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# Working Against Youth Violence Everywhere: Evaluating a Peer-Led Approach to Bullying Prevention

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Working against Youth Violence Everywhere:  
Evaluating a Peer-Led Approach to Bullying Prevention

by

Rebecca L. Pister

B.A. (Hons.) Psychology, Laurentian University, 2008

THESIS

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in partial fulfilment of the requirements for

Master of Arts

Wilfrid Laurier University

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## Abstract

After the 2001 murder of a local Black youth at the hands of more than 50 White youth, community organizations in the Kitchener-Waterloo area came together to develop the Working against Youth Violence Everywhere (WAYVE) program – a program created by and for local youth that would work towards eliminating bullying and violence in area high schools. WAYVE combines interactive workshops and presentations with a whole-school approach and peer-led principles. In-school teams work at maintaining an anti-bullying message within their school over the course of the year, while Regional team members develop a presentation which acts as a booster to the In-school team, revitalizing the program mid-way through the school year.

In this thesis I begin with an examination of the current state of bullying in high schools and then describe a comprehensive evaluation of the WAYVE program, including recommendations for the program. Major research questions that were formulated for the evaluation include: 1) what impact does the WAYVE program have on its targeted population of Grade 9 students? 2) what impact does being part of the WAYVE program implementation team have on its members? and 3) what are some of the practical issues involved in running a peer-led initiative?

Both quantitative and qualitative methods were employed to answer these questions. Quantitative data were gathered in order to assess the impact of the program on two groups of youth: Grade 9 students and WAYVE team members. A total of 142 Grade 9 students from four different schools participated in the study. Sixty-six students were from two intervention schools while the remaining 76 participants attended two schools selected as comparison sites. A total of 68 youth, ranging in age from 13 to 19,

participated in the portion of the study designed to look at the impact of the program on the WAYVE team members. Thirty-four youth were members of the WAYVE team while the remaining 34 served as a comparison group. Surveys for both groups were administered twice throughout the school year with the pre-test occurring in October 2009 and the post-test in May 2010.

Quantitative results indicate that Grade 9 students who were exposed to the program experienced changes that were not evident in the comparison groups including significant increases in levels of empathy in relation to bullying, a lower likelihood of using negative interventions when encountering a bullying situation, and enhanced school norms against bullying and violence. WAYVE team members also saw significant gains that were not found in their comparison group such as increases in community involvement, communication skills, awareness of community resources, and knowledge of issues with which youth deal.

The evaluation also included a qualitative component designed to gain a thorough understanding of some of the practical implications of running a peer-led program, from the points of view of both the adult mentors and the WAYVE team members. In order to gain this information, three interviews and three focus groups were conducted throughout February and March, 2010. Findings indicate that youth on the WAYVE team experienced increased awareness on several dimensions including impact of language on others, a variety of behavioural changes, skill enhancement, personal growth and development, and an increased sense of community. Data garnered from this section of the evaluation helped to gain an in-depth understanding of the running of the WAYVE

program, including the challenges and benefits of using a peer-led approach to bullying prevention.

In the discussion section of this thesis I describe the results of the study as they relate to previous research, specifically in terms of empathy, school norms, youth engagement, generativity and sense of community. I also offer suggestions for improving the effectiveness of the program and overcoming some of the barriers identified in the focus groups and interviews. Finally, I discuss some of limitations to the current study and its design.

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On the morning of April 20<sup>th</sup>, 1999, after enduring years of victimization by their fellow classmates, Eric Harris and Dylan Klebold opened fire on Columbine High School in Littleton, Colorado, killing 13 and injuring 25, before finally turning their weapons on themselves (Steel, n.d.). On October 6<sup>th</sup>, 2004, after years of being harassed and a day created by classmates to convince her to kill herself, 13-year-old Corrine Wilson shot herself in the head with a single bullet (Sides, n.d.). While at school on the morning of February 12<sup>th</sup>, 2008, 15-year-old Lawrence (Larry) King was shot twice in the head by his bully, 14-year-old Brandon McInerney, after Larry, who was openly gay, had retaliated against the bullying by flirting with Brandon and asking him to be his valentine the day before (Setoodeh, 2008). Events like these have left many people wondering why teens victimize one another and what can be done to stop it. Early adolescence has been described as a “brutalizing” period during which physical aggression increases in both frequency and intensity. This may be brought about by the changes teens experience in their social lives, leading them to attempt to establish or increase their peer status (Li, 2006). Such aggression often takes the form of bullying which has become a prevalent problem among high school students (Adlaf, Pagli-Boak, Beitchman, & Wolfe, 2008).

In the literature review which follows I discuss the current state of bullying, including the various forms bullying can take and how youth are affected by victimization. I also examine how Ontario schools currently address issues of bullying violence and describe some of the more popular approaches used in intervention and prevention programs, including workshops, whole-school approaches, and peer-led initiatives. I also discuss some of the common problems with each of these approaches. I then introduce a new program, implemented in the Waterloo Region of Ontario, which

combines each of these approaches while adhering to current best practice models for prevention programs. Next, I describe the evaluation of this program and present the results for the Grade 9 students for whom the program was developed, the adult mentors or facilitators, and the students who are engaged in the program delivery. Finally, I discuss these results in relation to current literature and provide recommendations for improving the program.

## **An Overview of the Nature of Bullying**

### **Bullies, Victims and Bystanders**

Olweus (1993) defined bullying as any negative actions with hostile intents that are repeated over time and involve a power differential between the bully and the victim. A bully's relative power may come from such things as his or her strength, age, size, knowledge of the other person's weakness, or higher social status (Pepler et al., 2006). Individuals may act aggressively in order to increase or maintain this advantage (Smith, Schneider, Smith & Ananiadou, 2004). The issue of power can also be seen in the characteristics of both the aggressors and their victims. Youth who bully others are most often male (Li, 2006), tend to come from homes where parents use physical forms of discipline, may be hostile and rejecting, have poor problem-solving skills, teach their children to strike back when provoked (Batsche & Knoff, 1994) and have a strong need to dominate others (Smith et al., 2004). They also have little empathy for their victims (Smith et al., 2004) and often claim to pick on others because they simply do not like or have been provoked by the victim (Batsche & Knoff, 1994). The victims of bullying, on the other hand, are often described as being socially isolated, lacking social skills, having more anxiety and lower self-esteem, and being at higher risk for depression and suicide



than those who are not victimized (Smith et al., 2004). Victims are most often the youngest students in a school setting (Batsche & Knoff, 1994). However, males with atypical gender-related behaviours and females who are seen as less attractive than others are at the highest risk for assault and harassment, respectively (Li, 2006). Characteristics such as these make them easy targets for aggression at the hands of others. However, not all victims assume a passive role. Instead, some victims become bullies themselves, reacting aggressively to being victimized and attacking either their aggressor or other students. These youth often display both the social and emotional difficulties of victims and the antisocial behaviours of bullies (Smith et al., 2004).

The dynamics of bullying involve more than just the perpetrator and the victim. Acts of aggression often occur in the presence of others who may remain neutral, openly encourage or join the bully, or help the victim (Salmivalli, 1999; Smith et al., 2004). Neutral bystanders are those youth who do not interfere in any way. However, this may in fact act as a silent form of approval of the behaviour (Salmivalli, 1999) serving to reinforce it rather than stop it (Smith et al., 2004). According to a study conducted by O'Connell, Pepler and Craig (1999), bullying behaviour is reinforced by peers acting as an attentive audience 54% of the time. Social learning perspectives argue that the attention and encouragement that bullies receive from bystanders positively reinforce the bullying behaviour and, in turn, makes it more likely for bystanders to imitate the bullying behaviour instead of intervening (Smith et al., 2004). In addition to this positive reinforcement, the frequency with which bullying occurs has led researchers to believe that youth become desensitized to the events and so they are less likely to intervene on behalf of the victim. The repeated exposure to such episodes also serves to reduce levels

of concern and empathy that youth feel for the victim. This reduction in empathy, combined with the fact that bullies are seldom punished for their behaviour, may increase the likelihood that bystanders will encourage or join in with the bully by acting on their own aggressive impulses (O'Connell et al., 1999). Intervention on behalf of the victim is a rare occurrence with peers offering assistance only 11% of the time. As with the dynamics of bullying, power differentials are also at play in stopping the episode. While very few youth intervene on behalf of the victim, those who do are generally of a higher social standing compared to the bully or do so in a group whose combined social power is also high, relative to the bully (O'Connell et al., 1999).

### **Forms of Bullying**

In addition to the many roles youth play in bullying episodes, there are many forms that bullying can take with such acts generally falling into two broad categories. Covert, or indirect, forms of bullying, involve more subtle forms of aggression such as gossiping, spreading rumours, exclusion, aversive levels of social competition, and social comparison, such as dividing groups into the "cool kids" and the "geeks" (O'Connell et al., 1999). The more direct acts are the ones more readily associated with bullying and are further broken down into psychological and physical forms of aggression. The more common of the two forms is psychological bullying, with 23% of respondents, mostly girls, reporting that they mainly experience verbal forms of victimization (Adlaf et al., 2008). Girls are also more likely to be perpetrators of this form of bullying, engaging in behaviours such as ridiculing or teasing others (Batsche & Knoff, 1994). Physical forms of bullying, including threatening, attempting, or actually inflicting physical harm on another (Greene, 2005), happen much less frequently with only 4% of respondents,

mostly boys, reporting that they mainly experience this form of violence (Adlaf et al., 2008). Boys are also three to four times more likely to engage in physical violence than are girls (Batsche & Knoff, 1994). Despite the relative infrequency with which incidents of physical violence occur, this is still the form that most people associate with bullying which may provide some insight into the reactions people have towards other forms of victimization. If violent acts, which rarely occur, are the ones most immediately associated with bullying it may be that the more covert forms of victimization, as well as instances of verbal harassment, are overlooked as being a type of violence and so may not be as readily viewed or treated as an instance of bullying.

In addition to these traditional forms of bullying, a new form, cyberbullying, has recently emerged. Cyberbullying has been defined as “sending or posting harmful or cruel text or images using the Internet or other digital communication devices” (Willard, 2004, p. 1) and often occurs with the use of tools such as instant messengers, social networking sites, personal websites and blogs, chatrooms, bulletin boards, emails and text messages. In addition to the many tools that can be used, cyberbullying takes a variety of forms including flaming (online fights using angry and vulgar language), harassment, denigration, impersonation, outing, trickery, exclusion, cyberstalking, and making cyberthreats (Willard, 2004). Cyberbullying has become quite common, with one study reporting that one quarter of Canadian youth indicated that they had been cybervictims and over half of the respondents reporting that they knew someone who was being cyberbullied (Li, 2006). Li (2006) found that, while there was no gender difference among victims, males are more likely to engage in cyberbullying, indicating that traditional bullies are more likely to engage in cyberbullying. Willard (2006), however,

states that while those who are bullied at school are also more likely to be bullied online, real-time victims may retaliate online by bullying others or by sharing their anger or depression online. Regardless of who may be cyberbullying it is believed that the “you can’t see me-I can’t see you” nature of the internet plays an integral role in that it offers a cloak of invisibility to the perpetrators while allowing the episodes to remain impersonal thus reducing feelings of empathy and creating the perception that no harm has been done (Li, 2006; Willard, 2006).

Despite its prevalence, this form of bullying can be especially difficult to target as it can be much more covert than either the physical or psychological forms. Technology has allowed bullying to occur more secretly, with many bullies remaining anonymous and many victims and bystanders not reporting the incidents. It has also allowed bullying to spread more rapidly, and be easily preserved by saving conversations and emails or cutting and pasting messages (Li, 2006). In addition to these issues, violence is considered to be school-related only when it occurs on school grounds, while traveling to and from school, or during a school sponsored event (Greene, 2005). Because a great deal of cyberbullying occurs outside of these boundaries there is little clarity about the role schools can take in combating it (Li, 2006).

### **Prevalence of Bullying in High Schools**

While several studies report varying rates of bullying and aggression, Greene (2005) points out that the most accurate estimates of violence among school-aged youth come from self-report surveys. In one such report, the 2007 Ontario Student Drug Use and Health Survey (OSDUHS), 30% of students in Grades 7-12 reported that they had been bullied in the two months prior to being surveyed, with 9% of these students being

bullied on a daily or weekly basis. When asked to report their own bullying behaviour, 24% of students reported bullying others, with 5% of respondents indicating that they had bullied others on a weekly or daily basis (Adlaf et al., 2008). The results of this survey are in line with reports that rates of bullying and victimization are at their highest during Grade 8 for boys, when they are the oldest students in the school, and Grade 9 for girls, when they are the youngest students and are in the process of forming new social ties (Pepler et al., 2006). Additionally, results from the OSDUHS report show that youth in Grades 7 to 9 are likely to be bullied most often and in any manner while eighth-graders are most likely to bully others (Adlaf et al., 2008). Given these numbers it is not surprising that the prevention of bullying is high on the agenda of schools and communities. However, despite the increased recognition of the severity and the impact of bullying, and the large number of programs designed to target this behaviour, rates of victimization have remained stable among Ontario youth since 2003, when the OSDUHS began to examine rates of bullying (Adlaf et al., 2008).

### **The Impact of Bullying on Youth**

Regardless of the type of bullying, the impact can be extensive, especially for those who experience long periods of victimization. It has been found that both bullies and their victims have more difficulties with regard to psychosocial development than youth who are not involved in bullying (Smith et al., 2004). Additionally, those who are victimized are more likely to have difficulty focusing on school or begin to avoid school altogether. They are also more likely to experience social anxiety, fearfulness, increased aggression, and even weapon-carrying (Greene, 2005), as well as low self-esteem and depression (Orpinas, Horne & Staniszewski, 2003). On the other side, bullies are at an

increased risk for smoking, drinking alcohol, doing poorly in school (Smith et al., 2004) and experiencing depression (Orpinas et al., 2003). Pre-adolescents who engage in bullying behaviour are also more likely to engage in gang activity during adolescence (O'Connell et al., 1999). Issues of power and aggression also tend to have long-term impacts as youth who bully are often involved in dating aggression and sexual harassment during the adolescent years (Pepler et al., 2006). Additionally, 25% of youth identified as bullies early in school will have a criminal record by the time they are 30 years of age (Batsche & Knoff, 1994).

## **Preventing Bullying**

### **School Policies**

Given the extent of the bullying problem, it is not surprising that schools have become increasingly involved in its prevention. In November of 2005 the Ontario Ministry of Education's Safe Schools Action Team released a bullying prevention action plan based on bullying and prevention literature. The document sets forth recommendations for the creation of safer schools, with the overarching recommendation stating that bullying prevention should be made a priority in every school in Ontario and that each school should implement an effective bullying prevention program (Sandals, Auty, Hughes & Pepler, 2005). Despite this recommendation there is no policy stating that all school boards in Ontario must have bullying prevention programs. Instead, the decision to act on the action plan and the methods used to do so are left up to individual school boards. In accordance with the plan, the Waterloo Region District School Board (WRDSB) has developed a policy targeting student bullying through prevention and intervention activities, which came into effect on February 1<sup>st</sup>, 2008. The policy states

that, as part of their School Improvement Plan, all district schools must develop and implement school-wide bullying intervention and prevention plans. As part of their individual plans, schools must have teachers, staff, students, and parents complete the School Climate Survey every two years, the results of which can be used to select an appropriate prevention program (WRDSB, 2008). Currently there is a registry of bullying prevention programs on the Ministry of Education's website. However these programs are neither evaluated nor approved by the ministry and many of them contain no evaluation component for use by the individual schools. As such, area schools must implement an effective prevention strategy with no indication of which programs may fulfill this requirement. A review of the registry found that, of the 90 programs listed, only 36 can be used with high school students, with only seven of programs being geared directly at this age group. Additionally, the majority of the programs listed focus only on bullying, disregarding any other issues that schools might be dealing with, such as gangs, substance use or suicide (Ontario Ministry of Education, n.d.). In the following section I discuss some of the more common prevention approaches found on the ministry's website.

### **Prevention Programs**

**Workshops and presentations.** Many of the program styles listed on the ministry's website can be classified as presentations or workshops. These approaches generally involve a school administration hiring an expert to come in for anywhere from one hour to one day to run training sessions with the students in order to help them learn about bullying, its effects, the roles students play, and how they can help stop it. One can see the appeal of such programs as they require little time or preparation on behalf of the

school staff and students compared to other school-based programs, are often engaging and interactive, and fulfill the requirement of having a prevention program in one day. While there is no literature on the effectiveness of such approaches, lining them up with best practice for prevention programs can lead one to assume that while they may receive strong feedback initially, the long-term outcomes are likely to indicate that these one-shot programs do not work.

**Whole-school approaches.** The general principle of the whole school approach is that since most students play a role in incidents of bullying, either as the aggressor, the victim, or a bystander, interventions should also be directed at the whole group (O'Connell et al., 1999; Salmivalli, 1999). Additionally, whole-school approaches help to avoid the stigmatization that may occur when students are singled out for programming as well as the potentially negative effects of bringing together groups of aggressive children (Smith et al., 2004). In support of this approach, researchers have stated that it may be easier to change the behaviours of the bystanders than the bullies and that, by eliminating the positive reinforcement given by these students, bullies will begin to change their behaviours as well (Salmivalli, 1999).

The popularity of the whole-school approach can be traced back to the enormous success of the Olweus program, which originated in Norway in the mid-1980s. The Olweus program incorporates the school, classroom, community and individual, with additional attention given to students who are identified as bullies or victims, in its whole-school, systems change approach to bullying prevention. The program was designed to 1) reduce existing bullying in schools and prevent the development of new bullying problems, and 2) achieve better peer relations at school in students in Grades 3 –



10, although there are no classroom support materials available for use in high schools and the effectiveness of the program has not been demonstrated in students beyond Grade 10 (Olweus, 1993; Olweus Bullying Prevention Program, n.d.). The core components of the program include awareness of the issue of bullying as well as involvement on behalf of the adults in the school and at home. There are then three different types of measures taken, those at the school level, those at the classroom level, and finally those at the individual level. School-level activities include the use of the Olweus Bullying Questionnaire, holding a school conference day, heightening lunch and recess supervision making adults more visible and better able to observe and stop bullying incidents, and holding staff and parent meetings. The classroom measures including establishing classroom rules against bullying and holding classroom meetings toward the end of each week in order to allow time for discussions of bullying and the events that occurred over the course of the that week. The final level is the individual level and includes measures such as having serious talks with bullies and their victims as well as with the parents of the students involved in the incidents and finally having teachers and parents use imaginative ways to support the victim, such as having students who are not engaged in bullying display their disapproval (Olweus, 1993).

Implementation of the program occurs in several stages beginning with a four to six month preparation period during which schools create a Bullying Prevention Coordinating Committee and prepare for a consultation with a certified program trainer. At this point a timeline is created for the school, generally beginning with the administration of the Olweus Bullying Questionnaire in the spring prior to the program start date. The data from the questionnaire are analyzed with a special program which

identifies school-specific needs. This is followed by a staff training day prior to the beginning of the fall semester and then implementation of the program, at each of the levels, throughout the year (Olweus Bullying Prevention Program, n.d.). The survey is again completed by students after a year or two in order to assess change resulting from the program which is meant to be implemented and sustained over time, with the expectation that the outcomes will improve as time passes (Snyder, n.d.). While the original program saw a 50% reduction in rates of bullying (Olweus Bullying Prevention Program, n.d.), the success of this program has not been replicated elsewhere, with subsequent attempts yielding many non-significant results and, in some cases, even finding results opposite to the expected outcome (Smith et al., 2004). It is believed that the discrepancy in the effectiveness of the program is due to the high quality of Scandinavian schools where class sizes are smaller and teachers are well-trained, in combination with a focus on state intervention into social welfare matters. The original success of the program may also be related to the historical context of Norway as it was implemented on a national scale following a string of several bullying-related suicides. Additionally, the variation in results for this approach may be due to the Olweus program being a package that cannot be diluted or adapted to individual schools while still maintaining its effectiveness (Smith et al., 2004). Finally, the success of Olweus's program may be compromised because of the high level of awareness and involvement needed from adults both at school and at home, a requirement that may be increasingly difficult to meet in a society where adults can often be stretched quite thinly with other commitments or where adults may see bullying as a normal and harmless occurrence as children age. While the success of these programs is not conclusive, it must be noted that,

in some cases, the effectiveness of whole-school programs was not apparent until follow-up, indicating that this approach may have more potential than the evaluation data indicate. In any case, there is not enough evidence to either recommend the use of the whole school approach to the exclusion of any other program type or to abandon it entirely (Smith et al., 2004).

**Peer-led approaches.** A review of the programs listed with the ministry support claims made by Salmivalli (2001) who stated that, while several programs and methods exist, the majority of these consist of actions taken by adults. Given that the literature shows that peers are at the heart of the bullying problem, some researchers have begun to examine the effectiveness of using peers as part of the solution as well. As youth age they become increasingly able to take on a variety of roles in combating bullying including peer-counselling, providing support to the victims or carrying out general anti-bullying programs or campaigns (Salmivalli, 2001). In most of these cases, however, the degree of involvement youth have is still fairly limited. A peer-led approach aimed at reducing bullying in which adolescents had significantly more involvement was implemented in an Australian secondary school and described by Peterson and Rigby (1999). This program included a variety of areas in which peers could become involved including sitting on committees, engaging in public speaking, and acting as peer counsellors. While the results of the program were inconsistent across grade levels it was found to be most effective with the youngest students for whom bullying is often most intense and devastating.

In order to explain why peer-led programs may fail, Walker and Avis (1999) compiled a list of problems found in these types of interventions including a lack of clear

aims for the project, an inconsistency between the project design and the external environment/constraints which should dictate the project, and a lack of investment in peer education (both human and economic). A lack of appreciation that peer education is a complex process to manage and requires highly skilled personnel is another problem with peer-led work often being added to a staff member's other responsibilities without offering appropriate support or training. Following this issue is the fact that many peer educators also lack the training and support needed to accomplish their tasks. A final difficulty is found in the lack of clarity around boundary issues and control. This may be found in terms of establishing boundaries between the peer educators, adult mentor, and the target group as well as in understanding the roles played by the peer educators as well as the adult mentors.

While the effectiveness of such programs is inconsistent, it is believed that the use of peer leaders may strengthen the short-term effects of prevention programs (Cuijpers, 2002). Additionally, such interventions may be particularly successful with youth who do not accept adults in positions of authority telling them how to behave, with the message being more effective when it comes from one's peers (Salmivalli, 2001). While the effect such programs have on students is still unclear, what is known is that students who act as peer-leaders benefit greatly from these types of interventions. By participating in changing a situation rather than being the passive targets of an adult-run program, student leaders make gains in terms of social development (Peterson & Rigby, 1999), learning important interpersonal skills and by developing a sense of responsibility for the program (Salmivalli, 2001).

While none of the approaches discussed above has been found to consistently reduce bullying with high rates of success it should be noted that even small gains are important in that they can lead to greater changes over time. If incidents of bullying are reduced in even a small number of students, this can eventually lead to a change in the overall climate of the school with a growing number of students intervening in bullying episodes and acting in ways which indicate to others that violence is neither accepted nor supported in their school.

### **Working against Youth Violence Everywhere**

In May of 2001, 20 year-old Howard Munroe was suddenly attacked and murdered while he watched the Victoria Day fireworks with his friends at Victoria Park in Kitchener, Ontario. Reports say that Munroe, a Black youth, was stabbed, kicked, and beaten by more than 50 white youth belonging to an area gang known as the Slingers. Reeling from the shock of this violent incident, many community members came together to see what could be done to address the causes of violence among youth. This effort resulted in a program designed to support youth in working with their peers to eliminate violence and bullying in area schools (C. Abel & T. Sargeant, personal communication, October, 2008).

The Working against Youth Violence Everywhere (WAYVE) is a unique program that combines workshops and presentations with a whole-school approach and peer-led principles. While both peer-mediation and counselling programs have been shown to have limited effectiveness, the student problem-solving approach, in which students engage in developing, implementing, and assessing programs based on problems they

identify within their schools, shows more promise (Greene, 2005) and is the form of peer-led intervention adopted by the WAYVE program.

In order to meet the objectives of the program, WAYVE uses a two-pronged approach for bullying and violence prevention. The first prong, or First Wayve as it is called, is the In-school team. These teams are made up of students attending the school and are run with the help of an adult mentor, usually a guidance counsellor or child-and-youth worker. The goal of these teams is to sustain an anti-bullying, anti-violence message throughout the school year. This is accomplished by having the team members develop events that are held every six weeks or so throughout the school year and by maintaining the message on a daily basis by acting as role models, and through smaller activities such as making announcements over the loud-speaker, hanging posters in the halls, and talking about bullying and violence with other students. Beyond bullying and violence, the teams are also able to address other issues that are specific to their school.

The second prong is the Regional team that is made up of students from various high schools in the area. This part, or the Second Wayve, acts as a booster to the In-school team, revitalizing the program in the second half of the school year while giving more intensive intervention to the students in Grade 9. Team members meet weekly to plan, develop, and practice an interactive presentation on bullying and violence in addition to which they also select three or four other topics that they feel are major issues faced by today's youth. Once topic areas are selected, students break into small "expert" groups where they research their topic and develop their portion of the script. The end result is a script dealing with five or six issues, with each topic area having students who are very familiar with their own portion of the script. Team members then work together

in their presentation groups to add finishing touches to a presentation that is delivered, assembly style, to area schools. Following the presentation, In-school team members are responsible for debriefing individual classrooms and promoting discussion about the presentation with the students.

