School Climate and Bullying: A Case Study of a Youth Conflict Resolution Module

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"Let me tell you the secret that has led me to my goal: my strength lies solely in my tenacity"

~ Louis Pasteur

Abstract

The objective of this study was to explore the link between school climate and bullying behaviour through a case study of two high schools. Grade 10 students received the two day Cross-Cultural Conflict Resolution (XCCR) Module initiated by YOUCAN. Phase I of this study involved the development of an XCCR Logic Model, which aimed to clarify the objectives and key elements of the XCCR Module. Phase II involved the in depth analysis of the XCCR Module through an 84-item survey and qualitative semi-structured interviews with school and program staff. Data from this study did not indicate any changes in bullying behaviour or school climate between pre-and post-implementation. This study highlights a need to incorporate measures for program adherence and program fidelity in future studies. The results of this study provided two practical contributions, an XCCR Logic Model and information about bullying and school climate for the participating schools.

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Statement of the Research Problem

Bullying is a form of aggression in which peers use power to inflict harm on victims who cannot readily defend themselves (Olweus, 1993). Bullying behaviours have adverse effects on children who bully, victimized children, and bystanders. Involvement in bullying situations has been connected with serious negative effects on social functioning, academic performance, physical and mental health, and on student attendance (Janosz et al., 2008; Orpinas & Horne, 2006).

A variety of approaches have been taken internationally to create bullying prevention interventions, however there has been only intermittent success. For example, the reduction in bullying behaviours seen in Norway over the past two decades has occurred in response to the implementation of whole-school anti-bullying programs, which involve the collaboration of parents, teachers, and students in the intervention and prevention process (Olweus, 1993). Olweus' (1993) intervention, which was implemented with 2,500 Norwegian students in grades four to seven, led to a 50% reduction in student reports of bullying. However, previous meta-analysis showed that bullying prevention programs yield modest outcomes (Merrell, Gueldner, Ross, & Isava, 2008; Smith, Schneider, Smith, & Ananiadou, 2004) and attempts to replicate similar versions of Olweus' seminal school-wide bullying prevention program have not revealed comparable results (e.g., Eslea & Smith, 1998; Pepler, Craig, Ziegler, & Charach, 1994).

Peer mediation and conflict resolution are other categories of bullying prevention that aim to educate peers on the group dynamics involved in bullying and the participatory role that they play, often unintentionally, in victimization (Salmivalli, 1999). Peer mediation programs emphasize training a small number of students to serve as peer mediators in their schools,

whereas conflict resolution programs emphasize involving the entire student body in learning to manage conflicts constructively (Johnson & Johnson, 1996). They share the overall objective to teach students the social skills, empathy, active listening, and problem solving (Burrell, Zirbel, & Allen, 2003) so that future bullying behaviour within the school environment can be prevented. These types of programs have had modest success in reducing bullying in schools (Jones, 2004).

As outlined above, the skills learned in conflict resolution programs have the potential to alter the way peers interact with each other. Research by Syvertsen, Flanagan, and Stout (2009) suggests a further connection between peer interactions and how students feel about their school environment. More specifically, their research suggests a connection between school climate and the likeliness that peers will intervene in bullying behaviour.

School climate is a multi-dimensional concept that involves an interaction among the normative beliefs, values, and ideals existing within the school community (Anderson, 1982). It can be influenced by a variety of factors, including individual factors, such as race and gender; classroom factors, such as students' perceptions of the teacher, class size, and concentration of students with behavioural problems; and school factors, such as school size and faculty turnover (Koth, Bradshaw, & Leaf, 2008).

Research has shown that students' perceptions of their school environment have an impact on how they behave at school. In particular, links have been found between poor school climate and student misconduct, aggression, and behavioural problems (Battistich, Solomon, Kim, Watson, & Schaps, 1995; Loukas & Robinson, 2004; Shochet, Dadds, Ham, & Montague, 2006; Wilson, 2004). Addressing the climate of a school also enables the assessment of students' attitudes towards their teachers and their ability to seek help (Bandyopadhyay, Cornell, & Konald, 2009). Students who perceive their school climate to be democratic and well-

integrated have been found to be more likely to take action to stop or prevent bullying behaviours (Syvertsen, Flanagan, & Stout, 2009). Furthermore, children who are involved in bullying activities, as a bully or a victim, report feeling less safe and less connected to their school (O'Brennan, Bradshaw, & Sawyer, 2009).

Peer mediation and conflict resolution programs have the potential to impact positively on school climate and thereby reduce aggression and bullying. Conflict resolution education (CRE) strategies, as taught in peer mediation and conflict resolution programs, aim to reduce conflict between students by helping them to develop their capacity to cooperatively resolve a shared problem. As a result, these types of programs can improve communication among students, as well as between students, teachers, administrators, and parents (Cassinerio & Lane-Garon, 2006). Seeing as positive school climate has been linked to positive relationships among students and teachers, CRE strategies lay a foundation for these relationships to develop (Dwyer & Osher, 1998; Moos, 2003) and to establish a school climate that promotes safety and fosters peaceful solutions to conflict.

Little research to date has explored the impact of a CRE program on the relationship between bullying and school climate. An increased understanding of how a CRE program can impact school climate and thereby reduce bullying would enable efficient program development that targets bullying behaviour. The objective of this study was to explore this link between school climate and bullying behaviour through a case study of a conflict resolution program initiated by YOUCAN that is intended to improve the social climate of a school. In particular this study aimed to explore how the CRE program changes school climate, and if these changes lead to reductions in bullying and victimization.

