a half.

Results and Recommendations

This evaluation of the Action Committee Against Bullying and Harassment in Calgary provided the opportunity for one of the few studies of the efficacy of community initiatives developed to further address the harassment and bullying of youth. The interviews with 18 ACAB&H committee members provide an in-depth view of the strengths and challenges of developing the initiative and developing strategies to more effectively address these serious concerns. The feedback spans the agency's three year history, documenting several significant shifts in providing training and support, as well as feedback with respect to the ACAB&H and its key projects such as the "How Was Your Day" website and the "More Than 4%" Pre-Service Teacher training.

This section considers the research results, highlighting what the comments from the key informants have added to our understanding of how best to address bullying and harassment. We conclude with several recommendations for ACAB&H to consider in continuing to develop and make future plans.

Consistent with other initiatives affiliated with the Alliance to End Violence (formerly the Action Committee Against Violence) community development and organizational mechanisms such as strategic planning and creating task teams have been used to great advantage. Further, the ACAV has consistently conducted process evaluations of their community initiatives such as the previous iteration of the ACAB&H committee, the Youth Violence Prevention Project (Tutty & Cavicchi, 2003). Such attention to ensuring that the processes utilize the recommended organizational development tools is reflected in the numerous positive comments about most aspects of ACAB&H.

The interviewees identified a number of strengths and several important concerns about the ACAB&H process. The committee members mentioned the major project outcomes, such as the "How was Your Day" website and the community resource directory, with pride. The committee meeting structure, that utilized presentations in the large groups and subsequently

breaking out into task-oriented committee, was seen as effective, except when the membership was too small to make the work of the task teams viable.

One of the most important challenges voiced about the ACAB&H committee was with respect to difficulty maintaining committee membership, which resulted in inconsistent results and discouragement. Concerns about the committee vision during its Phases I and II, ran the gamut from being "too broad" to being "too narrow" to being "unclear". A comment made by several interviewees that they didn't see the "action" in the Action Committee, is of major concern. Each of these could be acknowledged as a rationale for taking an in-depth look at how the ACAB&H committee could be improved.

Recommendations for Consideration by the ACAB&H

The timing of the current evaluation, initiated shortly after Youle, the program coordinator throughout Phases I and II, had left for other employment and before the new coordinator was hired, is fortuitous. The feedback and comments from current and former members of the ACAB&H constitute a number of suggestions to improve the work of the group and provide a slate of early activities for the new coordinator, who will start in mid-November.

As mentioned previously, the Alliance to End Violence and its previous iteration as the Action Committee Against Violence has been exemplary in its use of strategic planning and other activities that focus and create new committee relationships. Based on the feedback from committee members about the need to revise the committee's vision and seek new membership, the timing to conduct a new strategic planning day is ideal.

Several respondents made comments that reflected confusion over the role of the ACAB&H committee vis à vis its place in the larger organization, the Alliance to End Violence. Importantly, the time period of this evaluation coincided with dramatic revisions to four community agencies, that address family and sexual violence (the Action Committee Against Violence, Faithlink, the Calgary Coalition on Family Violence and the Violence Information and Education Centre (VIEC)—now the AEV Library & Resource Centre), which restructured to become the Alliance to End Violence. These major shifts, including considerable consultation, renaming organizations, relocations to a new joint office space and new collaborations, could well have left community agency personnel confused, especially those with limited interaction with the programs. The recommended strategic planning process can review the place of the ACAB&H committee within the Alliance to End Violence array of programs (See Appendix II) to ensure that it meets the needs of all community stakeholders.

The list of activities and projects completed by ACAB&H presented in Chapter 2 is impressive. Notably though, the committee members routinely mentioned only several of these in their discussions about the ACAB&H work: the resource directory, the "How Was Your Day" website, the conference and the More than 4% Pre-Service Teacher Training. Despite the comments that acknowledged the coordinator's efforts to publicize the committee's activities, this under-recognition of the projects activities confirms the perspective of some committee members that the work of the committee needs to be disseminated more broadly and made more public.

Even some of the committee members who were active on one of the task teams acknowledged that they lacked information about the work of the other task groups. This disconnect with respect to information occurred despite the fact that Nicola Youle was described

as circulating numerous emails and documents about the committee's work. "Knowledge transfer", as dissemination is now commonly known today, is often difficult; however finding better ways of communicating the committee's work is essential. One newly emerging venue to promote the ACAB&H activities is the new Alliance to End Violence Newsletter. Another possibility is presentations at the Brown Bag Lunches organized by the AEV Library and Resource Centre. Because community coordinating committees rely extensively on communication and dissemination of its work, though, this should be a major focus of the strategic planning process.

Several of the difficulties identified by some key informants echo concerns about the previous Youth Violence Prevention Project in the evaluation conducted by RESOLVE Alberta in 2002 (Tutty, Cavicchi, Forrest & Foulkes). Not to minimize the importance of sustainable funding, and internal communication, nor to suggest that these issues not become key foci of the new coordinator, these issues may be common issues experienced by other community coordinating committees. The key informants themselves admitted that in the context of their own busy jobs, it was often difficult to give full attention to the materials that were circulated. Attendance at meetings became a casualty of the same culture of overwork that seems epidemic in the work experiences of many employees. One respondent mentioned the idea of creating committee co-chairs to spread the sense of owning the responsibility for the work. Discussing other mechanisms to better engage the committee members is recommended.

One conundrum for community coordinating committees is how to balance the responsibility for the work between the community and the coordinator. If the coordinator is too active, the community might not identify the initiatives as their own. On the other hand, if the coordinator does not provide a certain amount of leadership to facilitate the community involvement, tangible outcomes may not emerge. This is a difficult balance to achieve and one that may change depending on the individual initiative. Perhaps the best ways to address this "dance" are to be aware of the group dynamics and to regularly seek feedback on the members' sense of connectedness and commitment.

Even before the strategic planning occurs, the current members of the ACAB&H could carefully consider whom to invite to the event. With a gap in community activities during the absence of a coordinator and hiring new coordinator, this is an opportune time to mull over what agencies and individuals can most appropriately contribute and move forward the agenda that will emerge from the strategic planning. The ideal would be to invite individual with a passion for these issues.

In summary, the key informants highlighted the serious nature of bullying and harassment for youth and that these issues are worthy of significant consideration. This is exemplified by the time commitment to the Action Committee shown by many of the members interviewed. The ACAB&H can be rightly proud of their projects and conferences that have kept the issue front and centre in Calgary. With a new coordinator poised to take over and with consideration of the suggestions provided by the interviewees for this process evaluation, the next phase of the project has a strong foundation for enhanced success.

Chapter One: Bullying and Harassment

As essential background to this process evaluation of Calgary's Action Committee Against Bullying and Harassment (ACAB&H), this chapter provides information about bullying, and school-based prevention programs designed to prevent these abuses of power from occurring or providing strategies to deal more effectively with these issues once they surface. The chapter ends with a discussion of community based committees, such as the ACAB&H, that address bullying issues as a complement to school-based programs.

What are Bullying and Harassment?

Bullying and harassment can occur throughout childhood, although the forms often differ depending on the age of the child/youth (Pepler, Craig, Connolly, Yuile, McMaster & Jiang, 2006). What is commonly acknowledged is that bullying is the assertion of power through aggression. It is repeated and intentional. It creates fear and a loss of agency in the victim.

Bullying is the most frequently identified form of violence in schools and has prompted school-wide efforts to address this problem (Bauman & Del Rio, 2005; Craig, Pepler & Atlas, 2000; O'Moore, 2000). Even children in younger grades can be bullied. Beran and Tutty (2002) surveyed students from seven elementary schools in Calgary regarding bullying, finding that slightly over half of the children reported experiences of bullying, including children from grades 1 to 3, that had previously not been studied.

While most think of bullying primarily as physical aggression (hitting, kicking, taking or damaging belongings) and verbal aggression (insults, name-calling, and repeated teasing) it takes other forms (Pepler & Craig, 1999). Social alienation – excluding someone from peer activities (sometimes referred to as indirect bullying) is common. Intimidation through spreading nasty rumours or threatening is another central component of bullying. Many of the verbal comments represent sexual, racial or homophobic harassment (Jones, 2006; McMaster, Connolly, Pepler & Craig, 2002).

Research on the dynamics of bullying, as well as learning the backgrounds of those that have perpetrated serious bullying incidents, has shown that those who bully others have often, themselves, been the victims of bullying (Houbre, Tarquinio, Thuillier & Hergott, 2006). This shift from victim to perpetrator in even a small group suggests the added importance of intervening early in incidents of bullying and supports the convention of not labelling children as "bullies" and "victims", but, rather, describing students who are bullied and those who use bullying behaviours. Not labelling individuals as bullies also suggests that children/youth can change their behaviours, an important principle in prevention and intervention.

A key element that differentiates bullying from other forms of violence, such as dating or sexual, is that bullying often takes place in front of other children, called "bystanders" (O'Connell, Pepler & Craig, 1999). Bystanders can play different roles in a bullying episode: passively watching, cheering, or joining in. What characterizes youth that remain bystanders versus those that intervene to assist the victim? Rigby and Johnson (2006) from Australia found that children were more likely to intervene in bullying incidents at the elementary school level if they had rarely or never bullied others, or had previously intervened and who were of the belief that their friends and parents (but not teachers) expected them to support victims. Changing bystanders to interveners is one strategy to prevent bullying.

Conflict Resolution and Bullying Prevention Programs

Over the past four decades, numerous mainly school-based programs have been created to assist students deal with conflict and bullying behaviours among their peers (Tutty, in press, Tutty, et al., 2005; Tutty & Bradshaw, 2004). The earliest violence prevention programs, many developed in the 1970's, focused on teaching pro-social behaviours such as conflict resolution and related problem-solving skills including programs for conflict resolution, peer mediation and peacekeeping programs (Johnson, Johnson, Dudley, & Acikgoz, 1994). Conflict occurs naturally in the process of decision making and working with others. Conflict, in and of itself, is not damaging, but how one deals with conflict can be. Conflict resolution refers to strategies that enable students to address arguments and disputes in peaceable and cooperative manners.

Recently, the focus of school-based prevention has largely shifted to programs that deal with bullying, a component of dealing with conflict, but not its entirety. Bullying is an abuse of power. Conflict resolution and peer mediation are useful for relationships of relatively equal power, but they are questionably as effective with children that bully and may manipulate these interventions and utilize them abusively. Rather, appropriately dealing with bullies involves adults using authoritative controls such as school policies and discipline procedures that hold bullies accountable for their behaviour and support change, such as through counselling (Whitted & Dupper, 2005).

Prevention programs on bullying typically take a different approach from the conflict resolution programs, teaching about the power differentials inherent in bullying. Dan Olweus from Norway was the pioneer of bullying prevention program development. In reaction to the suicides of several Norwegian children who were victimized by bullies, Olweus (1991) developed and implemented a comprehensive school-based program, the Bullying Prevention Program (BPP) for students from kindergarten to Grade 12. Most bullying prevention programs used Olweus' programs as a base.

As documented in their school-based resources manual of prevention programs (Tutty et al., 2005) a number of bullying prevention programs have been evaluated with strong research designs. Of these, several stand out as both exemplary research and programs. Flannery et al. (2003) evaluation of eight school using Peacebuilders; Smith and Sharp's evaluation of the Sheffield Project students in 27 British schools encompassing both elementary and secondary level students and the evaluation of Steps to Respect (Frey et al., 2005) using independent observations of children's behaviours on playground similar to the research on the Second Step program, a conflict resolution program. Both programs were developed by Seattle's Committee for Children.

The research results on several bullying prevention programs were mixed, suggesting the need for further examination. Meraglivia et al. (2003) found increases in knowledge of sexual harassment but not bullying. With respect to Bullyproofing Your Schools one study (Beran, Tutty & Steinrath, 2004) supported gains but Brockenbrough (2001) found no effects.