The WAYVE program aims to create change in two sets of youth, those who are members of the WAYVE teams, either regionally or in their schools, and the students who are the targets of program, particularly those in Grade 9. Long-term goals have been set for each of the groups involved and are expected to be met through the achievement of short-term and intermediate outcomes. Theory of change logic models are presented in Figure 1 (overview), Figure 2 (WAYVE team members), and Figure 3 (Grade 9 Students).

Students who participate on the WAYVE teams are responsible for passing along an anti-bullying message to other students through a variety of activities. Through their involvement in the program, they are also expected to benefit in a variety of ways. All team members undergo training specific to their portion of the program, from learning about important issues such as suicide to talking to police about the consequences of violence. Each student is given the opportunity to develop a greater knowledge base of the issues he or she will be dealing with over the next year. Regional team members also learn how to develop and give powerful presentations to students and other members of the community. In-school team members learn how to create and run special theme days in their schools, are taught new ways of interacting with other students in their schools, and learn how to keep the anti-bullying message alive each day.

These activities lead to both short- and long-term changes in the team members. Youth gain increased knowledge about the history of the program and why it was developed, as well as about some of the major issues facing youth today. This increased knowledge also includes a heightened sensitivity to the effects bullying has on others and greater empathy towards the victims of violence and bullying. Through the course of the training they are expected to become more knowledgeable about the different resources that are available for them to access if they need help, and to become more likely to use these resources. It is also expected that they will begin to feel as though they are capable of making a difference in their schools and peer groups as well as developing an increased belief that it is their responsibility to do so. They are also expected to develop an increased sense of belonging, especially with the peers with whom they are working closely.

These outcomes should then lead to intermediate outcomes, including a heightened sense of self-efficacy in terms of dealing with bullying issues. Additionally, the knowledge and experience they are gaining is expected to lead them to act as role models and to stand up to bullying when they see it happen more often than they did prior to joining the WAYVE team. Being a part of the WAYVE teams should also open youth up to many opportunities to sit on other community boards and committees, specifically those geared towards youth violence.

As a result of being a part of the WAYVE team, members are expected to feel more comfortable when they are, for example, working in group settings, organizing events, and running group discussions. These are all parts of the long-term goal of increased leadership capacity expected to be experienced by the team members.



The work done by the team members is expected to lead to changes in the Grade 9 students who experience the WAYVE program. Through the WAYVE presentations and activities, these students should be more aware of the resources they can access if they need help, gain an increased understanding of the impact of violent and bullying behaviours, experience greater consequences for acting violently, and begin to feel more acceptance and belonging in their schools. They are also expected to increasingly use alternative behaviours when confronted with bullying situations and will be more likely to report instances of bullying.

These changes are then expected to lead to students feeling less of a need to act violently towards others, while increasing their feelings of safety and sense of community within the school. It is also expected that school norms that discourage violence and encourage tolerance and diversity will develop through the greater understanding students have of one another. This understanding should also lead to increased empathy students have for their peers who have become victims of bullying. Finally, it is believed that the students will begin to use the resources available to them with increased frequency.

When combined, these outcomes are believed to lead to a decrease in the acts of violence and instances of bullying. In addition to this it is also believed that the impact felt by students who are bullied will be decreased as they feel more support from others.

Together the two prongs encompass each of the factors outlined in the literature as being necessary for a successful prevention program (see Table 1). To begin, Cuijpers (2002) has developed a set of ingredients found in effective school-based prevention programs. While originally developed in relation to drug prevention, this list includes many strategies that WAYVE has incorporated in the development of the program. These

components include the use of interactive methods, which are seen in both the Regional team's presentation as well as in the school-wide events run by the In-school team.

Another important component is the use of peer leaders who may also act as role models playing directly into the use of social influence models which strive to change the behaviours of youth by making certain behaviours socially inappropriate. A final component presented by Cuijpers is the use of booster sessions such as the Regional team's presentation, which serves to revitalize the program and call attention to the efforts of the In-school team.

In addition to these factors, Nation et al. (2003) developed a list of nine components believed to be essential to the success of a program. To begin, effective programs must be driven by theory. In the case of WAYVE, theories about bullying, power, adolescent development, and effective prevention programs have all served to guide both the development and the implementation of the program. Such theories have helped the program to meet the remaining criteria. For example, WAYVE uses varied teaching methods focusing on increasing awareness and understanding of the issues surrounding school bullying and violence. This includes the use of class discussions, interactive presentations, school events, media displays and contests to help spread the important information while engaging the youth in ways that will keep their attention. Many of these activities are used to ensure that the program meets the criterion of sufficient dosage needed to produce the desired effect. In order to meet this criterion, small activities are planned by the team and take place daily or weekly, as well as major activities which are scheduled to occur approximately once every six weeks. These activities are used to complement the daily presence of anti-bullying messages that the

In-school teams work towards maintaining throughout the school year. In addition to the types and amount of intervention, Nation et al. state that prevention programs must be appropriately timed if they are to work. As the above literature highlights, adolescence is a period that requires programming geared towards preventing bullying. The whole-school approach of WAYVE allows for all students to be targeted by the program. The literature also shows that Grade 9 is a particularly risky period (Adlaf et al., 2008; Pepler et al., 2006) and so the program includes additional support for this grade level in the form of an interactive workshop.

Beyond the timing of the program, the fifth component requires that programming be relevant to the group that is being targeted. The WAYVE program does this in a variety of ways. First of all, the peer-led nature of the program ensures that the topics dealt with by the teams are those that adolescents believe are important issues that affect them. Second, the interactive presentation is geared towards the needs of the specific school, and third, the In-school teams target school-specific problems that are identified by both the administration and the students. The literature also shows that programs must be comprehensive in their approaches by using multiple interventions that address the problem in multiple settings which influence the development and perpetuation of the behaviours. WAYVE meets this requirement through its combination of whole-school and targeted approaches and the different types of activities run throughout the year, as well as by bringing the presentation to the community in the form of conference presentations and educational presentations for other community groups. A seventh component is the need for programs to foster positive relationships. The peer-led design of the program allows for the growth of relationships among the team members as well as

between the youth and the team's adult mentor. Additionally, one of the objectives of the program is to help in the development of positive, respectful relationships among students in the school. Even if a program includes each of these components its success would be at risk without well-trained staff. As such, WAYVE has a main coordinator who has been trained to work with the students on the regional team and to offer support to the In-school team mentors. In addition to this support, In-school mentors, who are most often trained student support workers or guidance counsellors with experience working with youth, are also provided with a training manual. Finally, all student team members are also given the opportunity for training in their weekly meetings and larger workshops held at the beginning of each school year. The final component is that all programs must be thoroughly evaluated in order to determine their effectiveness. At this time no evaluation has been performed on the WAYVE program and there is no evidence supporting the use of this format, leading to the rationale behind the current research project.

### **The Current Project**

Among the reasons for conducting an evaluation of the WAYVE program is the fact that to establish effectiveness programs must be assessed; however, very few programs used in high schools have been properly evaluated. As a result, a thorough evaluation of the program will provide an in-depth look at the effectiveness of a research-based, peer-led program. Secondary reasons for conducting the evaluation include the fact that the Canadian Mental Health Association – Grand River Branch (CMHA-GRB), which is in charge of the operation of the program, is interested in marketing this program to various schools across Ontario, and eventually Canada. As such it is

important to be sure that the program has the intended effect before doing so. A final reason for the evaluation has to do with funding. As CMHA is a non-profit organization, the program relies heavily on receiving renewed or new funding each year. Many funding bodies, however, require proof that the program is effective and often ask for quantitative data to support this. A thorough, multi-level evaluation of the program may increase the likelihood of the program receiving continued funding.

My research objectives for this evaluation are three-fold and include 1) determining whether or not the WAYVE program is meeting the objectives set forth by CMHA-GRB, 2) looking at the effectiveness of using a peer-led approach to bullying prevention and 3) gaining greater insight into the realities of running a peer-led program. Following these objectives, three research questions have been identified, including: 1) what impact does the WAYVE program have on its targeted population of Grade 9 students? 2) what impact does being part of the WAYVE program have on its members? and 3) what are some of the practical issues involved in running a peer-led initiative?

In order to answer the research questions this evaluation examined the WAYVE program from three perspectives including Grade 9 students, who were identified as the target population for the program, the adult mentors who assist with running the program, and the youth engaged in program delivery. Specifically, the quantitative portion focused on the impact that the program had on Grade 9 students and the WAYVE team members, while the qualitative component served to further explore program outcomes as well as gain greater insight into the running of the program from the perspectives of the WAYVE team members and their mentors.

## **Ethical Considerations**

Evaluation of the WAYVE program involved a great deal of work with youth under 16. According to the Tri-Council ethics statement, youth younger than 16 are considered children for whom separate consent forms must be obtained by both the child and their parent or guardian. As such, consent forms included spaces for the signatures of both the youth participants and their parents or guardians. A second ethical consideration concerns the material covered in any focus groups or interviews that I conducted. The objective of these discussions was to gain a greater understanding of the climate of the school in terms of the acceptability of bullying and how it is dealt with, as well as the impact that being on the WAYVE team has had on the team members over the course of the year. Because of the nature of the discussions there was a chance of psychological or emotional risk for the participants. As a precaution I offered to stay after the groups were over to speak with anyone who wished to discuss any concerns that arose during the conversations. I also distributed a resource card with contact information for local services to each of the participants.

Confidentiality was another issue that I had to deal with, particularly in the running of focus groups in which full confidentiality cannot be assured to the participants. I discussed the importance of and limits to confidentiality with each of the groups before beginning the sessions and once again at the end prior to debriefing the students. Confidentiality was assured on my part for all of the data collected from any focus groups, interviews, and surveys during the evaluation period. All hard copies were kept in a locked filing cabinet in my home and will be transferred to storage at CMHA. Additionally all data on my computer for transcription or data analysis were kept in

password protected folders and when transferring the data I did so with a password-protected folder on my USB stick. All identifying information was removed from the data with the exception of basic demographic information. Finally, all data will be destroyed five years after any publication of the findings.

### **Action and Dissemination Plan**

My dissemination plan includes first presenting my findings to the communities involved with the WAYVE program. This includes the WAYVE program facilitator, team leader, and manager of mental health services at CMHA, as well as the WAYVE advisory board, the Regional team members, and the schools involved in the evaluation of the program. I will also disseminate the findings to the comparison schools. In addition to this I will present the findings at academic and professional conferences. The results of the evaluation will be shared with other area schools running the WAYVE program. These schools will also be provided with the manual for running the In-school teams that the evaluation schools will have followed over the course of the year. Finally, recommendations for strengthening the program have been made and brought to the team leader and manager of mental health services.

### **Quantitative Data**

#### **Research Design**

For the quantitative portion of my thesis I used a quasi-experimental, non-equivalent group, 2x2 factorial design, with the first factor being intervention vs. non-intervention groups and the second factor being time (time one in October, 2009 and time two in May, 2010).

## Research Sites

Data were collected from four different schools, all of which are in the Waterloo Region and are part of the Region's public school system under the WRDSB. For the purposes of this study the schools will be referred to as schools one through four.

Demographic information for each of the schools is provided in Table 2. School 1 and school 2 have active and established WAYVE programs. As a result they served as the intervention schools and data were collected from Grade 9 students as well as In-school WAYVE team members.

The remaining two schools served as comparison groups for the study. School 3 did not have any bullying prevention initiatives take place during the time-frame in which this evaluation took place. School 4 had a number of activities running over the course of the year. As the target population for WAYVE is Grade 9 students, the following is a brief description of the activities, aimed at Grade 9 students, run by School 4 throughout the course of this evaluation.

Two larger events are offered by School 4's student leadership group, ACCT (Acknowledge the issues: Challenge others to get involved: Change perspectives (of others and yourself): Teach what we have learned and lead by example). The first event, ACCT OUT, held in November, 2009, was a full day, off campus workshop open to all students designed to teach empathy, inclusion and acceptance. The workshop addressed several issues that may be occurring at this school including suicide prevention, depression and bullying. The activities are developed to teach understanding, leadership skills, equity and inclusion. All discussions and small group activities were led by the 15 to 20 student leaders from the ACCT club who help to run the event. Students picked up



applications and are admitted on a first come, first served basis with 60 to 70 students from the school being able to participate. Teachers also recommended students they felt should attend and were given spots. Other high schools were also invited to attend with an additional 5 seats provided per school.

The second event run by ACCT is "Hope for Change" week which was a full week of activities including Random Acts of Kindness Day where Kindness Kritters were handed out to acknowledge friends, classmates, and colleagues, informative classroom visits and an Information Fair where groups and organizations from the community had displays to inform students about services available to them. The week finished with a "Totally Pink Day" with students being invited to wear pink as a public statement of how exclusion and bullying will not be tolerated. "Hope for Change" t-shirts that students can wear on Totally Pink Day were also sold at the school throughout the week.

Education continues with two class sessions about bullying in the physical education health unit for Grade 9 girls. The classes cover material to describe what bullying behaviours are, where they can find help and also how to be part of the solution. Additionally, ACCT leaders periodically do in-class presentations to address bullying and more recently suicide.

A staff-run anti-bullying committee also completed a poster campaign for bullying awareness in November, 2009. A poster defining the types of bullying and letting students know where they can access help was developed to hang in all classrooms. This committee has also been involved in professional development for staff regarding bullying and what strategies they can use to eliminate bullying.

Finally, a school-based help line was started by the Leadership and Peer Support class. It is monitored by one of the school counsellors who receives the calls and then, depending on the need, will have ACCT student leaders follow up with the person or else the counsellor will assist the student in need.

### **Participants**

**Grade 9 students.** In total, 142 Grade 9 students, 70 male and 72 female with ages ranging from 14 to 16, participated in the study. Eighty-four percent completed both the pre and post-test, leaving an attrition rate of 16% due to relocation prior to or absence on the day of the second phase of data collection. Students were all part of mixed-level Grade 9 physical education classes. Sixty-six participants came from the intervention schools with 35 students (19 males and 16 females) from school 1 and 31 students (17 males and 14 females) from school 2. The remaining 76 participants came from the two comparison schools. Thirty-seven students (17 male and 20 female) were from school 3, while the final 39 students (17 male and 22 female) came from school 4.

Additional demographic information was collected including language competency, ethnic background, and time in Canada. In terms of language competency, 80% of respondents spoke English as their first language. Eighty-three percent of participants reported that they could read and write in English very easily while 14.9% stated that they could do so easily, and the final 2.1% indicated that they could not do so very easily. In terms of racial background, 60% of respondents were Caucasian, 5.6% were Arab or West Asian, and 5.6% were Black. In terms of the length of time they had lived in Canada 84.4% had lived here their whole lives, while the remaining participants had been in Canada for as few as 2 months and as many as 14 years.

**WAYVE team members and matches.** A total of 68 youth, ranging in age from 13 to 19, participated in the portion of the study designed to look at the impact of the program on the WAYVE team members. Thirty-four students, 5 male and 29 female, were WAYVE team members while the remaining 34 youths, 5 male and 29 female, acted as their matches. Because of the difficulties involved in finding matches for a group from such a wide geographic area, comparison groups were acquired by asking In-school and Regional team members to have a friend of the same age, gender, and grade at their school complete the measures as well.

Additional demographic information was also collected from these participants. In terms of language competency, 73% of respondents spoke English as their first language. Ninety-nine percent of participants reported that they could read and write in English very easily while the remaining one percent stated that they could do so easily. In terms of racial background, 47% of respondents were Caucasian, 11.8% were Arab or West Asian, 8.8% were Black, 7.4% were Latin American, and 7.4% identified themselves as South Asian. In terms of the length of time they had lived in Canada 75.8% had lived here their whole lives, while the remaining participants had been in Canada for as few as 2 and as many as 15 years.

### **Measures**

Different measures were used to collect quantitative data from the students on the WAYVE teams and those who are not, depending on the desired outcomes set forth by CMHA. A summary of all of the measures is provided in Table 3. With the exception of the collection of demographic information, all measures were included on both the pre- and post-tests. The surveys can be found in Appendix A for the Grade 9 students, and

Appendix B for the WAYVE team members and matches. The following objectives and measures have been identified for the collection of quantitative data for the Grade 9 students.

**Demographic information.** A total of six questions were used to collect demographic information from participants, including gender, first language, ability to read and write in English, length of time in Canada, and racial background. This questionnaire was taken from the School Climate Survey developed by the Ontario Ministry of Education (n.d.) and was included on both the Grade 9 and WAYVE member pre-test surveys.

**Sense of community.** This measure was created by adapting the School as Caring Community Profile II (SCCP-II) (Lickona, & Davidson, 2001). A total of 16 items were taken from the original 42-item scale based on their fit with the changes expected as a result of the WAYVE program. It was expected that the schools receiving the WAYVE program would have a greater sense of community within the school, among students, teachers, and administration, following the implementation of the program. In order to assess this, students were asked to indicate the perceived frequency of different behaviours in their school on a five-point scale, from “almost never” to “almost always,” on items such as “Students try to have a positive influence on the behaviour of other students”. Total scores can range from 15 to 75, with low scores on the measure indicating that there is a low sense of community within the school. Reliability (Cronbach’s alpha) of this scale was 0.87 at pre-test and 0.82 at post-test.

**School norms.** As no appropriate measure existed for assessing school norms existed, a scale was developed for the purpose of this study. The final measure contained

seven items, such as “If someone bullies someone else there are consequences for the bully and they are enforced”, which were used to assess school norms around how bullying is dealt with. Students were asked to respond to each item using a 3-point scale, from “not at all like my school” to “very much like my school”, with total scores ranging from 9 to 27. High scores on the measure indicate that the norms surrounding bullying within the school promote anti-bullying messages, while low scores indicate that bullying is tolerated within the school. Reliability (Cronbach’s alpha) for this scale, as used in this study, was 0.70 at pre-test and 0.72 at post-test.

**Instances and impact of bullying.** Two pre-existing measures were combined in order to assess not only the frequency with which students were bullied, but also the impact that being bullied had on them. Instances were measured using an adaptation of items found on the School Climate Survey (Ontario Ministry of Education, n.d.), while the impact was assessed using items taken from the Gatehouse Bullying Scale (Bond, Wolfe, Tollit, Butler, & Patton, 2007). Types of bullying measured included physical, social, verbal, and cyber. For this measure, students were asked first to indicate the frequency of an event, such as how often they were emotionally bullied in the past four weeks, on a five-point scale, from 0 (don’t know) to 4 (many times a week), and to then indicate the impact these events had on a four-point scale from 0 (not applicable) to 3 (very upsetting). Total scores can range from 4-24 for instances of bullying, with high scores indicating that a person had been bullied quite often and from 4-14 with high scores meaning that the events had a very upsetting impact.

The following measures were included on surveys for both the Grade 9 students and the WAYVE team members and matches.

**Community resources.** For the purposes of this research a scale was developed in order to assess whether team members knew about and utilized helpful community resources more than they did prior to joining the team. The 10 resources selected appear on the contact card given out to audience members following a WAYVE presentation and include, for example, the Youth Helpline. Students were asked to indicate whether or not they were aware of a resource and whether or not they had used the resource in the past year. Response totals can range from 0 to 10 in awareness and 0 to 10 in use, with high scores indicating a high level of awareness and use of the resources.

**Bullying reactions and reasons.** Portions of the School Climate Survey were used to assess both what student reactions were when they saw others being bullied, and when they themselves were bullied, as well as to determine some of the reasons behind these reactions. For each question students were asked to complete a checklist, selecting as many options as were true for them; for example a reaction may be “I did not do anything” and a reason might be “I was afraid”. Several different responses can be made and results were tabulated to determine the frequency of each response. Total scores for reactions when an individual was being bullied could range from 1-15 while their reasons could range from 1-9. Total scores for reactions when another person was being bullied could range from 1-15 while their reasons could range from 1-10. While the items describing participant reactions when they experience bullying were only administered to the Grade 9 students, reactions when the participants witness other people being bullied were included on both the Grade 9 and WAYVE team members and matches surveys.

**Sense of belonging.** In order to measure students’ sense of belonging at school, particularly with their peers, the sense of belonging subscale from the PISA measure of

Student Engagement (Willms, 2003) was used, with one item (that assessing boredom) being excluded. The final product was a seven-item measure, including questions such as “I feel awkward and out of place” (reverse-scored) answered on a 4-point scale from 0 (strongly disagree) to 3 (strongly agree), with items 1, 4, 6 and 7 being reverse scored. Reliability (Cronbach’s alpha) of the scale in its entirety was 0.62. As a result, an additional item, item 7 (“I do not want to go to school”) was also deleted. Reliability of the scale, as used for this study, was 0.8 at pre-test and 0.78 at post-test for the Grade 9 students and 0.80 at pre-test and 0.84 at post-test for the Regional team members and their matches. Final scores may range from 6-24 with high scores indicating a greater sense of belonging.

**Empathy and understanding of the effects of bullying.** An eight-item scale assessing levels of empathy and understanding toward the victims of bullying was developed for the purposes of this study. All items are answered on a 5-point scale with options ranging from 0 (strongly disagree) to 4 (strongly agree). A sample item from the scale asks participants to indicate their agreement with scenarios such as, “When I hear someone being called names, I feel badly for the person”. The total score can range from 5-35, with high scores indicating a high level of empathy and understanding for those who have been bullied. This measure is also included for the WAYVE and matches survey. Reliability (Cronbach’s alpha) for this scale, as used in this study, was 0.82 at pre-test and 0.83 at post-test for the Grade 9 students and 0.84 at pre-test and 0.78 at post-test for the Regional team members and their matches.

The remaining measures were on the surveys for the WAYVE team members and their matches.

**Youth leadership skills questionnaire.** In order to assess the change in the leadership capacity of team members, a modified version of the Youth Leadership Skills Questionnaire, developed by Pancer and Tieu (2006) was used. This measure includes 22 items designed to evaluate the students' level of skill in communication (6 items), planning (5 items), and teamwork and problem-solving skills (11 items). All questions are answered on a 4-point scale, ranging from not very skilled to very skilled and include questions such as "Speaking to a group". Participants may receive a total score ranging from 22-88, with high scores indicating strong leadership skills. Alpha was calculated at 0.92 at pre-test and 0.86 at post-test.

**Inventory of involvement.** The second scale used in the measure was designed to assess the level of community involvement students have engaged in throughout the past year. The scale was adapted from the Youth Inventory of Involvement Scale (Pancer et al., 2007). The total scale includes 8 items, 6 of which were found on the original 30-item scale, and two of which were added because of their specific relevance to the WAYVE program. Items are answered on a 5-point scale, from 0 (never) to 4 (a lot) and include such items as "Participated in a school or academic team". Total scores may range from 10-50 with high scores indicating high rates of community involvement. Reliability (Cronbach's alpha) for this scale was 0.84 at pre-test and 0.88 at post-test.

**Knowledge of important issues.** Each year, team members research and present information on issues, such as bullying, that they feel teenagers are dealing with. In order to assess the increased knowledge that WAYVE team members are expected to have at the end of the year a scale was developed asking them to rate their level of knowledge on each of the topics selected by the team. Participants responded to items on a 4-point scale



from 0 (not much) to 3 (a lot), with totals ranging from 6 to 24 and high scores indicating strong knowledge of the issues. The scale was also looked at in terms of their knowledge of the specific issues that the Regional WAYVE team examined throughout the year. When looked at in this way total scores ranged from 4-16.

**Motivation and belief in responsibility and ability to reduce bullying.** This 15-item measure is an adaptation of the Craig and Maggiotto's Political Efficacy Measure (as cited in Yeich & Levine, 1994). While the original measure used a 7-point scale, responses for the version being used were made on a 5-point scale, ranging from "strongly disagree" to "strongly agree," with high scores indicating higher levels of efficacy. Items were added to those pulled from the original scale in order to assess thoughts about one's responsibility and motivation to make social change with questions such as "I really want to try and make a difference in bullying in my school". Total scores can range from 15-75 with high scores indicating high levels of motivation and responsibility to create desired social change as well as high levels of efficacy to do so. The final scale, as used for the Regional team members and their matches in this study, had a reliability (Cronbach's alpha) of 0.75 at pre-test and 0.72 at post-test.

### **Procedure**

**Grade 9 students.** Prior to data collection, the classes that were involved in the evaluation were identified with the help of the adult mentors for the WAYVE teams in the intervention schools and with the help of the Vice-principals of the non-intervention schools. One to two weeks prior to data collection I visited the selected classes and gave all of the students consent forms (see Appendix C) to bring home and have their parents sign. At this time I explained that the survey had been designed to help me gain a better

understanding of what bullying is like at their schools and tell the students what would be expected of them. I requested that all permission forms be returned no later than the date on which the survey was to take place. Students were able to bring their signed consent forms to their teacher at any time before the survey. Teachers then submitted all signed forms to me on the day of the survey.

Data collection took place during one class period with the surveys taking approximately one half hour to complete. In order to maintain confidentiality a small envelope was included in each of the larger envelopes. Corresponding numbers were placed on each envelope. Prior to starting the survey, participants were asked to write their names on a piece of paper provided in the smaller envelope and then seal this envelope and place it in the larger envelope. Once complete, students were asked to place their surveys in an envelope, along with the smaller envelope. I then collected the completed surveys from each of the participants.

Once collected, the smaller envelopes were removed from the larger envelopes and were used to develop a master list of participants. This list was used to help match participant names to the appropriate survey number at post-test. Prior to collecting post-test data, a reminder note was sent out to all of the students on the master list. They were asked to report to a designated room on the day of data collection. When they arrived at the specified location I asked for their name which was then run through the master list in order to retrieve their participant numbers. They were then given a survey with their participant number. The survey was the same at post-test as it was at pre-test again taking approximately one half hour to complete. Students were asked to place the completed

survey in the envelope, seal it, and return it to me. A timeline for the Grade 9 data collection is provided in Table 4.