Literature Review

Bullying and Victimization

Prevalence. Bullying is a predominant concern worldwide; in the World Health Organization's 2001-2002 international survey of thirty-five countries on Health Behaviours in School-aged Children an average of 12.4 % of girls and 15.4 % of boys reported being a victim of bullying two or more times a month (Craig & Harel 2004). So how does Canada compare on this international scale? Out of 35 countries Canada fell in the top quartile for children who bully others, with 54% of boys and 32% of girls reporting bullying others at least once in the past six weeks and top third for children being victimized, with 34% of boys and 27% of girls reporting being victims of bullying at least once in the past six weeks (Craig & Pepler, 2003). Between the 1993/1994 survey and the follow-up survey conducted in 2005/2006, the rates of bullying slightly decreased in Canada; however, our world rank in rates of bullying has remained relatively stable (from 18th to 21st in most reported bullying behaviour) or increased (from 21st to 14th in most reported victimization) (Currie et al., 2008; King, Wold, Tudor-Smith, & Harel, 1996). This slight improvement in Canada's international ranking for bullying problems despite Canada's modest decrease in bullying rates, suggests that other countries have been more effective in decreasing bullying behaviours within their school environments.

Causes. Bullying develops out of a variety of circumstances, including poor home environments, parental neglect, social reinforcement, minimal adult intervention in the school environment, and the perpetrator's own need to maintain social status (Smith & Myron-Wilson, 1998). Children who bully tend to be hot-tempered and impulsive, have a low tolerance for frustration (Olweus, 1993), and have low empathy for others (Beran & Shapiro, 2005). Children at risk for chronic victimization, on the other hand, are often quieter and more anxious, insecure,

and sensitive than most children (Glew, Rivara, & Feudmer, 2000). They tend to have poor communication skills, lack assertiveness and problem solving skills (Baldry & Farrington, 2004), and struggle with low self-esteem (O'Moore & Kirkham, 2001). They also internalize their problems and tend to have friendships that lack affection and emotional support (Goldbaum, Craig, Pepler, & Connolly, 2003).

Types. Researchers typically distinguish between two broad types of bullying behaviour: direct and indirect (Björkqvist, Lagerspetz, & Kaukiainen, 1992; Olweus, 1993; Rivers & Smith, 1994). Direct bullying refers to face-to-face aggression (Björkqvist, Lagerspetz, & Kaukiainen, 1992). This type of bullying comprises physical and verbal maltreatment such as pushing, hitting, kicking, biting, name-calling, and threatening (Olweus, 1993; Rivers & Smith, 1994). In contrast, indirect bullying is less overt and includes isolating individuals, excluding individuals from group games or activities, and spreading rumors that harm or destroy relationships (Olweus, 1993; Rivers & Smith, 1994).

A distinct third type of bullying behaviour, called cyberbullying, has emerged over the past two decades. Cyberbullying is a distinctive form of bullying that uses electronic forms of communication. It includes bullying by way of phone calls, text messages, emails, chat room posts, and instant messages (Keith & Martin, 2005; Patchin & Hinduja, 2006). In a recent study, Smith et al. (2008) surveyed 14 schools in London, England, to assess the awareness and perceived impact of cyberbullying and found that 5% to10% of the students (ages 11-16) reported being a victim of some form of cyberbullying during the past two months. In particular, Smith et al. (2008) found that phone calls and text messages were the most prevalent forms of cyberbullying and that students reported that this type of bullying was far more likely to occur

outside of school hours. Cyberbullying enables bullying children to maintain anonymity and avoid any repercussions for their actions.

Effects. Bullying behaviours can have adverse effects on children who bully, children who are victimized, and students who witness the bullying behaviours. Children who bully are at an increased risk for involvement in criminal activity (Patchin & Hinduja, 2006) and have difficulties maintaining friendships due to their poor social skills (Aluede, 2006). Children who are victimized, on the other hand, display increased rates of depression, suicidal ideation, anxiety, and overall decreases in their self-esteem, social interaction, and academic performance (Orpinas & Horne, 2006). Research by Flaspohler et al. (2009) suggests that children who are bully-victims, that is, children who both bully others and are bullied by others, have less satisfaction with their lives and less social support from both teachers and peers than other children. They further suggest that having peer support in collaboration with teacher support may provide the strongest protection against the adverse effects of bullying.

The impact of bullying is not limited to those directly involved, but has been shown to have negative repercussions for many children in the peer network within a school. Research by Janosz et al. (2008) has revealed that bullying diminishes the well-being of students who witness it by increasing the likelihood that they will mimic the aggressive behaviour they are being exposed to, as well as causing these children to dislike and avoid school altogether. The issue of bullying therefore causes grave concern to the education system, as it creates an unsafe environment un-conducive to learning.

Role of Peers in Bullying Behaviour

To truly understand the persistence of bullying, one must recognize that it is a social process that extends beyond the dyadic relationship between children who are victimized and

children who bully. Peers play a powerful role in encouraging bullying behaviour, as they are present in 85% to 88% of the bullying episodes (Craig & Pepler, 1997; Hawkins, Pepler, & Craig, 2001). As one of the socioecological levels, this is in line with the theoretical framework for studying bullying which emphasizes that peers play invaluable role in fostering or inhibiting bullying behavior (Espelage and Swearer, 2004). Using naturalistic observations, O'Connell, Pepler, and Craig (1999) further examined this peer process during bullying episodes that occurred on school playgrounds. They identified the active bullies through self-nominations collected from the Olweus Bully/Victim Questionnaire (Olweus, 1989) and videotaped them during free play. From the 120 hours of footage, O'Connell et al. (1999) found that the average number of peers present for a bullying episode was four students. More importantly their findings revealed a positive correlation between the number of peers present and the length of a bullying episode: the more peers that watched the incident, the longer the incident would last. This finding was further supported by Salmivalli, Voeten, and Poskiparta (2011) who found that the frequency of bullying episodes was reduced in a classroom when bystanders defended the child being victimized then when bystanders reinforced the bullying behaviour. Research has further suggested that bystanders can play a number of participatory roles in a bullying episode. Samivalli, Lagerspetz, Bjorkqvist, Osterman, and Kaukianinen (1996) defined these roles as assistants of children who bully, reinforcers of bullying behaviour, outsiders, and defenders of children who are victimized. Assistants are children who actively join in and participate in the bullying behaviour, while reinforcers provide positive reinforcement such as laughter and cheering.