Bullying programs teach students about the power inherent in bullying and ways that bystanders reinforce bullying behaviour by being silent or not protesting. In fact, changing bystander behaviour has become a focal point for a number of programs to break the bullying cycle (Jeffrey, Miller & Linn, 2002). One way to accomplish this goal is to change attitudes, such as intolerance for differences that underlie bullying.

Most bullying prevention programs involve teacher-delivered curricula (rather than external programs). They utilize a multi-dimensional approach – a combination of individual, classroom, school-wide, and community initiatives with students, teachers, school staff, and parents. Bullying programs underscore the importance of looking at school policies and procedures with respect to bullying and developing procedures to respond quickly and consistently to bullying incidents. These can function as a strategy to involve parents, moving prevention beyond the school walls into the community.

Good programs model principles of non-violent conflict resolution and respect for diversity through school policies, procedures and activities that involve students, school staff and parents. In addition, though, schools need to become aware of local resources such as internal or external counselling programs that support children that have been victimized by bullies and provide intervention for children that use bullying behaviours.

While some schools have no policies to address bullying, others may utilize policies that merely punish students, effectively using formal power and authority to punish the informal use of power and authority. The school-wide focus of bullying prevention programs, encouraging teachers to intervene more often, for example, is exemplary.

Given the potential serious impact of bullying on children and youth, including suicide and homicide, this first wave of bullying prevention programs shows promise. However, as Tutty (in press) notes, while the potential dangers of bullying behaviours have generally been acknowledged, do children, youth and teachers pay attention to the small acts of power and control that inhabit school halls and playgrounds daily? How can we best address new venues for bullying such as the use of the internet, labelled as "cyberbullying" (Beran & Li, 2005), which expand the venue and reach of bullying beyond schools? Until our children feel safe in their schools and homes, we must continue to identify strategies, programs and policies to support them.

Community Coordinating Committees to Address Violence

Community co-ordinated responses to domestic violence have long been touted as the key strategy to address such sensitive issues as violence (Hart, 1995; Pence & McConnell, 1999; Weisz, Dolman & Bennett, 1998). A community approach acknowledges that the responsibility for addressing violence is beyond simply providing counselling for the victims and perpetrators of abuse and their families, but entails understanding and addressing the root community and structural influences that, if not facilitate, at least co-occur with violence acts. Community coordinating committees typically examine the systemic causes of violence, whether poverty, discrimination or other societal factors. They assess the broad community and societal response to abuse and determine which of these are most prominent in their locale, and so, must be addressed.

Local examples include specialized justice responses to intimate partner violence as exemplified by Calgary's HomeFront court (Tutty, McNichol & Christensen, in press) and protocol projects such as that initiated by the Action Committee Against Violence and the Calgary Domestic Violence Committee, that developed domestic violence screening protocols in partnership with 64 agencies including the major immigrant serving agencies (Tutty, Thurston, Christensen & Eisener, 1994) and emergency departments in Calgary's hospitals (Thurston, Tutty & Eisener, Lalonde, Belenky, & Osborne, in press). Each of these projects has been evaluated, a relatively rare occurrence as reflected in a literature search for evaluated community

coordinated committees that we conducted for this project that identified few projects worthy of note.

The ACAV Youth Violence Prevention Program Process Evaluations

Of prime relevance to the current process evaluation of the ACAB&H committee were the process evaluations of its predecessor, the Action Committee Against Violence's Youth Violence Prevention Coordinator Program. This evaluation, conducted in three phases by RESOLVE Alberta, provides context to the work subsequently undertaken by the ACAB&H committee and is briefly described here.

In the Phase I evaluation, Tutty & Nixon, 2000 conducted two research components: (a) a survey to Calgary schools to determine how school personnel learn about violence prevention programs, what elements are important in deciding which programs to access, and what violence prevention programs they have used or are currently using; and (b) interviews with 17 members of the ACAV's Children and Youth Subcommittee, many of whom were representatives of agencies that work in the area of youth and/or youth violence prevention.

The 605 completed school survey results confirmed what the 17 interview respondents suspected and commented upon: that violence prevention programs are not reaching all children and youth. The respondents expressed concern that not all schools have access to violence prevention programs. The interviewees described problems with respect to the ways that many schools receive information about violence prevention programs. For example, some schools are inundated, while others receive little or no information. The school personnel who responded to the surveys reported similar concerns. About one-third of the school personnel found the information with respect to both choosing appropriate violence prevention programs, and evaluating what constitutes an effective program to be confusing. A number of school staff commented that they lack the background to assess evaluation results when these are offered and need guidelines about what components to look for that would indicate better programs and best practices.

These comments support the need for a central co-coordinating body to assist school personnel in identifying good available programs. The ACAV Youth Violence Prevention Project seemed well placed to become an invaluable resource for schools in deciding what prevention programs might best meet the needs of their students and school staff.

The Phase II evaluation of the Youth Violence Prevention Project covered September 2000 – August 2001 (Cavicchi & Tutty, 2002). Data collection occurred over the course of six months from May through October 2001. The Phase II research consisted of individual interviews with 26 key community stakeholders and two focus groups with children participants in Calgary youth serving agencies that offer or utilize youth violence prevention services. All research respondents were members of the ACAV Sub-committee on Children and Youth. The vast majority of participants contacted were eager to lend their support, provide feedback to the work of the ACAV Children and Youth Sub-committee and the Youth Violence Prevention Project over the 2000 – 2001 year. Given the structural changes in the operation of the ACAV as outlined above, it seemed important to focus the 2000 – 2001 evaluation on the awareness and efficacy of the tasks of the various sub-committees.

As in the first evaluation, the Phase II research also sought to identify stakeholders' goals for involvement in the ACAV Children and Youth Subcommittee and to identify future focal

points in the prevention of violence in the lives of children and youth. That evaluation suggested a positive follow-through, implementing the Phase I recommendations and matching the goals of the Sub-committee itself. In addition, the research results provided initial evidence that the Turn Off the Violence Campaign and the Peace Heroes Program are effective initiatives in the area of youth violence prevention.

In the Phase III evaluation (Tutty, Cavicchi, Forrest, & Foulkes, 2002), we interviewed both individuals involved with developing and maintaining the project (N=17) and the children and youth who are involved in prevention programs in Calgary (N=74). This evaluation used qualitative methodology to assess the experiences of both the child/adolescents and key community stakeholder respondents and ideas about ways to improve the Youth Violence Prevention project, their role with the project, the impact of the seven-month vacancy on youth violence prevention services in Calgary, and the future direction of the project.

In the first research component, Laura Cavicchi from RESOLVE Alberta conducted focus groups with 74 school-aged children and adolescents to provide an opportunity to receive valuable feedback from children about the programs and issues that impact their lives. Given that the Turn Off the Violence Campaign received positive feedback from students, it appears that it is a popular initiative among students. The students also shared their ideas about how this and other prevention initiatives could be improved to better suit the needs of school-aged children. The Youth Violence Prevention Project may consider integrating some of the ideas provided by school-aged children and youth who participated in the focus groups.

In the second research component of the Phase III research, Nathalie Forrest interviewed 17 key community stakeholder respondents who confirmed that the ACAV Youth Violence Coordinator position is viewed as essential in providing leadership and acting as a cohesive agent in disseminating information, connecting and communicating with community members, and managing committees and member involvement. The respondents raised several concerns regarding the continuity and direction of the project over the years, noting gaps that were detrimental to their work when no coordinator was in place.

The respondents identified a connection between stabilizing ACAV and more consistency within the coordinator position. They acknowledged funding as an important component in enabling continuity of both ACAV and the coordinator position. A number of funding avenues were suggested, with the premise that for ACAV to obtain funding sources it must demonstrate stability within the organization, as well as utilizing research.

An overarching theme from the content analysis with the community respondents was with respect to communication and connectedness. A number of the respondents noted a lack of communication about what is happening on the various committees, contributing to a sense of disconnection. They suggested that clearer communication would address this, as well as setting a direction for the work on the committees/sub-committees. Several also expressed a need for communication and connectedness between ACAV and members of the Calgary community. Despite the challenges experienced by ACAV, the respondents agreed that the work done by the youth violence coordinator is necessary to assist the community in addressing violence against children and youth. These evaluation results will be revisited in the discussion of the interview comments for the current study examining the Action Committee Against Bullying and Harassment Committee.

Chapter Two: ACAB&H and the Evaluation Methodology

This chapter introduces information about the Action Committee against Bullying and Harassment that will be necessary background to interpreting the evaluation interview comments. This material is taken directly from the project funding proposal to the Alberta Ministry of Children's Services' Community Incentive Fund. A summary of the results of the evaluation of the pre-service teacher training, a key project of the ACAB&H, is also provided. The chapter concludes by describing the research methodology utilized in the current evaluation.

The Action Committee against Bullying and Harassment

In May 2003 ACAV and Calgary Family Services brought together a consortium of individuals and organizations currently providing anti-bullying programs in Calgary. Over 70 organizations were represented at this meeting. From that meeting The Action Committee Against Bullying and Harassment emerged. The committee spent a significant amount of time developing an "ideal model" for collectively working on this issue. A proposed model of collaboration was developed to enable the groups to work together and to provide a comprehensive support service to schools addressing this issue.

The committee developed a strategic plan to implement the model. A number of Task Teams were formed to move the plan forward. The strategic plan is regularly updated to reflect the progress achieved to date and to address new and emerging issues such as cyber-bullying.

Central to the model is a coordinating capacity, which has established and maintained effective lines of communication and collaboration amongst service providers, convened multi-disciplinary task teams, facilitated extensive professional development training and provides a one stop call for potential users to call to obtain program information and access resources.

In addition the coordinator:

- Serves as a broker to ensure that schools are able to access appropriate programming;
- Brings together the various agencies and services currently providing programming in this area to build relationships and encourage collaboration between stakeholders;
- Serves as a central information clearing house for current information and resources related to bullying, its effects and best practices in the treatment and program areas;
- Has developed print and web based resources related to bullying and harassment and distributed them to schools, community agencies and post secondary institutions.
- Works with a comprehensive range of stakeholders to identify gaps and address new or emerging issues in this area;
- Implements the comprehensive model developed to maximize the effectiveness of available resources in the community;
- Facilitates comprehensive professional development training; and
- Ensures that the needs of diverse populations are addressed in the development of a comprehensive response.

Phase 2 of the project was to result in a deepening of the committee's activities, based on the learnings from Phase 1. The Action Committee Against Bullying and Harassment will (in Phase 2) take a leadership role in developing a comprehensive response to bullying and harassment in Calgary. The committee hoped to increase involvement of children and youth in its activities, expand training for relevant agencies, develop targeted and sustainable professional training initiatives and raise public awareness through the development of a public

service announcement in partnership with the University of Calgary and Ministry of Children's Services. The intent is not to duplicate similar work underway in existing organizations and groups, but rather to build upon the programs, services and knowledge that are already in place.

The More Than 4%: Building Capacity to Respond to Bullying and Harassment Phase 1 received funding from the Community Incentives Fund in May 2005. Since the project began, significant progress has been achieved towards the project objectives as outlined within the Project Proposal. To-date the More than 4% Project has resulted in increased co-ordination and collaboration amongst agencies providing violence prevention programs, increased networking and information, and referrals from schools to community agencies who can offer services and programs. The following results have been achieved:

- 575 service providers, teachers and other professionals have attended professional development workshops related to bullying & harassment.

- The ACAV web site was updated to include several resources related to bullying and harassment. In 2005 the web site received 289,582 visits. The web site has become a critical resource for professionals seeking information on bullying and harassment. The most popular resource downloaded was the Continuum of Services, which lists all youth violence prevention programs in Calgary.

- Resources on bullying and harassment have been distributed to community agencies and conferences including the Canadian Congress on Criminal Justice held in Calgary, Child at Risk Committee, Calgary Community Conferencing Annual General Report, and at a three- day conference on parenting.

- Information and resources on bullying and harassment were included in the Turn Off the Violence Activity Packages and distributed to more than 300 schools and community agencies in Calgary.

- Two professional development sessions on bullying and harassment have been held for the Calgary Board of Education.