**In-school and regional WAYVE team members.** In-school and Regional team members were asked to complete a survey during their regularly scheduled meeting time. Prior to data collection, consent forms (see Appendix D) were sent home and team members were asked to sign and return these forms by the day of data collection. For collection of pre-test data, the same procedure as described above was followed for the Regional team members. In order to collect the data from the team matches, Regional team members were asked to bring a survey to their self-selected match and then return those surveys to me at the following team meeting. In order to collect post-test data from team members a reminder was sent out prior to the set date. Members completed the post-test survey at their regularly scheduled meeting and were asked to have the same friend complete the second survey in the same manner as for the pre-tests.

**Team member matches.** As noted above, all team members were asked to have a friend complete the survey as well. In the package that was given to a friend were a consent form (see Appendix E), a small envelope for their name, and a copy of the survey. Matches were asked to return the completed consent form, name, and survey, sealed in its envelope, to their friend or their guidance counsellor. My contact information was also included in the package so that they could have me pick up the survey if they felt more comfortable doing so.

In order to collect post-test data I consulted the master list of team member matches for their names and gave the WAYVE team members the post-test survey along with the name of their original match and asked them to bring the survey to their friend,

have them complete it, and then return it at the following team meeting. For the matches for the youth on the In-school teams at the two schools being evaluated, I had Guidance counsellors contact those students and had them complete their surveys on the same day as the Grade 9 students completed their post-tests. A timeline for the collection of the WAYVE team member and matches data is provided in Table 5.

## Results

Major program outcomes for the Grade 9 students were analyzed using analysis of covariance, with the pre-test score for each outcome used as a covariate, and intervention/control as the independent variable. Alpha was set at 0.05 for all tests.

For the WAYVE team members and their matches, results were analyzed using a repeated measures analysis of variance with time (pre-post) as one of the within-subjects independent variables and intervention/matched control status as the other within-subjects independent variable. Simple effects within levels of these variables were examined by using paired-samples *t*-tests.

**Grade 9 students.** Data gathered from the Grade 9 students were used to answer the first research question exploring the impact of the WAYVE program on the program recipients. A summary of the descriptive statistics is presented in Table 6, a matrix of correlations among the measures is found in Table 7 and a summary of the results is presented in Table 8.

These analyses yielded a number of significant effects. There was a main effect for gender for sense of community,  $F(1, 94) = 7.98, p = 0.01$ , with males showing a greater sense of community than females. Females, however, reported that they were more likely to use positive interventions, such as getting help, when other people were

being bullied,  $F(1, 117) = 11.52, p = 0.00$ , and they,  $F(1, 116) = 4.82, p = 0.03$ . However, as there were no significant interactions between gender and intervention status, gender was collapsed into all groups and only intervention status was used for the rest of the analyses. Consequently, the data presented in Table 8 reflect only intervention and comparison groups at pre- and post-test.

There were a number of effects for intervention status. Individuals in the intervention schools demonstrated higher levels of empathy than did individuals in the control schools, after controlling for pre-test empathy levels,  $F(1, 116) = 5.45, p = 0.02$ . Scores for the youth in the intervention schools also indicated that schools with WAYVE were more likely than comparison schools to have school norms against bullying,  $F(1, 102) = 45.66, p = 0.02$ . Youth from the intervention schools also reported that they were significantly less likely to use negative responses, such as making jokes, when they saw others being bullied,  $F(1, 116) = 8.49, p = 0.00$ .

A significant difference was also found in the occurrence of social bullying with youth from the control schools reporting significantly fewer instances  $F(1, 98) = 7.705, p = 0.01$ . However, as the means indicate, occurrences of social bullying did not increase in the control schools over the course of the year. Finally, youth from the intervention schools indicated that they were more negatively impacted by electronic bullying than were students from the comparison schools  $F(1, 99) = 5.01, p = 0.03$ .

A number of non-significant findings were also present upon analysis of the data. These were found on the measures of awareness and use of resources, sense of belonging, occurrences and impacts of physical and verbal bullying, impact of social bullying, occurrence of electronic bullying, and negative interventions for self.

Overall, it has been found that the WAYVE program has had a significant impact on the Grade 9 students in terms of maintaining levels of empathy (as it is related to bullying), the identification of anti-bullying school norms, and in the reduction of the use of negative interactions when they witness a peer being bullied.

**WAYVE team members and matches.** The second research question was posed in order to explore the impact of the WAYVE program on the team members. An overview of the descriptive statistics is presented in Table 9 and the correlation matrix for the different measures is represented in Table 10. Upon analysis of the data a number of significant results were found in terms of the outcomes for the WAYVE team members. These results are summarized in Table 11. To begin, team members saw significant gains over time that their matches did not. Specifically these gains were seen in their knowledge of issues that WAYVE focused on over the course of the 2009-2010 academic year,  $F(1, 32) = 11.44, p = 0.02$ , and in their awareness of community resources that are available to youth facing difficulties in their lives,  $F(1, 33) = 41.36, p = 0.00$ .

In comparing the scores at both pre- and post-test it was found that WAYVE team members and their matches differed on a variety of scales. WAYVE members scored significantly higher than their matches on measures of empathy,  $F(1, 30) = 10.94, p = 0.00$ , community involvement,  $F(1, 32) = 24.45, p = 0.00$ , and motivation and belief in their ability to create change,  $F(1, 30) = 19.82, p = 0.00$ . WAYVE youth also scored higher on both the planning,  $F(1, 31) = 5.05, p = 0.03$ , and teamwork subscales,  $F(1, 31) = 9.68, p = 0.00$ , of the leadership questionnaire, as well as on the leadership skills questionnaire as a whole,  $F(1, 29) = 10.51, p = 0.00$ . Results also show that WAYVE youth had more knowledge of a variety of issues facing teenagers,  $F(1, 29) = 6.03, p =$

0.20, and were more aware of the community resources,  $F(1, 33) = 8.44, p = 0.01$ , than did their matches at both the outset and the end of the study.

Notably, a number of significant interactions between the intervention and control groups and the pre- and post-tests were also found. Analyses indicated a significant interaction between intervention/control and pre-post for reported levels of community involvement  $F(1, 32) = 8.63, p = 0.01$ . WAYVE team members reported an increase in their levels of community involvement throughout the year,  $t(32) = -3.23, p = 0.00$ , while their matches reported no change,  $t(33) = 0.59, p = 0.57$ . Another difference was found in the communication subscale of the leadership skills questionnaire with WAYVE youth seeing an improvement in their skill level,  $t(30) = -2.12, p = 0.04$ , while their matches reported a decrease,  $t(33) = 2.02, p = 0.05$ . There was also a significant interaction between intervention/control and pre-post for skill level,  $F(1, 30) = 7.43, p = 0.01$ . Youth who participated on the WAYVE teams also reported gains in their knowledge of the specific issues targeted by WAYVE,  $t(32) = -5.15, p = 0.00$ , and very slight increases in their knowledge of important issues,  $t(31) = -0.9, p = 0.37$ , while the comparison group saw no change in their knowledge of WAYVE-specific issues,  $t(33) = -0.76, p = 0.46$ , and reported a decrease in their knowledge of other important issues,  $t(31) = 2.12, p = 0.04$ . Significant interactions for intervention/control and pre-post were also found for both knowledge of specific issues  $F(1, 32) = 4.32, p = 0.05$ , and knowledge of other important issues  $F(1, 29) = 4.22, p = 0.05$ . Finally, youth involved with WAYVE reported that they used slightly fewer community resources than they had at pre-test,  $t(32) = 1.72, p = 0.09$ , while their matches indicated that they had used slightly more,  $t(30) = -1.73, p = 0.09$ . A significant interaction for intervention/control and pre-post was also found for this

measure,  $F(1, 29) = 10.00, p = 0.00$ . Analyses of the remaining measures yielded non-significant results for sense of belonging as well as both positive and negative interactions with others.

In sum, the data show that the WAYVE program has had a number of significant impacts on the youth engaged in program delivery including an increase in communication skills and community involvement as well as increases in knowledge related to general issues faced by youth and in issues that is dealt with by the WAYVE program.

## **Qualitative Data**

### **Research Approach and Design**

For the qualitative portion of my thesis I conducted three focus groups and three interviews. Throughout the analyses I employed a phenomenological approach as I was looking to gain a more in-depth understanding of the practicality of running and participating in a peer-led initiative, as well as to explore how the experience of being part of the WAYVE team affected the students and the adult mentors. All qualitative data collection took place between February and April, 2010.

### **Objectives**

**Focus groups.** During the focus groups I aimed to gain a deeper understanding of the impact that being a member of the team had on the team members as well as to explore the participant's views of using a peer-led approach to prevention. In order to do this, I asked the following questions to the team members: 1) Why did you choose to join the WAYVE team?, 2) What were your expectations in joining the team and were they met?, 3) How has being a member of the team affected you personally? For example, do



you feel that you have changed in any way as a result of being on the team?, 4) Talk a little bit about what you have accomplished as a team, 5) To what degree are you satisfied with this?, 6) What are some of the challenges that go along with being part of this kind of team?, 7) What impacts have you seen in your school, especially among the students, as a result of the program?, and 8) Do you have any other thoughts about the WAYVE program that you would like to share with me?

**Interviews.** The interviews with the adult mentors were conducted in order to determine how effective they think the program is and to examine some of the practical issues of working with a peer-led project. In order to accomplish this, the In-school team mentors were asked the following questions: 1) What has it been like running this program?, 2) What are your thoughts on using the manual as a guide for the program?, 3) How were you able to adapt the manual to fit your school's needs?, 4) Can you talk a bit about some of the good things about having teens work with one another on a team like this?, 5) What are some of the difficulties in working with a peer-led approach like the one WAYVE uses?, 6) What did you find to be the most challenging things about running the program this year?, and 7) What were the most rewarding things? The Regional team coordinator was asked the same questions, with the exception of the questions asking about the use of the manual.

### **Participants**

**Focus groups.** Three focus groups were conducted during the study. Consent forms were sent home with participants one week prior to the focus group and the youth were asked to return them the day of the group (see Appendix F). The first group was comprised of 6 female In-school team members from school 1. One participant was also a

member of the Regional WAYVE team. Ages within the group ranged from 14 to 18 years of age. All members were new to WAYVE this year. The second focus group was comprised of 8 student members, 1 male and 7 female, from the In-school team from school 2. Ages within the group ranged from 15 to 18 years of age. Time involved in the WAYVE program ranged from 2 years to a couple of weeks. The third focus group included 2 male and 5 female members of the Regional WAYVE team. The ages of the participants ranged from 14 to 18 years of age. The youth had been involved with WAYVE for one to three years. Three participants were also members of their In-school teams.

**Interviews.** Interviews were conducted with three WAYVE team facilitators. All participants were asked to read and sign a consent form on the day of the interview, prior to the interview starting (see Appendix G). Participants included one male and two female facilitators whose ages ranged from 31 to 55 years. One participant worked with the Regional WAYVE team, while the other two ran In-school teams. Years with the program ranged from 2 to 7 years.

### **Procedure**

Prior to conducting the focus groups and interviews I brought consent forms to the selected participants and asked them to return the signed copies on or before the day of the focus group. At this time I also explained that participation was voluntary, that the sessions were going to be audio-recorded, and that the focus group or interview was expected to last up to one and a half hours. On the day of the focus group I meet the students at their schools (for the In-School team) and at CMHA (for the Regional team) at the specified time. I began by explaining the format of the group including setting up

ground rules regarding participation and confidentiality and then began with the questions. I met the adult mentors at their schools or at CMHA for the interviews.

A final form of data was collected served to evaluate the implementation of the program and to determine if the core framework was adhered to and to get a picture of how the program was adapted to fit different schools. In order to collect these data I had In-school WAYVE team members keep a form of diary in which they completed a brief report each month describing the activities they ran, how they maintained the WAYVE message and their thoughts on the program.

### **Qualitative Findings**

Following transcription of the interviews and focus groups the data were analyzed with the use of NVivo. Analysis of the focus groups and interviews revealed a number of important themes which can be placed into four categories, outlined in Figure 4, reflective of the process the WAYVE program follows throughout the year. Each year the WAYVE program starts with the recruitment of new members and, occasionally, staff. Many different tactics are employed to encourage youth to join. This category also examines some of the personal reasons people have for becoming part of WAYVE. While recruitment for the Regional team is completed by October of each school year, the In-school teams tend to have new members join throughout the year. Once the teams are established, activities and presentations are planned and take place throughout the year. The team members and facilitators have identified some of the difficulties that they encountered while running these events and also discussed some of the more enjoyable aspects of their activities. As the youth work alongside the facilitators to educate their peers throughout the year, many challenges to peer-led and school-based prevention

programs come to light. However, those involved with WAYVE were quick to identify some of the many benefits they believe come from using this approach. These themes are discussed in the category of program. Many program outcomes were identified throughout this study. The final category describes the type of impact this program has had on the team members and mentors, as well as some of the changes they have seen in the students in their schools.

**Recruitment.**

*Adult mentors.* The first category looks at the recruitment of both the team members and the mentors. The facilitators come to WAYVE from a variety of backgrounds. Many are guidance counsellors or child and youth workers at their schools while others have an interest in working with youth, may have heard about the program from their colleagues, or may have been involved with the program before becoming a facilitator while others chose to run the program based on their personal experiences or beliefs:

“I decided to get involved in it because I recognized that there was a need within the school to spread the word about tolerance and decency and anti-violence ...I recognized the fact that we have to step forward and do something about the violence that permeates Canadian society. I find it really frustrating when I take a look at violence in hockey, or at politicians using attack ads. So we’re fighting an uphill battle and somehow we have to get the word out to kids and make it part of who they are that we have to accept one another for who we are and show tolerance to one another. So I guess it comes from a personal belief. That’s what I believe in, that we have to do something. And if you want to make a difference

within the school I think you have to take on issues that could make the world a better place.”

**WAYVE team members.** Once the facilitators are in place various methods are used to attract the attention of students and to encourage them to join. Prior WAYVE members often set up a booth during school recruitment fairs and will urge their peers to sign up. Posters are also hung around the school throughout the year to help gain new members on an ongoing basis. For the Regional team specifically youth are asked to complete an application form after which a number of students are interviewed by the Regional team facilitator who will then make the final selections for the team. Another method that is used for both teams is shoulder-tapping by teachers, guidance counsellors or WAYVE facilitators. One of the most successful methods however is having youth who are already part of the program ask their friends to join as well:

“My one friend was manning the (WAYVE recruitment) table and told me I should do it so I was like ok. And that was really what sort of started it. And then my other friend pestered me until she convinced me to do the application and we went through the application process together. It was mostly because of her that I joined WAYVE. Because of her encouragement... I probably wouldn't have joined it if it weren't for her trying to get me to do it with her.”

**Reasons for joining WAYVE.** While active recruitment is important, many of the youth who become involved in the WAYVE program have personal reasons for joining. These reasons can be divided into two categories, external and internal. In terms of external reasons, some youth indicated that they joined the WAYVE team as a way to fulfill the community service hours that are required to graduate high school, although

they tend to stick with the program because they feel a connection to it. Yet others stated that their involvement came from a desire to gain practical experience in areas such as public speaking. An additional reason that youth joined the program was because they had prior knowledge of and experience with the program:

“I initially heard of WAYVE when I was in Grade 8. I actually went to the Youth Symposium where WAYVE presented. I thought they did a good job and I liked their presentation and I said ‘I want to do that.’ Um they also presented at my elementary school. We had a couple of the In-school teams come and talk to us and I was like I want to do that next year. So first day of Grade 9 I signed up.”

In terms of the more personal, intrinsic reasons that youth noted as reasons for joining the program included having personal experience with bullying, wanting to be part of something in their school communities and wanting to make a difference in their schools or communities. As with the facilitators, the role of personal beliefs as a motivating factor for joining a WAYVE team also emerged as a major theme with WAYVE team members:

“I’ve been bullied my whole life. Like I mean a lot. And I just don’t think it’s ok. It’s not fair. And I don’t think anyone should ever have to go through that. No one should ever be treated badly because of who they are. So I joined so I could have some say in what goes on in our school and so I can help stop this from happening to other people.”

### **Activities.**

***Regional WAYVE team.*** The second category examines the various activities that the WAYVE teams are involved in throughout the year as well as some of the

challenges that were faced. These activities seek to promote the program and raise awareness about bullying, violence, and other important issues faced by high school students.

Throughout the 2009/10 academic year, the Regional team delivered its presentation to more than 8600 people. Approximately 7790 people were reached through 10 school presentations, 5 of which were delivered to Grade 9 students only, while 5 were whole school presentations. Two of these presentations took place at the intervention schools. The remaining audience members came from presentations at three major conferences and community events. Teams presented to 300 police officers and probation officers as well as other adults at COYO, an annual conference put on by the Committee of Youth Officers for the Province of Ontario, held in February 2010. A further 390 youth were reached at Youth Symposium, an annual conference hosted by Waterloo Regions' Child Witness Centre and aimed at educating Grade 8 students. Approximately 120 more youth attended the presentation at Youth Talk: an annual youth-led conference supported by CMHA. Many of the team members also participated in a fund-raiser which was held by the Probation Officers Association of Ontario and organized by local Kitchener-Waterloo probation officers working for the Ministry of Children and Youth Services and whose proceeds were donated to the WAYVE program. Youth were also invited to attend the annual Justice Dinner, hosted by the Waterloo Crime Prevention Council, where two team members performed an original song about bullying and violence. Finally, the WAYVE team was nominated for a Kitchener Youth Action Council (KYAC) award and were given certificates in recognition of the work they have done in the community.

*In-school WAYVE teams.* The In-school teams spent the year running events and raising awareness within their own schools. These teams aim to hold approximately six big events each year such as t-shirt or poster competitions, or talent shows or days of silence, where students take a vow of silence in remembrance of anyone whose voices have been silenced by violence, all with an anti-violence or bullying theme. This is combined with smaller, on-going events such as hanging posters throughout the school or sharing statistics about bullying or violence with the student body. The two In-school teams used in this evaluation differed greatly in the amount, types and successes of activities run over the course of the year. The following is a description of the events run at each school as well as thoughts provided by the team members about the success of these events.

The team from School 1 spent September recruiting new team members, including having a big display for the team at the beginning of the school year. In October the team ran a "Say 'Hi' Day". For this event, lollipops with the message "Say 'Hi'" were handed out in the morning as students came to school. There was an announcement in the morning about the event as well. Team members were discouraged by the reception of the event but believed that this was related to the lack of advertising they did for the event.

In November, the team ran "Random Acts of Kindness Day". During this event, cards with "Random Acts of Kindness" printed on them were given out to students. If students saw one of their peers performing a random act, such as picking up another students' books if they fell, they would give the card to that student who would then pass



it on to another student. The team felt that this event was successful and that their increased advertising played a large role in that.

During December the team held a "Make Your Mark on Bullying Day". All of the team members walked around the school with blank shirts and markers and had people who wanted to stand up against bullying sign them. There was also a banner in the cafeteria where people could go and place their handprint to show that they wanted to stop bullying. Signed pledges were also given to every homeroom. The team was very pleased with how this event turned out and the amount of support they received from the student body:

“The students were enthusiastic about signing the shirts and by the end of the day, there were lots of signatures on each blank shirt and the banner was covered with hands. Overall, we were able to get a good amount of the student body involved and the shirts still hang in the cafeteria. The signed pledges also decorate one of the walls in the school as well.”

Pink Week was run in collaboration with the school’s Gay-Straight Alliance during February. Throughout the week scarves were sold, free cupcakes handed out and a Wear Pink Day was held at the end of the week. The team felt that this was their most successful event:

“The outcome for this event was incredible ... all one hundred scarves were sold and over five hundred cupcakes given away and quite a bit of money was raised ... the most significant impact was the Wear Pink Day. There was no way to get through the halls without seeing at least a few people wearing pink on that day ... it really showed the amount of support the school had for these causes.”

This was the last event held by the WAYVE team in School 1. Throughout March and April they chose to create a presentation on the types of bullying and their impacts to deliver to some of the middle schools in the area. Although they felt that these presentations were successful, the team members agreed that they needed to make awareness in their own schools a priority.

Overall the team felt that there was a great deal of room for improvement and that they could have been much more active in their school. The students mentioned that one strategy they wanted to use in the future was to plan out all of their activities at the beginning of the year, when energy levels are high, and the follow through on them. They also wanted to be more proactive in their approach and engage the student body more. A final suggestion they had was that they were interested in moving beyond looking only at bullying but also talking about other issues that students face and which are often associated with bullying and violence such as relationship violence and homophobia.

The team from School 2 started the year with a t-shirt contest where students submitted designs to represent the yearly WAYVE shirt. During this time team members also worked at raising awareness for the team in order to recruit new members. A few events were run by the team throughout November. To begin they held a Random Acts of Kindness day, like the one run by School 1, which the youth felt was a big success. The team also held a major event -- anti-bullying week -- which included the showing of an anti bullying themed movie, selling of t-shirts and buttons, and taking a school picture of everyone who supports anti-bullying. Generally, team members felt that while they did get their message out to some students, the week could have been a lot more successful and is something they will concentrate harder on next year. December began with an

event supporting the national day of remembrance for the Montreal Massacre.

Approximately 10 girls wore black with a band around their mouths. They lined up against a wall, each holding a rose and a name card to represent the innocent women who were killed. February began with a campaign to have all students wear their WAYVE shirts on the first Friday of every month, although they found that it was mainly teachers who participated in this activity. This was followed by another major event referred to as Pink Week in support of the young man from Cambridge, N.S., who was bullied for wearing a pink shirt to school.

Throughout the week they again sold buttons with anti-bullying messages, held a pink lemonade chug in the cafeteria and had WAYVE members wear shirt with words such as suicide, bullying or abuse on them. Members would engage in discussion with other students about these issues and how they impact others. Students were also given the opportunity to sign the t-shirts. While some youth appeared to want to hear about the issues, the team felt that most students were not interested and did not get involved in the activity. The final activity during this week was a bake sale. Team members went to classes and sold cupcakes during the last period of school. At each class they would engage the students in conversation about bullying and violence and the purpose of Pink Week. Students felt that this event worked very well and that they were able to reach out and educate others. Some members felt that this event had the most impact on students in the English-as-a-second-language classes:

“I feel like when we were doing the cupcake thing, we were in one of those classrooms and they were the most fun and they were the ones who actually cared

about bullying ... all they wanted to know was about bullying and how to prevent it and what the steps to do are if you're getting bullied or a friend of yours is."

Throughout May the team was involved in the school's spring celebration. They ran a table with a bake sale and games such as balloon popping and an egg obstacle course. Youth felt that this was particularly successful and that many students enjoyed participating in the games that the team had set up.

At different times throughout the year the WAYVE team also used the school's morning announcement program to read student-submitted stories about bullying, to share facts and statistics about bullying and violence and to promote the different events they were running as well as the WAYVE program. Throughout the year, posters about WAYVE and how to join were hung around the school.

**Program operation.** The third major category is that of program operation. In this section I present the challenges and benefits to running peer-led programs in general and the WAYVE program in particular that were described by the team members and the adult mentors. This information is summarized in Table 12.

### ***Challenges.***

*Interpersonal relationships.* The first set of challenges can be grouped together in terms of interpersonal relationships. An important part of the program is its ability to break down adult/youth barriers by having adults and youth work together to reach a shared goal. One key factor here is that a strong relationship must develop between the youth and the adult mentors. In order to accomplish this, many youth indicated that they need to be treated as equals and that it is important for them to be able to get to know the facilitators on a personal level:

“We don’t know anything about (the facilitators) and we don’t know like why they’re involved. We don’t know them that well and it’s hard to build a relationship with someone that we don’t really know ... I sort of feel that it’s unbalanced. Like I told my personal story to everyone and stuff and then most people shared their personal story back and stuff ... they know my life right now ... you know like it’s unbalanced and that scares me a little bit.”

Some facilitators agree that this is important and have found that sharing their own stories has helped to strengthen the relationship they have with the team members. It is, however, important for the facilitators to find a balance where they are seen as equals but are still able to maintain the level of authority that is needed to keep the youth on track when they may become distracted:

“The students, we see the facilitators on a level that’s the same as us so you lose respect for them right away. It’s the same thing, you know, somebody tells you to put your cell phone away, you’re not going to do it if you look at the person like your friend. So I think the level of authority is like almost all gone and that’s why I think the kids are (disruptive during meetings).”

Aside from issues of boundaries and relationships between the facilitators and the youth are difficulties that can arise between the team members. Many youth stated that while they enjoy having the opportunity to meet and spend time with new, like-minded people, they often feel that there can still be a lot of division among group members.

“The biggest problem I see is like, and I do it myself, I’m guilty of sitting with the people I know and am comfortable with ... And then the other thing is that this is supposed to be a working against youth violence team, I see in our own group we

still have bullying and we still have ... conflicts and stuff that really didn't need to happen. That's like the biggest problem is cliques."

In order to overcome this obstacle, youth stated that they often felt as though they did not know their team members as well as they wanted to and that the use of more team-building exercises would be helpful. It was also mentioned that having people sit with different people at each meeting or move seats around throughout the meeting would be helpful in getting them out of their comfort zones and to begin interacting with other team members.

Team make-up can also be problematic. The youth mentioned that one major drawback they saw with the program was that the teams were often made up mostly of young women and that a stronger male representation was needed. Another issue that was identified in the focus groups comes from having many youth with strong opinions all working together:

"I would say one of the main challenges is all having so many different opinions and everyone wants to do their own thing their way. Everyone has their own ideas and their own opinions and a lot of us, including myself, can be pretty stubborn sometimes and not want to change. So you have to be able to work well with others and find that middle ground. So that can definitely be one of the challenges."