Research assessing how Canadian children feel about the bullying episodes they witness found that 86% of children self-reported that it can be somewhat unpleasant or very unpleasant

to watch a bullying episode. Yet despite these feelings of discomfort, only 43% of the children in the same study self-reported that they would attempt to help a peer being victimized. Of the remaining children, 33% reported that they felt they should help but chose not to, and 24% felt that "bullying was none of their business" (Charach, Pepler, & Ziegler, 1995). However, O'Connell et al.'s (1999) study using naturalistic observations suggested that the percentage of students willing to intervene may actual be much lower. They found that 54% of peers passively watched the victimization, while 21% joined in, and only 25% intervened to stop the bullying. Similarly, Samivalli et al. (1996) found that more students will take on a participatory role in bullying situations that encourage and maintain bullying behaviour rather than ones that discourage it. Therefore it appears that there is a discrepancy between how peers feel about witnessing bullying behaviour and how they behave when it comes to intervening; although most children find watching bullying behaviour unpleasant, few actually take actions to intervene.

This high number of passive observers is a vivid example of what Darley and Latane (1968) referred to as the "bystander effect". It seems that the majority of students may be diffusing responsibility, in that they assume another individual will intervene so they have no need to do so. In their classic study, Darley and Latane (1968) also found that participants were less likely to become involved in a dangerous situation if other bystanders behaved nonchalantly. This is further reflected in passively observing peers who may be concerned that intervening would mean standing out, making themselves a potential future target, and receiving overall disapproval from the group. The great concern here is that these bystanders do not feel that they are contributors to the victimization. However, it is their passive observation that provides children who bully an audience for their actions, which only reinforces the behaviour and makes it more likely for it to occur again (O'Connell et al., 1999).

Research by Salmivalli et al. (1996) further suggests that social status often indicates the potential for a student to intervene in the bullying behaviours that they witness. Therefore, children who were considered relatively popular in their school are more likely to report that they would intervene on behalf of a victim. Atlas and Pepler (1998) found that individual characteristics, such as competence and self-restraint, may also contribute to a bystander's readiness to help. Children who intervene are also more likely to have high self-esteem and good problem-solving skills (Lodge & Frydenberg, 2005).

The involvement of bystanders in bullying intervention strategies is essential to bullying reduction, as it reduces the harmful impact of bullying not only on victimized children, but on the bystanders themselves. As Janosz et al. (2008) pointed out, it is not necessary for students to be direct victims of school violence to suffer harmful effects from it. Frequently witnessing violence generates feelings of powerlessness, fear, and insecurity (Flannery, Wester, & Singer, 2004) and students who witness violence at school are more likely to react aggressively themselves, dislike school, and skip school (Janosz et al., 2008). Therefore, Salmivalli (1999) asserted that a model for bullying prevention or reduction should include a focus on changing the bystander's role through awareness-raising, self-reflection, commitment, and rehearsing.

Bullying Intervention Programs

Whole-school anti-bullying programs. Whole-school strategies involve the active collaboration of parents, teachers, and the entire student body in the intervention and prevention process, rather than just an individual focus on the victims and bullies themselves (Smith et al., 2004). The first comprehensive school intervention to be implemented was developed in the 1980's by Dan Olweus in Norway and was self-titled the Olweus Bullying Prevention Program. This program was implemented over a period of 20 months and consisted of four main elements:

training school staff, keeping parents informed and involved, integrating lessons that teach pro-social values into the regular curriculum, and developing a bullying discipline policy (Olweus, 1993).

Evaluative studies of his program revealed a high success rate in reducing bullying behaviours. In fact, at both 8 and 20 months post-program implementation, Olweus and Alsaker (1991) reported up to a 50% reduction rate in bullying behaviour, as well as marked improvement in students' overall satisfaction with school life. However, despite numerous attempts on an international scale, the remarkable success of the original Olweus Program in Norway has never truly been replicated. In fact, many evaluative studies of school-wide anti-bullying programs reveal mixed results for the reduction of bullying behaviours (e.g., Eslea & Smith, 1998; Pepler, Craig, Ziegler, & Charach 1994).

This inconsistency was explored in a meta-analysis by Smith, Schneider, Smith, and Ananiadou (2004). Through their analysis of 14 different studies on whole-school bullying prevention programs, Smith et al. (2004) found that 7% (representing one program in the sample, the Olweus Bullying Prevention Program) reported a medium positive effect size and 93% reported negligible or negative effect sizes for victimization (i.e., children being bullied by others) outcomes post-program implementation. Similarly, 8% of the studies (i.e., 1 study) yielded small effect sizes and 92% revealed negligible effects for bullying outcomes (i.e., children bullying others). Smith et al. (2004) found that only 7 of the 14 studies had an experimental design in which control and intervention groups were compared. However, even under these more rigorous conditions, only 14% of the studies revealed a small positive effect size and 86% reported negative or negligible effect sizes for victimization outcomes, and 100% of the studies reported negative or negligible effect sizes for bullying outcomes. Smith et al.

(2004) attribute this variation in outcomes between the original Olweus Program, which is the only program shown to yield consistently positive effects, and other attempts across the world to replicate it to the smaller classroom sizes, funding for programming, and the national campaigns against bullying that exist in Norway where the original research was conducted.

Similar mixed conclusions were found in a meta-analysis conducted by Merrell, Gueldner, Ross, and Isava (2008). Merrell et al. (2008) examined 16 studies conducted in six different countries. Instead of solely focusing on behavioural changes in children, these researchers considered a wider range of program outcomes in their analysis. The results revealed a significant positive effect for slightly more than one third of the outcome categories they examined. These results provide some evidence that school bullying interventions have an effect on enhancing students' social competence, self-esteem, and peer acceptance, as well as an effect on enhancing teachers' feelings of efficacy towards intervention skills and the way teachers respond to bullying incidents. However, the outcome of student participation in bullying behaviours remained essentially unchanged. Based on their results, Merrell et al. (2008) concluded that school bullying interventions produce modest positive outcomes at best and that these outcomes are more likely to improve knowledge, attitudes, and self-perceptions of bullying, rather than reduce actual bullying behaviours themselves.