- A case study on bullying and harassment was developed and incorporated into a new course curriculum for Year II students in the Faculty of Education.

- An information sheet on ACAV resources has been distributed to all teaching staff in the Faculty of Education. The Project Co-ordinator acts as the central contact person to refer Professors to community speakers on bullying and harassment and domestic and sexual violence.

- The Continuum of Services which lists the youth violence prevention programs available in Calgary, the Child & Youth Resource Inventory and the Domestic Violence Resource Inventory were updated, uploaded on the web site and distributed to schools and community agencies.

- 150 students in the Faculty of Education attended the initial professional development workshop on bullying and harassment. RESOLVE Alberta is evaluating the training session. The training session will be revised based on the results of the evaluation.

- The Co-ordinator presented on bullying and harassment at the Teachers Convention in February 2006.

In summary, the ACAB&H committee accomplished an impressive number of activities in addressing its vision to of improving the system response to bullying and harassment in the community of Calgary.

The More Than 4% Pre-service Teacher Training

Because this workshop was a central activity of the ACAB&H committee and was evaluated, the research results (Tutty, Ogden, & Costello, 2006) are briefly provided here. The teacher professional development workshop was held on February 1st, 2006 as part of a regularly scheduled course in the Faculty of Education. The presenters were a panel of community and content experts. Nicola Youle, Community Development Coordinator of the Action Committee against Bullying and Harassment moderated the panel.

Tanya Beran, PhD, a faculty member with the Department of Applied Psychology in the Faculty of Education at the University of Calgary, provided the major content with respect to dealing with bullying in a PowerPoint presentation/handout entitled "Bullying and Harassment". The presentation described types of bullying, the impact of bullying and strategies to address bullying in the classroom, school-wide and community-wide.

The workshop closed with a question/answer period hosted by three representatives from community agencies that could provide resources for the teachers in future: Susan Gibson, from Hull Child & Family Services, Celia Osenton from Families Matter and Tracy Lynn Wityk from the Violence Information & Education Centre. Each described their respective agencies and how each might be a resource to teachers.

The evaluation used a pretest posttest research design. The prospective teachers were administered the pretest immediately before that workshop began and the posttest immediately afterwards. One-hundred and eight students, all in their second year of a two-year Master of Teaching program at the University of Calgary, Faculty of Education, participated in the evaluation. The evaluation results support the utility of the "More Than 4%: Building Capacity to Respond to Bullying and Harassment" two hour workshop for pre-service students in the University of Calgary's Faculty of Education Master's Teaching program in the participants learning knowledge and skills and improving their attitudes towards bullying. Their responses to the vignettes on social inclusion provide concrete examples of how the students could apply the strategies to address bullying in real-life situations in future. In general, the students were pleased with the workshop and, if anything, wished for more information and examples.

Before the workshop, the prospective teachers that attended the workshop at the University of Calgary had similarly low knowledge of common characteristics of children who bully and children that are the victims of bullying to those of pre-service teachers studied by Nicolaides et al. (2002) in the United Kingdom and Bauman and Del Rio (2005) in the United States.

After having participated in the workshop, the students in the Masters of Teaching program improved their knowledge on both these factors and a number of other items with respect to knowledge and attitudes about bullying. The consumer satisfaction questions and the responses to the open-ended items about what workshop participants learned adds further support to the utility of the presentation. Perhaps most importantly, the post-test responses to the vignette and the self-assessment questions clearly indicated that the students had greater perceived self-efficacy to manage bullying following the workshop.

The Evaluation Methodology

The current evaluation was designed to provide information on the strengths, limitations and gaps in the development of the ACAB&H committee. A semi-structured interview schedule was developed to ensure that feedback was obtained about all aspects of the initiative (see Appendix 1).

The interview questions asked ACAB&H Committee members their perceptions of whether ACAB&H is delivering its activities as intended, what is working well and what challenges have arisen, as well as assessing whether the project is achieving early outcomes.

An ethics application was reviewed by the University of Calgary Conjoint Faculties Research Ethics Board. Since the interviews would be conducted by phone rather than face-to-face, verbal rather than written consent was considered sufficient.

The interviews were conducted by telephone and took approximately 45 to 60 minutes to complete. Notes were taken of each interview and standard social work qualitative research methods were employed in data analysis that allowed themes to emerge (Patton, 1990; Tutty, Rothery & Grinnell, 1996).

Chapter Three: The ACAB&H Evaluation Results

Eighteen members of the Action Committee Against Bullying and Harassment (ACAB&H) were interviewed for the current study between July and September of 2007. These key informants had all been involved with ACAB&H in various capacities for lengths of time from a few months to more than two years. The average commitment to the ACAB&H for the interviewed committee members was a year and a half.

This chapter presents information about their perceptions of the history and vision of the committee, what has been working well, what are the challenges faced by ACAB&H, the functioning of the various task teams/sub-committees, as well as the committee member's hopes for the future in the areas of bullying and harassment.

The History of ACAB&H

The history of the ACAB&H was relatively unknown to most of the committee members, likely because its development had involved the committee being renamed and reformed multiple times before it became what it is today. This lack of knowledge of the roots of the committee was particularly apparent for committee members who had been involved in ACAB&H for only a short period of time.

> *I'm not really sure. I've only been part of it for about a year and a half, so I'm not sure where it started.*

Nevertheless, it was possible to roughly trace the history of ACAB&H from the information gathered through interviews. At a fundamental level, the committee emerged out of a community need to address bullying and harassment amongst youth.

> *It was a grassroots effort from various agencies that came together and said, "We need to develop a more concerted effort to understand and develop programs to best meet the needs of children in regards to bullying." A handful of people came together and said, "There's a lot of services providing this kind of support, and we need to be aware of what those services are and bring those services together; to identify gaps in services, gaps in knowledge; and to develop a coherent plan for how we can best address the diverse needs of all children in Calgary to help ensure their safety at school."*

The initial subcommittee, the Youth Violence Prevention Program that was formed was connected to a larger organization, the Action Committee Against Violence, which later became the Alliance to End Violence, as it is known today. The goal of the subcommittee was to bring together all of the violence and bullying prevention programs and resources in Calgary as a way to promote them and avoid duplicating services.

> *It was an offshoot of the Action Committee Against Violence, which is now the Alliance to End Violence. It's hard to keep track of everything (laughing). It was an offshoot of that, one of the committees, with the other groups that work with under that umbrella.*

In approximately 2004, the youth issues subcommittee was transformed into the Action Committee Against Bullying and Harassment.

> *A group of people got together... we worked through the summer to develop protocols around how we, as a community, should approach the whole concept*

[of] bullying and harassment. We came up with a model; we called ourselves a steering committee and it was comprised of various individuals from the community. I was one of them. One member of that project was the Child and Youth Coordinator... They were involved in it from the Action Committee Against Violence and from that came the idea of devoting a fulltime person to this initiative. So the Action Committee Against Bullying and Harassment was formed.

At least one key informant linked the committee to the Alberta Government's Roundtables on Domestic Violence and Bullying that took place in 2004.

It was an initiative from Karen [Walroth]. First it was the Roundtable, of course, the Roundtable discussions… From that, a need was identified that a collaboration body was necessary, so funding was given and off they went.

The Vision for the ACAB&H

As with the history of the ACAB&H, in general the key informants were somewhat unclear about the formalized vision of the committee. However, they did agree that the fundamental premise of ACAB&H is to work to reduce bullying and harassment amongst youth.

I would see their vision [as] to educate and provide services to people who serve youth, to help prevent this from happening, and to also provide support to youth who are being harassed

In order to do this, it was important for ACAB&H to develop a unified definition of bullying and harassment that could be shared with parents, educators, and the community in order to raise awareness.

The idea was to have a very inclusive definition of bullying and harassment so that we didn't end up with something that was just a problem in the schools or just a problem in the families. It was a recognition that community had an ownership of this problem, that we needed to approach it from that standpoint. Our vision was to disseminate that vision into the community; the creation of a model that we felt needed to be advocated within the community. At the time there were a lot of different ideas out there but not necessarily one that we could universally agree upon. We wanted to ensure that all individuals could have a respectful and inclusive social climate, and, as I said, [want to emphasize] that it wasn't just in schools or about kids outside of the family, that it was something that we all needed to work toward.

One committee member highlighted the vision of the ACAB&H as increasing collaboration and resource sharing.

They are definitely trying to accomplish working more collaboratively and learning from one another what's already out there and sharing their information and their resources.

Another committee member saw the ACAB&H as intended to identify and fill gaps in the community.

> *From what I understand they are trying to find gaps in service, who's out there doing what, and seeing if there are other services that are needed and what they can do to help fill that gap.*

Some key informants view the ACAB&H's vision as a very "broad mandate" involving numerous aspects. These include raising awareness, but also education, providing leadership in the community, giving access to resources, and professional development. While some viewed this "broad mandate" as an advantage, one committee member expressed a desire for a more specific focus.

> *Everyone has a different theory of what's going on, but I would like [it] if everyone got together and did the same thing instead of a hundred different things.*

Overall, even if the committee members were unfamiliar with the formal vision of ACAB&H, there was a general consensus that reducing violence, particularly bullying and harassment, was key and that there are multiple ways of tackling this issue, namely through education, awareness, and program development.

Fit With the Alliance To End Violence's Vision

As mentioned, the ACAB&H initially began as an offshoot of the Alliance to End Violence, to which it remains connected currently. The Alliance to End Violence is an umbrella organization that focuses on general violence prevention and includes other types of violence, such as domestic violence and elder abuse. One committee member described the Alliance to End Violence's general vision.

> *Their vision [is] to develop a coordinating body to help like-minded agencies deal with violence, whether that be violence toward women, bullying and harassment, elder abuse, topics that wouldn't necessarily be covered by individual agencies but together could come up with a coordinating effort so that we're not duplicating or there aren't big gaps. So it oversees the whole direction of where people are going.*

As one branch of the Alliance to End Violence, the ACAB&H specifically focuses on bullying and harassment. Although the ACAB&H is part of the Alliance to End Violence, several key informants were not familiar with the larger organization's mandate and the relationship between the two committees.

> *I don't know what their vision is. I'm sure I can figure it out from what their name is. I'm sure that ties in, to end violence, to end bullying, that it parallels it.*

For the most part, though, the committee members were familiar with the Alliance to End Violence's general mandate and identified a solid fit between that and ACAB&H's vision.

> *I think it's a good place [and] that it fits into the overall vision in what they are trying to accomplish.*

The visions of both the ACAB&H's and the Alliance to End Violence's focus on stopping the perpetration of violence and are complimentary.

It fits in well. If we can stop bullying and harassment, we also are helping the domestic violence field and ending behaviours that lead to escalation of problems. A lot of the focus on bullying and harassment is at the child and youth level. The other piece is to recognize that it is ageless, We don't always recognize that. So what we have is bullying and harassment at a young age, which turns into teasing. At some point you think you need to put up with that because you are an adult now and you just need to grow up. That fits in well with the Alliance to End Violence, where violence has a perennial cycle and we need to get rid of it.

One committee member recognized a fit between the two committee's visions, but proposes that it might be easier for ACAB&H to fulfill its agenda if it had more distance from the Alliance to End Violence.

I'm not sure how it fits into the Alliance to End Violence. I think they need to be set free, not being controlled as much. Really all of us coming together and we form it, not the Alliance to End Violence. I don't know if that's what's really happening, but that's my sense. It doesn't feel led by us. It feels led by them. It would be helpful [to change] because then we'd feel like we belong instead of feeling like we're being asked to do something for the Alliance to End Violence.

The ACAB&H Activities

Since its inception, ACAB&H has been involved in a number of activities aimed at reducing bullying and harassment. Many of the projects have been educational in the hope of informing teachers, parents, and the general community about violence and how to reduce and prevent it.

The "How Was Your Day?" campaign is one initiative that encourages parents to talk to their children about bullying and harassment at school. Another was the "More Than 4%" project to train teachers to manage bullying in the classroom.