*Team meetings.* A second category that emerged when discussing the challenges of the program involved the running of the weekly meetings, both for the Regional and In-school teams. Team members stated that meetings were often disorganized and that they rarely started on time making it difficult for them to get work done and stay on task.

Many team members also mentioned that meetings could get chaotic with people shouting over one another, talking with each other, and not paying attention to the meeting itself. Youth stated that they felt that the facilitators needed to be able to take control of the meetings when they start to get to this point:

“I find the leadership we have now are very um they’re very, well not quiet but it’s almost like ...I think that when things get out of control they really do need to step in and say ‘That’s it you guys’ and bring us back down to what we’re here for. Cause we are here to make friends and we are here to share our experiences of the whole part of WAYVE and have a good time ... but we are also here to do a job ... that’s the main reason that we’re here and I think that the facilitators need to just, they need to bring it all back together. That might mean saying you know that’s enough guys. Whistle. Like that works.”

Poor attendance was also mentioned as a problem, particularly for the In-school team meetings which often take place at lunch or at times when other events or activities that youth are committed to are taking place making it difficult for them to consistently attend the WAYVE meetings.

*Responsibility and commitment.* Yet another category that was discussed involved issues of responsibility and commitment. While some facilitators work with the youth by having them take on more responsibility for the program and step in to help when needed, other facilitators tended take too much of a back seat role in the program:

“(Participant): I think what happens too is that like once you’re running an event they’re like ok so you’re running it let’s just not help out at all. No one said that since we’re running it that we don’t need help anymore. It’s like once the weight

is on us they're like ok they've got it so they act that like whenever we come up to them to ask for help or something it's kind of like why are you here, you should know this stuff already and everything. (Interviewer): When in reality you guys want their help and input? (Participant): Exactly.”

However, there are also facilitators who tend to take on too much of a leadership role and the youth noted that this made it particularly difficult to stay engaged in the program and motivated to do the work needed to put on activities. It was also noted that when the adult leadership is too strong it takes away from the youth-based nature of the program, an aspect that the youth feel is integral to the program's success.

“The fact is that if there's an adult running it, I mean it just, we lose that motivation, that drive, that 'hey it is us doing it' and we are making the change and it's more like we're the mouthpiece. We're not the brains behind it. And I mean ... we want to join it because we want to make a difference and joining it just to stand up there and say a couple of words that we ourselves didn't come up with, just doesn't have the same effect personally on us, and if you don't have that effect within you .... I mean people aren't going to listen to you if you don't care about what you're saying.”

Importantly, difficulties of responsibility and commitment are also seen in the youth who are expected to take on a great deal of responsibility in terms of creating and delivering their events or presentations. Participants mentioned that not all of the team members do their part and come to meetings unprepared, fail to show up for presentation days, or do not do their share of the work. Those who are more engaged noted that they found it upsetting when team members who are less involved or committed to the



program still receive the same amount of credit and recognition. Facilitators also noted that many of the youth do not do their share of the work or lack the high level of initiative required in a peer-led format:

“A lot of students at this point aren’t used to a peer-led approach, um and so when you ask them to do something they’re expecting us, as facilitators, to give them like a prescribed thing that they have to do or ah like here’s your presentation it’s already written you just need to do this piece and that piece and then just go off. I think it does take them time to realize that that’s not what we do and uh if they have ideas or want to do something about the presentation you know the expectation is that they take it on themselves and put together this piece or this project and run with it. We’re there to guide them along the way and provide them direction but we’re not there to do it for them.”

*School structure.* Another category of barriers that were identified are those reflective of the structure of the schools running WAYVE. In high schools there is often a variety of groups vying for time and attention and many of these groups have overlapping missions. In some cases there are many groups attempting to accomplish similar goals but rarely working together. This can have a negative impact on resources such as group membership, funding and time. Having so many groups also means that there are a large number of activities that are run in schools making it difficult for the WAYVE program to get the attention they need to get their message out:

“So there is environmental week and then anti-bullying week and then confederation and then its multicultural club and you can’t be interrupting the classes and you cannot get the students can’t do that. They can’t be coming out of

all of their class all the time. I need to recognize it's not only my activities but there is another 150 activities in the school so the teachers are getting a little bit ticked off. And rightfully so, that time is being taken from their teaching and from their class to be presenting in the classroom or stopping in and doing an activity."

Lack of support from the school was another challenge mentioned by the students on the In-School teams. In particular, the students mentioned that they often felt a lack of support from their student body representatives and that this negatively impacted the effectiveness of the program. They also mentioned that they felt that teachers were not on-board with the program and that this made it difficult to get their message across. Adult mentors were also quick to point to structural issues within the schools, and society, as a challenge for combating bullying and violence, although they had a different outlook on this:

"More has been done at the school level. I think that it's about time that the media started talking about it and school boards too. And you know being accountable for it. I still don't think we are accountable enough in the school system, ah I think we should be a lot more to parents and to kids even. I would love to see some training for teachers because I think a lot of them are ... they don't necessarily see what's going on in the classroom but then, when you teach, it's really hard. It really, really is hard. It's an easy thing to say oh teachers should be more aware, they should because it's so in front of them. But when you have 32 students in your classroom and you have three classrooms of 30 kids, it's really hard. It's a lot of kids. It's a lot of kids to know exactly what's going on."

As a solution, many team members believed that it was important for WAYVE to have a larger presence on their school's governing body and in many cases youth had taken it upon themselves to create and run for positions that would give WAYVE increased power in their school, a strategy that has been quite successful in some schools while others have not allowed such a position to develop. It is important to note that many of the adult facilitators of the In-school program felt that while some teachers do feel that the curriculum is more important than having the WAYVE youth come in, the program is generally well supported by the administration of their schools.

*Attitudes towards bullying.* Attitudes towards bullying also present challenges to the program, making it difficult to reach students and create change. One such issue is that people can have very different ideas of what bullying is. For example, youth mentioned that many of their peers felt that bullying was only a physical act while gossiping, making fun of others or using hurtful language are not examples of bullying. As a result youth may not always realize that they are bullying others or that they themselves have been bullied. Participants also noted that some people do not consider bullying to be a serious issue and instead believe that it is character-building and just a natural part of the school years. A final major concern is that in cases where bullying does happen in schools it is often tolerated or accepted by students or glorified:

“I remember a friend and I were walking down the hall and class was about to start and there was a fight in the middle of the hallway and people were beating the crap out of each other and bleeding, there was blood everywhere and people were standing there filming it. Like they find it entertaining.”

*Challenges for facilitators.* The adult facilitators also discussed some of the challenges that they have faced while running the program. One challenge in particular comes in terms of the balancing act the Regional team facilitator must play while remaining accountable to the various key stakeholders:

“Ah as the program (leader) you work under the head under the umbrella of CMHA but I’m accountable to the students involved, I’m accountable to school boards and teachers and all as well as other professional organizations, Waterloo Region police, the City of Kitchener. So trying to maintain the um I guess the direction of the program with having so many parties involved is always an ongoing challenge.”

In discussing this further, facilitators noted that while it is important to be accountable to the others involved in the program, the basis of the program is that it is peer-led and that, at the end of the day, it is important to act as an advocate for the youth involved:

“You have to wear a different hat when you’re going with the peer-led approach and it’s hard and you’d like to say that you don’t have influence on and that it’s peer-led and it’s all about the youth and you don’t have influence on where it goes or the direction that they take it, but it’s really hard to stay hands off like that. When they do something and you just want to change it this little bit cause you think it’s going to be that much better or trying to get them to the point where you realize maybe this isn’t a finished or refined product and they need to take it that step farther, um it is a challenge and just trying to remember there is at times decisions are made that you know you just have to run with it and support it cause

that's the peer-led approach and ... it's not what you want as the facilitator for the WAYVE program, it's what they want."

There are of course times when it is necessary for the facilitator to intervene in order to make sure that all parties are satisfied; however this needs to be done in a careful and respectful way that involves the team members in making final decisions.

An additional challenge is found with the running of the In-school teams. Youth are often engaged in so many activities within the school, including sports or clubs which can impact their ability to work with the WAYVE program. A similar problem can be seen with the facilitators who are almost exclusively taking on WAYVE in addition to or as part of their primary roles in the school. As the program requires a great deal of time and effort many facilitators feel strain in terms of their own personal resources which can drastically impact what the team is capable of doing and the type and amount of support that the facilitators can give:

"Teachers and supporters of the program also have their daily jobs going on and so ... their first role is to be the teacher and their secondary role is supporting WAYVE so things don't necessarily get achieved or as accomplished as early ... The teacher in that position has such a key role in whether that's a success or not. It's really important to recognize what the teacher can do and support them."

A major issue discussed by the facilitators involved the degree of support they received from CMHA staff. In-school teams are a crucial factor in making important, lasting changes in the attitudes and behaviours of the students in those schools. However, it was mentioned that much of the CMHA's resources go directly towards supporting the Regional team, leaving In-school teams feeling as though their role is seen as less

valuable in the eyes of CMHA. The facilitators mentioned that this may be due to the lack of hours dedicated to working with the In-school teams. Additionally, participants pointed to the lack of continuity of the staff from one year to the next. There is change in terms of facilitation nearly every year which requires that a new person learn their role and begin to build relationships with each of the schools before they can really begin to help the In-school teams. This can be very time-consuming and frustrating for In-school team leaders who, as previously mentioned, are running this program on top of many other responsibilities.

In-School teams also vary in terms of how much financial support they receive and from where, but they all agreed that having money to put into their program for creating shirts, posters, or any other items needed for events was important in terms of the kinds of activities their teams were capable of doing:

“Lack of money. You see, in a school like this we don’t see a lot of student cards (cards that identify a youth as a student at a particular school) because kids can’t afford them. And the student cards go to support student activities. And typically a student activity that isn’t a sport might get 25 dollars from student activities to run something. Now we don’t need a lot of money but it’s nice to have a little nest egg so that if something comes up you’ve got some money to run it. But lack of money yeah that’s been a bit of an issue.”

**Benefits.** While many challenges to the running of the program were discussed, focus group and interview participants agreed that the challenges were outweighed by the benefits of using this approach. One advantage is that using a team approach allows for

greater diversity making it easier for youth to reach out and identify with many of their peers:

“I think, to be honest, when students are presenting on stage and you have a diverse background of presenters, it gives it credibility. You don’t have you know let’s say 15 white students on stage talking about diversity and racism. You know ... when a student in the audience is listening to this and maybe they’re a visible minority and as a visible minority myself, it’s harder to relate and give credibility to that. But when you see on stage various ethnic backgrounds discussing these issues you understand that it’s maybe more from the heart, more lived experience, and it gives it credibility.”

Youth also felt very strongly that the use of peer-leadership has allowed the program to move beyond the topics of bullying and violence to include other important issues that youth often face. Beyond just discussing this issue with their peers, WAYVE also gives youth the opportunity to speak to adults and educate them about the issues that teens might be facing. While this can happen in a more direct sense in terms of the COYO (Committee of Youth Officers) conference presentation, it most often happens more indirectly as a result of teachers seeing the poster around schools, hearing information over the announcements, or attending the presentation along with their classes.

However, the most important benefit mentioned was that the use of a peer-led approach which gives youth the chance to reach out and connect with one another as well as the students at their school, while delivering their message in a way that they feel is effective for reaching their peers. Participants noted that part of the effectiveness is

because youth are able to relate and identify with one another in ways that they do not do with adults.

“The school system is hierarchical right? You’ve got the Principal at the top and then the Vice-principals and so on and so forth and sometimes you get an announcement from the Principal, no throwing snowballs or don’t do this or don’t do that right because that’s their role. But I think it carries far more weight, if you want to make a change in the world or a change in kids’ attitudes, that it comes from kids. Who wants to listen to yet another adult telling them that they mustn’t do this and they mustn’t do that? These kids are young adults and I think it’s a recognition of the fact that we are then saying to them you are bright enough, you have the skills to do this. If it’s a top-down approach then it’s like, I suppose a bit like a nanny taking care of a little child with the finger wagging in the face with the don’t, don’t, don’ts. This is the way it needs to be. It has to come from the kids because that’s the only thing that’s ever going to bring about change.”

**Program outcomes.** The fourth and final category, summarized in Table 13, examines the program outcomes and the many benefits that are experienced by the youth recipients of the program, the adult mentors, and the youth who were engaged in program delivery.

**Grade 9 students.** In terms of the students towards whom the program is targeted, a number of benefits were reported by those involved in WAYVE. One benefit is that the program and the youth involved have been able to inspire other youth to join the program themselves. Youth have also reported seeing some behavioural changes among their peers since the onset of the program. Changes have been observed by WAYVE



youth in terms of other students confronting their peers about the use of inappropriate language, such as saying “that’s so gay” as well as in cases of students intervening in bullying situations. Another important benefit of using this approach is that the program has been able to help give other students in the school a voice through the sharing of personal experiences and educating others. The youth also mentioned that when their peers see the presentations or the activities going on around school may feel less isolated and alone in their own experiences:

“I think one of the most important things, when some of the students tell about their experiences, is that you know the audience member can realize that they’re not alone. Um one of the biggest things I find is teenagers ... they think that if something negative is happening to them or they’re being negatively affected that this has never ever affected anyone like this before and that it’s just them. Um but they can see that other students go through this and they’ve been able to make a positive change or they’ve come out of it um and ah realizing that they’re not alone, they can reach out to someone.”

There were, however, a couple of members who reported that they had not seen an impact in their schools although they believed that this was likely because their In-school team did not have a strong presence in the school.

**Adult mentors.** Participation in the WAYVE program has also led to positive changes among the adult mentors who help to run the program. Some of these impacts revolved around work including increased job satisfaction as well as an increased understanding of youth outside of the classroom setting:

“I would say I’m much more understanding and accommodating towards students’ needs in the classroom and understanding that there is way more to their lives than what happens in school. They’re impacted by family, by each other, and when they leave the school grounds you know I don’t know whether that student is going home to you know an abusive environment or whether they work or whether they have some kind of issues that are going on ... Also understanding the value of them participating in extracurricular activities and becoming involved in the school and encouraging them. So if a student is going to miss your class because they’re off to do something, that’s not a bad thing as long as they’re making up the work you know. Encourage them to get out of the class and become involved in the community and try to make positive differences.”

Some adults also reported that their work with the program has given them greater hope and faith in both today’s youth and in the future:

“They make me proud ... All these kids from different cultures working together. You know? When I see kids like this I say ok, the future isn’t that grim. They’re going to rise up and say this is what we want in this country. This is what we want and what we believe in.”

**WAYVE team members.** Finally, a number of positive impacts were seen in the members of the WAYVE teams, as identified by both the youth and the adult mentors. These benefits can be broken down into four groupings including: increased awareness, behavioural changes, skill enhancement, and personal growth and development.

*Awareness.* Gains in awareness occurred in three different areas for the youth involved in the program. Many of them report that they feel that they have greater

awareness of some of the larger structural issues at play in their schools. For example, leaders within the school will often focus their attention on creating social events such as dances that not everyone can attend rather than working to create an inclusive environment. Additionally, youth reported that they are more aware of and impacted by things that occur on a global level and also better understand the kinds of issues that youth face and the lasting impacts that they can have:

“As I’ve matured more and grown with this program and gotten to understand things more, it just becomes so much more real ... The fact that all these things that happen in movies and on screen are things that happen to people that I know and people that I love. I think of the people who have been sexually assaulted, the people who have gone into such a deep depression, while I’m up there talking. I’m like oh my God ... the reason that we are doing these presentations, there are people in this group who have been through these things. I hate it cause it’s like being aware of this and it’s not something that you want to be aware of, it’s something that you want to not exist. Now with WAYVE I know that these things have happened to people that I care about.”

Youth also specifically mentioned that their awareness and understanding of bullying and the impact that it can have on others has grown over the course of the year. This is especially true in that youth have become increasingly aware of the bullying that happens within their schools as well as gaining skills for dealing with bullying when it occurs:

“Before I joined WAYVE I always thought that there was no bullying at my school. And when I used to hear others talk I was like oh, my school is perfect.

But then I actually joined WAYVE and saw exactly how it takes place and now when I come to school I see it and I know it's happening and that there's actually a problem and I can help stop it."

Yet another type of awareness that has developed in the WAYVE youth is gaining new understanding about people. Team members stated that they have begun to see people differently and understand that there is more to a person than what they may see at first glance or than what may be happening with that person at any given moment. This has led to an increase in patience, tolerance, acceptance, and caring for others.

"I understand that just because someone has sort of a bad rep that doesn't mean they're a bad person and there are ways to get around the things they're dealing with in their lives. People don't look past whatever kind of exterior or front they put out there and you really need to try to work around that and try to get to know someone and I've been trying to do that a lot."

A final type of awareness is the awareness that other people in the community have about the WAYVE program. This recognition is important to many members of the WAYVE team and serves to reinforce for them the importance of the work they do:

"Being recognized for it is really cool. When you wear a WAYVE shirt and you walk down the street and a cop drives past and is just like\* honk honk\* it's great. I think that's the coolest thing just because like ... it not only has the impact (on students and teachers) it's not even just them, it keeps branching out. There's so many more people like the parents look at us and it's the law enforcement who drive around the street and realizes that it's not only them who want to keep the place safe."

*Behavioural changes.* Youth also mentioned that they have seen changes in their own behaviour since joining the WAYVE teams. They are more aware of the impact of the words they use and are less likely to use hurtful language and are also more likely to become involved in situations where they see bullying happening:

“(Participant) Last week there was like these four kids outside and I think two of them were about to fight but the thing is they were joking around about it kind of so to anyone else it might look like they were trying to have a pretend fight but like I could tell that it was actually a serious thing. So I went up and was like ‘is there a problem, guys?’ and they were like ‘oh no’ and went and did their own thing. (Interviewer) Would you have gotten involved before WAYVE?

(Participant) No because it looked like it was nothing. Like they were just playing around.”

Still others indicated that they have made changes in how they deal with issues that affect their personal lives, for example dealing with issues directly rather than waiting for them to get out of control.

*Skill enhancement.* In terms of skill enhancement, many youth involved in WAYVE made notable gains leadership skills as they become more comfortable leading group work. They also reported an increase in their presentation skills, particularly in terms of increased confidence while delivering presentations:

“I used to be so nervous and like I would like break a sweat when I found out I had to do a class presentation in front of like 20 kids and I’d be freaking out, shaking, and now I’m completely comfortable talking to a couple hundred kids. Like no preparation, I can just go talk.”

The WAYVE program also requires that its members learn to work with and rely on others. This often led to an increase the skills required in group work as well as in understanding the value and power of teamwork:

“It gives them a chance to work with somebody who has a similar goal and they can understand that they can achieve a lot as a team you know by taking individual pieces and putting it together to create this you know um you know this great thing that’s bigger than the sum of its parts.”

Because of the amount of time that students need to invest in the program, and the need to follow through on tasks, many youth also indicated that their ability to make and maintain a strong level of commitment, particularly to the program, improved over the year.

*Personal growth and development.* Themes of personal growth and change also emerged from the focus groups. As many of the team members have lived through personal experiences of bullying, abuse and depression, to name a few, they also felt that finding a place where they know they are not alone and where they can share their stories and feel supported was an important part of the WAYVE experience:

“I think it almost gives you like a new perspective cause after being on the In-school team and hearing these stories and experiences, you see things in a new way because some of them you might have gone through yourself and you felt all alone but then you hear them and you realize there are a lot of people like me out there who have been through the same things. So it’s almost comforting in a sense.”

Adult mentors caution that while this is an important part WAYVE it must be ensured that the program does not become a therapeutic group for the youth involved in program delivery. They stated that it is important to maintain a balance where sharing and helping can occur but that this cannot become the main focus of the group. Alongside this benefit comes the fact that WAYVE provides youth a place where they can go and be themselves in a time of their lives when they often feel the need to maintain a certain image.

Yet another important gain is that involvement in the program has led quite a few youth to realize the value of their lives:

“WAYVE saved my life. That sounds very dramatic, but this couldn’t be more true. It came into my life at the time where I felt the lowest. In Grade 12 I missed out on 5 months of my life. I spent those months holed up in my room debating whether I wanted to live any more or not. I didn’t participate in anything because I didn’t care about anything, nothing at this point seemed important .... My self-esteem was very low and I didn’t want to put much effort because I thought to myself what was the point?... I think sitting in my room for those long months it was easy to feel alone, it was easy to feel like no one understood and it was easy to just give up and blame others ... WAYVE allowed me to open my eyes and got me to start participating in my own life. If WAYVE never came into my life I’m not really sure where I’d be, but it did and I have never been more positive and hopeful.”

Many youth also indicating that their involvement with WAYVE has had a major impact on the kind of person they have become and that involvement in the program has

strengthened their beliefs about their ability to create change; however, it is important to note that team members are not unrealistic about the difficulty of creating lasting, transformative changes:

“(Elaborating on an earlier statement about change) There may not be an end in sight but there are so many new beginnings. You know, we’re working against youth violence everywhere and you explain it and (people are) like ‘huh you’re not going to end bullying.’ Well no we’re not. No we’re not going to end bullying. But you know, we’re going to tell that bully and that bully is going to be like ‘Oh, I just sort of realized something about myself’ ... it’s the fact that those little small things are all going to add up one day.”

Themes of generativity, or the concern the WAYVE youth have for others and for what their school would be like after they left, were found repeatedly through statements such as:

“Well, I was bullied a lot in my past and I’ve seen a lot of this discrimination and just everything that goes on in this school and I don’t like it and want to make a difference. It wasn’t really a self thing to do. It was more to help people out.”

The subcategory of general generativity which includes more broad expressions of generativity such as making a lasting contribution to future generations, was also apparent in their discussions as many team members mentioned that the work they were engaged in was not only to make schools safer for them, but for all of the students who would come after them. They also mentioned that they hoped the work they did now would be able to help future WAYVE members:



“I hope that we leave future WAYVE members with something to work with, you know what I mean? Like I want everyone to like be able to like look at what we’ve done and say ‘We’re going to do more than that and we’re going to keep working and we can do better than what they did’ and like just keep going. Cause our school can do great things it will just take some time.”

The findings of the qualitative data have helped to develop a deeper understanding of the impact that the WAYVE program has had on Grade 9 students as well as on both the WAYVE team members and the adult mentors. Additionally, the qualitative portion has helped to uncover a number a practical issues and challenges involved in working with a peer-led initiative, allowing for the development of a number of recommendations, which will be discussed in the discussion section of this paper.

### **Discussion**

The data garnered by the study present many interesting findings worthy of further discussion. This section will review the major outcomes for the WAYVE program, first in terms of the Grade 9 students and then for the WAYVE team members. Finally, the data gathered throughout the study will be used to outline recommendations for the running of the program in order to increase its success in achieving the established program outcomes.

#### **Program Impacts on Grade 9 Students and Occurrences of Bullying**

My first research question was developed to look at the impact of the WAYVE program on Grade 9 students and on the occurrences of bullying in schools. To begin, results from the Grade 9 evaluation show that the WAYVE program is having an impact in at least a few areas. The first major result shows that Grade 9 students attending

schools running WAYVE were more empathetic toward students who are being bullied and had greater awareness of the long-lasting impact that bullying can have than are the students in the comparison group. Previous studies point to the importance of this finding. To begin, Olweus (1993) noted that bullies often have little empathy for their victims and expressed that there may in fact be a causal relationship between low levels of empathy and bullying behaviours. Subsequent studies support this theory after first breaking empathy down into three components, affective empathy or the ability for a person to share and experience another persons' feelings, cognitive empathy, the ability for a person to understand another person's feelings and both or overall empathy (Ang & Goh, 2010). One such study, conducted by Jolliffe and Ferrington (2006), examined the link between levels of empathy and bullying behaviour in more than 700 adolescents. They found that both males and females who frequently bullied others had lower levels of affective empathy. It was also found that violent bullying by males and indirect bullying by females were significantly inversely related to total empathy. Cyberbullying has also been found to have significant relationships to levels of empathy. Ang and Goh (2010) found that when males and females had low levels of both affective empathy and cognitive empathy, they were much more likely to engage in cyberbullying than youth who scored low on affective but high on cognitive empathy. Further results showed that high levels of affective empathy may act as a buffer for low levels of cognitive empathy for females, although the same does not hold true for males.

Yet another interesting finding for the role of empathy in incidents of bullying comes from the point of the bystander. A study of middle school students by Nickerson, Mele, and Princiotta (2008) found that levels of empathy could be used to predict which

students would be more likely to intervene in bullying situations. Specifically, youth with higher levels of affective empathy were more likely to shed the role of passive bystander and become involved when they witnessed peers being victimized. Taken together, these findings suggest that increased empathy may lead to both a reduction in instances of bullying and an increase in peer intervention in bullying situations. It is not surprising, then, that increased empathy has been touted as a possible first line of defence against bullying and that the authors of these articles have highlighted the need for schools to use approaches which will help students develop and strengthen empathic skills and understanding, which WAYVE has appeared to be able to do.

This increase in empathy may help to explain a second significant result for the WAYVE program; that students in WAYVE schools are less likely than students in the comparison schools to use negative responses when they see others being bullied. This means that they are less likely to stand and watch, make jokes about the incident, or join in the bullying when they witness it. Instead, they are more apt to seek help, befriend the victim, or tell an adult or a friend about what they witnessed. As noted above, students who rate higher on levels of empathy are more likely to intervene in a bullying situation (Nickerson et al., 2008).

