



Building Resiliency and Healthy Relationships among Saskatchewan Youth

Kim Montaque RN MN

Project team members;

Suzanne Zwarych, Madeline Press,

Alex Olirus Owillii, & Sherry McDonald

Objectives:

- **Bullying in Canada**
- **To understand characteristics of successful mental health interventions that are durable and scalable.**
- **To provide strategies to overcome barriers and potential weaknesses of scaling up program interventions in diverse communities.**
- **To share successful, research based initiatives that have been implemented in a variety of communities, school districts, and states.**

Bullying can be:

- **Verbal**
- **Social**
- **Physical**
- **Sexual**
- **Cyber**

(Government of Saskatchewan, 2019).

Bullying in Canada;

- At least 1 in 3 adolescent students in Canada have reported being bullied recently.
- Approximately 40% of adolescents report that they both bully others and are bullied.
- 22% of students reported being the target of at least one form of cyberbullying and 30% report cyberbullying others.
- Over half of bullied children do not report being bullied to a teacher.
- Almost 70% of the children reported witnessing at least one form of bullying at least once in the past 3 weeks (Saskatchewan Government, Ministry of Education, p.12, 2013).

Saskatchewan Alliance for Youth and Community Well Being Survey (SAYCW)

- 2 out 3 (65%) of students experienced at least one type of bullying in the past year”
- “41% of students experienced bullying in the past month”
- “1 out 5 (19%) of students considered suicide in the past 12 months”

(SAYCW, p. 27, 2016).

Successful Research Based Initiatives

- Maintain
- Long term
- Capacity
- Support

Program Interventions

- Diverse Communities
- Adaptable
- Equipment
- Skill building

Evidenced Based Interventions

- CASEL “Provides a systematic framework for evaluating the quality of classroom based Social and Emotional Learning (SEL) programs (Collaborative for Academic Social and Emotional Learning, p. 4, 2012).
- Well designed, offer practice and multi year programming options.
- Ongoing support
- Evidenced based

Questions?

Retrieved from
<https://www.bing.com/images/search?view=detailV2&id=E28564F2015%2F04%2F20150425a.jpg&exph=1000&expw=1000&q=+>



AICvuFDTV3hmLQ5wHaHa&mediaurl=https%3A%2F%2Fflaidbackgardener.files.wordpress.com%2

References

- Crooks, C., V., Chiodo, D., Zwarych, S., Hughes, R., & Wolfe, D., A. (2013). Predicating Implementation Success of an Evidence-based Program to Promote Healthy Relationships Among Students Two to Eight Years After Teacher Training. *Canadian Journal of Community Mental Health, 32 (1), 125-138.*
- Crooks, C., Zwarych, S., Hughes, R., & Burns, S. (2015). *The Fourth R Implementation Manual: Building Success from Adoption to Sustainability.* University of Western Ontario. Retrieved from <https://youthrelationships.org/implementation-manual>
- Collaborative for Academic, Social, and Emotional Learning. (2012). *Effective Social and Emotional Learning Programs.* Retrieved from <http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf>
- Espelage, D., Low, S., Polanin, J., & Brown, E. (2012). The Impact of a Middle School Program to Reduce Aggression, Victimization, and Sexual Violence. *Journal of Adolescent Health, 53, 180-186.*
- Government of Saskatchewan. (2019). *Bullying Prevention.* Retrieved from <https://www.saskatchewan.ca/residents/education-and-learning/anti-bullying>
- Government of Saskatchewan Ministry of Education. (2013, November). *Saskatchewan's Action Plan to Address Bullying and Cyberbullying.* Retrieved from https://pubsaskdev.blob.core.windows.net/pubsask-prod/85652/85652-Campeau_Report_on_Bullying_and_Cyberbullying_Final.pdf
- Mallet, N. (2017). *Forms of Fighting: A Micro-Social Analysis of Bullying and In School Violence.* *Canadian Journal of Education, 40(1), 1-29.*

References Continued

- PREVnet. (2019). *Promoting Relationships and Eliminating Violence Network*. Retrieved from <https://www.prevnet.ca/>
- Richardson, D., & Hui, C. F. (2018). *Developing a Global Indicator on Bullying of School-Aged Children*. Retrieved from <https://www.unicef-irc.org/publications/pdf/WP%202018-11.pdf>
- Saskatchewan Ministry of Education (2013). *Saskatchewan's Action Plan to Address Bullying and Cyberbullying*. Retrieved https://pubsaskdev.blob.core.windows.net/pubsask-prod/85652/85652Campeau_Report_on_Bullying_and_Cyberbullying_Final.pdf
- Saskatchewan Alliance for Youth & Community Well-being. (2016). *SAYCW Youth Health Survey*. Saskatchewan Provincial Report. Retrieved from http://saycw.com/isl/uploads/2016/12/SAYCW-Youth-Health-Survey_-2016-Saskatchewan-Provincial-Report_Final.pdf
- United Nations Educational, Scientific and Cultural Organization. (2018). *School Violence and Bullying: Global Status and Trends, Drivers and Consequences*. Retrieved from <http://www.infocoonline.es/pdf/BULLYING.pdf>
- Waasdorp, T. E., & Bradshaw, C.P. (2018). *Examining Variation in Adolescent Bystanders' Responses to Bullying*. *School Psychology Review*, 47(1).
- Wolfe, D. (2019). *The 4th R. Strategies for Healthy Relationships*. Retrieved from <https://youthrelationships.org/>