The main one for the last little while has been the More Than 4% project, which is training for teachers, how to manage bullying and harassment in the classroom. That was huge thing! We were also involved in the How Was Your Day? [website] that came out of Tanya Beran's work. Dr. Beran [is] at the University of Calgary. It's an online resource. So those have been great. We also have some involvement in the updated resource directory, which lists all of the different services that serve the community. That's been great, as well.

In line with ACAB&H's vision, these and other projects were designed to educate and raise awareness. Information sharing and resource development are other ways that ACAB&H has promoted its vision to the community, including contributing to the Safer Calgary newsletter.

There are subcommittees on different ways they're working on [the issue]. They're creating a pamphlet, accessing information on the internet, ways of educating other service providers in the community on our overall objectives, sharing unique approaches in presentations.

The committee members mentioned various other projects with which they had either been involved or had heard about. These included conferences, a presentation at

the University of Calgary, developing a PowerPoint presentation for parents, and being distantly involved with the Peace Heroes and Turn Off the Violence programs.

One of the next projects is professional development opportunities for teachers to teach them the same sorts of things that we were doing to the teachers in training about how to manage bullying and harassment in the classroom. We've done a little bit of that, and the steering committee has indicated that they want to become more involved. We did some work around communication, like preparing press releases. We helped organize a provincial forum that was co-hosted with Children's Services around bringing service providers together to talk about what is being done in the bullying and harassment community. So we did that recently. We've had a real arms-length role in the Peace Heroes Program and the Turn Off The Violence Program. The coordinator in the past would update us on what was going on and some committee members did some things on each of those two subprograms, but we haven't been actively involved in them as a committee.

One committee member noted that, while these activities are a good start there is still the desire for greater innovativeness and increased action from the ACAB&H.

I would have liked to see them take the initiative to put on conferences and to make bigger projects. I think they do smaller things. They've had a very good website that they launched. That was one of the activities that I definitely knew about. Some people had different projects that they were busy with as well, and I'm not always sure it was the committee. They had coats that they handed to the children on the playground zone, things like that that was also good. They did workshops. So they put on speakers and things that the community can learn from. They are doing a lot of good things. They just need to extend this to the bigger population of the anti-bullying pieces.

The Goals of the ACAB&H

The goals of the ACAB&H parallel the overall vision to reduce bullying through raising awareness.

Definitely reducing [violence]. First of all, getting the awareness out there of what violence looks like in its many forms. Secondly, that it can happen at any age and that there's different ways and motivations for people to continue acting that way. What we can do to keep people and change attitudes so that they don't want to continue to act out as violent ways of trying to solve the problems in more practical [ways] and giving them the skills that they need to do that.

Educating the general community as well as particular audiences, like parents and teachers, about bullying and harassment is another goal of the ACAB&H.

Education is a really big piece. Bullying is still so rampant, it's almost like it is a rite of passage. There is always that strong education piece, especially with the school systems, as well with parents. For a while, we were inundated with calls from schools to go out and do presentations on bullying, and we could never meet that demand. Somebody needs to do that and keep on top of the research, and inform the other community agencies around that.

This goal includes filling in the gaps that currently exist in the community.

I didn't know what the objectives were so I didn't know what I was getting into. At first I thought it was a committee that was going to work together to do something. To educate people that way. Then I realized that that's not really what they are there for. They're trying to find out where the gaps are.

The ACAB&H members also hope to see local agencies working together towards the common goal of preventing bullying and harassment.

It was important to have a coordinated response for children who had experienced family violence and to have community partners working together.

An important aspect of achieving this goal is collaboration, rather than competition.

The key is collaboration. It's being able to tap into the overall goal for the community with regard to bullying and harassment. What does the community want to see and how does that reflect in the agencies serving that community? Then, from that, how can we help coordinate action around what people want to see? So it's trying to articulate what are the goals of the community, who are the agencies that are in the best position to bring some action to those goals and, as a collaborating body, how can we help to bring either people power and resources, some secured funding for particular things, and organize ourselves as these caring agencies to collaborate and come up with the best and most effective way to use our time and funding.

Certain projects, like the "How Was Your Day?" campaign have worked towards facilitating a dialogue between parents and children about bullying.

They were trying to get through to parents about taking five minutes with your children and, instead of saying "How was your day?" and they, "Fine" and you say "Fine" and you walk away...Trying to engage parents and children in conversation and have them bonding and hopefully opening up those lines of communication so ultimately [helping] children who might be facing issues like bullying or witnessing bullying. I think the campaign was great.

For some committee members, these goals fit well with their personal and professional views.

Overall awareness of what's going on. A lot of people don't really understand what's going on in the community, and it needs to be made aware because there's so much violence happening in our communities and our schools. That's my point of view too.

Achieving ACAB&H's Goals

The committee members made several suggestions about how the ACAB&H could achieve its goals of raising awareness, educating the community, and increasing communication between parents and children. Some of the strategies that were mentioned were ones that could be implemented within ACAB&H, for example, that there be a dedicated group of committee members willing to work consistently toward shared goals.

Once you've been in the sector for a while, you have a pretty firm understanding of what exists. I would like to see the committee work more together on whatever it is that the community is asking for.

The diversity of members sitting on the committee may be important in maintaining a cohesive group that represents various agencies and constituencies in Calgary.

They have the More Than 4% Project that is a component of it, and they have difficulty moving that forward, because of some issues they were having with the [Calgary] Board of Education. I was talking about bringing some of those people back to the table.

Several committee members believe that achieving ACAB&H's goals needs more than changing structural elements of the committee. It is also necessary for ACAB&H to publicize their activities more broadly and be recognized by the community and the provincial government. In order to have this happen, the ACAB&H coordinator must communicate beyond committee members.

Hiring a new coordinator [to fill the gap left by Nicola] would definitely help. Being able to communicate what we need to communicate in the community in such a way that it's not newness all the time. I don't know that people know that we're there, and I don't know why that is.

The goals of the ACAB&H are being addressed through various activities that were mentioned in the previous section, including campaigns, conferences, and resource developments.

The professional development activities clearly are about providing information, to both the general professional community and the social work and anti-violence community, around bullying issues. The teacher group [workshop] was to empower them to actually deal with this in schools, so that was pretty clear. In terms of the materials for parents, again to empower parents to deal with this issue with their children, to educate them and know how to respond to kids if they are dealing with this stuff. That's the purpose of that work.

Despite these projects, some committee members felt frustrated by what they perceived as the ACAB&H's recent lack of progress. The members wanted to address this by having the committee do more "hands on work" and discussion of newer projects to produce more tangible results.

Tangibles. Anytime you're involved in a committee, you want to see actual evidence that work is being done. Whether that's advocacy around a particular issue that's going to levels of government, whether that's professional development opportunities either offered to the community generally or to specific professions-- tangibles.

Reasons for Becoming Involved with ACAB&H

One reason for joining ACAB&H was an agency's professional interest in the work of the committee. In other words, some members worked for agencies or organizations that dealt with violence in the community and became involved in

ACAB&H to promote, educate, and keep their own agency connected to the bullying and harassment community.

> *[My agency] was already a part of it, so I started to attend some meetings… Our agency deals with youth and we go to schools – elementary schools, junior high and senior high. We were dealing with bullying and most of our students that attend our clubs are girls who are being bullied.*

For some of the individuals who were taking on someone else's role at their agency, involvement in the ACAB&H was part of their job description. Another committee member mentioned that involvement in ACAB&H was not a necessary aspect of their position, but they were referred to the committee by a fellow employee.

> *I learned of the committee through a co-worker who had been on it. The Action Committee Against Bullying and Harassment started a few years ago, and it pulled in partners, such as the City of Calgary, who had some interest in working with youth and doing some preventative work.... Last year I assumed a leadership role in our division, and it seemed like something I should learn more about.*

One member was initially connected to another ACAB&H committee member who introduced him or her to the group that they eventually joined.

> *I had known Nicola [Youle] from [before I joined the committee]. She would sit on a couple of other committees that I was on and I met her and quite liked her. We got talking about what she does for a living, and she was telling me about this committee and I was very interested because my work dovetails nicely with what she's doing with the committee. I became interested and joined the committee, and a few months later was approached to be co-chair.*

Even when the role was not mandated, one committee member recognized that being involved with the ACAB&H would be an important adjunct to his or her personal research in receiving information and network building.

> *I don't know how I found out about this, but I heard about it from somebody. I do research at the university in the area, so I was keen on meeting some colleagues and people I knew who were working in the area as well as finding out how the community was coming together, what people are thinking about these issues, what kinds of services are being delivered, and to have some input into where things could go next.*

Another individual became active in ACAB&H out of a personal interest in bullying and harassment.

> *I started getting interested in bullying, so I started researching everything in Calgary that pertained to that. I was almost at the point [of] doing my own research, but I wanted to see what else was there. I stumbled across this committee and called Nicola [Youle]. I met with her and joined the committee.*

In summary, the key informants mentioned a variety of reasons why they had become involved in ACAB&H, each with different purposes and goals.

Reasons for Maintaining ACAB&H Membership

The ACAB&H committee members mentioned a variety of goals that they hoped to accomplish, both personally and professionally, by becoming involved. Some had fairly open-ended goals, as they hoped to gather information for their organization and themselves.

For me, it's helpful to sit in a group, meet new people and hear about some of the work that they are doing, issues that they are facing. That's why I do it, from a personal level, and professional, to see if there is anything that I can bring back to the work that I do or share with them.

Other members also wanted to become more informed, particularly about local services for bullying, harassment, and other forms of violence.

Being more aware of the resources and [what is] going on in regards to bullying. We're able to partner. We're able to reach more youth and have other organizations come to our classes and help us and help our youth a little more.

In learning about services, agencies could determine where there were gaps that they might fill.

I want to learn about what services are being provided for victims, what the agencies were doing, what preventative work, and if there was any way that the City of Calgary might fit in.

One could also learn about the challenges that agencies face in addressing bullying and harassment and work to address these.

Understanding what was happening in the community, challenges with what we were doing already. Sometimes we do things and it doesn't really make sense.

Networking with others in the community was a common goal for many of the members who joined the ACAB&H.

First, better networking and understanding what's happening in Calgary. That has been helpful a hundredfold, just meeting people that are moving the same agenda forward, because sometimes in schools we can be quite isolated. It's been hugely helpful, but also people outside the school system [are] beginning to know what we are doing and how they can align with us as opposed to coming in and dropping programs that don't fit the needs of schools.

Two members joined the committee hoping that they would see tangible results in the community because of ACAB&H's activities.

For me, personally, it was the attraction of seeing some results, something going out to the schools and getting feedback from the schools on what they think.

Another member joined the ACAB&H in order to bring a fresh perspective to the committee in the hopes that this would help them continue having success in the community.

To carry on what they were already doing well. To help with and maybe bring a different perspective or different programs to what they were already doing. It's

collaboration, so its strength is with the numbers and the diligence of the agencies that sit around the table. When a variety of agencies are involved, that brings, diversity, but also a wealth of information: you're able to cover more areas in the community. So I was just hoping to bring my programs and perhaps a different perspective on what needs to be done [and] what's already being done, to the committee.

Other individuals came to the ACAB&H with very specific goals around what action they wanted to see happen, for example, that sexual violence be recognized by the committee and community.

Our role is to put sexual violence related issues on the table to insure that those aren't missed, and they tend to be missed if we aren't at the table. In the case of bullying, there was no mention. The language of bullying negated the attention to sexual harassment. So, it ends up being focused on physical and verbal activities. There was no language or specific attention given to [the] sexual harassment piece. That was my job, to remind people that that is equally a problem.

Another committee member wanted to become involved in program evaluation, from the perspective that simply learning about the available services was not sufficient.

I have a specific hope that [the] programs being delivered are being evaluated. I'm concerned that some programs can potentially do more harm than good, and we always need to look for evidence that programs are delivering what they intend and having the impact that they intend. Sometimes [programs] can have other desirable outcomes without [us] realizing until they are formally or informally evaluated. That was the message that I want to communicate.