A third major finding indicates that schools with the WAYVE program are more likely to have norms against bullying and violence than are students at schools without WAYVE. The measure of school norms looked specifically at the way schools respond to acts of bullying or violence from a variety of standpoints. Such responses include intervention in bullying situations by teachers, principals, or other school staff, the presence of repercussions for youth who harm others, interventions by students in

bullying situations, the presence of established rules against bullying and programs in place to reduce it. Such norms are important because group behaviour can have major impacts on the behaviour of individual students, with group influences, such as peer pressure, encouraging students to ignore or join in bullying, even if that person empathizes with the victim (Salmivalli & Voeten, 2004). As such, it can be hypothesized that the opposite may also be true and that group norms promoting strong anti-bullying messages may encourage positive behaviour from individual students, such as reducing the amount of bullying that occurs and increasing the frequency with which students intervene in bullying situations.

In addition to these findings, there were some unexpected results in terms of incidences of bullying, with students in WAYVE schools reporting an increase in the occurrence of social bullying. However, as the WAYVE program seeks to educate students about bullying, including the different types, this result may be a reflection of an increased knowledge of what social bullying is and in the student's ability to recognize it when it happens. Additionally, scores for the negative impact of electronic bullying also increased in the students from the intervention schools. This too may be due in part to the nature of the WAYVE program. As has already been demonstrated, the students from the WAYVE schools experienced an increase in empathy towards bullying over the course of the school year. This result may be related to their increased sensitivity towards bullying incidents, making them more impactful than they had previously been.

It is important to note that while a total of 18 measures were used for the Grade 9 students, only three of these measures found significant changes in favour of the WAYVE program while two measures revealed significant findings in favour of the

comparison sites. However, the types of measures that did indicate positive change in the schools running the WAYVE program tended to be more emotional in nature rather than action-oriented. It could be then that we are seeing the beginnings of emotional changes and awareness occurring first and that the more difficult behavioural changes will occur with time and continued intervention.

### **Program Impacts on WAYVE Team Members**

The second research question was developed to look at the impact of the WAYVE team on the youth who were involved in the delivery of the program. When asked to describe the typical WAYVE participant, leaders have often said that there is not a set description for who joins the program. Youth come from a variety of backgrounds and varied personal experience. This evaluation, however, has uncovered some specific traits that were higher for WAYVE team members than their matches at both the outset and the end of the study. Among these differences were higher levels of empathy, stronger leadership skills, particularly on the planning and teamwork subscales, and greater knowledge of general issues facing youth and of the community resources available to help youth. Students who joined WAYVE were also more involved in the community than were their peers and believed more strongly in the responsibility and ability of youth to make the changes they are interested in seeing in school and in society. It is not surprising that WAYVE members would score higher on these measures, given the nature of program. However, these results have practical implications in terms of recruiting youth who are more likely to be engaged and committed to both the program and the anti-bullying and violence message. For example, questions pertaining to these traits can be incorporated in the interview phase of team selection or in actively seeking out youth to join the program.

WAYVE team members also experienced a number of significant changes during their time with the program. While they were already engaged in the community prior to joining the program, team members reported that their involvement increased over the course of the year with them seeking out additional opportunities to become engaged more so than the matched comparison group. Many of these opportunities are ones that are presented to the youth because of their involvement in the program including attending and presenting at conferences and awards ceremonies. Team members also reported a significant increase in their ability to communicate with others, a finding that was not mirrored in the responses of their matches. WAYVE youth also reported gains in their knowledge of both general issues facing youth and in the issues dealt with specifically in the WAYVE presentations this year.

Aside from the outcomes for youth participation found in this study, including increases in community involvement, knowledge of important issues and communication skills, there is a large body of literature touting the numerous benefits for engaged youth. To touch on a few of these benefits, a review of several articles conducted by Pancer, Rose-Krasnor and Busseri (2003) found that engaged youth were less likely to drink or use drugs, engage in risky sexual or violent behaviour, or drop out of school. On the other hand, they were more likely to remain physically active as adults, complete college and have a stronger sense of purpose and commitment. Youth who volunteered also benefited by the opportunities for developing positive social connections both with peers and adults, learning new skills, as well as seeing gains in self-efficacy and self-esteem. One interesting finding is that WAYVE youth used fewer community resources at post-test than their peers. This, however, may come as a result of the benefits that engagement can

have on youth and their well-being (Pancer et al., 2003), with the WAYVE team members feeling the need to reach out to these services, such as the Kids Help Phone less as the year progressed.

The qualitative section of the study served to provide additional insight into the impact that being a member of the WAYVE team has had on the youth. One major outcome that the program hopes to establish is the development of strong youth-adult partnerships. This is especially important to the program as the WAYVE format requires students and teachers, counselors, and other adults to collaborate in order for the program to have the desired impact. In terms of youth-adult partnering, the WAYVE program falls into the youth-led collaboration portion of the continuum of youth-adult relationships which runs from adult-centered leadership to youth-centered leadership. As such, the youth involved in the program hold a primary role in generating ideas and making decisions while the adult mentors are there to provide assistance when needed and take on a lesser role in the program (Jones & Perkins, 2005). For the most part, both the team members and the adult mentors indicated that the partnership had been a positive and successful experience for them. Researchers identified many benefits to such partnerships, a number of which were identified throughout the interviews and focus groups, including increased job satisfaction, the promotion of positive perceptions of youth, the ability to strengthen community ties, the development of both life and career skills, and being able to effectively address community needs (International Youth Foundation, 2007). While such partnerships are indeed mutually beneficial, the literature and the qualitative data from this study have pointed to some difficulties that may create

barriers to the effectiveness of such partnerships. These will be revisited in the last section in this discussion along with the program recommendations.

Themes of generativity also emerged strongly throughout the focus groups conducted as part of the study. Generativity was first defined by Erikson (1963) as the psychosocial crisis experienced during midlife, characterized by the desire to make contributions towards the well-being of the next generation, which is evident in a shift from a self-focused to an other-focused perspective. While generativity was once believed to be exclusive to adulthood, emerging literature has identified that generativity may develop much earlier than that, given the proper context, one such context being youth engagement in volunteerism (Lawford, Pratt, Hunsberger, & Pancer, 2005). Stories and comments relayed by participants in the focus groups often reflected caring, or an expression of concern for others, a subcategory of generativity described by Peterson and Stewart (1993). For example, many youth stated that they became involved with the WAYVE program to make a difference for others or so that no other students would have to experience the pain that they had gone through. Additionally, the subcategory of productivity, or the generation of tangible products or ideas (Peterson & Stewart, 1993) also emerged in the discussions with youth explaining that they wanted to start making a difference with the program in the hopes that the next group of students who became involved would be able to pick up where they left off and make even bigger changes. The article by Lawford, Pratt, Hunsberger, and Pancer discusses two specific forms of generativity, specifically generative concern, or caring about the next generation, and generative actions, or engaging in actions that are of benefit to future generations. It is believed that caring and acts are reciprocal, with each one strengthening the others. It



may be possible then that the early caring (hoping that other youth do not experience the pain of bullying) and actions (engaging in the WAYVE program) exhibited by the team members may result in them becoming highly generative adults.

Finally, when taken together, many of the outcomes identified in the focus groups and interviews can be looked at in terms of increases in the team members' sense of community. Importantly, the youth involved in the WAYVE program have seen gains in terms of the four elements identified by McMillan and Chavis (1986) as being part of a sense of community: membership, influence, integration and fulfillment of needs and shared emotional connection. Many of the benefits to the youth on the team meet most of the aspects of the element of membership. Team members state that WAYVE is a place where they belong where they can safely share their personal stories, feelings and ideas. The nature of the team fosters personal investment as members contribute their personal interests, talents, ideas, and experiences in order to develop activities and presentations that are meaningful not only their target audiences but to the team members as well. Aside from the benefits already discussed, the Regional team and most In-school teams work to create a new team shirt each year, which members wear during events or presentations, thus meeting the criterion of a common symbol system. Finally, the aspect of boundaries is fulfilled as teams are made up of students from the same school board or, in the case of the In-School teams, from the same school.

In addition to membership, influence of the group on its members and the members on the group can readily be seen in the WAYVE program. The very nature of the program requires the input of team members in order to help move it forward. The sharing of personal stories and experiences while the youth get to know and work with

one another also helps them to influence their team members. As noted above, many youth have also stated that they have changed as people because of their involvement in the program.

In terms of integration and fulfillment of needs, WAYVE youth often mention that they receive recognition for being part of the team from other members of the community and from their peers, with youth often telling stories of being approached in public when wearing their team shirts and having people come up and tell them that they have seen their presentation. The youth identified this recognition as being a major motivator for them to continue working with WAYVE. Additionally, the WAYVE youth often note that they believe the presentations help to provide a needed service to others, especially in terms of the information they present.

The final element, shared emotional connection, is met in a number of ways. First, many of the youth on the team attend the same schools or have known one another for many years, meaning that many team members come into WAYVE with a shared history. Perhaps more importantly, however, is the identification with a shared history. Many of the students who become involved in WAYVE have experienced some degree of suffering throughout their lives. Whether they have been bullied, have dealt with mental health issues, have been abused, or know someone who has, most of them have come to the program because they have a story to share and want to make a change. In this sense they are all able to identify with one another which can help them to all work together towards a common goal. Given these findings from the qualitative data, it might be beneficial for future studies to include measures of both an overall sense of community and a personal sense of community.

In reviewing the findings from the current study, it is interesting to note that while the main objective of the WAYVE program is to reduce bullying and violence in high schools, more changes were seen in the youth who were engaged in the program delivery. This is not the only study to find such results. A study by Komro et al., (1996) examined the impact of youth engagement in a peer-led program aimed at preventing alcohol use among adolescents. The results from this study showed youth who were involved in planning alcohol-free activities were significantly less likely to engage in alcohol consumption themselves. These findings were even more significant for students who had reported previous alcohol use, indicating that engaging in program delivery might have a greater impact on youth who had previously engaged in the behaviour that the program was trying to prevent. While this evaluation clearly demonstrated that the WAYVE program had stronger impacts on the team members than on the target population, the literature suggests that this model may be able to produce even greater impacts on youth who have previously bullied others.

### **Practical Implications and Program Recommendations**

The third research question formulated for this study was designed to look at the practical issues and challenges involved in running a peer-led initiative. In addition to evaluating the outcomes and the successes of the WAYVE program over the past year, this evaluation has led to the development of many recommendations for the WAYVE facilitators, which may aid in improving the effectiveness of the program, based on the challenges identified in the focus groups and interviews. The first major challenge is one that is inherent to the design of the WAYVE program and that is maintaining the youth-led nature of the program. Youth-adult partnerships, while very beneficial, carry with

them a certain degree of difficulty. Camino (2005) discussed three major pitfalls of working within the structure of youth-adult partnerships. The three pitfalls were all identified by participants in this study as challenges that they have faced during their time with WAYVE. The first challenge is the assumption that all of the important tasks should automatically fall to the youth involved in the program, resulting in them taking on the majority of the responsibility. While this shows a strong belief in the ability that youth have, this can often negatively impact program delivery. Additionally, youth appreciate adult participation and often look to adult leaders for guidance and help. On the other side of this problem, the WAYVE team members also noted that adults who take on too much responsibility can be equally problematic. Second, but closely related to the first challenge is the idea that adults should take a backseat in the program and give up their power. Camino notes that such beliefs can result in a great deal of role confusion for both the adults and the youth involved. Additionally, she differentiates between institutional and personal power, noting that adults often fall to the belief that they should relinquish both, when in fact their personal power, gained through wisdom, knowledge and experience, may be an asset. The final challenge is that the focus on what people can bring to youth-adult partnerships is often one-sided. For example, youth are often described as being vibrant and creative while adults have experience. In truth, however, adults too can be creative and energetic while many youths have personal experiences that adults do not. It is important for both facilitators and the youth who are engaged in such partnerships to be mindful of these pitfalls and willing to have open conversations to work through difficulties that might arise as a result.

Tied into this is the need for strong interpersonal relationships to be built within the WAYVE community. The first is the one between the youth and the adults. A recurring comment throughout the focus groups was that youth often felt that they were exposed to the adults and that the facilitators knew more about the youth than the youth did about them. Given the high level of disclosure of the part of the WAYVE youth, this led to what many team members felt was a power imbalance resulting in them having difficulty in fully trusting and connecting with the facilitators. As such, it may be recommended that the facilitators be more open to sharing their own past struggles with the team members in order to help break down the barriers that often exist between youth and adults.

Many participants also mentioned throughout the focus groups and interviews that there can often be a lack of cohesion between team members. For the Regional team, this often happens because the youth get comfortable sitting with certain people during each meeting or spend the majority of their time working with their presentation groups, instead of interacting with the rest of the team. While the team is often fairly large and it is expected that youth will want to sit and visit with their friends each week, this can result in team members feeling as though they do not really know one another as well as they would like to. Indeed, there are always some members who, by the end of the year, still do not know the names of everyone on the team. The In-school teams, while much smaller than the Regional team, also experience this problem, with youth who belong to different groups within the school preferring to sit with their friends or people that they know well. Some suggestions for improving group cohesion came out of the focus groups and interviews including the need to incorporate team-building activities at each meeting

throughout the year, rather than just at the beginning, so that youth can continue to interact with one another. It was also suggested that seating at meetings be mixed up either by having youth change seats halfway through the meeting or by having team members select a number corresponding to a seat at each meeting, resulting in everyone sitting in with people that they would not have chosen to sit with on their own.

Team makeup was also raised as a barrier to the effectiveness of the program. The majority of the students involved in the WAYVE program are female; in fact, in this study only 5 out of the 34 participating WAYVE team members were male. As bullying is an issue that crosses gender boundaries, this can become problematic. The WAYVE program is meant to be peer-led following in the belief that one's peers are most able to identify with and reach out to their fellow students. In this case, male students are not readily seeing themselves represented on either the In-school or Regional teams and this may dilute the message that male students are receiving or result in them feeling that the message does not apply to them (Salmivalli, 2001).

A second concern with team makeup is the underrepresentation of youth who have bullied others. While many of the youth have personal stories surrounding victimization, there were no team members who were able to speak from the experience of having bullied others. Including such youth on the team may help to reach youth who have pro-bullying attitudes and provide them with relatable role-models. Additionally, research (Salmivalli, 2001), including this study, has shown that youth who are engaged in program delivery experience more benefits than do the youth who receive the program. As such, those who are at a higher risk for bullying others may in fact benefit more by participating in WAYVE than they would as the targets of the program.

Many concerns were also raised in the running of the teams. To begin, team meetings were criticized for being disorganized and chaotic and often with poor attendance. While the program does fall more to the youth led side of youth-adult partnerships, the facilitator is still the person recognized as the leader during the weekly meetings and many of the youth indicated that it was important to them that the facilitator takes charge and keep them on task. Suggestions for improvement in this area include establishing and revisiting expected behaviours and group norms, the use of a defined agenda for each meeting, and having fun time built into each meeting in order to keep it interesting and enjoyable. The main message from the youth was that they wanted to come to a setting that was relaxed and enjoyable but that they also wanted to feel as though their time was being put to good use while they were there and that this would, in turn, encourage them to attend each meeting and participate in the work that needed to get done. As youth are being rewarded for participation with the community service hours that they require to graduate, they also stated that it should be made known that the facilitators are keeping track of attendance.

Having personally worked with and observed the program over the last two years, along with having many informal conversations with staff and team members, I have found that the ebb and flow of motivation is a particularly large barrier to the effective functioning of the team. For example, as the youth may not show up for all of the scheduled meetings, practices, or presentations, they may not rehearse and memorize their lines, and there may be a string of unproductive meetings, or a period of time where activities are not being run within the schools. Motivation is of special concern with this

program because the kind of change that WAYVE is aiming for takes a lot of time and so is often not directly reinforcing.

The youth and the mentors for the Regional team start off the year with high levels of energy and excitement. They are committed to the program, to creating their presentations and to coming up with ideas for activities. As the New Year and then exams approach, however, there is often a lag in this motivation. They have written their scripts but are not yet ready to begin visiting and presenting at schools. As a result they are now stuck, often for many weeks, in a place where they are simply rehearsing and memorizing their lines. At this point, attendance begins to dwindle, youth stop showing up for scheduled practices, and many of them do not learn their lines, often causing friction between the team members. Motivation picks back up once the actual presentations begin and then begins to decline again shortly after and continues to do so until the end of the school year. During this time, many members have stated that meetings become chaotic and that they do not see the point in attending because nothing is being accomplished.

The challenge for the Regional team mentors, then, is to find a balance where they are able keep the youth engaged in the program by making it fun and rewarding for them to attend the meetings while at the same time being able to keep the team on track with the needed practices and presentations. The youth who participate in WAYVE often do so because they are interested in youth issues and in helping their peers. It could be advantageous then to use this down-time for practical training or inviting in guest speakers to discuss topics that the team members have expressed interest in. Additionally, having the occasional fun or social night to celebrate their hard work throughout the year can help to keep the team members interested in coming to the meetings.



The In-school teams face similar difficulties, although they come in different patterns, with motivation tending to dwindle most during the lulls between activities, when they feel overwhelmed or unable to come up with new ideas. Because they are constantly working on new activities, the In-school teams are at a higher risk of burning out. Once again, the meetings need to be interesting in order for the youth to want to show up and many of the suggestions made for the Regional team can be effective for the In-school teams as well. Additionally, creating a plan at the beginning of the year outlining which activities are going to be run when, who is going to be taking the lead, and what needs to get done can help to relieve some of the stress of not knowing what to do next while ensuring that tasks and responsibilities are more evenly divided. In addition, this may help to keep the team members interested and invested in the program as they will continuously have something concrete to look forward to as the year progresses.

Beyond the challenges that they two teams share, there are some issues of special concern to the In-school teams. The first difficulty is that, for most of their activities, the teams are often trying to reach a very large audience in a short period of time. While reaching out to the whole school is necessary in making large-scale changes, the target group for the WAYVE program has been chosen to be Grade 9 students. Accordingly, a greater amount of energy from the In-school teams should be spent meeting this program goal. Youth indicated that when they did large events they often did not get a lot of participation from students and often felt that their messages were lost. However, they also noted that when they moved their activities to smaller venues, such as classrooms, they felt as though they were able to make an impact and really have the chance to reach

their peers. As such, smaller, more intimate activities, presentations, or discussions with Grade 9 students may help to make a larger impact. Some suggestions included having team members speak to homerooms on a monthly basis or develop short presentations that could be delivered to gym classes during their health units.

School structure also presented challenges to the program. One of the greatest challenges was the fact that each school has a large number of other activities presented by other clubs or groups going on at any given time, and many of these activities and groups have messages that overlap, although there is little collaboration between teams. Finding ways to work with different clubs, such as putting on one large, impactful event together may have more of an impact on students than two small, similar activities that may get lost in everything else that is going on in the school.

The final set of challenges can be summed up in terms of support. Many participants brought up the fact that they often do not feel supported by school staff and believe that many teachers feel that the activities run by WAYVE are unnecessary interruptions. As Olweus (1993) stated, having the support of school staff is integral to the success of any school-based program. Perhaps a strong first step towards this support could be to have a meeting in which team members explain the program, educate staff about bullying in high schools and discuss what they need in terms of support.

An additional issue of support that was raised was the lack of support felt by the In-school teams on the part of CMHA. Statements were repeatedly made indicating that the facilitators needed to have more support from and feel more connected to CMHA. They felt that more time from CMHA staff should be devoted to helping with the running of the In-school teams and that training opportunities should be available to In-school team

members just as they are to those on the Regional team. Youth also noted that the Regional team is the face of WAYVE while they often feel as though they are taking a back seat and not getting any recognition for the work that they do. Overall, both the team members and facilitators stated that they often felt disconnected from CMHA and the WAYVE program and as though they were just being left to run their own program with little support or direction and were only using the WAYVE name, without it having any real significance. This lack of support is troubling because while the Regional team does a wonderful job at getting the WAYVE name into the community and connecting with students through their presentation, they are not the ones dealing with the issues that a particular school is facing on a daily basis. It is the In-school teams that are more likely to be able to make the biggest difference in bullying in their schools and the importance of their role should be recognized, supported and rewarded by CMHA just as they do for the Regional team.

### **Limitations**

There are some identified limitations to the current study. To begin, the sample size available was relatively small, with only two schools participating in the WAYVE program being evaluated and two schools being available for use in the control group. This is, in part, due to the fact that most of the high schools in the Region of Waterloo's public school board are already running the WAYVE program. This also meant that there was little choice in which schools were available to be used in the study. Following this, only two classes from each school were used, once again limiting the sample size. Additionally, the study focused only on the use of the WAYVE program within the

public school board with no Catholic schools being included. Consequently, the results from this study cannot be generalized to all schools running the WAYVE program.

Another limitation lies in the measures used for the study. When the scores from the pre-test surveys were being entered, it was noticed that many of the youth scored quite high on a variety of measures. For example, many Grade 9 participants selected the extremes of “strongly agree” and “strongly disagree” on the measure of empathy, resulting in scores that would indicate that respondents were highly empathetic towards bullying victims, even at pre-test. Similar scores were seen with the WAYVE team members who ranked themselves as being very skilled on many of the dimensions for leadership. Such responses at pre-test left little room for the youth to report a subsequent increase in skills or beliefs, possibly resulting in a ceiling effect, making the measures unable to detect larger changes that may have resulted from the program.

Finally, both the Grade 9 participants and WAYVE team members and matches completed surveys which included a large number of measures. As a result it is possible that the significant differences that were found may be due to multiple testing rather than being a direct impact of the program.

### **Conclusion**

While this evaluation has uncovered many challenges for the WAYVE program, these are certainly challenges that would be found in almost any type of school-based and peer-led prevention program. Despite these difficulties, the WAYVE program has made an impact and met some of its identified goals in a short amount of time, seeing some major gains for the Grade 9 students as well as benefits to the team members. It is

certainly a promising program that has the potential to make even greater impacts on the youth and in the schools that are willing to make the commitment to change.

## Appendix A

## Grade 9 Students

This survey has been designed to help us get to know more about bullying in your school and will take about 30-45 minutes to complete. Please read the instructions for each section because the way the questions are answered will change from one section to the next. When answering each question please make sure that your selection is obvious; please fill in the circle **completely**. Your answers are confidential, so please answer the questions **honestly**. We are interested in what students, as a group, tell us.

Please do **not** write your name on the survey. Inside your envelope is a smaller envelope with a card that has the number on your survey on it. Please write your name on that card and place it back in the smaller envelope. Then place the small envelope back inside your big envelope. You may choose not to answer any question and may withdraw at any time, without penalty. When you have completed the survey please place it inside the big envelope and seal it. Once you have finished this you may bring your survey to the front of the room.

Please start by telling me a little bit about you:

1. Which gender do you identify with? \_\_\_ Male \_\_\_ Female \_\_\_ Also Transgendered
2. What is your first language (the first one you learned to speak)? \_\_\_\_\_
3. Can you read and write easily in English? \_\_\_ Very easily \_\_\_ Easily \_\_\_ Not very easily
4. How long have you lived in Canada? \_\_\_ All my life Part of my life: \_\_\_ years

5. People sometimes identify themselves by race, the colour of their skin, or the country in which they, their parents, or their grandparents were born. For the purposes of this survey, how do you describe yourself?\*(Check more than one if appropriate)

<input type="checkbox"/> Aboriginal ( <i>Inuit, North American Indian, Métis</i> )	<input type="checkbox"/> Japanese
<input type="checkbox"/> Arab/West Asian ( <i>Armenian, Egyptian, Iranian, Lebanese, Moroccan</i> )	<input type="checkbox"/> Southeast Asian
<input type="checkbox"/> Black ( <i>e.g., African, Haitian, Jamaican, Somali</i> )	<input type="checkbox"/> Chinese
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean
<input type="checkbox"/> Latin American	<input type="checkbox"/> South Asian
<input type="checkbox"/> Other ( <i>please describe</i> ) _____	<input type="checkbox"/> White ( <i>Caucasian</i> )
	<input type="checkbox"/> I don't know

\* The list of options provided is a standard classification used by Statistics Canada.

(From the Statistics Canada website at

[www.statcan.ca/english/concepts/definitions/ethnicity01.htm](http://www.statcan.ca/english/concepts/definitions/ethnicity01.htm). Date modified: 2003-

06-17)

Because there are many different kinds of bullying and not everyone realizes that certain behaviours are forms of bullying a list of different kinds of bullying, along with some examples of each type, has been supplied below. While there are more kinds of bullying than those listed below, these are the types that this survey will focus on.

Generally, bullying refers to situations where one person, who has more power than another person, intentionally hurts or upsets another person. This can occur in a variety of ways including:

<p><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>• excluding others from “the group” or from an activity</li> <li>• gossiping or spreading rumours about others</li> <li>• setting others up to look foolish</li> <li>• making sure others don't associate with someone</li> </ul>	<p><b>ELECTRONIC</b></p> <ul style="list-style-type: none"> <li>• sending e-mail or phone text messages or pictures to threaten someone or hurt their feelings; single out, embarrass, or make them look bad; or spread rumours or reveal secrets about them</li> <li>• cyberstalking</li> <li>• creating/joining hate groups</li> </ul>
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**PHYSICAL**

- hitting, pushing, shoving, slapping, kicking, spitting at, or beating others up
- damaging or stealing someone's property

**VERBALLY**

- name-calling, hurtful teasing
- insulting, humiliating, or threatening someone

**What happens at your school?**

Please fill in the circle representing the answer that best describes how often you see the following behaviours in your school.