Peer-led programs. Since research has highlighted the powerful central role peers play in perpetrating and encouraging bullying behaviour, it is important to incorporate peers in anti-bullying programs (Craig & Pepler, 1997). Based on this concept, conflict resolution education (CRE) programs have been introduced with the aim to educate peers on the group mechanisms involved in bullying and the participatory role they play in victimization (Salmivalli, 1999).

These programs teach peer helpers the required intervention skills of emotional awareness, emotional management, perspective-taking, and problem solving (Jones, 2004).

In a longitudinal study in Philadelphia, Heydenberk, Heydenberk, and Tzenova (2006) evaluated conflict resolution training. This study had a pre-test and post-test design that assessed the effectiveness and use of students' conflict resolution strategies in the classroom. Heydenberk et al. (2006) found that one year after receiving training, 70% of the students reported using the conflict resolution strategies they had learned on a regular basis both inside and outside of the classroom. They also found that 80% of students reported less bullying in the classroom and 76% expressed that they felt safer in the school. Heydenberk et al. (2006) suggest that these positive outcomes are attributed to the integrative approach of the program, which included team building activities and using an affective vocabulary (e.g., "I feel…"). Previous studies in which students were told the conflict resolution strategies or the steps to conflict resolution were posted around the school resulted in little to no change in students' attitudes and behaviours related to bullying (Heydenberk & Heydenberk, 2005).

In an evaluative study in Finland of a week-long peer-led anti-bullying intervention, Salmivalli (2001) surveyed participants' pre-and post- program implementation. Their anti-bullying program was a peer mediation program developed as part of a one week campaign for bullying awareness and consisted of a school assembly about bullying, peer-led class discussions, posters displayed in the school, school announcements, and the training of selected students, nominated by their peers, as peer counsellors. Salmivalli (2001) found that the campaign produced mixed results in students' perception of bullying: the program revealed a clear decline in self-reports of bullying, but no overall decline in peer reported bullying. It is important to note that in this study the effects of the program were measured immediately after

the program was implemented and therefore did not take into consideration any long-term impacts. As Smith, Cousins, and Stewart (2005) point out, positive outcomes from anti-bullying intervention programs may not necessarily appear immediately after implementation, but rather one to five years after they have been implemented. This is because programs need time to truly penetrate the school climate, and therefore the impact may not be measurable until the program has been engrained in a school for a few years.

School Climate and Bullying

School climate refers to both the quality and character of school life; it is a multi-dimensional concept encompassing the shared beliefs, values, and attitudes that shape the relationships among students, teachers, and school administrators (Anderson, 1982; Cohen, McCabe, Michelli, & Pickeral, 2009; Emmons, Comer, & Haynes, 1996; Kuperminc, Leadbeater, Emmons, & Blatt, 1997). Cohen et al. (2009) defined school climate as both an individual and organizational experience and expanded further on this definition by describing the concept of school climate as the experiences of school life that are reflected through norms, values, pedagogical practices, school safety perceptions, and interpersonal relationships.

Previous research has shown that students' perceptions of their school environment impact how they behave at school. Research by Battistich, Solomon, Kim, Watson, and Schaps (1995) suggested a link between school climate and students' motivation to abide by the norms and values adapted by a school. Students who felt a strong sense of community at their school reported using more conflict resolution skills, participating in more altruistic behaviour, and having more intrinsic pro-social motivation. Loukas and Robinson (2004), on the other hand, found that perceptions of negative school climate, defined in their study as friction, competition, and lack of cohesion between students, indicated increased conduct and behavioural problems

and were associated with more symptoms of depression in students. This finding was further supported by Shochet, Dadds, Ham, and Montague (2006), who found that students who report feeling less connected to the school, that is less valued, accepted, respected, and included in the school, also exhibited more symptoms of depression.

Research by Syvertsen, Flanagan, and Stout (2009) further suggests a connection between school climate and peers' likeliness to intervene in bullying behaviour. In their study, Syvertsen et al. (2009) presented a scenario to nearly 2,000 students about a hypothetical situation in which a peer was planning to do something dangerous at school. When asked how likely they were to respond by intervening, telling a teacher or principal, discussing it with a friend, or doing nothing, they found that high school students were less likely than their middle school counterparts to intervene, either directly or through speaking with an adult. Syvertsen et al. (2009) also surveyed students using measures that indicated their perception of their schools' solidarity and democratic authority, their sense of personal belonging, and their belief about getting into trouble. Their study illustrated that students who perceive their school climate to be democratic and cohesive were more likely to take action to stop or prevent bullying behaviours. This suggests that a positive school climate can contribute to preventing dangerous behaviour at school.

In a study by O'Brennan, Bradshaw, and Sawyer (2009), the connection between involvement in bullying and students' social-emotional attitudes and behaviours were explored. Their extensive survey of more than 20,000 students from grades 4 to 12 revealed that students' reports of the social-emotional factors of aggressive impulsivity, internalized symptoms, concern with peer relationships, and perceptions of safety and belonging vary by their type of involvement in bullying. Specifically, O'Brennan et al.'s (2009) findings suggest that victimized

children and children who self-identify as bully/victims feel particularly unsafe and less connected to their school. Furthermore, feelings of safety and connectedness to school negatively correlate with grade level.

The effects of school climate and school connectedness on aggression and victimization have also been examined by Wilson (2004). School connectedness refers to the extent that individual youth perceive support and caring from the adults in their school setting, whereas school climate refers to the shared beliefs, values, and attitudes that shaped the relationships between students and these individuals. Wilson revealed that as school climate and school connectedness improved, the reports of relational aggressive acts decreased. This suggests that strong student connectedness and healthy school climates play a role in creating safer school environments.

Another example of the relationship between school climate and bullying can be found in the research of Meyer-Adams and Cunner (2008), who explored how the frequency of aggressive behaviours within a school contributes to students' perceptions of their psychosocial environment. Psychosocial environment is cognate in this study with school climate. Meyer-Adams and Cunner (2008) found that a negative perception of the psychosocial environment of a school was a significant predictor of bullying behaviour. These results provide some preliminary evidence that a significant predictive relationship between school climate and bullying behaviour exists and is a promising avenue for bullying prevention research.