While the committee members came to ACAB&H with a variety of personal and professional goals, all were centred around the theme of making progress in the area of bullying and harassment, as well as violence in general. How this would look in practice differed among individuals, but all wanted to see change happen in this area, whether through learning about service gaps, what services work, or getting the word out to the community.

Involvement in ACAB&H

While all of the interviewees had some level of involvement with ACAB&H, a number had limited their role to attending meetings. One committee member went to the meeting to provide cultural-specific information to the group.

Basically providing information, especially culturally related in the Aboriginal field. Getting information from them as well as giving them information about what's happening with our programs and what we're doing and ways that we can work together as a committee.

Other members wanted their involvement in the ACAB&H to be beyond merely attending the meetings. These individuals looked for various opportunities to further their contribution to the committee. One member did this by helping out at an ACAB&H conference.

I did help out with the bullying conference. I was one of the facilitators. I tried to help out where I could, like taking minutes for groups because I was going to be there anyway, that kind of thing.

Another member organized a conference in order to further the innovative programming of ACAB&H.

I put it together but I also facilitated and I worked closely with that group. I put on a huge conference and we went over 120 people over the city. In the end we had to say, "No, we can't take more people." It was people from the anti-bullying sector; we got them together to say what they would like to see.

Another avenue through which one could increase their involvement in ACAB&H is by joining a sub-committee or task force.

I got involved in their small working groups, and then the small working groups led to committees. Then I was chair on one of the committees, and have regularly attended the meetings

In summary, there are considerable opportunities for committee members to increase their involvement in ACAB&H beyond attending meetings, if they so desire. Each member's motivation for pursuing such a role is likely related to their goals for joining the committee, as this will impact how involved they become.

Feeling Connected to the ACAB&H

Their connections to the ACAB&H committee was the most frequently discussed topic amongst all of the key informants. If the quantity of comments is any indication, this is a particularly important issue for many individuals. It was also an area about which much disagreement existed, as some members felt quite connected to ACAB&H, whereas others did not. For some committee members, this was a developmental process, as they felt less connected when they had first joined but became more connected as they continued to be involved in the organization over a longer period of time.

At first [I wasn't], because I didn't know what was going on. I just showed. But near the end it felt [more connected.] My suggestions and comments were valued and I felt like a member as much as anyone else, not that I was wasting my time.

Those who felt connected to ACAB&H, mentioned numerous factors that had helped instil this. Regular e-mails and updates (including meeting minutes) from the committee were particularly important to many of the committee members.

I felt connected....through the emails from Nicola [Youle] that would communicate the latest minutes of the meeting [that] I might have missed, or workshops and conferences that she would circulate. I knew what was happening.

Regularly attending committee meetings was another important way to feel connected to the activities of ACAB&H, as well as the members.

I attended every meeting that I could. I only missed two in the year and a half I've been here. They've been really consistent in sending out the minutes and staying in touch on what's going on in-between the meetings: they're really good at that.

Even when individuals did not have the chance to personally connect, some still described a bond to other committee members because of the overall shared goals.

Just as other networking groups, you feel more connected to those that I've had specific need to contact for one reason or another. In general I never get the feeling that people wouldn't want to hear from me. I guess we all have the same focus.

Some members felt quite connected to the committee because of the roles that they played. For example, involvement in a task force or administrative position increased a sense of connectedness to the ACAB&H.

Very connected. I'm the co-chair... Out of necessity, because the coordinator's position is open, the co-chairs have really had to step up to the plate to take the lead on managing the committee and trying to keep it engaged, because we know that if we don't we're going to lose people. We don't want that to happen. We'll be back to square one. So, yes, that's definitely kept me actively involved.

However, one member who played a key role in the committee, described feeling somewhat disconnected when there were not frequent meetings, such as in the summer months.

Pretty darn connected. (laughing)... It [the position in the committee] kind of forces you to know what's going on. Even with that though, you do lose touch every now and again, which is why it's so frequent. In the summer, it's different because people are on holidays, but during the year we meet frequently enough that you can never really get too lost.

For other members, though, receiving e-mails and meeting minutes did assist them in feeling connected to the committee, as often they did not have time to absorb the information being circulated.

I'm sure some stuff came across [my desk]. There's a huge amount of information that comes through email, and if you're not paying attention or heavily involved [you can miss it]. Honestly, it's just a time factor. It's so limited. I'm responsible for a lot of staff, a lot of programs, and it's just [too time consuming]. If I wasn't directly involved, I probably wouldn't have seen it.

A lack of time was another reason why several members could not attend some or all of the meetings, which contributed to their sense of disconnection from the group. Even if they received regular updates about missed meetings, other time commitments distracted them from absorbing this information.

I'm disconnected, but frankly it's mostly because I get the minutes [and] I might have a quick look, but I don't do anything else because I am extremely busy. I asked for minutes. I didn't ask for anything else. It's not the fault of the committee. It's simply a reflection of my workload and what I can actually give my attention to.

Other aspects of ACAB&H, such as when people joined the committee, also contributed to individuals feeling out of touch.

The folks who were doing those [projects] were really dedicated. We were connected in that we were invited to participate and encouraged to go to the launch but in terms of other [things I didn't]. I felt there wasn't [anyone saying] "OK, Those things are up and running. What are we going to do next? Who wants to be involved in them?"

Changes in ACAB&H, such as committee members or administrators coming and going, resulted in some members feel disconnected.

Not very connected… Around the time that I was most involved, I did take a leave and then wasn't there for a few meetings. Before that, the leadership had changed in terms of the committee coordinators. So maybe because of the projects and a leadership change; I think one co-coordinator stepped down and then Nicola [Youle] shifted jobs. That made it a little disconnected for me.

One member identified an equal sense of connection and disconnection to the committee, which they directly related to their role in the ACAB&H. Their connection depended on their level of involvement in specific projects.

I do try to connect and disconnect, and connect and disconnect, because I do not want to take over what the community is doing. (laughing) I am there to facilitate and bring new energy, and to point them [in the right direction] but there's no possibility that I can take over because I am just one person. We don't have the capacity either. At times I'm so busy with other projects that I am not really that connected and then other times, like with the conference I got more connected.

A common theme that was mentioned by the committee members, both those who did and did not feel connected, was that a balance was needed between how much effort ACAB&H put into keeping members connected, as well as personal effort. It seemed that the varying levels of connectedness among the committee members were due to external constraining circumstances, such as their work, that prevented them from being as involved with the committee as they would have liked.

ACAB&H Committee Meetings

As mentioned in the previous section, the key informants' involvement with the monthly meetings varied from those who attended most months to those who did not. Nevertheless, most of the members had been to at least one committee meeting during their time with ACAB&H and were able to comment on what they liked and did not like about the format. One positive aspect about the monthly meetings was the opportunity to network with other community members.

It allows everyone to share opinions freely and everyone have a say into what kind of action needs to be taken. Those are two things I like about the meetings.

The relatively small attendance at the meetings makes it possible for everyone to have a voice.

So few people are actually there, so it is nice that everybody does have a voice and everybody is heard. The chair and co-chairs ensure that all individuals sitting at the table are being heard. It's pretty good.

Members liked feeling that they were accomplishing something, so reports at the meetings about progress being made were welcomed.

Nicola [Youle] would report back to the group some goals that we had accomplished, and then other people got word of it and participated in it [How Was Your Day? Campaign]. They participated by distributing posters and talking about the work we were doing. I found that very rewarding and gave me a great sense of accomplishment.

Some committee members commented that the meeting time was utilized to accomplish goals.

Things were moving all the time. It wasn't just the same thing and let's work on it when we meet. I've been on committees where it's draining sometimes because you never move on to what you're supposed to move on to.

This was partly due to the process of breaking into smaller groups to work on a specific task or focus during the meeting. One committee member found this an efficient and effective way to accomplish work.

We have a general meeting and then breakout sessions in terms of the committees, I thought that was a good way to do things… It did feel like we getting a little momentum together in terms of new projects, I guess.

Other committee members considered certain aspects about the meetings as problematic. While some found the small number of attendees a positive, many thought that this inhibited the committee's progress.

It's always the same people and those aren't necessarily people who are working towards the goals. Other people outside the committee are also doing those kinds of things, but they are not connected to the committee for whatever reason.

Another problem with meeting attendance was that committee members would come and go, making it necessary to spend time (too much, for some) updating the others on these changes.

The main problem is that so many people [have been] coming in, [that] we spend so much of the meeting just trying to catch up [on] who's leaving what position [and] who's coming into what position, what new positions are created and are not being funded any longer. This kind of maintenance I find time-consuming and it prevents us from moving.

While a number of the key informants were motivated to accomplish the committee's goals, they commented that "progress was slow" and that a sense of "direction" was missing. Goals had been set that were not being met. For one interviewee, the 'action' part of the committee was not apparent.

I really like the resource sharing. But I don't know if I really found it to be an Action Committee. Maybe I didn't get as involved as I should have, but I didn't find that there was a lot of action going on.

As one interviewee pointed out, committee meetings are the ideal venue in which to work towards ACAB&H's vision of addressing bullying and harassment in the community.

They need more structure and more vision and to start thinking "Ok, this is really big. How can we be innovative?" What happens to committees over and over, is in the beginning you have your vision clear and your goals, but then you get stuck because you're not focusing on those. Honestly, I think that's what's happened.

Overall, the committee members commented fairly positively to the current format of the meetings in which a large group meeting is followed by break-away task groups. Some members considered this an effective way to set and meet goals, whereas others found that the meetings did not result in sufficient progress.

Suggestions to Improve the Committee Meetings

Only a minority of the committee members were satisfied enough with the format of the meetings that they had no suggestions for improvements. All of the suggestions for improvement were made taking into consideration some of the drawbacks of the committee, such as small attendance, revolving-door membership, and lack of progress. One concern that was consistently raised throughout the interviews was the need for increased membership.

There were going to be more people sitting at the table, but that means it was dedicated to either presentations on what organizations are doing or five minutes going around the circle saying, "[This is] what we're working on lately" and, from there, going to the action piece.

Another suggestion was that, not only should the numbers be increased, but committee members should be representative of the local community that is working to address bullying and harassment.

There's so much more going on and what they need to figure out is how they are going to connect with those people. You have to have somebody who is clearly more thinking strategically and a bigger picture and being able to bring that down to "OK. So obviously we can't have 120 people on a committee, but how do we make the committee more representative?"

It was also important to some committee members to have a chair who could structure the meetings and keep track of progress.

The coordinator was great at keeping the meetings going and making sure [things worked]. She was good at helping people decide where they fit and into which group they might be most helpful. So, having someone to help out in that respect, coordinate it a bit more.

One member suggested that instead of simply hiring one person to chair the meetings, this role could be rotated among the committee members. The intention is that this could give people a renewed interest in the goings-on of ACAB&H and assist them to feel more involved.

I play around with taking turns with chair... even every second committee meeting or third, to have somebody else as a co-chair. To give a different flavour or

perspective or just to shake it up a bit. When I first started as co-chair, it really does force you to be in the know about what is going on. I'm thinking that might help. You might get a different energy level if people feel they really know what is going on, they're in charge of the meeting and kind of spruce it up a bit.

One committee member suggested revamping the committee as a whole in order to more closely align it with ACAB&H's vision, as well as the community's needs.

I would almost dismantle this committee and start over… It's not about what the Alliance to End Violence wants or what just this committee wants. They need to think bigger… Look at what is needed and get all of those people together again and develop a vision. What does this region want? What does this city want?

This comment reflected several member's perception that some goals were not being accomplished by the committee. Taking action and seeing results were important to the members of the ACAB&H.

I would spend less time understanding what each agency does and more time figuring out what do we want to do in Calgary that would be relevant, interesting and applicable to other provinces, so that we can be seen as a leader. In many ways, we are, only by our efforts, not by any deliberate purposeful action. When I go to national conferences, and share what we are doing about bullying in Calgary, people are impressed. I think the Alliance [to End Violence] needs to have a stronger voice in communicating that outside of Calgary and Alberta as well. That would help forge alliances.