	<b>Not Very Often</b>	<b>Fairly Often</b>	<b>Often</b>	<b>Frequently</b>	<b>Almost Always</b>
1) Students treat classmates with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Students exclude people who are different ( race, culture, religion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Students respect the personal property of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Students help each other, even if they are not friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Students show respect for school property (desks, walls, bathrooms, busses etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Students help to improve the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Students are disrespectful toward their teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Students help new students feel accepted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Students try to have a positive influence on the behaviour of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Students are willing to forgive each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Students resolve conflicts without fighting, insults, or threats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Students do not make negative, hurtful comments toward each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Students are involved in helping to solve school problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Students can talk to their teachers about things that are bothering them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) In this school you can count on adults to try to make sure that students are safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Helpful resources:**

There are many different places teens can go when they need to talk to someone about being bullied. **When answering these questions make sure to indicate BOTH whether you are aware or not aware of the resource AND whether or not you have used this resource in the past year!**

	Aware	Not Aware	Have Used	Have Not Used
1. Youth Helpline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Distress Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Crisis Clinic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. GLBTQ Youth Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. KW Multi Cultural Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Family and Children Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. KW Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Catholic Family Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. School guidance counsellors or student support workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Bullying and your school:**

For each of the following items please indicate how well each statement reflects your school by filling in the corresponding bubble.

	Not At All Like My School	Somewhat Like My School	Very Much Like My School
My school has rules against bullying and violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers at my school ignore name calling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying is not tolerated at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone bullies someone else there are consequences for the bully and they are enforced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my school try to stop bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students in my school do not intervene in bullying situations			
Teachers at my school ignore physical bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal and/or vice principal at my school intervenes when someone is being bullied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a bullying prevention program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### How do you feel at school?

For some people high school can be a difficult time, while for others, it can be a great experience. While thinking about what high school has been like for you please indicate how much you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I feel like an outsider (or left out of things)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I make friends easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel like I belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel awkward and out of place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Other students seem to like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I do not want to go to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### How do you feel when people are bullied?

Please rate how much you agree or disagree with each of the following statements using the scale provided.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
When I see someone being called names, I feel really badly for the person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying can affect people for the rest of their lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think too much about how people feel when they are made fun of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When I see someone being harassed or bullied by another student I think that person probably deserves it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about the people that I know are being bullied by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel badly for the people who are being bullied by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It doesn't really affect me when I see other people being hurt or upset by kids at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Have you been bullied?

When answering the following questions please think back to the past four weeks. For each question indicate whether you have been bullied in the way that is described. If you have, please indicate how much of an impact it had on you. (Circle one answer for each question.)

<b>Physically?</b> Examples: hit, pushed, shoved, slapped, kicked, spit at, or beaten up, had property stolen or damaged						
<b>HOW OFTEN?</b>	<b>Don't Know</b>	<b>Not Once In 4 Weeks</b>	<b>Once or Twice In 4 Weeks</b>	<b>Every Week</b>	<b>Many Times A Week</b>	<b>Almost Every Day</b>
<b>IMPACT?</b>	<b>N/A</b>	<b>Not At All Upsetting</b>	<b>A Bit Upsetting</b>	<b>Very Upsetting</b>		
<b>Verbally?</b> Examples: called names, teased hurtfully, insulted, humiliated, threatened						
<b>HOW OFTEN?</b>	<b>Don't Know</b>	<b>Not Once In 4 Weeks</b>	<b>Once or Twice In 4 Weeks</b>	<b>Every Week</b>	<b>Many Times A Week</b>	<b>Almost Every Day</b>
<b>IMPACT?</b>	<b>N/A</b>	<b>Not At All Upsetting</b>	<b>A Bit Upsetting</b>	<b>Very Upsetting</b>		
<b>Socially?</b> Examples: excluded from a group, made to look dumb by someone, or gossiped about, had rumours spread about you?						
<b>HOW OFTEN?</b>	<b>Don't Know</b>	<b>Not Once In 4 Weeks</b>	<b>Once or Twice In 4 Weeks</b>	<b>Every Week</b>	<b>Many Times A Week</b>	<b>Almost Every Day</b>
<b>IMPACT?</b>	<b>N/A</b>	<b>Not At All Upsetting</b>	<b>A Bit Upsetting</b>	<b>Very Upsetting</b>		
<b>Electronically?</b> Examples: threatened, embarrassed, singled out, made to look bad, had your feelings hurt, been gossiped about, or had secrets about you revealed through e-mail, text messages, pictures, or online						
<b>HOW OFTEN?</b>	<b>Don't Know</b>	<b>Not Once In 4 Weeks</b>	<b>Once or Twice In 4 Weeks</b>	<b>Every Week</b>	<b>Many Times A Week</b>	<b>Almost Every Day</b>
<b>IMPACT?</b>	<b>N/A</b>	<b>Not At All Upsetting</b>	<b>A Bit Upsetting</b>	<b>Very Upsetting</b>		

### What do you do?

Think of the last time **YOU** were bullied. What did you do? (Check any that are true for you.)

<input type="checkbox"/> I have not been bullied.	<input type="checkbox"/> I called a helpline.
<input type="checkbox"/> I ignored it.	<input type="checkbox"/> I called the police or Children's Aid.
<input type="checkbox"/> I told my parents about it.	<input type="checkbox"/> I fought back.
<input type="checkbox"/> I told my teacher about it.	<input type="checkbox"/> I got someone to help stop it.
<input type="checkbox"/> I told my principal or vice-principal about it.	<input type="checkbox"/> I stood up to the person who was doing it.
<input type="checkbox"/> I told an adult at school about it.	<input type="checkbox"/> I made a joke of it.
<input type="checkbox"/> I told an adult outside of school about it.	<input type="checkbox"/> I got back at them later.
<input type="checkbox"/> I told another student about it.	<input type="checkbox"/> Other (please explain)
	_____

If you did not do anything the last time you were bullied, what was the reason? (Check one.)

<input type="checkbox"/> I was afraid.	<input type="checkbox"/> The bullying wasn't so bad.
<input type="checkbox"/> I didn't know what to do or who to talk to.	<input type="checkbox"/> I deserved it.
<input type="checkbox"/> I thought if I told someone, they wouldn't do anything about it.	<input type="checkbox"/> I didn't want to get in trouble for telling.
<input type="checkbox"/> It isn't right to tell on other people.	<input type="checkbox"/> It wouldn't have made a difference.
	<input type="checkbox"/> Other (please explain)
	_____

### What about other students?

Take a moment to think of the times you have heard or seen **ANOTHER STUDENT BEING BULLIED** in any of the ways described at the beginning of this survey. When this happens, what do you do? Check all that apply.

<input type="checkbox"/> I have not seen or heard another student being bullied.	<input type="checkbox"/> Later on, I helped the person being bullied.
<input type="checkbox"/> I ignored it.	<input type="checkbox"/> I stood and watched.
<input type="checkbox"/> I told my parents about it.	<input type="checkbox"/> I made a joke about it.
<input type="checkbox"/> I told my teacher about it.	<input type="checkbox"/> I joined in the bullying.
<input type="checkbox"/> I told my principal or vice-principal about it.	<input type="checkbox"/> I got someone to help stop it.
<input type="checkbox"/> I told an adult at school about it.	<input type="checkbox"/> I stood up to the person who was doing it.
<input type="checkbox"/> I told an adult outside of school about it.	<input type="checkbox"/> I got back at the bully later.
<input type="checkbox"/> I told another student about it	<input type="checkbox"/> Other (please explain) _____

If you did not do anything the last time you saw someone being bullied, what was the reason? (Check one.)

<input type="checkbox"/> I didn't want to get involved.	<input type="checkbox"/> The bullying wasn't so bad.
<input type="checkbox"/> I was afraid.	<input type="checkbox"/> The person being bullied deserved it.
<input type="checkbox"/> I didn't know what to do or who to talk to.	<input type="checkbox"/> It wasn't my business or my problem.
<input type="checkbox"/> I thought if I told someone, they wouldn't do anything about it. It isn't right to tell on other people.	<input type="checkbox"/> I didn't want to get in trouble for telling.
	<input type="checkbox"/> Other (please explain) _____

## Appendix B

## WAYVE Survey

This survey has been designed to help us get to know more about bullying in your school and will take about 30-45 minutes to complete. Please read the instructions for each section because the way the questions are answered will change from one section to the next. When answering each question please make sure that your selection is obvious; please fill in the circle **completely**. Your answers are confidential, so please answer the questions **honestly**. We are interested in what students, as a group, tell us.

Please do **not** write your name on the survey. Inside your envelope is a smaller envelope with a card that has the number on your survey on it. Please write your name on that card and place it back in the smaller envelope. Then place the small envelope back inside your big envelope. You may choose not to answer any question and may withdraw at any time, without penalty. When you have completed the survey please place it inside the big envelope and seal it. Once you have finished this you may bring your survey to the front of the room.

Please start by telling me a little bit about you:

6. Which gender do you identify with? \_\_\_ Male \_\_\_ Female \_\_\_ Also Transgendered
7. What is your first language (the first one you learned to speak)? \_\_\_\_\_
8. Can you read and write easily in English? \_\_\_ Very easily \_\_\_ Easily \_\_\_ Not very easily
9. How long have you lived in Canada? \_\_\_ All my life Part of my life: \_\_\_ years

10. People sometimes identify themselves by race, the colour of their skin, or the country in which they, their parents, or their grandparents were born. For the purposes of this survey, how do you describe yourself?\* (Check more than one if appropriate)

<input type="checkbox"/> Aboriginal ( <i>Inuit, North American Indian, Métis</i> )	<input type="checkbox"/> Japanese
<input type="checkbox"/> Arab/West Asian ( <i>Armenian, Egyptian, Iranian, Lebanese, Moroccan</i> )	<input type="checkbox"/> Southeast Asian
<input type="checkbox"/> Black ( <i>e.g., African, Haitian, Jamaican, Somali</i> )	<input type="checkbox"/> Chinese
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean
<input type="checkbox"/> Latin American	<input type="checkbox"/> South Asian
<input type="checkbox"/> Other ( <i>please describe</i> ) _____	<input type="checkbox"/> White ( <i>Caucasian</i> )
	<input type="checkbox"/> I don't know

\* The list of options provided is a standard classification used by Statistics Canada. (From the Statistics Canada website at [www.statcan.ca/english/concepts/definitions/ethnicity01.htm](http://www.statcan.ca/english/concepts/definitions/ethnicity01.htm).

Date modified: 2003-06-17)

Because there are many different kinds of bullying and not everyone realizes that certain behaviours are forms of bullying a list of different kinds of bullying, along with some examples of each type, has been supplied below. While there are more kinds of bullying than those listed below, these are the types that this survey will focus on.

Generally, bullying refers to situations where one person, who has more power than another person, intentionally hurts or upsets another person. This can occur in a variety of ways including:

#### **PHYSICAL**

- hitting, pushing, shoving, slapping, kicking, spitting at, or beating others up
- damaging or stealing someone's property

#### **SOCIAL**

- excluding others from "the group" or from an activity

#### **ELECTRONIC**

- sending e-mail or phone text messages or pictures to threaten someone or hurt their feelings; single out, embarrass, or make them look bad; or spread rumours or reveal secrets about them
- cyberstalking
- creating/joining hate groups

#### **VERBALLY**

- name-calling, hurtful teasing
- insulting, humiliating, or threatening



- gossiping or spreading rumours about someone others
- setting others up to look foolish
- making sure others don't associate with someone

### Leadership skills

The following items are all characteristics of leaders. Please rate your level of skill in each of these activities on the scale provided:

	Not very Skilled	Somewhat Skilled	Moderately Skilled	Very Skilled
<b>COMMUNICATION</b>				
Listening respectfully to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking to a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking up or raising issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking to people from other social groups (adults, people from different cultures, different age levels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controlling my emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being aware of body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>PLANNING</b>				
Planning events and activities for groups of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to make activities safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting projects going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting Priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>TEAMWORK/PROBLEM SOLVING</b>				
Working in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping a group of people come to a decision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping people stay focused on their goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working with adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegating/sharing responsibilities to/with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering input from all group members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working cooperatively with people from diverse groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging others to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting group members to work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### How involved are you in your community?

The following is a list of activities that people can get involved in. Please use the following scale to indicate how often you have participated in each of these activities within **the past year**.

	Never	Once or Twice	A Few Times	A Fair Bit	A lot
1. Participated in a school academic club or team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Helped prepare and make verbal and written presentations to organizations, agencies, conferences, or politicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Gave help (e.g., food, rides, support) to friends or classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Served as a member of an organizing committee or board for a school club or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Wrote a letter to a school or community newspaper or publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Volunteered at a school event or function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Helped plan, create, and run a school event or function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Volunteered with a community service organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Served on a youth committee or council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Served on a community committee or council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Helpful Resources

There are many different places teens can go when they need to talk to someone about being bullied. When answering these questions make sure to indicate **BOTH** whether you are aware or not aware of the resource **AND** whether or not you have used this resource in the past year!

	Aware	Not Aware	Have Used	Have Not Used
1. Youth Helpline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Distress Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Crisis Clinic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. GLBTQ Youth Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. KW Multi Cultural Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Family and Children Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. KW Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Catholic Family Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. School guidance counsellors or student support workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How do you feel at school?**

For some people high school can be a difficult time, while for others, it can be a great experience. While thinking about what high school has been like for you please indicate how much you agree or disagree with each of the following statements.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
8. I feel like an outsider (or left out of things).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I make friends easily.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I feel like I belong.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel awkward and out of place.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Other students seem to like me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel lonely.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I do not want to go to school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **How do you feel when people are bullied?**

Please rate how much you agree or disagree with each of the following statements using the scale provided.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
When I see someone being called names, I feel really badly for the person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying can affect people for the rest of their lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think too much about how people feel when they are made fun of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see someone being harassed or bullied by another student I think that person probably deserves it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about the people that I know are being bullied by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel badly for the people who are being bullied by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It doesn't really affect me when I see other people being hurt or upset by kids at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **What do you do when people are being bullied?**

Take a moment to think of the times you have heard or seen **ANOTHER STUDENT BEING BULLIED** in any of the ways described at the beginning of this survey. When this happens, what do you do? Check all that apply.

<input type="checkbox"/> I have not seen or heard another student being bullied.	<input type="checkbox"/> Later on, I helped the person being bullied.
<input type="checkbox"/> I ignored it.	<input type="checkbox"/> I stood and watched.
<input type="checkbox"/> I told my parents about it.	<input type="checkbox"/> I made a joke about it.
<input type="checkbox"/> I told my teacher about it.	<input type="checkbox"/> I joined in the bullying.
<input type="checkbox"/> I told my principal or vice-principal about it.	<input type="checkbox"/> I got someone to help stop it.
<input type="checkbox"/> I told an adult at school about it.	<input type="checkbox"/> I stood up to the person who doing it.
<input type="checkbox"/> I told an adult outside of school about it.	<input type="checkbox"/> I got back at the bully later.
<input type="checkbox"/> I told another student about it	<input type="checkbox"/> Other (please explain) _____

If you did not do anything the last time you saw someone being bullied, what was the reason? (Check one.)

<input type="checkbox"/> I didn't want to get involved.	<input type="checkbox"/> The bullying wasn't so bad.
<input type="checkbox"/> I was afraid.	<input type="checkbox"/> The person being bullied deserved it.
<input type="checkbox"/> I didn't know what to do or who to talk to.	<input type="checkbox"/> It wasn't my business or my problem.
<input type="checkbox"/> I thought if I told someone, they wouldn't do anything about it.	<input type="checkbox"/> I didn't want to get in trouble for telling.
<input type="checkbox"/> It isn't right to tell on other people.	<input type="checkbox"/> Other (please explain) _____

**Knowledge of Important Issues**

The following is a list of issues that often affect youth while they are in high school. Please rate how much you know about each topic on the following scale.

	<b>Not Much</b>	<b>A Little</b>	<b>A Moderate Amount</b>	<b>A Lot</b>
1. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Homophobia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Gangs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Peer Pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Racism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Rumors and Gossip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Isolation and Exclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Hazing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Stereotyping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Relationship Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Do you think you can do anything about bullying?**

Please rate how much you agree or disagree with each of the following statements:

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
People my age are qualified to participate in making the changes we want to see in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is up to everyone to do their part to improve society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People my age are qualified to make decisions about how bullying is dealt with in our schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The problems teens deal with today are so complicated I don't know if I could come up with any					

ideas to solve them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I could do as good a job as adults do in helping to solve the problems teens deal with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really want to try and make a difference in bullying in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I can help make the changes I want to see in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that it is my responsibility to try and make the changes I want to see in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think adults care much about my opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally speaking, adults who try to deal with issues affecting teens are out of touch with what needs to be done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It hardly makes any difference when I give my opinion on how to solve problems like bullying. Adults do what they want to do anyway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think that teens can help to make important changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school a few people have all of the power and the rest of us are not heard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think people my age should be the ones to stop bullying from happening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dramatic change could occur in my school if we worked together to make the changes we want to see	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix C

## Grade 9 Student Cover Letter and Consent Form

My name is Rebecca Pister and I am a Master's of Community Psychology student at Wilfrid Laurier University. As part of my course requirements I have spent time working with the Canadian Mental Health Association's (CMHA) WAYVE (Working against Youth Violence Everywhere) program, which was designed to reduce bullying in area high schools. For my thesis I will be evaluating the program to make sure that it is effective in meeting the outcomes that CMHA has set out. This evaluation will involve looking at changes in bullying in schools that are running the WAYVE program as well as talking to students who have participated on the WAYVE teams.

Your son/daughter's class has been selected to complete a survey looking at incidents of bullying and responses to bullying episodes. The survey will take approximately 30 to 45 minutes of class time and will take place on **insert date and location when selected** and then again at the beginning of May, 2010. Through this survey I will be exploring changes in bullying both in schools running the program and in schools that are not running it in order to determine if the WAYVE program is an effective method of bullying prevention. Because of the nature of the questions asked in the survey there is a slight chance that participants might feel uncomfortable or might have unpleasant memories brought up. However, the results of these surveys will be used to give a complete picture of the impact of the WAYVE program. Please be assured that participants have the right to refuse to answer any question and can stop the survey at any time, without penalty.



In order to ensure confidentiality, students completing the survey will be assigned a random number with a master list of names and numbers kept on my computer in a password locked file. This will prevent the use of any names being associated with a survey. All surveys will be kept in my possession and the contents will be analyzed by me or a third party hired to input the data. All forms of data analysis will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope for five years after publication, at which time they will be shredded and files deleted. All information will remain confidential with only me, my advisor Mark Pancer, and staff from CMHA, including the program directors and executive directors, having access to this information. The final write up based on the surveys will contain only group data with no identifying information for individual students. A summary of the results from the surveys will be provided to the participating schools and will be available for viewing by June, 2010. You may also request a copy from the office. If you would like this same summary to be emailed to you please include an email address in the space provided on the consent form.

Additional questions about the nature of the project or the results can be directed to me at the email address and phone number below. Anyone interested in participating in the research project in other areas can feel free to contact me at the number below.

Thank you,

Rebecca Pister

MA Candidate, Community Psychology

Wilfrid Laurier University

Pist0870@wlu.ca (519) 884-0710 ext 2641

WILFRID LAURIER UNIVERSITY

INFORMED CONSENT STATEMENT

**Working against Youth Violence Everywhere:**

**Evaluating a peer led approach to bullying and violence prevention**

Rebecca Pister, MA candidate, Department of Psychology, Wilfrid Laurier University

Dr. Mark Pancer, Professor, Department of Psychology, Wilfrid Laurier University

Your son/daughter has been invited to participate in a research study. The purpose of this study is to gain insight into the effectiveness of the Working against Youth Violence Everywhere (WAYVE) program, a peer-led approach to bullying prevention. I am performing this evaluation as part of my thesis for the Master's of Community Psychology program at Wilfrid Laurier University, to be completed by May, 2010.

**INFORMATION**

In order to collect the needed information I will be asking 200 grade 9 students from 4 area schools to complete a 30-45 minute survey which will look at issues such as frequency of and responses to bullying as well as the overall school sense of community felt by students. This survey will be completed during class time on insert date and then again at the beginning of May, 2010. This second session will be completed after school or during the lunch period. This will allow me to determine if there are any differences in scores for students whose school participated in the program. Students who choose not to participate in the study will be given an alternative activity to complete by their teachers.

### **RISKS**

The nature of the questions asked on the survey may cause distress over past or current experiences of bullying or violence. In order to minimize this risk I will make myself available to students needing to talk after completing the survey and students will also be encouraged to speak to their school's guidance counselor. Additionally, all participants will be provided with contact information for some local agencies that can help if they feel like talking to someone at a later date. Participants are able to withdraw from participation in the study at any time and for any reason, without penalty.

### **BENEFITS**

The information gained from these sessions will be used to add to the literature on bullying prevention programs, as well as to help determine if the WAYVE program is an effective way of targeting bullying and violence in schools. There are no direct benefits to participants.

### **COMPENSATION**

There is no compensation for participating in this study.

### **CONFIDENTIALITY**

In order to ensure confidentiality of all participants each student will be given a code number which will be written on their survey in place of their names. A master list of names and codes will be kept on my computer in a password protected file in order to match up names and numbers for the final testing phase, however all survey data will be kept separate from this list. All surveys will be kept in sealed envelopes in a locked filing cabinet in my possession and the contents will be inputted into data analysis software (SPSS) by me. This document and all resulting analyses will be kept on my personal

laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope, until they are destroyed. All information will remain confidential with only me, my advisor Mark Pancer, and staff from CMHA, including the WAYVE coordinator, the Child and Youth coordinator, the program director, and the Executive Director, having access to the recordings. After the project is finished I am required to keep hard copies on file for 5 years following publication. After this time I will delete the files containing personal information and shred any remaining documents. The final reporting of data will use only group information and not individual data.

### **CONTACT**

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study) you may contact me, Rebecca Pister, at [pist0870@wlu.ca](mailto:pist0870@wlu.ca), and (519) 884-0710 ext 2641, or Dr. Mark Pancer at [mpancer@wlu.ca](mailto:mpancer@wlu.ca) or (519) 884-0710 ext 3149. This project has been reviewed and approved by the University Research Ethics Board. If your son/daughter feels that they have not been treated according to the descriptions in this form, or that their rights as a participant in research have been violated during the course of this project, you may contact Dr. Robert Basso, Chair, Wilfrid Laurier University Research Ethics Board, (519) 884-0710, extension 5225 or [rbasso@wlu.ca](mailto:rbasso@wlu.ca). This project has been reviewed and approved by the Waterloo Region District School Board.

### **PARTICIPATION**

Participation in this study is voluntary; your son/daughter may decline to participate without penalty. If he/she withdraws from the study before completing the survey their

information may still be used in the reporting of results. Participants have the right to omit any question(s)/procedure(s) they choose.

**FEEDBACK AND PUBLICATION**

The results of the surveys will be used to evaluate the effectiveness of the WAYVE program and changes that occur through its use. Results will be written up as part of a thesis, which will be defended in late spring of 2010, and may also be published in a journal article. Results will also be presented to WAYVE staff and advisory committee, and may be presented at professional and academic conferences. A copy of the thesis will be given the Canadian Mental Health Association, Grand River Branch and a summary of the results will be provided to the participating schools and will be available for viewing by the last week in June, 2010. This summary will also be emailed to all participants.

**CONSENT**

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian/Proxy's signature \_\_\_\_\_ Date \_\_\_\_\_

**\*If over 18 a parent's signature is not required\***

Please include your email address so that I can send you a copy of the results of this study (optional).

\_\_\_\_\_

Participant's email

Parent's email

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

Please sign and return this part of the form by:

## Appendix D

## WAYVE Team Member Cover Letter and Consent Form

My name is Rebecca Pister and I am a Master's of Community Psychology student at Wilfrid Laurier University. As part of my course requirements I have spent time working with the Canadian Mental Health Association's (CMHA) WAYVE (Working against Youth Violence Everywhere) program, which was designed to reduce bullying in area high schools. For my thesis I will be evaluating the program to make sure that it is effective in meeting the outcomes that CMHA has set out. This evaluation will involve looking at changes in bullying in schools that are running the WAYVE program as well as evaluating the changes in WAYVE team members as a result of being part of the team.

As part of the WAYVE team, your son/daughter has been selected to complete a survey looking at how being a member of the team has impacted him/her. The survey will take approximately 30 to 45 minutes during a regularly scheduled WAYVE meeting and will take place on **insert date and location when selected** and then again at the beginning of May, 2010. Through this survey I will be exploring changes in things like self-efficacy, leadership skills, and social responsibility in order to determine what changes occur in members of the WAYVE team. Because of the nature of the questions asked in the survey there is a slight chance that participants might feel uncomfortable or might have unpleasant memories brought up. However, the results of these surveys will be used to give a complete picture of the impact of the WAYVE program. Please be assured that participants have the right to refuse to answer any question and can stop the survey at any time, without penalty.

In order to ensure confidentiality, all students completing the survey will be assigned a random number, with a master list of names and numbers kept on my computer in a password locked file. This will prevent the use of any names being associated with a survey. All surveys will be kept in my possession and the contents will be analyzed by me or a third party hired to input the data. All forms of data analysis will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope for five years after publication, at which time they will be shredded and files deleted. All information will remain confidential with only me, my advisors, anyone hired on to help with the evaluation, and staff from CMHA having access to this information. The final write up based on the surveys will contain only group data with no identifying information for individual students. A summary of the results will be available for viewing by June, 2010 and will be available at the WAYVE meetings. You may request that a hard copy be made for you. If you would like this same summary to be emailed to you please include an email address in the space provided on the consent form.

Additional questions about the nature of the project or the results can be directed to me at the email address and phone number below. Anyone interested in participating in the research project in other areas can feel free to contact me at the number below.