Research Questions

Bullying affects the social functioning, academic performance, and physical and mental health of all children involved, whether they are children who bully, children who are victimized, or bystanders. Reducing bullying rates significantly in schools around the world remains an

elusive goal. Despite the substantial resources that have been dedicated to preventing bullying in schools, the level of school bullying and victimization has been mostly stable in Canada for the last two decades (Currie et al., 2008; King, Wold, Tudor-Smith, & Harel, 1996). This may be due in part to limited exploration of the links between school climate and bullying in current research. This study aimed to explore the influence of school climate on bullying and victimization through a case study of a school-based conflict resolution program offered by the Youth Canada Association (YOUCAN).

YOUCAN is a national non-profit organization that was developed in 1997, and as a partner organization of the Promoting Relationships and Eliminating Violence Network (PREVNet) it holds a mandate of promoting youth-led methods for non-violent conflict resolution. YOUCAN's Peacebuilder Program aims to equip youth with the skills to help their peers resolve conflicts peacefully and develop healthy relationships within their community. The Cross-Cultural Conflict Resolution (XCCR) Module, which is the focus of this study, is the first stage of the Peacebuilder Program. The goal of the XCCR is to increase cultural awareness and understanding. As outlined in the Cross-Cultural Conflict Resolution Participant Resource Guide, YOUCAN defines culture as what makes meaning in our lives, as the collective programming of the mind that divides us into groups, as the interpretative lens through which we view the world, and overall as what defines us as individuals. This includes, but is not limited to age, gender, ethnicity, education, sexual orientation, and faith. The concept of culture is therefore broad and encompassing, and as such varies from one individual to the next. At the same time, cultural differences can create opportunities for relational power. Previous research has found a strong, albeit complex connection between bullying and a perceived power difference between children who bully and children who are victimized (Vallaincourt, Hymel, &

McDougall, 2003). Essentially, cultural differences between children can create a power differential that is often exploited in bullying. Research has further shown that students who perceive their school climate to be democratic and well-integrated have been found to be more likely to take action to stop or prevent bullying behaviours (Syvertsen, Flanagan, & Stout, 2009), whereas children who are involved in bullying activities, as a bully or a victim, report feeling less safe and less connected to their school (O'Brennan, Bradshaw, & Sawyer, 2009). By increasing cultural awareness, the XCCR Module can contribute to cultural understanding among youth in the school context and thereby contribute to improving school climate and to reducing bullying behaviour. The training emphasizes the development of skills that can be used in the context of various types of interpersonal conflict and aggression. Therefore, the research questions for this study were as follows:

1) What is the logic model underlying the XCCR Module that informs how the training operates to achieve its outcomes?
2) How does the XCCR Logic Model compare with the actual implementation of the XCCR Module in the school context?
3) What are the perceived implementation limitations, challenges, and barriers for the XCCR Module?
4) How do student and staff perceptions of conflict skills, school climate, and bullying change following the implementation of the XCCR Module in the participating case study schools?

Theoretical Framework

Bullying is a multi-faceted issue that is created and maintained through multiple contributing factors in children's social environments. Espelage and Swearer (2004) propose

that bullying can be best understood from a social-ecological perspective, which is a framework that examines the interactions between social elements within an environment (Oetzel, Ting-Toomey, & Rinderle, 2006). This Social Ecological Model is best exemplified by Urie Bronfenbrenner's (1979) Ecological Systems Theory, which posits that individuals develop through exchanges with their social environments. According to the theory, social environments are organized into nested systems. These include the microsystem (e.g., a classroom or family), mesosystem (two interacting microsystems), exosystem (external environments), and macrosystem (the larger social-cultural context).

Espelage and Swearer (2004) suggest that bullying behaviours are either fostered or inhibited at all socioecological levels (i.e., individual, family, peer, school, and community). For example, Nickerson, Mele, and Princiotta (2008) found that at the family level, children who have secure, healthy attachments at home are more likely to intervene when a peer is being victimized. At the peer level, bystanders maintain and contribute to bullying solely by being present; there is a positive correlation between the number of peers present and the length of a bullying episode (O'Connell et al., 1999). Lastly, at the classroom and school levels, healthy teacher-student relationships and established classroom norms have been noted as factors that contribute to the reduction of bullying (Espelage & Swearer, 2004). Bullying does not occur in isolation; it is encouraged or discouraged by the complex, interacting relationships that exist within the social-cultural contexts where it occurs.

Methodology

Origins of Study

This study was developed through the efforts of YOUCAN, PREVNet, and Dr. David Smith at the University of Ottawa. YOUCAN was first contracted by the city's district school

board to deliver the XCCR Module to several schools. Dr. David Smith was then connected to YOUCAN through PREVNet and asked to implement the research aspect.

Methodological Approach

This study was constructed on a pragmatic epistemological foundation. The assumptions of pragmatism pertain to the nature of the phenomena being explored and the context through which the study is being conducted (Creswell, 2009). This paradigm is appealing in the context of bullying, in that it is an issue that must be explored from multiple angles. Furthermore, a pragmatic approach grants researchers the freedom to choose methods, techniques, and procedures that best meet the needs and objectives of their project. Pragmatism allows for an exploration of bullying prevention and intervention methods from multiple perspectives and permits a triangulation of methods and data for understanding findings.

In line with this pragmatic focus, an explanatory case study method was used in this study (Yin, 2008). A case study methodology was most appropriate for this study because it best aligned with the research objectives and questions. This approach permitted the use of triangulation to examine the implementation of the intervention in the school context and understand how it affected school climate and bullying. In this study, each case consisted of studying grade 10 students within a school that received the XCCR Module. Case study research is particularly useful when the boundaries between the contexts in which the phenomenon is being studied and the phenomenon itself are not clearly evident. Such was the case in this particular study, for which it was difficult to isolate the XCCR Module from the complex factors comprising the school culture and dominant attitudes towards ethnic diversity (Yin, 2008).