It was important to some interviewees that a sense of connection be fostered as new members joined ACAB&H, but that networking not be the sole accomplishment of the committee.

Maybe for a new member, maybe if they sat down with whoever oversees the committee, have a chat about where they come from and give them a list of objectives and where they'd like to go. That would have been much easier for me.

Effectively disseminating the information that comes out of each meeting to one's own agency is also important.

One of the problems, when you go to a meeting [is that] people go back to their agency. Oftentimes what takes place at the meeting may not get reported back to the agency immediately. So you, as an individual, may have all this wonderful information but you've not shared it with anyone.

Another member suggested adding the opportunity to visit local agencies to see what they do in their daily tasks, rather than hearing about them second hand.

Maybe that's the other piece of really connecting, to get out and see what people do. That would be helpful to me. I know it's time consuming, so it can be difficult, but maybe having that as part of the agenda.

Overall, the respondents made a number of suggestions about how to improve the committee meetings, with the most oft mentioned one being with respect to increasing and maintaining membership. Other components to the committee meetings, such as presentations and break-away work groups, will be elaborated on in subsequent sections.

Presentations at Committee Meetings

Besides the large group meeting and break-away groups, some presentations were given at the ACAB&H meetings by committee members or community organizations on violence-related topics. A majority of the committee members found these to be informative, particularly for learning about what other agencies in the city do.

Those are very helpful. It's nice to know what resources are out there to refer people to, and when people give presentations you have a better understanding of what that organization does and you remember it better.

After learning about other agencies through these presentations, the ACAB&H committee members could take this information back to their own organization.

It's [presentations] helpful, actually, because you get to see what other people are doing and you learn from it as well as you're able to bring that information back to your agency and share that information. So it's a learning process.

Those who gave presentations found the opportunity to be rewarding.

The presentations have been great. I did a brief program-focus one at one of the meetings recently and it led to another presentation for another group. It's great to share the information and learn what everyone else has to offer as well.

Only two of the committee members questioned the relevance of the presentations, but still acknowledged their utility.

It's good information [the presentations]. It wasn't always completely relevant, sometimes it wasn't as interesting, but certainly it was good to have that information. Relevant to my work, I guess, but it was good to have for my agency.

On the whole, the committee members considered the presentations to be a worthwhile way to gather information about the community and recommended continuing these in future.

The ACAB&H Task Teams

Another component of the ACAB&H monthly meetings is forming break-away groups or task teams after the larger group meeting to focus on a specific issue/goal. In response to the interview questions about this component, several committee members were unclear about the task forces and seemed unsure whether they were part of a group or not. Those who were clear on their involvement, considered the task teams an efficient and logical way to proceed as more work could be accomplished in a short amount of time. In addition, all members of the task team are able to have a say because of the smaller numbers.

We were able to get the work done, to accomplish the goals we had set out. We also invited some very diverse points of view, people with different experiences and approaches. It brought us together and helped us bring the best of those creative ideas to the forefront, and deliver messages to the community about bullying. It created a stronger voice for funding proposals that we put together, so that it was from no single person but from groups presenting various mandates.

However, one comment from a number of the key informants was that the task teams were too small both because of the low turnout at meetings, and inconsistent membership. As a result, they accomplished little. One suggestion to improve this would be to have more committed members.

> *There haven't been enough people. The idea is great, but when you have eight people sitting around a table and you have four task teams, how much can you really get [accomplished] with two people going back and forth on something? I think it's more effective to have a larger group.*

Several members considered that having been involved in the task teams improved their feelings of connectedness to the committee, while others mentioned that it left them feeling more disconnected. Overall, however, the key respondents felt more connected to the smaller task teams than to the larger committee, due to the intimate nature of the working groups.

> *The information flow has been great all along. We all have to do our part in staying informed.*

> *I felt connected in the sense that I knew what was going on. But in the sense of [connection], I didn't really know those people because I never really talked to them. I knew what was going on as far as what they were doing. So I don't know if everyone knew each other and [felt more] connected maybe that would help.*

While the individuals were generally more connected to their own task teams, they often described a lack of awareness of the activities of the other groups. One committee member clarified that this was because they did not put the effort into staying connected.

> *Just a little bit in the last part of this year because I haven't been able to make as many meetings as I have in the past.*

Other committee members did not consider that there was much to stay informed about, as the other task teams were accomplishing little.

> *I was getting the information available. It's just that there wasn't a lot of work getting done, maybe because they didn't know how to get the work done, or because people were coming and going too much that they couldn't.*

Many of the suggestions to improve the task teams were similar to how to improve the meetings, including bringing new members on board, increasing committee funding, having coordinators for the larger meeting and task teams, and being more action-focused rather than staying at the level of brainstorming.

> *More direction from the people who head up the committee. We did talk about this at the last meeting in May. Before that, I really didn't know what the direction was. What are our priorities? Those would help us be more successful as the committee.*

On the whole, the ACAB&H members recognized the utility of the task forces and wanted to see them continue in future, taking into account the organizational and structural changes mentioned above. Only a few members wanted to delete the task groups altogether, particularly if issues of membership and action could not be addressed.

Time Commitment for ACAB&H Committee

As the ACAB&H is a voluntary committee, time commitment can become an issue for the members. For some, juggling their committee and career work proved to be too much and they chose to step away from ACAB&H because of this.

Meetings take time, so it was a significant time load. One of the reasons I backed off [was] I have a job and I was also our rep. on other committees. I had to make decisions about where to spend my time.

Other members considered the ACAB&H flexible in its demands and that a considerable portion of the heavier workload was taken on by the ACAB&H Coordinator.

It was very manageable, because Nicola was doing a lot of the paperwork, writing the minutes and sending messages out. Otherwise, it would have been overwhelming.

Overall, the members were of the opinion that they could choose how much time and effort they put into the committee and its projects.

You could do as much or as little as you want to as part of the committee, but I didn't feel, they didn't make anybody do anything and I never thought that what I took on was too much at any time. No pressure there.

The ACAB&H Coordinator

The full-time, paid coordinator position within ACAB&H was seen as a critical role by many of the interviewees. This coordinator acts as an anchor for the committee by organizing the meetings, circulating minutes, keeping track of progress, bringing members onboard and keeping them committed, and restructuring the committee based on the evaluation feedback. In addition, the coordinator must be a liaison to the community and needs to keep abreast of the latest research, programs, and developments.

She [Nicola Youle, former coordinator] is trying to connect different agencies and get them aware of different resources so we're not repeating the tasks, and we can use each other's resources. [She] tried to unite everyone so we could have a bigger voice.

Thus, the coordinator needs to be connected, organized, and creative in addressing needs and concerns. Nicola Youle, who formerly occupied this position, was highly regarded by many of the committee members. While most were not clear on all of the requirements of the position, they recognized that there were multiple demands of the coordinator, often too many for one person.

They need to take a good look at what she's currently doing and get rid of some of it. I don't think we should be adding to it. One of the real problems with the position is that the Community Developer was spread way, way, way too thin. I think that the relationship between the Alliance to End Violence and the Action Committee Against Bullying and Harassment needs to be examined thoroughly. Who is this individual working on behalf of? The last coordinator was doing way too much in too many different areas without power or support.

Several committee members made suggestions about hiring requirements for the new coordinator. One member acknowledged how difficult coming into the position would be, highlighting that familiarity with the violence community is key.

I recall what it was like when I first started here: not being familiar, trying to work with so many different groups and agencies, where to put your focus when you have limited time and everything is coming at you. I would see that as a challenge, not be overwhelmed by what you are facing, as it is quite a huge community. It's much larger than the one I'm dealing with. I've often thought of someone stepping into that position and what they'd be facing in that respect, in terms of coordination of such a huge portfolio.

Committee members want a coordinator who is not only informed about the resources that exist in the community, but also has time to dedicate to the task forces and committee. It would be important to learn about the committee members' backgrounds, areas of expertise, and goals in order to effectively steer the committee. Thus, leadership is a critical, but somewhat neglected, aspect of the coordinator's position.

That position is critical. It's almost a leadership role, and she's not really [in a position of leadership]. These things need leadership, and they're often very young and taking direction from Karen Walroth or somebody, and so they're not really leaders.

Another challenge to be faced by the coordinator, as with the committee as a whole, is propelling change into the community and accomplishing goals while striking a balance between coordinating and steering.

There [is] probably a lot of balance in terms of not doing too much and allowing the committee to go where the members took the committee versus providing the right amount of support. So that was a challenge for whoever was in that position.

After a coordinator is hired, funding and workload become essential considerations to keep that individual on board for the long term. Thus, while the coordinator plays a key role in ACAB&H, many of the committee members recognize the challenges associated with this position, particularly that there is considerable work for one person. They noted, however, that the benefits far outweigh the challenges as the coordinator becomes aware of the community resources, brings in speakers for presentations, is aware of the committee's activities, and provides the fundamental basis of the committee.

Overall Experiences with ACAB&H

For the most part, the committee members' experiences with ACAB&H were positive. Several of the core benefits identified were the information and support that they received and the ability to network with individuals around the city.

It's been very, very positive. They've really been supportive of what everyone is doing. They have a really good format where people give presentations on their particular initiatives or programs so you get a sense of what people are doing in the community and how you might be able to work together to further some of the causes. It's been very positive in that respect.

Several individuals had mixed experiences.

It's been half positive and half "a bit of a waste of time", to be honest. Initially it was quite positive because it did allow me to network and find out some of the other agencies that were involved with the prevention of family violence and bullying. That is what my project's overall mandate/vision is as well. But, from there, I the committee kind of lost focus and, if I were to come into it now, I wouldn't know what was going on and what they were trying to accomplish.

Those who were dissatisfied with the committee identified their biggest complaint as the group not accomplishing goals and that they were not seeing action.

It doesn't really seem to me like an "action" committee anymore? If they called it a networking committee that that might speak more clearly to what's been happening lately. There hasn't been a lot of "action".

The committee members were hopeful that having a new coordinator in place to organize the committee, increasing membership, and changing some of the structural elements of the committee would ensure that people have a positive experience with ACAB&H.

The Benefits and Challenges of ACAB&H

The ACAB&H members cited two major benefits to being involved in the committee. The first was the opportunity to be involved in making changes with respect to bullying and harassment in the community.

Some of their activities were hugely beneficial. The activities with teachers and Dr. Beran's involvement with the committee and the bullying website are incredibly important, given that the emphasis is on kids because when you think of bullying its kids and teachers being [central]. Teaching teachers and having them aware of those issues is definitely super important.

For the most part, the committee members were more pleased with the networking they accomplished through ACAB&H than with the progress in the community. The majority of the members appreciated becoming aware of the various services throughout the city and meeting those involved in the violence reduction community.

It can be isolating;, I know a lot of people felt like that. You're busy doing your job, and may not hear about some of the problems. So it's good to be able to bring people together on a common theme, see where they are coming from and realize that you can work. So, being able to share the work that you do and find out what other groups were doing really helps.

The challenges faced by the ACAB&H were covered in other sections. These included suggestions about how to improve meetings and task teams, as well as the importance of finding a capable coordinator. A key theme that arose in these areas was increased membership on the committee in order to further the possibility of taking action.

Hopes and Suggestions for the ACAB&H in Future

In addition to a desire for increased membership, the committee members had other, more specific, suggestions about what they would like to see in ACAB&H's future. For example, one informant suggested that securing adequate, sustainable funding should become a priority for the committee.

The work is not done by any means. This particular approach has been very successful at getting a lot of players understanding what everyone's doing so we don't duplicate and we know what's there for us to access. I would like to see the same kind of coordination in the future and continue at a more sustainable funding level.

Another member suggested that the focus should be on documenting the role of coordinator to move the committee forward.

The committee needs to get a better handle on the role of the coordinator, Because it is a community developer position, the committee should have some say in what that position is going to look like.

Some suggestions targeted the broader community, rather than the administration of the committee. Some respondents suggested that they should strive towards developing more innovative programming to address bullying and harassment.