Thank you,

Rebecca Pister

MA Candidate, Community Psychology

Wilfrid Laurier University, Pist0870@wlu.ca (519) 884-0710 ext 2641

WILFRID LAURIER UNIVERSITY  
INFORMED CONSENT STATEMENT

**Working against Youth Violence Everywhere:**

**Evaluating a peer led approach to bullying and violence prevention**

Rebecca Pister, MA candidate, Department of Psychology, Wilfrid Laurier University

Dr. Mark Pancer, Professor, Department of Psychology, Wilfrid Laurier University

Your son/daughter has been invited to participate in a research study. The purpose of this study is to gain insight into the effectiveness of the Working against Youth Violence Everywhere (WAYVE) program, a peer-led approach to bullying prevention. I am performing this evaluation as part of my thesis for the Master's of Community Psychology program at Wilfrid Laurier University, to be completed by May, 2010.

**INFORMATION**

In order to collect the needed information I will be asking all Regional WAYVE team members, as well as all of the In-School team members from two schools, to complete a 30-45 minute survey which will look at things like self-efficacy and social responsibility. This survey will be completed on insert date and then again at the beginning of May, 2010, during regularly scheduled meeting times. This will allow me to determine if there are any changes in scores for students who participate on a WAYVE team.

**RISKS**

The nature of the questions asked on the survey may cause distress over past or current experiences of bullying or violence. In order to minimize this risk I will make myself available to students needing to talk after completing the survey and students will also be



encouraged to speak to their school's guidance counselor. Additionally, all participants will be provided with contact information for some local agencies that can help if they feel like talking to someone at a later date. Participants are able to withdraw from participation in the study at any time and for any reason, without penalty.

### **BENEFITS**

The information gained from these sessions will be used to add to the literature on bullying prevention programs, as well as to help look at the impact being part of a peer-led initiative can have on team members. There are no direct benefits to participants.

### **COMPENSATION**

There is no compensation for participating in this study.

### **CONFIDENTIALITY**

In order to ensure confidentiality of all participants each student will be given a code number which will be written on their survey in place of their names. A master list of names and codes will be kept on my computer in a password protected file in order to match up names and numbers for the final testing phase, however all survey data will be kept separate from this list. All surveys will be kept in sealed envelopes in a locked filing cabinet in my possession and the contents will be inputted into data analysis software (SPSS) by me. This document and all resulting analyses will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope, until they are destroyed. All information will remain confidential with only me, my advisor Mark Pancer, and staff from CMHA, including the WAYVE coordinator, the Child and Youth coordinator, the program director, and the Executive Director, having access to the recordings. After the project is finished I am

required to keep hard copies on file for 5 years following publication. After this time I will delete the files containing personal information and shred any remaining documents. The final reporting of data will use only group information and not individual data.

### **CONTACT**

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study) you may contact me, Rebecca Pister, at [pist0870@wlu.ca](mailto:pist0870@wlu.ca), and (519) 884-0710 ext 2641, or Dr. Mark Pancer at [mpancer@wlu.ca](mailto:mpancer@wlu.ca) or (519) 884-0710 ext 3149. This project has been reviewed and approved by the University Research Ethics Board. If your son/daughter feels that they have not been treated according to the descriptions in this form, or that their rights as a participant in research have been violated during the course of this project, you may contact Dr. Robert Basso, Chair, Wilfrid Laurier University Research Ethics Board, (519) 884-0710, extension 5225 or [rbasso@wlu.ca](mailto:rbasso@wlu.ca). This project has been reviewed and approved by the Waterloo Region District School Board.

### **PARTICIPATION**

Participation in this study is voluntary; your son/daughter may decline to participate without penalty. If he/she withdraws from the study before completing the survey their information may still be used in the reporting of results. Participants have the right to omit any question(s)/procedure(s) they choose.

### **FEEDBACK AND PUBLICATION**

The results of the surveys will be used to evaluate the effectiveness of the WAYVE program and changes that occur through its use. Results will be written up as part of a thesis, which will be defended in late spring of 2010, and may also be published in a

journal article. Results will also be presented to WAYVE staff and advisory committee, and may be presented at professional and academic conferences. A copy of the thesis will be given the Canadian Mental Health Association, Grand River Branch and a summary of the results will be provided to the participating schools and will be available for viewing by the last week in June, 2010. This summary will also be emailed to all participants.

-----

**CONSENT**

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian/Proxy's signature \_\_\_\_\_ Date \_\_\_\_\_

**\*If over 18 a parent's signature is not required\***

Please include your email address so that I can send you a copy of the results of this study (optional).

\_\_\_\_\_

Participant's email

\_\_\_\_\_

Parent's email

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

Please sign and return this part of the form by:

## Appendix E

## WAYVE Team Matches Cover Letter and Consent Form

My name is Rebecca Pister and I am a Master's of Community Psychology student at Wilfrid Laurier University. As part of my course requirements I have spent time working with the Canadian Mental Health Association's (CMHA) WAYVE (Working against Youth Violence Everywhere) program, which was designed to reduce bullying in area high schools. For my thesis I will be evaluating the program to make sure that it is effective in meeting the outcomes that CMHA has set out. This evaluation will involve looking at changes in bullying in schools that are running the WAYVE program as well as evaluating the changes in WAYVE team members as a result of being part of the team.

Your son/daughter has been selected by a member of the WAYVE team to complete a survey exploring things like self-efficacy, leadership skills, and social responsibility in order to help determine if students on the WAYVE team have score higher on these measures than students who are not on the WAYVE team. The survey will take approximately 30 to 45 minutes now and then again at the beginning of May, 2010. Because of the nature of the questions asked in the survey there is a slight chance that participants might feel uncomfortable or might have unpleasant memories brought up. However, the results of these surveys will be used to give a complete picture of the impact of the WAYVE program. Please be assured that participants have the right to refuse to answer any question and can stop the survey at any time, without penalty.

In order to ensure confidentiality, all students completing the survey will be assigned a random number, with a master list of names and numbers kept on my

computer in a password locked file. This will prevent the use of any names being associated with a survey. All surveys will be kept in my possession and the contents will be analyzed by me or a third party hired to input the data. All forms of data analysis will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope for five years after publication, at which time they will be shredded and files deleted. All information will remain confidential with only me, my advisors, anyone hired on to help with the evaluation, and staff from CMHA having access to this information. The final write up based on the surveys will contain only group data with no identifying information for individual students. If you would like this same summary to be emailed to you please include an email address in the space provided on the consent form.

Additional questions about the nature of the project or the results can be directed to me at the email address and phone number below. Anyone interested in participating in the research project in other areas can feel free to contact me at the number below.

Thank you,

Rebecca Pister

MA Candidate, Community Psychology

Wilfrid Laurier University

Pist0870@wlu.ca

(519) 884-0710 ext 2641

WILFRID LAURIER UNIVERSITY  
INFORMED CONSENT STATEMENT

**Working against Youth Violence Everywhere:**

**Evaluating a peer led approach to bullying and violence prevention**

Rebecca Pister, MA candidate, Department of Psychology, Wilfrid Laurier University

Dr. Mark Pancer, Professor, Department of Psychology, Wilfrid Laurier University

Your son/daughter has been invited to participate in a research study. The purpose of this study is to gain insight into the effectiveness of the Working against Youth Violence Everywhere (WAYVE) program, a peer-led approach to bullying prevention. I am performing this evaluation as part of my thesis for the Master's of Community Psychology program at Wilfrid Laurier University, to be completed by May, 2010.

**INFORMATION**

In order to collect the needed information I will be asking all Regional WAYVE team members, as well as all of the In-School team members from two schools, to identify a friend of the same age, grade, and gender, and ask them to complete a 30-45 minute survey which will look at things like self-efficacy and social responsibility. This survey will be completed on now and then again at the beginning of May, 2010. This will allow me to determine if the changes in scores for students who participate on a WAYVE team are the result of participating on the team.

**RISKS**

The nature of the questions asked on the survey may cause distress over past or current experiences of bullying or violence. In order to minimize this risk I will make myself

available to students needing to talk after completing the survey and students will also be encouraged to speak to their school's guidance counselor. Additionally, all participants will be provided with contact information for some local agencies that can help if they feel like talking to someone at a later date. Participants are able to withdraw from participation in the study at any time and for any reason, without penalty.

### **BENEFITS**

The information gained from these sessions will be used to add to the literature on bullying prevention programs, as well as to help look at the impact being part of a peer-led initiative can have on team members. There are no direct benefits to participants.

### **COMPENSATION**

There is no compensation for participating in this study.

### **CONFIDENTIALITY**

In order to ensure confidentiality of all participants each student will be given a code number which will be written on their survey in place of their names. A master list of names and codes will be kept on my computer in a password protected file in order to match up names and numbers for the final testing phase, however all survey data will be kept separate from this list. All surveys will be kept in sealed envelopes in a locked filing cabinet in my possession and the contents will be inputted into data analysis software (SPSS) by me. This document and all resulting analyses will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope, until they are destroyed. All information will remain confidential with only me, my advisor Mark Pancer, and staff from CMHA, including the WAYVE coordinator, the Child and Youth coordinator, the program director, and the

Executive Director, having access to the recordings. After the project is finished I am required to keep hard copies on file for 5 years following publication. After this time I will delete the files containing personal information and shred any remaining documents. The final reporting of data will use only group information and not individual data.

### **CONTACT**

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study) you may contact me, Rebecca Pister, at [pist0870@wlu.ca](mailto:pist0870@wlu.ca), and (519) 884-0710 ext 2641, or Dr. Mark Pancer at [mpancer@wlu.ca](mailto:mpancer@wlu.ca) or (519) 884-0710 ext 3149. This project has been reviewed and approved by the University Research Ethics Board. If your son/daughter feels that they have not been treated according to the descriptions in this form, or that their rights as a participant in research have been violated during the course of this project, you may contact Dr. Robert Basso, Chair, Wilfrid Laurier University Research Ethics Board, (519) 884-0710, extension 5225 or [rbasso@wlu.ca](mailto:rbasso@wlu.ca). This project has been reviewed and approved by the Waterloo Region District School Board.

### **PARTICIPATION**

Participation in this study is voluntary; your son/daughter may decline to participate without penalty. If he/she withdraws from the study before the focus group is complete, the best efforts will be made to not transcribe his/her data, unless otherwise requested.

Participants have the right to omit any question(s)/procedure(s) they choose.

### **FEEDBACK AND PUBLICATION**

The results of the surveys will be used to evaluate the effectiveness of the WAYVE program and changes that occur through its use. Results will be written up as part of a



thesis, which will be defended in late spring of 2010, and may also be published in a journal article. Results will also be presented to WAYVE staff and advisory committee, and may be presented at professional and academic conferences. A copy of the thesis will be given the Canadian Mental Health Association, Grand River Branch and a summary of the results will be provided to the participating schools and will be available for viewing by the last week in June, 2010. This summary will also be emailed to all participants.

-----

**CONSENT**

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian/Proxy's signature \_\_\_\_\_ Date \_\_\_\_\_

**\*If over 18 a parent's signature is not required\***

Please include your email address so that I can send you a copy of the results of this study (optional).

\_\_\_\_\_

\_\_\_\_\_

Participant's email

Parent's email

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

**Please sign and return this part of the form to your school's guidance office, along with your survey and name card, in the envelope provided**

## Appendix F

## Focus Group Cover Letter and Consent Form

My name is Rebecca Pister and I am a Master's of Community Psychology student at Wilfrid Laurier University. As part of my course requirements I have spent time working with the Canadian Mental Health Association's (CMHA) WAYVE (Working against Youth Violence Everywhere) program. For my thesis I will be evaluating the program to make sure that it is effective in meeting the outcomes that CMHA has set out. This evaluation will involve looking at changes in bullying in schools that are running the WAYVE program as well as talking to students who have participated on the WAYVE teams.

As a WAYVE team member, your son/daughter has been randomly selected to participate in a focus group, lasting approximately 1.5 hours, to be held on **insert date and location when selected.** Through this group I will be exploring how being a member of the WAYVE team has affected students and what they see as the benefits and hardships of being involved in a peer-led prevention program. In order to accomplish this, a series of questions have been developed which students will be asked to discuss. Because of the nature of the group and the questions asked there is the chance that participants might feel uncomfortable or might have unpleasant memories brought up. However, the results of these groups will be used to give a complete picture of the realities of using a peer-led approach in high schools and will greatly add to the research on the subject. Please be assured that the focus group will be a safe place to share experiences and that participation is entirely voluntary. Participants have the right to refuse to answer any question and can leave the group at any time, without penalty.

The focus groups will be tape recorded so that I can accurately recall what was said during the sessions. You or your son/daughter may request that their session not be recorded although this will mean that they are unable to participate in the group. All tapes will be kept in a locked filing cabinet in my possession and the contents will be transcribed into a word document by me. During transcription all participants will be assigned a code to prevent the use of names. This document, and all other forms of data analysis, will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope for five years after publication, at which time they will be shredded and files deleted. All information will remain confidential with only me, my advisors, and staff from CMHA having access to the recordings. The final write up based on the groups will contain only quotations with ages and gender and no other identifying information. A summary of the results from the focus groups will be provided to the participating schools and will be available for viewing by June, 2010. You may also request a copy from the office. If you would like this same summary to be emailed to you please include an email address in the space provided on the consent form.

Additional questions about the nature of the project or the results can be directed to me at the email address and phone number below. Anyone interested in participating in the research project in other areas can feel free to contact me at the number below.

Thank you,

Rebecca Pister

MA Candidate, Community Psychology

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WILFRID LAURIER UNIVERSITY  
INFORMED CONSENT STATEMENT

**Working against Youth Violence Everywhere:**

**Evaluating a peer led approach to bullying and violence prevention**

Rebecca Pister, MA candidate, Department of Psychology, Wilfrid Laurier University

Dr. Mark Pancer, Professor, Department of Psychology, Wilfrid Laurier University

You are invited to participate in a research study. The purpose of this study is to gain insight into the current functioning of the Working against Youth Violence Everywhere (WAYVE) program in order to determine if the use of a peer-led approach is an effective way to target bullying and violence in high schools. I will also be evaluating the impact that team membership has on students who participate on a WAYVE team. I am performing this evaluation as part of my thesis for the Master's of Community Psychology program at Wilfrid Laurier University, to be completed by May, 2010.

**INFORMATION**

In order to collect the needed information I will be conducting a series of three focus groups which involve asking small groups of about 8-10 people, for a total of approximately 30 people, questions about the program and how it has impacted them. Specifically, I will be talking to members of the regional and In-School WAYVE teams. Focus groups are expected to be about 1.5 hours in length and sessions will be audio taped. Refreshments will be provided at the sessions.

**RISKS**

The nature of the questions asked during the sessions may cause distress over past or current experiences of WAYVE team membership. Because we will be discussing

sensitive topics and you will be asked to share your honest opinions, relationships with peers may be affected. In order to minimize these risks I will ensure that everyone participating in the group understands that confidentiality is crucial. I will also make sure that the setting is a safe one where you can say what you are feeling without fear of negative repercussion. This will be facilitated by setting ground rules about appropriate behaviour within and outside of the group with the participants. If you feel that you need to talk to someone about anything that is discussed during the session I will be available to talk with you immediately after the group is done. In addition I will provide everyone with contact information for some local agencies that can help you if you feel like talking to someone at a later date. You are able to withdraw from participation in the study at any time.

### **BENEFITS**

The information gained from these sessions will be used to add to the existing literature on the impact team membership, in particular membership in a peer-led initiative, has on youth. There are no direct benefits to participants.

### **COMPENSATION**

There is no compensation for participating in this study.

### **CONFIDENTIALITY**

As focus groups are made up of many people, confidentiality cannot be guaranteed.

However, because you will be hearing responses from other participants everything that is said in the group is to remain confidential after the group has ended. Because the focus groups will be recorded so that I can accurately recall what was said during the sessions I will keep all tapes in a locked filing cabinet in my possession and the contents will be

transcribed into a word document by me. During transcription all participants will be assigned a code to prevent the use of names. Only age and gender will be used. This document, and all other forms of data analysis, will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope, until they are destroyed. All information will remain confidential with only me, my advisor Mark Pancer, and staff from CMHA, including the WAYVE coordinator, the Child and Youth coordinator, the program director, and the Executive Director, having access to the recordings. After the project is finished I am required to keep hard copies on file for 5 years following publication. After this time I will erase all tapes and delete all of the files containing your personal information. All other documents will be shredded. Direct quotations from the focus group sessions will likely be used in the write up of the results and in any subsequent publications. Such quotations will only contain, at most, the ages and gender of the participant and no other identifying information. You have the right to refuse to have your quotations used in this manner.

### **CONTACT**

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study) you may contact me, Rebecca Pister, at [pist0870@wlu.ca](mailto:pist0870@wlu.ca), and (519) 884-0710 ext 2641, or Dr. Mark Pancer at [mpancer@wlu.ca](mailto:mpancer@wlu.ca) or (519) 884-0710 ext 3149. This project has been reviewed and approved by the University Research Ethics Board. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr. Robert Basso, Chair, Wilfrid Laurier University Research Ethics Board, (519) 884-0710, extension 5225 or

rbasso@wlu.ca. This project has been reviewed and approved by the Waterloo Region District School Board.

### **PARTICIPATION**

Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty. If you withdraw from the study before the focus group has ended your information may still be used in the reporting of results. You have the right to omit any question(s)/procedure(s) you choose. You also have the right to refuse audio taping of your session however this means that you will be unable to participate. You may also decline to be quoted in the publications resulting from these groups.

### **FEEDBACK AND PUBLICATION**

The results of the focus groups will be used to complement data collected about the effectiveness of the WAYVE program and changes that occur through its use. Results will be written up as part of a thesis, which will be defended in late spring of 2010, and may also be published in a journal article. Results will also be presented to WAYVE staff and advisory committee, and may be presented at professional and academic conferences. A copy of the thesis will be given the Canadian Mental Health Association, Grand River Branch and a summary of the results will be provided to the participating schools and will be available for viewing by the last week in June, 2010. This summary will also be emailed to all participants.

**CONSENT**

I have read and understand the above information. I have received a copy of this form. I give permission for my son/daughter to participate in this study and for his/her focus group to be audio taped.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/guardian/proxy signature \_\_\_\_\_ Date \_\_\_\_\_

**\*Please note, if the participant is over 18 a parent's signature is not required.\***

Please check one of the following:

\_\_\_\_\_ I agree to be quoted (with only age and gender being reported) in the summary of information and further write ups

\_\_\_\_\_ I do not wish to be quoted in the summary of information or future write ups

Please include your email address so that I can send you a copy of the results of this study (optional).

\_\_\_\_\_

\_\_\_\_\_

Participant's email

Parent's email

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

Please sign and return this part of the form by:



## Appendix G

## Interview Cover Letter and Consent Form

My name is Rebecca Pister and I am a Master's of Community Psychology student at Wilfrid Laurier University. As part of my course requirements I have spent time working with the Canadian Mental Health Association's (CMHA) WAYVE (Working against Youth Violence Everywhere) program. For my thesis I will be evaluating the program to make sure that it is effective in meeting the outcomes that CMHA has set out. This evaluation will involve looking at changes in bullying in schools that are running the WAYVE program as well as talking to students who have participated on the WAYVE teams.

I would like to invite you to tell me about your experiences as an adult mentor for the WAYVE team. This one-on-one interview will last approximately 1 hour and will be held on **insert date and location when selected**. Through this interview I will be exploring the reality of running a peer-led initiative with youth from the perspective of the adult mentor. In order to accomplish this, a series of questions have been developed which you will be asked to answer. Because of the nature of the questions asked there is the chance that you might feel uncomfortable or might have unpleasant memories brought up. However, the results of this interview will be used to give a complete picture of the realities of using a peer-led approach in high schools and will greatly add to the research on the subject. Please be assured that the interview will be a safe place to share your experiences and that participation is entirely voluntary. You have the right to refuse to answer any question and can leave the interview at any time, without penalty.

The interview will be tape recorded so that I can accurately recall what was said during the sessions. You may request that your session not be recorded although this will mean that I will be unable to conduct the interview. All tapes will be kept in a locked filing cabinet in my possession and the contents will be transcribed into a word document by me. During transcription you will be assigned a code to prevent the use of your name. This document, and all other forms of data analysis, will be kept on my personal laptop in a password locked file. Your consent forms will also be kept in a locked filing cabinet, in a sealed envelope for five years after publication, at which time they will be shredded and files deleted. All information will remain confidential with only me, my advisor, Mark Pancer, and staff from CMHA, including the program directors and executive directors, having access to the recordings. The final write up based on the groups will contain only quotations with ages and gender and no other identifying information. A summary of the results from the interview will be provided to the participating schools and will be available for viewing by June, 2010. You may also request a copy from the office. If you would like this same summary to be emailed to you please include an email address in the space provided on the consent form.

Additional questions about the nature of the project or the results can be directed to me at the email address and phone number below. If you are interested in participating in the research project in other areas you can feel free to contact me at the number below.

Thank you,

Rebecca Pister

MA Candidate, Community Psychology

Wilfrid Laurier University pist0870@wlu.ca (519) 884-0710 ext 2641

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Rebecca Pister, MA candidate, Department of Psychology, Wilfrid Laurier University

Dr. Mark Pancer, Professor, Department of Psychology, Wilfrid Laurier University

You are invited to participate in a research study. The purpose of this study is to gain insight into the current functioning of the Working against Youth Violence Everywhere (WAYVE) program in order to determine if the use of a peer-led approach is an effective way to target bullying and violence in high schools. I will also be evaluating the impact that team membership has on students who participate on a WAYVE team and looking at the realities of running a peer-led approach such as this one. I am performing this evaluation as part of my thesis for the Master's of Community Psychology program at Wilfrid Laurier University, to be completed by May, 2010.

**INFORMATION**

In order to collect the needed information I will be conducting a series of one-on-one interviews with people acting as the adult mentors for the WAYVE program, for a total of 3 people. Questions asked will explore how the program was run over the past year, with the total interview lasting about 1 hour. The session will be audio taped.

Refreshments will be provided at the sessions.

**RISKS**

The nature of the questions asked during the sessions may cause you to remember past or current difficulties of running the WAYVE team. Additionally, because only two schools

running In-School WAYVE teams are being evaluated, and age and gender may be reported in the write-ups, people may be able to identify you. In order to minimize these risks I will ensure that measures are taken to ensure that your identity is protected.

### **BENEFITS**

The information gained from these sessions will be used to add to the existing literature on the realities of running a peer-led initiative in high-schools. There are no direct benefits to participants.

### **COMPENSATION**

There is no compensation for participating in this study.

### **CONFIDENTIALITY**

As very few mentors are being interviewed, confidentiality cannot be guaranteed.

However, all data collected will be presented in group form, with information from all interviews being combined. Additionally, only age and gender may be used in the reporting of these results. Because the interview will be recorded so that I can accurately recall what was said during the sessions I will keep all tapes in a locked filing cabinet in my possession and the contents will be transcribed into a word document by me. This document, and all other forms of data analysis, will be kept on my personal laptop in a password locked file. All consent forms will also be kept in a locked filing cabinet, in a sealed envelope, until they are destroyed. All information will remain confidential with only me, my advisor Mark Pancer, and staff from CMHA, including the WAYVE coordinator, the Child and Youth coordinator, the program director, and the Executive Director, having access to the recordings. After the project is finished I am required to keep hard copies on file for 5 years following publication. After this time I will erase all

tapes and delete all of the files containing your personal information. All other documents will be shredded. Direct quotations from the interviews will likely be used in the write up of the results and in any subsequent publications. Such quotations will only contain, at most, the ages and gender of the participant and no other identifying information. You have the right to refuse to have your quotations used in this manner.

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### **PARTICIPATION**

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your session however this means that I will be unable to conduct the interview. You may also decline to be quoted in the publications resulting from these groups.

**FEEDBACK AND PUBLICATION**

The results of the interview will be used to complement data collected about the effectiveness of the WAYVE program and changes that occur through its use. Results will be written up as part of a thesis, which will be defended in late spring of 2010, and may also be published in a journal article. Results will also be presented to WAYVE staff and advisory committee, and may be presented at professional and academic conferences. A copy of the thesis will be given the Canadian Mental Health Association, Grand River Branch and a summary of the results will be provided to the participating schools and will be available for viewing by the last week in June, 2010. This summary will also be emailed to all participants.

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**CONSENT**

I have read and understand the above information. I have received a copy of this form. I agree to participate in this study and for my interview to be audio taped.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

Please check one of the following:

\_\_\_\_\_ I agree to be quoted (with only age and gender being reported) in the summary of information and further write ups

\_\_\_\_\_ I do not wish to be quoted in the summary of information or future write ups

Please include your email address so that I can send you a copy of the results of this study (optional).

\_\_\_\_\_

Participant's email

Investigator's signature \_\_\_\_\_ Date \_\_\_\_\_

Please sign and return this part of the form on the day of the interview.