Within this case study, a mixed-methods approach was used. Lines of evidence derived from both qualitative and quantitative methods were drawn to provide a broad perspective on

how the XCCR Module operates in a school and how it contributes to the evolution of school climate and the reduction of bullying. There were two phases to this project. Phase one consisted of the articulation of a logic model for the XCCR Module, which made explicit the methods, goals, and outcomes of the training. This model was used to inform the interpretation of data collected in phase two of the project, which consisted of an analysis of the implementation and impacts of the module. Phase two followed a sequential mixed-methods approach in that qualitative data were collected after the quantitative survey data (Creswell, 2009). Survey data was collected pre-and post-module implementation and followed a between-subjects research design. Although a within-subjects design would have been ideal, limitations in the delivery of survey distribution did not make it feasible to use this type of design.

Phase 1: XCCR Logic Model

Objective. Logic models are intended to clarify objectives of a program and communicate to stakeholders the key elements of a program and the intended relationships among them (Coffman, 1999). The primary objective of developing a logic model for this project was therefore to articulate the underlying logic in the XCCR Module and then use this to frame the interpretation of data that flowed from phase two of the project. The following questions guided the development of the logic model:

1) How is the XCCR Module best described and defined, in terms of its components and in relation to the overarching Peacebuilder Program?

2) What logic model best demonstrates the relationships among the allocated inputs and resources of the module, the fundamental components, the outputs, and its short-and long-term outcomes?

3) What are the objectives of implementing the XCCR training in these schools?

Procedure. The logic model was developed from three primary strategies: a) document review, b) observation, and c) consultation. This approach allowed for the development of a detailed logic model that is fully informed and based on a comprehensive understanding of the components and objectives of the XCCR Module. The procedural elements of each of these strategies are outlined below.

Document review. A search for and review of all relevant documents was an essential first step to inform the development of YOUCAN's XCCR logic model. The development process began by first contacting the YOUCAN Executive Director and Director of Programming and Development and requesting copies of all documents they had that would be relevant to understanding the XCCR training. In order to begin to identify categories for the logic model, the following resources were reviewed:

i) The YOUCAN Website

The review began with a brief overview of the YOUCAN official website to gain insight into the overall objectives of the YOUCAN organization as a whole. Notes on the vision and core objectives of the organization were made.

ii) The Cross-Cultural Conflict Resolution Participant Resource Guide

The participant resource guide is a 61-page manual that is given to each individual who participates in the training. The manual delineates YOUCAN's peacebuilding values and fundamental principles, the history behind the Peacebuilding Program, as well as training objectives and program goals. It also provides detailed outlines of the core program content, participant worksheets, and a list of current nationwide conflict resolution resources and organizations.

iii) The Peacebuilder Program Brochure for Schools and Communities

The program brochure is used to promote YOUCAN services in the community. It outlines all eight modules offered in the Peacebuilder Program, including the XCCR Module and their anticipated outcomes of the XCCR Module.

iv) The YOUCAN Strategy Framework

The YOUCAN Strategy was drafted to detail the organization's five-year strategic vision from 2010 to 2015. It provides a brief history of the organization, an overview of the organizational operational structure, and particular outcomes the organization as a whole strives for. Pertaining particularly to the Peacebuilder Program, this document discusses the strategic goals of the curriculum and implementation of the training.

Observation. The second step in developing the logic model involved the direct observation of the implementation of the entire XCCR Module. The intent of this strategy was to observe the way the training was implemented by YOUCAN staff and to understand the module in both its intention and practice. The XCCR training observed was a community initiative that involved training on conflict resolution. The training occurred over the course of three days and involved eight participants. The observation was followed by a debriefing session with the facilitators to address questions that arose during the observation.

Consultation. The consultation stage occurred last in this process and consisted of key informant interviews with the Executive Director and the Director of Programming and Development. Based on the information gathered from the document review and observations, a series of questions were formulated for a semi-structured interview guide. This guide (see Appendix A) consisted of 20 questions that pertained to the history, development, and current objectives of the XCCR Module. Interviews lasted for approximately 30 minutes. All responses

were audio-recorded and later reviewed to develop summary notes for each interview. These notes were then used in subsequent data analyses towards developing the XCCR logic model.

Data analysis. Qualitative content analysis was used to organize the data into categories of reoccurring ideas (Krippendorff, 2004). In line with the steps outlined by Krippendorff (2004), qualitative data was coded for frequency, that is the number of times that a concept was mentioned, rather than existence. This followed the assumption that the phrases and concepts mentioned most often by the different resources, reflected the most important aspects of the XCCR Module. A level of generalization was used to code similar concepts into three general themes: program goal concepts, input concepts, and output/outcome concepts. These themes were then used for the data analysis and were further sorted into the more specific categories corresponding with a generic logic model: objectives, activities, outputs, short-term outcomes, and long-term outcomes. This approach generates a visual representation of how a program is intended to function through the use of resources that support activities and produce intended results (McDavid, Huse, & Hawthorne, 2012). The objectives are the program's core goals; the activities are the key program elements that are implemented; the program outputs represent the measurable, initial, and most tangible products of the program; and the program outcomes are the intended results of the program objectives (McDavid, Huse, & Hawthorne, 2012).

The data from each of the three sources were compared and combined. Any discrepancies across sources were presented to YOUCAN staff for clarification. One such example involved the length of the XCCR Module observed (three days) and the intended length of the training noted in the document review and consultations (two days). A discussion with YOUCAN facilitators regarding this discrepancy led to a deeper understanding of the complexities of group dynamics and the variety of needs of participating groups, which often

lead to altering the way in which the XCCR Module is being received. In this particular circumstance, the training being observed was delivered at a slower pace and therefore extended by a day to help overcome a language barrier. Once the analysis was complete, the findings in text form were transformed into a visual representation of the logic model. A member-checking procedure was followed to ensure the accuracy of the logic model. An electronic version of this draft was sent to the YOUCAN Executive Director and the Director of Programming and Development who were asked to provide feedback. This feedback was used to develop a revised and final version of the XCCR logic model.