Innovative new programming would be interesting. We just took up with Boston around their Trauma Drama, and that would have been fabulous, if that committee would have brought something in for youth. Some interesting, new revolutionary programs would be good.

Other members wanted to see more projects implemented in the community, whether that be in the form of conferences, websites, or educational campaigns. These projects also need to be advertised better in the community in order to have a greater impact.

It's the nature of these committees, because so many different people [are] involved. I really like the Alliance [to End Violence] brown bag lunches, on specific topics. In terms of the Action Committee Against Bullying and Harassment, the day-long bullying conference that they held went over so well, so to do more focusing on one area and bringing people together to showcase the work. That is a positive thing to do in this community. Maybe trying to advertise it a bit more?

Despite some dissatisfaction with the recent progress of the committee, these comments suggest that the committee members have specific suggestions about how to move forward and are hopeful that things can improve in the near future. Another way to ensure this is by establishing priorities for ACAB&H.

The Top Three Priorities for ACAB&H in the Future

We asked each key informants about their top three priorities for the ACAB&H in future. The most common suggestion, as was noted throughout the other sections, was to focus on moving forward with goal development and accomplishments including monitoring progress and addressing the community's goals, not just the committee's.

Trying to move forward some of the projects[from] the past, determining what is most important and trying to pull together some people to do that.

Other committee members wanted to focus on re-organizing the committee, which is currently in a transition period without a coordinator. Several members regarded this as an opportunity to get "back into gear" and bring the committee back to its original vision.

Hiring a new coordinator and orienting that individual. Taking a look at the latest CIF [Community Incentive Fund] proposal and focusing in on the pieces that the coordinator needs to be working on in relation to committee work, and what that's going to look like. Examining our structure, and seeing what we need to do to reorganize ourselves so we're a little more effective.

This goal could also be accomplished through increased membership, as well as learning about member's priorities and goals and having a diverse, representative committee.

Finding out where the people that come to the committee stand , what they hope to gain, really getting that piece down. The other piece is being known to the community more as a support.

Other suggestions included better communication with the public on the committee's progress and initiatives.

Number one [is to] update people on current initiatives, bringing everyone up to speed on what is happening provincially and in Calgary.

Several members proposed increasing the education and training available for professionals, teachers, and parents.

I had mentioned the public communications. That's absolutely essential We had developed a model of best practices, and that needs to be communicated more to professionals. There are a lot of new professionals entering teaching and they need to be updated. So, information sharing with the general public, providing training information to professionals, like teachers.

Increasing other initiatives, such as hosting more conferences/presentations and "revamping the website" was also mentioned as ways to increase the ACAB&H's role in the bullying community. Two additional suggestions included having an increased focus on professional development and looking at the bullying research going on locally, but also nationally.

Probably the first one would be to evaluate whether it's still a need in the community. It's always an ongoing need, but whether that method is suitable way of connecting professionals. So that's the first one, evaluation. Then professional development tagging onto the research.

The Community Impact of the ACAB&H

The committee members were asked to describe what differences there would be in the community if the ACAB&H committee were to be successful in its goals. Many of

them acknowledged that, ideally, bullying would decrease significantly or stop altogether.

> *Oh it's huge. If the Action Committee [Against Bullying and Harassment] could be completely successful, youth will have more positive outlooks in life and there are going to be a much more peaceful [society]. If [a] youth is a bully or is being bullied today, the effects last a lifetime.*

The key informants also recognized that this is not realistic in the near future. Instead, the most common response was that there would be an increased awareness about bullying and its consequences for children/youth, parents, teachers, professionals, and the general community.

> *Differences in raising awareness of the issues, for sure. They could do more work in the education area, in schools directly, some of the gaps have been teachers not being aware of the issue or how to handle situations. So more protocols [would be] in place in the community, help for parents as well. If they could get some more work done in that area, it would be beneficial for the community.*

Other members hoped that ACAB&H's success would mean that individuals who needed help because of bullying would have access to resources and support. They would also implement the strategies that are available for dealing with bullying more readily and with increased confidence.

> *People would realize that bullying is harmful and would have concrete strategies on how to talk to their kids, their students, their neighbours, to feel confident in talking about it and having a positive message in sharing that talk. I guess ultimately, it would mean that there is less bullying in schools.*

For one member, having the community know that the ACAB&H existed would mean they had been successful in getting their message out.

> *People in Calgary would know we exist, that we have that resource and that there is a coordinating body that is looking at that particular issue. I don't think that happens right now. So that, to me, would be success.*

How to Further Protect Children from Bullying and Harassment

Lastly, the committee members were asked about how children could be further protected from bullying and harassment. The responses targeted various levels, starting with the difference that the community could make, for example, that with greater education will come changes in attitudes.

> *As a community, we really need to be educated and try to change people's attitudes about it. But we also need to be consistent as professionals in the sector. about what messages we're sending, regardless of whether it's "What is bullying or what is not", just what the messages are.*

Schools are an integral part of this community and are a key locale in which bullying should be addressed. This fact was mentioned by a number of the committee members who identified that parents and teachers need to collaborate to support children with respect to bullying.

We have to get the larger systems involved. Schools need to be aware and teachers need to intervene. That's an ongoing struggle. It's like, "They're just kids, let them work it out." Teachers are not aware of it, so kids are being constantly bullied and no one is doing anything. Adults need step in. They need to get that message over and over and over again.

Bullying and cyberbullying should also be included in school policies so that formal protocols exist to deal with such situations.

The primary one is that schools need to have a clear policy on not just bullying but cyberbullying as well. They need to recognize their responsibility. It has not been established that legally it is, but we are getting closer. I would rather see school boards be proactive in developing that policy so that they are ready to deal with these situations as they arise and everyone has a common understanding of what bullying is, its forms and how we're going to deal with it.

Importantly though, the committee members recognized that change must occur in the system, not just in one particular aspect of the system such as schools. While ACAB&H can play a role in this, they cannot be responsible for the change that must occur in all levels of the system.

The issue needs to be addressed in a systemic [way]... That is not the sole job of the Action Committee [Against Bullying and Harassment]. I wouldn't expect that just their work would accomplish that [but also] the ability of regular sort of people to take this issue on [is needed]. They are part of a larger initiative that needs to continue to see real change.

One committee member recognized that this amount of change will take time and require the coordinated efforts of many, including the ACAB&H.

It's a generational change. We can set up programs which have consequences and do all those things, but it's really about building relationships. Bullying, I believe, comes from a breakdown in relationships along the lines of these kids and either their parents, an aunt or uncle, grandparent or friend. We need to build up those relationships with those kids and everyone. It's going to take a lot of people, not just one committee, but if everyone is on the same a lot can be accomplished.

Summary

Overall, the committee members were consistently positive about the work and format of the ACAB&H. In the future, the committee members hope to see a greater diversity and number of committed members, that a coordinator be found who can successfully reorganize and steer the committee, and that more steps are taken towards action and generating change in the community in conjunction with ACAB&H's vision.

Thus, while the members were generally contented with what ACAB&H has accomplished in the past, a desire for change did emerge amongst the interviewees who made numerous suggestions as to how this could happen. The committee members also acknowledged that changing societal attitudes and behaviour towards bullying will take time and effort, but see ACAB&H as playing an important role in bringing about such a shift.

Chapter Four: Summary and Recommendations

This evaluation of the Action Committee Against Bullying and Harassment in Calgary provided the opportunity for one of the few studies of the efficacy of community initiatives developed to further address the harassment and bullying of youth. The interviews with 18 ACAB&H committee members provide an in-depth view of the strengths and challenges of developing the initiative and developing strategies to more effectively address these serious concerns. The feedback spans the agency's three year history, documenting several significant shifts in providing training and support, as well as feedback with respect to the ACAB&H and its key projects such as the "How Was Your Day" website and the "More Than 4%" Pre-Service Teacher training.

This chapter considers the research results, highlighting what the comments from the key informants have added to our understanding of how best to address bullying and harassment. The chapter concludes with several recommendations for ACAB&H to consider in continuing to develop and make future plans.

Consistent with other initiatives affiliated with the Alliance to End Violence (formerly the Action Committee Against Violence) community development and organizational mechanisms such as strategic planning and creating task teams have been used to great advantage. Further, the ACAV has consistently conducted process evaluations of their community initiatives such as the previous iteration of the ACAB&H committee, the Youth Violence Prevention Project (Tutty & Cavicchi, 2003). Such attention to ensuring that the processes utilize the recommended organizational development tools is reflected in the numerous positive comments about most aspects of ACAB&H.

The interviewees identified a number of strengths and several important concerns about the ACAB&H process. The committee members mentioned the major project outcomes, such as the "How was Your Day" website and the community resource directory, with pride. The committee meeting structure, that utilized presentations in the large groups and subsequently breaking out into task-oriented committee, was seen as effective, except when the membership was too small to make the work of the task teams viable.

One of the most important challenges voiced about the ACAB&H committee was with respect to difficulty maintaining committee membership, which resulted in inconsistent results and discouragement. Concerns about the committee vision during its Phases I and II, ran the gamut from being "too broad" to being "too narrow" to being "unclear". A comment made by several interviewees that they didn't see the "action" in the Action Committee, is of major concern. Each of these could be acknowledged as a rationale for taking an in-depth look at how the ACAB&H committee could be improved.

Recommendations for Consideration by the ACAB&H

The timing of the current evaluation, initiated shortly after Youle, the program coordinator throughout Phases I and II, had left for other employment and before the new coordinator was hired, is fortuitous. The feedback and comments from current and former members of the ACAB&H constitute a number of suggestions to improve the work of the group and provide a slate of early activities for the new coordinator, who will start in mid-November.

As mentioned previously, the Alliance to End Violence and its previous iteration as the Action Committee Against Violence has been exemplary in its use of strategic planning and

other activities that focus and create new committee relationships. Based on both the feedback from committee members about the need to revise the committee's vision and seek new membership, the timing to conduct a new strategic planning day is ideal.

Several respondents made comments that reflected confusion over the role of the ACAB&H committee vis à vis its place in the larger organization, the Alliance to End Violence. Importantly, the time period of this evaluation coincided with dramatic revisions to four community agencies, that address family and sexual violence (the Action Committee Against Violence, Faithlink, the Calgary Coalition on Family Violence and the Violence Information and Education Centre (VIEC)—now the AEV Library & Resource Centre), which restructured to become the Alliance to End Violence. These major shifts, including considerable consultation, renaming organizations, relocations to a new joint office space and new collaborations, could well have left community agency personnel confused, especially those with limited interaction with the programs. The recommended strategic planning process can review the place of the ACAB&H committee within the Alliance to End Violence array of programs (See Appendix II) to ensure that it meets the needs of all community stakeholders.

The list of activities and projects completed by ACAB&H presented in Chapter 2 is impressive. Notably though, the committee members routinely mentioned only several of these in their discussions about the ACAB&H work: the resource directory, the "How Was Your Day" website, the conference and the More than 4% Pre-Service Teacher Training. Despite the comments that acknowledged the coordinator's efforts to publicize the committee's activities, this under-recognition of the projects activities confirms the perspective of some committee members that the work of the committee needs to be disseminated more broadly and made more public.

Even some of the committee members who were active on one of the task teams, acknowledged that they lacked information about the work of the other task groups. This disconnect with respect to information occurred despite the fact that Nicola Youle was described as circulating numerous emails and documents about the committee's work. "Knowledge transfer", as dissemination is now commonly known today, is often difficult; however finding better ways of communicating the committee's work is essential. One newly emerging venue to promote the ACAB&H activities is the new Alliance to End Violence Newsletter. Another possibility is presentations at the Brown Bag Lunches organized by the AEV Library and Resource Centre. Because community coordinating committees rely extensively on communication and dissemination of its work, though, this should be a major focus of the strategic planning process.