Table 1

*Components of Effective Prevention Programs*

Component	How It Is Met
Define bullying	Through the In-school events and with the regional team presentations.
Identify different types of bullying	Presentation and In-school events target physical, psychological and cyber bullying.
Address school-specific problems	In-school teams tailor programming and events to their school.
Multi-faceted/uses various teaching methods	The program uses peer-led, whole school, and workshop approaches. It also incorporates interactive presentations, special events, written materials, oral presentations, and chances for other students to be actively involved.
Systematic and ongoing/sufficient dosage	The In-school team targets bullying throughout the school year.
Fosters positive relationships	The program has youth and adults work together on equal ground. This fosters positive relationships between students on the teams and with adult mentors. An end goal of the program is also to develop positive relationships within the school community as a whole.
Comprehensive	The program not only takes a whole-school approach, targeting various populations, but it also allows for many different issues to be dealt with in addition to bullying and violence.
Appropriately timed	Research has shows that bullying tends to peak around grade 9. The Regional team targets this age group specifically while the In-school teams can also focus more intensely on this group.
Well-trained staff	The main WAYVE Facilitator is trained and trains all other staff. Most adult mentors are trained guidance counsellors or CYWs. This manual acts as a training device.
Theory-driven	The program follows theory surrounding effective prevention programs and peer-led interventions
Outcome evaluation	Completed through this study

Adapted from Cuijpers (2002) and Nation et al. (2003)



Table 2

*Demographic Information by School*

	School 1	School 2	School 3	School 4	Provincial average
Population	1562	1384	1240	1487	N/A
Low-Income households	9%	11%	9%	4%	16.5%
Parents with some university education	56%	20%	24%	31%	36.9%
Students receiving special education	22.8%	8.7%	18.3%	9.5%	13.1%
Students identified as gifted	0.8%	0.8%	0.2%	0.1%	1.3%
Students first language is not English	19.7%	24.3%	5.3%	13.1%	21.2%
Students new to Canada from non-English speaking countries	2.2%	9.3%	N/A	0.6%	3.0%

Table 3

*Measures Used*

Measure	Grade 9 students and matches	WAYVE team members and matches
Demographic information	X	X
Sense of community	X	
Community resources	X	X
School norms	X	
Instances and impact of bullying	X	
Bullying reactions and reasons	X	X
Sense of belonging	X	X
Empathy and understanding of the effects of bullying	X	X
Youth leadership skills questionnaire		X
Inventory of involvement		X
Knowledge of important issues		X
Motivation and belief in responsibility and ability to reduce bullying		X





Table 6

*Descriptive Statistics for Grade 9 Students*

Item	Potential Range	Actual Range		Cronbach's Alpha	
		Pre-test	Post-test	Pre-test	Post-test
Sense of community	15-75	16-73	24-61	0.87	0.82
Awareness of community resources	0-10	1-10	0-10	N/A	N/A
Use of community resources	0-10	0-9	0-9	N/A	N/A
School norms	9-27	15-27	12-28	0.70	0.72
Instances of bullying	4-24	4-24	4-15	N/A	N/A
Impact of bullying	4-16	4-15	4-19	N/A	N/A
Bullying reactions for self	1-15	0-11	0-10	N/A	N/A
Bullying reactions for others	1-15	0-11	0-8	N/A	N/A
Sense of belonging	6-24	6-24	7-24	0.80	0.78
Empathy	5-35	8-35	11-35	0.82	0.83

Table 7

*Correlation Matrix for Grade 9 Students*

	Belonging	School norms	Empathy	Sense of community	Awareness of resources	Use of resources	Impact of bullying	Instances of bullying	Positive responses others	Negative responses others	Positive responses self	Negative responses self
Belonging	1.00	.051	.009	.237*	-.015	-.298*	-.320*	-.356*	-.051	.032	-.247*	-.179*
School norms	-	1.00	.530*	.339*	.188*	-.072	-.008	-.016	-.151	-.359*	-.196*	.067
Empathy	-	-	1.00	.345*	.231*	-.093	.002	.070	.113	-.414*	-.128	.168
Sense of community	-	-	-	1.00	.123	-.141	-.136	-.146	.008	-.256*	-.128	-.042
Awareness of resources	-	-	-	-	1.00	.178*	.138	.085	.128	-.132	-.002	.147
Use of resources	-	-	-	-	-	1.00	.076	.227*	.150	.104	.135	.211*
Impact of bullying	-	-	-	-	-	-	1.00	.733*	.162	.015	.299*	.454*
Instances of bullying	-	-	-	-	-	-	-	1.00	.174*	.087	.191*	.251*
Positive responses others	-	-	-	-	-	-	-	-	1.00	.149	-.064	.411*
Negative responses others	-	-	-	-	-	-	-	-	-	1.00	.051	-.170*
Positive responses self	-	-	-	-	-	-	-	-	-	-	1.00	.193*
Negative responses self	-	-	-	-	-	-	-	-	-	-	-	1.00

\* Indicates significant correlations

Table 8

*Results for Grade 9 Students*

Measure	Intervention		Comparison		Significance (effect size Cohen's d values)
	Pre-test	Post-test	Pre-test	Post-test	
Sense of community	43.98	42.70	43.36	42.10	0.27
Awareness of resources	4.83	5.96	5.20	5.32	0.07
Use of resources	0.81	0.74	0.74	0.76	0.12
Empathy	27.44	27.36	26.70	25.10	**0.02 (0.51)
Sense of belonging	18.68	18.77	19.10	18.28	0.12
School norms	21.98	23.1	21.56	22.2	*0.02 (0.51)
Occurrence of physical bullying	2.17	1.92	1.89	1.69	0.15
Impact of physical bullying	1.63	1.64	1.64	1.45	0.29
Occurrence of verbal bullying	2.83	2.63	2.63	2.47	0.40
Impact of verbal bullying	2.17	1.98	2.04	0.91	0.89
Occurrence of social bullying	2.49	2.31	2.12	1.82	0.01** (0.47)
Impact of social bullying	2.05	2.02	1.94	1.74	0.15
Occurrence of electronic bullying	2.25	2.28	1.76	1.85	0.39
Impact of electronic bullying	1.87	1.92	1.57	1.49	0.03* (0.48)
Positive interventions for others	3.03	2.15	2.00	1.78	0.85
Negative interventions for others	0.94	0.83	0.81	1.60	0.00** (0.58)
Positive interventions for self	1.83	1.45	1.38	0.79	0.32
Negative interventions for self	1.14	1.33	0.98	1.02	0.95

\*represents significance levels of 0.05 or less

\*\* represents significance levels of 0.01 or less

Table 9

*Descriptive Statistics for WAYVE Team Members and Matches*

Item	Potential Range	Actual Range		Cronbach's Alpha	
		Pre-test	Post-test	Pre-test	Post-test
Sense of belonging	6-24	7-20	8-20	0.80	0.84
Empathy	5-35	16-35	16-35	0.84	0.78
Leadership	22-88	53-88	58-86	0.92	0.86
Community involvement	10-50	15-48	12-50	0.84	0.88
Knowledge of specific issues	4-16	6-16	6-16	N/A	N/A
Knowledge of important issues	6-24	14-24	16-24	N/A	N/A
Motivation	15-75	43-70	46-68	0.75	0.72
Awareness of community resources	0-10	2-10	2-10	N/A	N/A
Use of community resources	0-10	0-5	0-6	N/A	N/A
Bullying reactions for others	1-15	0-9	0-11	N/A	N/A



Table 10

*Correlation Matrix for WAYVE Team Members and Matches*

	Leadership	Community involvement	Empathy	Sense of belonging	Motivation	Knowledge of issues	Knowledge of specific issues	Bullying positive response	Bullying negative response	Awareness of resources	Use of resources
Leadership	1.00	.407*	.153	.356*	.292*	.534*	.516*	.208	.036	.139	-.043
Community involvement	-	1.00	.355*	.329*	.383*	.292*	.358*	.269*	.283*	.201	.108
Empathy	-	-	1.00	.022	.444*	.383*	.039	.224*	.268*	.079	.123
Sense of belonging	-	-	-	1.00	.120	.444*	.124	.217	.149*	.092	.176
Motivation	-	-	-	-	1.00	.120	.443*	-.038	-.297	.258*	.041
Knowledge of issues	-	-	-	-	-	1.00	.914*	.172	.022	.188	.066
Knowledge of specific issues	-	-	-	-	-	-	1.00	.117	-.093	.231	.093
Bullying positive response	-	-	-	-	-	-	-	1.00	.183	.062	.356*
Bullying negative response	-	-	-	-	-	-	-	-	1.00	-.143	-.068
Awareness of resources	-	-	-	-	-	-	-	-	-	1.00	.083
Use of resources	-	-	-	-	-	-	-	-	-	-	1.00

\* Indicates significant correlations

Table 11

*Results for WAYVE Team Members and Matches*

Measure	Intervention		Control		Significance		
	Pre-test	Post-test	Pre-test	Post-test	Time	I/C	Interaction
Empathy	37.10	36.85	33.88	34.12	0.72	0.00** (0.81)	0.51
Community involvement	32.21	36.76	27.88	27.14	0.70	0.00** (1.1)	0.01**
Planning	16.88	16.81	15.71	15.56	0.72	0.03* (0.58)	0.97
Teamwork	37.97	38.18	36.10	36.10	0.79	0.00** (0.63)	0.97
Communication	19.32	20.35	19.26	18.56	0.56	0.14	0.01**
Leadership	74.90	75.77	71.24	70.51	0.86	0.00** (0.78)	0.72
Motivation	61.90	62.20	57.71	56.85	0.70	0.00** (0.98)	0.46
Specific issues	12.21	14.24	12.10	12.53	0.00**	0.08	0.05*
All issues	36.73	37.85	36.36	33.45	0.21	0.02** (0.80)	0.05*
Awareness of resources	7.29	8.65	6.29	7.15	0.00**	0.01** (0.85)	0.31
Use of resources	1.45	1.15	1.03	1.39	0.85	0.88	0.00**
Sense of belonging	15.27	15.94	15.56	15.85	0.09	0.69	0.60
Positive interventions for others	3.79	4.15	3.06	3.41	0.27	0.12	1.00
Negative interventions for others	0.74	0.94	0.94	1.03	0.24	0.50	0.70

Time = pre-post, I/C = intervention/control, \* = time by intervention/control interaction

\*represents significance levels of 0.05 or less

\*\* represents significance levels of 0.01 or less

Table 12

*Challenges and Benefits of Using the WAYVE Model*

Challenges	<p>Interpersonal Relationships</p> <ul style="list-style-type: none"> <li>• Developing strong adult/youth relationships</li> <li>• Creating positive relationships among team members</li> <li>• Team Makeup</li> </ul> <p>Team meetings</p> <ul style="list-style-type: none"> <li>• Disorganization</li> <li>• Attendance</li> </ul> <p>Responsibility and Commitment</p> <ul style="list-style-type: none"> <li>• Facilitators taking too much or too little responsibility</li> <li>• Youth not doing their share</li> </ul> <p>School Structure</p> <ul style="list-style-type: none"> <li>• Overlap of clubs, little collaboration</li> <li>• Structural issues</li> <li>• Lack of support from school staff and students</li> </ul> <p>Attitudes towards Bullying</p> <ul style="list-style-type: none"> <li>• Acceptance of bullying as normal</li> <li>• Different definitions of bullying</li> </ul> <p>Challenges for Facilitators</p> <ul style="list-style-type: none"> <li>• Satisfying many stakeholder groups</li> <li>• Maintaining the peer-led nature of the program</li> <li>• In-School facilitators have many other responsibilities</li> <li>• Lack of support from Canadian Mental Health Association Staff</li> <li>• Lack of continuity with Canadian Mental Health Association Staff</li> <li>• Lack of funding</li> </ul>
Benefits	<ul style="list-style-type: none"> <li>• Diverse team makeup allows youth to reach a wide audience of their peers</li> <li>• Ability to look at a variety of issues facing teens</li> <li>• Opportunity to educate adults about teen issues</li> <li>• Peer-led approach allows team members to connect with one another as well as their peers</li> </ul>

Table 13

*Program Outcomes*

	Outcomes
Grade 9	<ul style="list-style-type: none"> <li>• Become inspired to join the program</li> <li>• Gives students a voice</li> <li>• Intervening in bullying situations</li> <li>• Changes in language</li> <li>• Asking others to refrain from using hurtful language</li> <li>• Feel less isolated or alone</li> </ul>
Mentors	<ul style="list-style-type: none"> <li>• Greater understanding of youth</li> <li>• Increased job satisfaction</li> <li>• Increased hope in youth and the future</li> </ul>
WAYVE team members	<p><i>Awareness</i></p> <ul style="list-style-type: none"> <li>• Awareness of structural issues within the schools</li> <li>• Increased understanding of issues impacting youth</li> <li>• Increased awareness and understanding of bullying</li> <li>• Increased knowledge of how to deal with bullying</li> <li>• Aware of and impacted by global issues</li> <li>• Greater understanding of people</li> <li>• Awareness of the WAYVE program</li> </ul> <p><i>Behavioural Changes</i></p> <ul style="list-style-type: none"> <li>• Less use of hurtful language</li> <li>• Increased intervention in bullying situations</li> <li>• Ability to deal with issues impacting their own lives</li> </ul> <p><i>Skill Enhancement</i></p> <ul style="list-style-type: none"> <li>• Gains in presentation skills</li> <li>• Improved teamwork</li> <li>• Stronger leadership skills</li> <li>• Ability to make long-term commitments</li> </ul> <p><i>Personal Growth and Development</i></p> <ul style="list-style-type: none"> <li>• Feel supported and less alone</li> <li>• Have a place to be themselves</li> <li>• Understanding of the value of their own lives</li> <li>• Personal growth</li> <li>• Stronger beliefs about their ability to create change</li> <li>• Generativity – both caring and general</li> </ul>

Figure 1

WAYVE Logic Model Overview

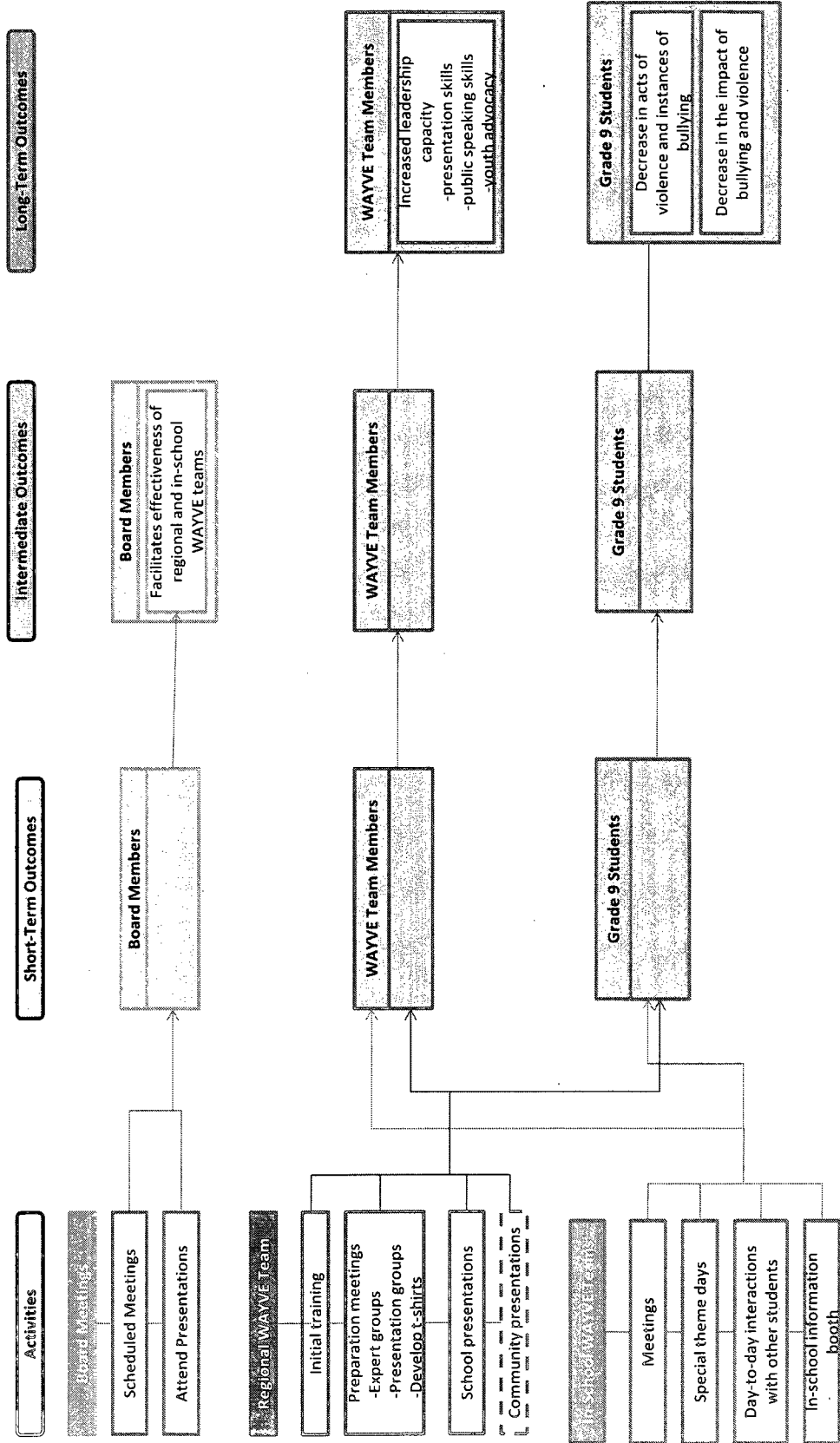


Figure 2

Logic Model for WAYVE Team Members

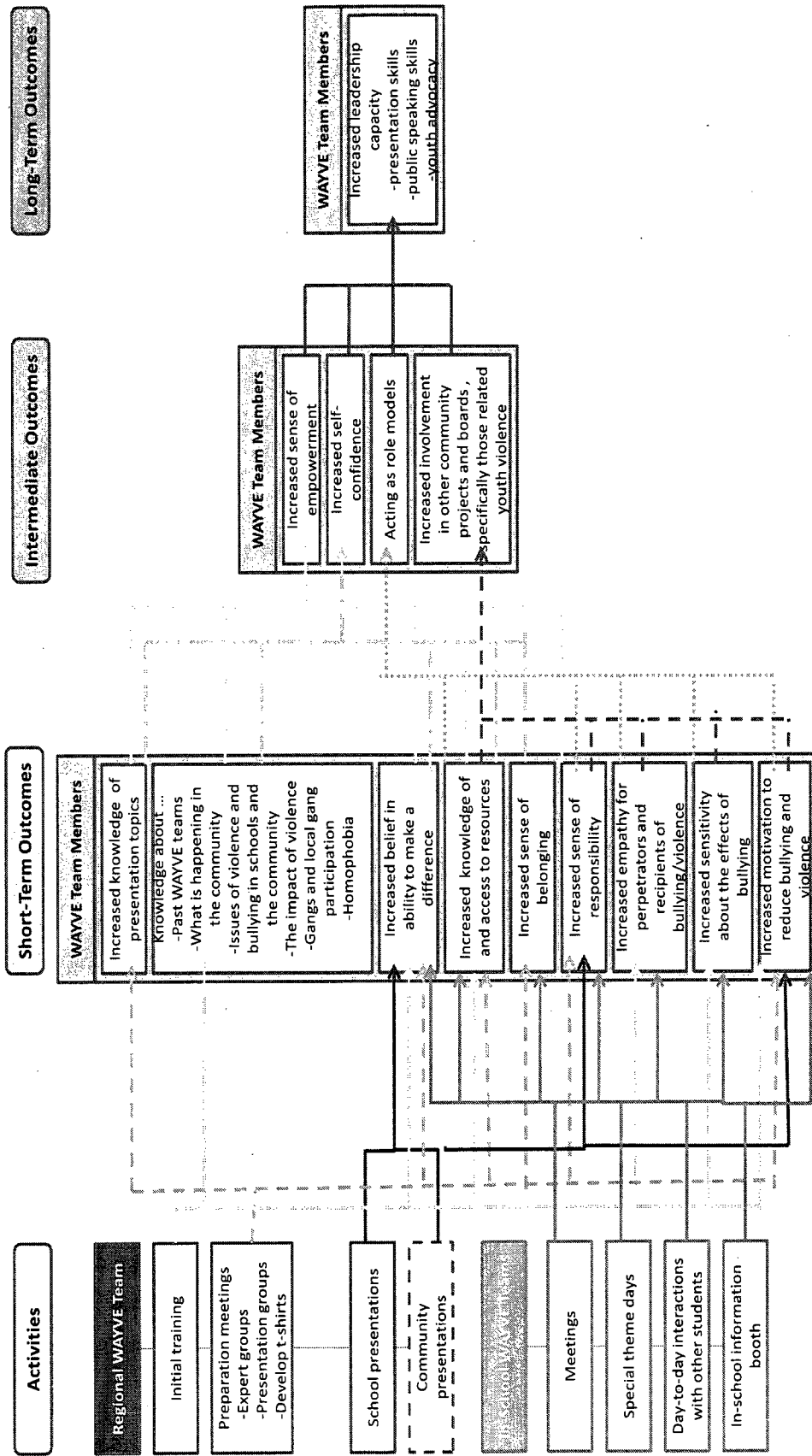


Figure 3  
 Logic Model for Grade 9 Students

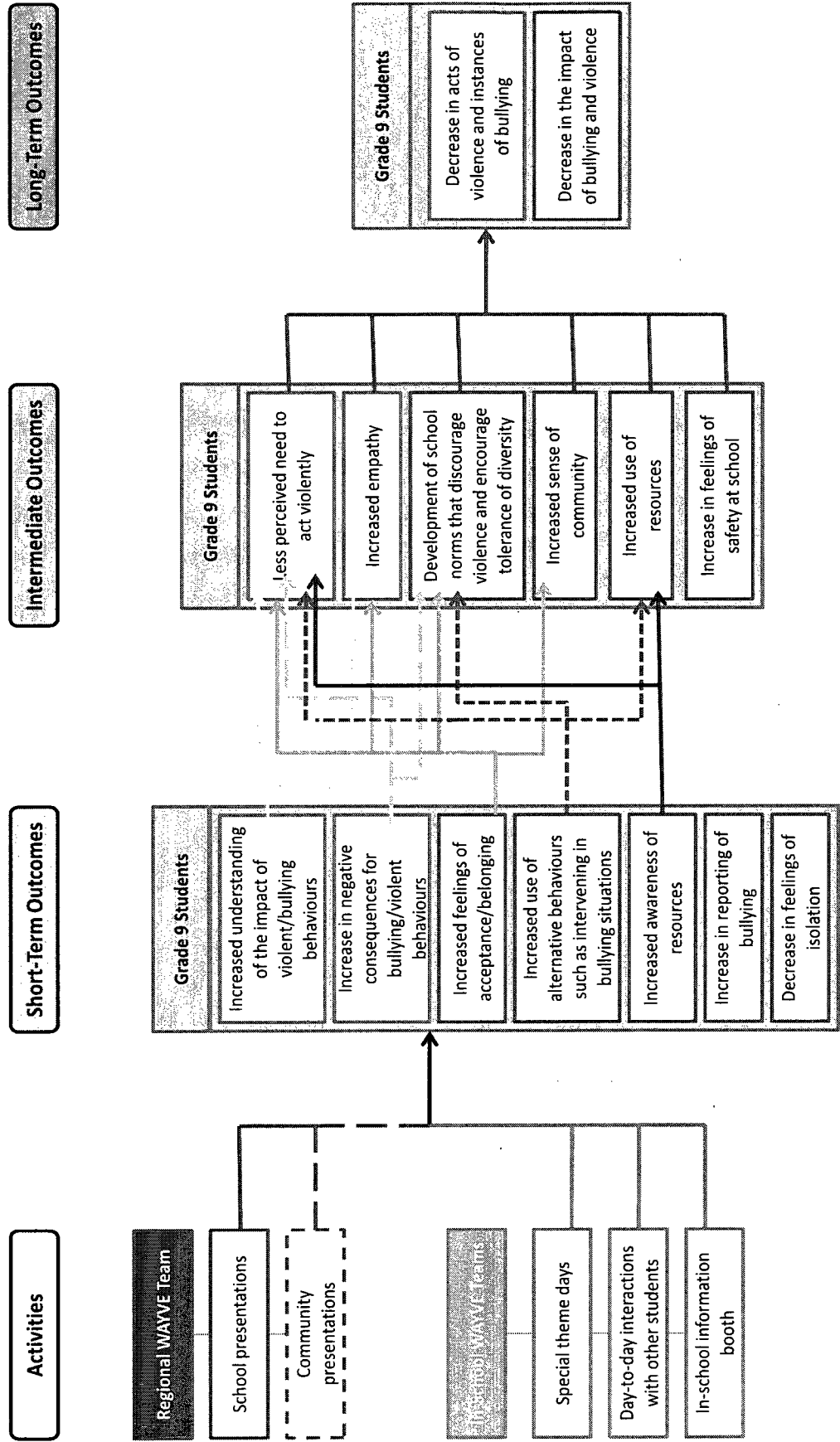
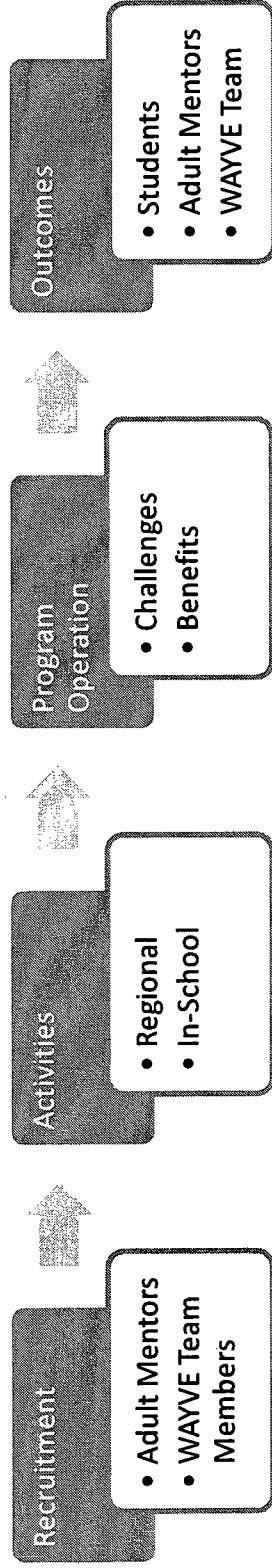


Figure 4

*WAYVE Program Model*





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