Phase 2: Analysis of the XCCR Module

Participants. After ethical approval from the University of Ottawa's Research Ethics Board (Appendix B), written approval was sought and attained from the school board to recruit participants for the study (Appendix C). The sample in this study included students and teachers from two high schools in the city of Ottawa, henceforth referred to as School A and School B. All grade 10 students at each school received the training and therefore all grade 10 students at each school were invited to participate in this study. The XCCR Module was delivered by YOUCAN under contract to the schools, and therefore all students in grade 10 participated in the training. However, participation in the case study was voluntary and required written parental consent and student assent. Of the 278 grade 10 students who received the recruitment letter at School A, 122 received parental consent to participate in the study, a response rate of 43.9%. Of the 122 students that received consent to participate in the study, 10 were absent the day the survey was distributed; therefore, only 112 students completed the survey. Of the 351 grade 10 students at School B, 167 received parental consent to participate, a response rate of 47.6%. Of the 167 students who received consent to participate, 10 students were absent the day the survey

was distributed; therefore, only 157 students completed the survey. Teacher participation in the study was also voluntary. All grade 10 teachers at each school were invited to participate in the study. Of the 11 teachers at School A, 2 completed the survey, a response rate of 18%. Of the 16 teachers at School B, 3 completed the survey, a response rate of 19%. Despite verbal reminders and encouragement from school administration to participate in the study, many teachers opted to not participate in the study.

Community and school characteristics. To gain in-depth knowledge of the characteristics of the two schools participating in this study, interviews were conducted with a vice principal at each school. These interviews were conducted post-module implementation and were approximately 45 minutes long. The questions pertained to basic information about the demographic characteristics of their schools' populations. There were also questions relevant to school climate, bullying, and the XCCR Module that were asked for the purpose of phase two of the study which analyzed the implementation of the XCCR Module. The responses were audio-recorded and later reviewed to draft summary notes. A copy of the interview questions can be found in Appendix D. The overall characteristics of both schools can be found below in Table 1.

Table 1

Characteristics of School A and School B

Characteristic	School A	School B
Student population	1,170	1,453
Teachers	67	100
Non-teaching staff	17	25
Average number of students per class	28	24

School A and B are set in different communities within a larger metropolitan area of over 1.1 million people. School A is a suburban school, located in a predominately upper class community west of the downtown core. School A is well-known for its range of academic options, boasting both French immersion and advanced placement programs, and offering a range of levels for academic study from applied to enriched. The school has developed a reputation for academic success with roughly 92% of their graduating students continuing on to post-secondary education. As noted by the vice principal, the school is not considered ethnically diverse, with the majority of the population being Caucasian and the next largest group being Southeast Asian.

School B is one of three high schools in a wealthy urban community centrally located in the downtown core. In 2004, School B was selected as one of Canada`s best schools by Maclean`s magazine. The school is known for having excellent programs for the arts and offers many specialized programs, such as French immersion, English as a second language (ESL), and bilingual gifted programs. The student population at School B is ethnically diverse, with as many as 85 languages other than English being spoken by students. As noted by the vice principal, there are a considerable number of international students who choose to come to Canada and study at School B because of its strong ESL program.

School A and B belonged to the same school board. This board has specific policies in place for dealing with negative peer interactions that all schools within the board are expected to abide by. These policies dictate that all members of the school community (students, parents, teachers, and school administrative staff) play a role in and are responsible for maintaining a safe and effective learning environment. It also states that physical, verbal, sexual, and psychological abuse, as well as bullying and harassment will not be tolerated. They further encourage all

schools within the board to adopt conflict resolution and/or restorative justice programs to not only deal with these negative peer interactions, but to promote positive attitudes within the school. The bullying prevention policy requires that each school develop and implement school-wide bullying prevention and intervention plans and to establish a safe-school team composed of at least one student, one parent, one teacher, one support staff member, one community partner, and the principal.

Intervention module. The intervention implemented in this study was the YOUCAN XCCR Module. YOUCAN's Peacebuilder Program aims to encourage youth to peacefully resolve conflicts and to develop healthy relationships in their communities. The XCCR is the first module within the Peacebuilder Program, which consists of the following eight modules: XCCR, negotiation, peer helping, peer mediation, facilitation, dialogue, peace circles, and non-violent peacebuilder. The XCCR Module is a two-day training that gives participants the opportunity to discover how their cultural assumptions and values may create conflict.

The XCCR Module examines the various types and sources of conflict, explores cross-cultural differences, and conducts role plays to explore alternate resolutions to deal with conflict within the school setting. The overall objective of the XCCR Module is to train students within the school to promote positive methods of mediating and resolving conflict within the school. A detailed description of the individual module components can be found in Appendix E. Since its addition, the XCCR Module has become the foundation of the Peacebuilder Program as a whole, as changes have been made to every other module based on XCCR components. Furthermore, as the first module of the program, much of the content that is covered is either elaborated on or continually used as a reference point throughout the rest of the program.

Measures. Measures were selected based on prior consultation with the YOUCAN management team and school board officials. The bullying measure included 51 items (items 1 to 12c), school climate included 50 items (items 13 to 62), and conflict resolution included 22 items (items 63 to 84). A copy of the questionnaire can be found in Appendix F.

Bullying. The *PREVNet Bullying Survey: Short Form Scale* was used to assess students' experience with bullying others, victimization, and witnessing bullying across four different categories of bullying: physical (e.g., pushing, hitting, kicking, and biting), verbal (e.g., name-calling and threatening), social (e.g., isolating, excluding individuals from group games or activities, and spreading rumors in order to harm or destroy relationships), and cyberbullying (e.g., bullying via phone calls, text messaging, emailing, chat rooms, and instant messaging) (Keith & Martin, 2005; Olweus, 1993; Patchin & Hinduja, 2006; Rivers & Smith, 1994).