Several of the difficulties identified by some key informants echo concerns about the previous Youth Violence Prevention Project in the evaluation conducted by RESOLVE Alberta in 2002 (Tutty, Cavicchi, Forrest & Foulkes). Not to minimize the importance of sustainable funding, and internal communication, nor to suggest that these issues not become key foci of the new coordinator, these issues may be common issues experienced by other community coordinating committees. The key informants themselves admitted that in the context of their own busy jobs, it was often difficult to give full attention to the materials that were circulated. Attendance at meetings became a casualty of the same culture of overwork that seems epidemic in the work experiences of many employees. One respondent mentioned the idea of creating committee co-chairs to spread the sense of owning the responsibility for the work. Discussing other mechanisms to better engage the committee members is recommended.

One conundrum for community coordinating committees is how to balance the responsibility for the work between the community and the coordinator. If the coordinator is too active, the community might not identify the initiatives as their own. On the other hand, if the coordinator does not provide a certain amount of leadership to facilitate the community involvement, tangible outcomes may not emerge. This is a difficult balance to achieve and one that may change depending on the individual initiative. Perhaps the best ways to address this "dance" are to be aware of the group dynamics and to regularly seek feedback on the members' sense of connectedness and commitment.

Even before the strategic planning occurs, the current members of the ACAB&H could carefully consider whom to invite to the event. With a gap in community activities during the absence of a coordinator and hiring new coordinator, this is an opportune time to mull over what agencies and individuals can most appropriately contribute and move forward the agenda that will emerge from the strategic planning. The ideal would be to invite individuals with a passion for these issues.

In summary, the key informants highlighted the serious nature of bullying and harassment for youth and that these issues are worthy of significant consideration. This is exemplified by the time commitment to the Action Committee shown by many of the members interviewed. The ACAB&H can be rightly proud of their projects and conferences that have kept the issue front and centre in Calgary. With a new coordinator poised to take over and with consideration of the suggestions provided by the interviewees for this process evaluation, the next phase of the project has a strong foundation that for enhanced success.

References

Bauman, S., & Del Rio, A. (2005). Knowledge and beliefs about bullying in schools: comparing pre-service teachers in the United States and the United Kingdom. *School Psychology International, 26*(4), 428-442.

Beran, T., & Li, Q. (2005). 'Cyber-harassment': A new method for an old behavior. *Journal of Educational computing Research, 32*(3), 265-277.

Beran, T., & Tutty, L. (2002). Elementary student's reports of bullying and safety at school. *Canadian Journal of School Psychology 17 (2)*

Beran, T., Tutty, L., & Steinrath, G. (2004). An evaluation of a bullying prevention program for elementary schools. *Canadian Journal of School Psychology.*

Brockenbrough, K.K. (2001). Peer victimization and bully prevention among middle school students. Unpublished doctoral dissertation, University of Virginia.

Cavicchi, L., & Tutty, L. (2001). *ACAV Youth violence prevention project evaluation- Phase II.* Unpublished research report. RESOLVE Alberta.

Craig, W.M., Pepler, D., & Atlas, R. (2000). Observations of bullying in the playground and in the classroom. *School Psychology International, 21*(1), 22-36.

Flannery, D.J., Liau, A.K., Powell, K.E., Vesterdal, W., Vazsonyi, A.T., Guo, S., et al. (2003). Initial behaviour outcomes for the PeaceBuilders universal school-based violence prevention program. *Developmental Psychology*, *39*(2), 292-308.

Frey, K.S., Hirschstein, M.K., Snell, J.L., Edstrom, L.V.S., MacKenzie, E.P., & Broderick, C.J. (2005). Reducing playground bullying and supporting beliefs: An experimental trial of the Steps to Respect program. *Developmental Psychology, 41*(3), 479-491.

Hart, B. (March, 1995). *Coordinated community approaches to domestic violence*. Paper presented at the Strategic Planning Workshop on Violence Against Women, National Institute of Justice, Washington, D.C.: Minnesota Center Against Violence and Abuse.

Houbre, B., Tarquinio, C., Thuillier, I., & Hergott, E. (2006). Bullying among students and its consequences on health. *European Journal of Psychology of Education, XXI* (2), 183-208.

Jeffrey, L.R., Miller, D. & Linn, M. (2002). Middle school bullying as a context for the development of passive observers to the victimization of others. *Journal of Emotional Abuse, 2*(2/3), 143-156.

Johnson, D.W., Johnson, R., Dudley, B., & Acikgoz, K. (1994). Effects of conflict resolution training on elementary school students. *Journal of School Psychology, 136*(6), 803-817.

Jones, C. (2006). Drawing boundaries: Exploring the relationship between sexual harassment, gender and bullying. *Women's Studies International Forum, 29*, 147-158.

McMaster, L., Connolly, J., Pepler, D., & Craig, W. (2002). Peer to peer sexual harassment in early adolescence: A developmental perspective. *Development and Psychopathology, 14*, 91-105.

Meraviglia, M.G., Becker, H., Rosenbluth, B., Sanchez, E., & Robertson, T. (2003). The Expect Respect Project: Creating a positive elementary school climate. *Journal of Interpersonal Violence, 18*(11), 1347-1360.

O'Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in bullying: Insights and challenges for intervention. *Journal of Adolescence, 22*, 437-452.

Olweus, D. (1991). Bully/victim problems among school children: Some basic facts and effects of a school-based intervention program. In D. Pepler & K. Rubin (Eds.), *The development and treatment of childhood aggression* (pp. 411-448). Hillsdale, CA: Lawrence Erlbaum.

O'Moore, M. (2000). Critical issues for teacher training to counter bullying and victimisation in Ireland. *Aggressive Behavior, 26*, 99-111.

Patton, M. (1990). *Qualitative evaluation and research methods*. London: Sage.

Pence, E., & McDonnell, C. (1999). Developing policies and protocols. In M.F. Shepard, & E. Pence (Eds.). *Coordinated community responses to domestic violence: Lessons from Duluth and beyond* (pp. 41-64). Thousand Oaks, CA; Sage.

Pepler, D., & Craig, W. (1999). What should we do about bullying? Research into practice. *Peacebuilders: Schools & Youth*, *2*(1), 9-10.

Pepler, D., Craig, W., Connolly, J.A. Yuile, A., McMaster, L. & Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behavior, 32*, 376-384.

Rigby, K., & Johnson, B. (2006). Expressed readiness of Australian schoolchildren to act as bystanders in support of children who are being bullied. *Educational Psychology, 26*(3), 425-440.

Smith, P.K., & Sharp, S. (Eds.), (1994). *School bullying: Insights and perspectives.* New York: Routledge.

Thurston, W.E., Tutty, L.M., Eisener, A., Lalonde, L., Belenky, C., & Osborne, B. (in press). Implementation of universal screening for domestic violence in an urgent care community health centre. *Health Promotion Practice.*

Tutty, L.M. (in press). Best practices in school-based bullying prevention programs: What works? In D. Pepler & W. Craig (Eds.), *Addressing bullying through partnerships: An international perspective.*

Tutty, L., & Bradshaw, C. (2004). School-based violence prevention programs: How well do they work? In C. Ateah & J. Mirwalt (Eds.), *Within our reach: Policies, programs and practices to prevent abuse across the lifespan (*pp. 47-60). Halifax, NS: Fernwood and RESOLVE.

Tutty, L., & Nixon, K. (2000). *ACAV Violence Prevention Coordinator Evaluation: Final report*. Calgary, AB: RESOLVE Alberta.

Tutty, L. & Cavicchi, L., Forrest, N, & Foulkes, C. (2002). *ACAV Youth violence prevention project evaluation- Phase III*. Calgary, AB: RESOLVE Alberta.

Tutty, L.M., McNichol, K., & Christensen, J. (in press). Calgary's HomeFront specialized domestic violence court. In J. Ursel, L. Tutty & J. LeMaistre (Eds.), *What's law got to do*

with it? *The law, specialized courts and domestic violence in Canada*. Toronto, ON: Cormorant Press.

Tutty, L., Ogden, C., & Costello, J. (2006). *An evaluation of the More Than 4% Workshop: Building Capacity to Respond to Bullying and Harassment Workshop*. Calgary, AB: RESOLVE Alberta.

Tutty, L., Rothery, M., & Grinnell, R., Jr. (Eds.) (1996). *Qualitative research for social workers: Phases, steps, & tasks*. Boston: Allyn and Bacon.

Tutty, L., Thurston, W.E, Christensen, J & Eisener, A. (February, 2004). *Evaluation of the CDVC's training and protocols for immigrant serving agencies.* RESOLVE Alberta.

Tutty, L., & Bradshaw, C., Thurston, W.E., Barlow, A., Marshall, P., Tunstall, L., Dewar, M.E., Toy-Pries, D., Thomlinson, D., Este, D., Meadows, L., Josephson, W., Dobko, S., Proulx, J., Perrault, S., McDonald, M., &. Nixon, K. (2005). *School based violence prevention programs: Preventing violence against children and Youth (Revised Ed.)***.** Calgary: AB: RESOLVE Alberta. Available Online at www.ucalgary.ca/resolve/violenceprevention/

Weisz, A.N., Tolman, R.M., & Bennett, L. (1998). An ecological study of nonresidential services for battered women within a comprehensive community protocol for domestic violence. *Journal of Family Violence, 13*(4), 395-415.

Whitted, K.S., & Dupper, D.R. (2005). Best practices for preventing or reducing bullying in schools. *Children & Schools, 27*(3), 167-175.

Appendix One: Interview Guide:

More than 4%: Building Capacity to Respond to Bullying and Harassment – Evaluation of Phases One and Two

1. From your perspective, how did the Action Committee Against Bullying and Harassment (ACAB&H) develop?

2. What is the ACAB&H's vision? How does this fit with the overall vision of the Alliance to End Violence?

3. I'd like to ask you about your experiences a committee member:
   How long have you been involved with ACAB&H?
   What did you hope to achieve when you became involved with this committee?
   What has your experience been?
   What do you see as the benefits of ACAB&H?
   What would you like to see more of?
   How connected do you feel to the committee? [*If you feel connected, what has helped that connection; if you don't feel connected, what is contributing to the disconnect. How could the disconnect be addressed?*]
   What benefits do you get from being part of this committee?
   What would help you feel that you were achieving your goals as an ACAB&H member?

4. What are the activities and projects (tasks) of ACAB&H? What are these activities and projects trying to accomplish?

5. Do you feel connected to the activities and projects of the Action Committee as a whole? [*If yes, what's helping that sense of connection; if not, what is contributing to the disconnect; how might this be addressed?*]

6. What do you think of the current meeting structure and format of ACAB&H?
   What do you like about it?
   What do you think of the presentations?
   What do you think about having the breakaway groups?
   What would improve the structure and format?

7. Are you a member of a task team?
   If yes, which one(s)? Go to question 8.
   If no, how did you make that decision? [*concerns re: time commitment, not aware of task team opportunities. How could these issues be addressed?*] Jump to question 9.

8. I'd like to ask you about your experiences with each of the task teams that you're on:
   How long have you been on [name of] task team?
   What did you hope to achieve when you became involved with this task team?
   What has your experience been?
   How is the work load?
   What do you see as the benefits of the task team?
   What would you like to see more of?
   What would help move the work forward?
   How connected did you feel to the task team? [*If you feel connected, what has helped that connection; if you don't feel connected, what is contributing to the disconnect. How could the disconnect be addressed?*]

What benefits do you get from being part of this task team?

What would help you feel that you were achieving your goals as a member of this task team?

9. What do you know about the other task teams? What are the successes of Action Committee Against Bullying and Harassment on these priorities? What are the challenges associated with these priorities?

10. How is the information flow about the other teams?

    [*Do you get enough information about the other teams? Too much? How could this be addressed?*]

11. Do you feel connected to the other task teams?

    [*If yes, what's helping that sense of connection; if not, what is contributing to the disconnect; how might this be addressed?*]

12. What do you think of the Community Development Child and Youth Coordinator's role? What's worked well? What are the challenges? Are there any gaps?

13. What do you think should be the top three priorities for ACAB&H?

14. Over the next few years, if ACAB&H were to be successful, what differences would there be for people living in Calgary?

15. What else needs to be accomplished to better protect children and youth from bullying and harassment?