Students responded on a five-point frequency scale ranging from "never in the last four weeks" (1) to "two or more times per week" (5). This scale is a truncated version of the *PREVNet (Promoting Relationships and Eliminating Violence Network) Bullying Survey*. The latter scale was developed through extensive consultation with researcher-members of PREVNet, a national network of university-based researchers, graduate students, and Canadian NGOs devoted to improving the contexts of children's development. The *PREVNet Bullying Survey: Short Form Scale* was used in this current study because it was developed by a reputable, national organization (PREVnet) for broad implementation across Canada, and was arguably the best possibility for a bullying scale at the time of this study. Reliability statistics were calculated in this current study for each of the three subscales of victimized by bullying (17 items, α=.95), bullying others (17 items, α=.96), and witnessing bullying (17 items, α=.96).

School climate. The teacher measure used in this study is the *Inventory of School-Climate Teacher (ISC-T)*, a 29-item scale (Brand, Felner, Seitsinger, Burns, & Bolton, 2008) with 6 subscales: peer sensitivity, disruptiveness, teacher-pupil interactions, achievement orientation, support for cultural pluralism, and safety problems.

Students completed the *Inventory of School-Climate Student Version (ISC-S)* (Brand, Felner, Shim, Seitsinger, & Dumas, 2003). The rationale for using this scale was based on its strong psychometric properties, as well as its broad, inclusive conceptualization of school climate, which fit well with the goals of the current study. The scale contains 50 items and it is comprised of 10 subscales. Students respond on a four or five point Likert scale. Previous research has found that the reliability of these subscales ranges between α=.63 (instructional innovation and relevance) to α=.81 (student commitment) (Brand et al., 2003). Longitudinal research from 159 schools on the ISC-S has found internal consistency across all items to be α=.70 and stability over one year (r=.76) and two year (r=.52) intervals. Reliability statistics for the current study were comparable at each subscale: teacher support (6 items, α=.73); consistency and clarity of rules and expectations (5 items, α=.76); student commitment (5 items, α=.83); negative peer interactions (5 items, α=.82); positive peer interactions (5 items, α=.76); disciplinary harshness (5 items, α=.70); student input in decision making (5 items, α=.74); instructional innovation and relevance (4 items, α=.59); support for cultural pluralism (4 items, α=.81); and safety problems (6 items, α=.65).

Students also completed the *Conflict Resolution Scale* (Smith, Miller, & Daunic, 1999), which measured what students learned in the specialized peer mediation training that they received within the XCCR Module. This scale consists of 21 items on a five point Likert scale and is divided into two subscales: efficacy in handling conflictual situations and efficacy in

handling non-conflictual situations. Previous research has found internal consistency on the conflict and non-conflict subscales to be α=.91 and α=.90 respectively. Internal consistency was comparable in this current study, α=.90 for both subscales.

Module implementation. The module implementation was measured qualitatively and quantitatively. Interviews were conducted with the vice principals of the schools involved and were used to gain individual impressions of the XCCR Module and its impact in their schools. Brief interviews with YOUCAN facilitators were also conducted post-module implementation to discuss any implementation concerns. The quantity of the training, in terms of the total time for module implementation and the specific modules of the Peacebuilder Program that were delivered at each site, was measured by reviewing the training logs kept by YOUCAN.

Procedures. The schools involved in this project were self-selected. That is, they requested to have the YOUCAN training implemented in their school. Prior to module implementation, the principals at the schools were approached and asked to participate in this case study. Principals signed a principal consent form (Appendix G) to approve having the research study in their school. Each grade 10 class participating in the training received a package of parental consent forms (Appendix H) for each homeroom class a few weeks before the YOUCAN module was implemented. Each consent form had a recruitment text (Appendix I) addressed to parents that briefly outlined the research project and had been translated into six different languages: French, Somali, Arabic, Mandarin, Cantonese, and Persian. Students were given two weeks to return their signed parental consent form before being asked to complete the survey.

The survey questionnaires were administered one week after the parental consent forms were received. Homeroom teachers administered the surveys. While the students were filling

out their surveys, the teachers had the opportunity to fill out the consent form and the teacher version of the survey. If the teacher did not feel they were able to complete it during this time, they were invited to keep the survey and complete it at later and more convenient time. The researcher verbally followed up with the school administration one week later to collect the remaining surveys. Completed surveys were collected at the school by the researcher.

Participants were asked to complete the survey twice: once at the beginning of the school year in October before module implementation and once at the end of the school year in May, six months post-module implementation. Only the students who had informed consent to complete the survey at the beginning were given the follow-up survey.

Data Analysis. Quantitative data was initially cleaned by examining each survey individually for completeness and defacement. Data was considered incomplete if one page or more had not been completed in the survey. Data was considered defaced if significant images or patterns were drawn throughout the survey in place of responses. Of the 112 completed surveys at School A, 2 were discarded for defacement and excluded from data analysis, leaving 110 qualifying surveys. Similarly at School B, 6 of the 157 completed surveys were discarded for defacement and 6 others were excluded because these students completed very few questions due to language barriers, leaving 145 qualifying surveys. The data were analyzed using SPSS 15.0. Questions pertaining to “negative peer interaction”, “disciplinary harshness”, and “safety problems” were reverse scored.

Content analysis was used for the qualitative data collected from key informant interviews with the vice principals and YOUCAN staff. Through this process, emerging themes and categories were identified to develop further understanding of the XCCR Module and its context in each case study school. Items were sorted based on the information they pertained to,

which led to the categorization of the data under the following subheadings: XCCR implementation, perception of school climate, perception of bullying, and perception of peer mediation skills. The data were then reduced by grouping like items and considering repeated information.

Results

Phase I: XCCR Logic Model

The primary objective of phase one of this project was to develop a logic model that articulated the underlying methods, goals, and outcomes of the XCCR Module (see Figure 1). This section has been divided into the individual components of the logic model.

Objectives. The following three goals were identified as the key underlying objectives of the XCCR Module:

1. provide tools to manage cultural aspects of conflict;
2. promote respect and understanding of differences; and
3. encourage curiosity about other cultures.

These core objectives actively guide much of the content and activities used for the training. They illuminate the need to understand individual cultural assumptions and values in order to resolve conflict more profoundly and effectively. Through the activities of the module, participants learn the skills and tools to satisfy these objectives.

Activities. Training activities fell into three categories: peacebuilding values, peacebuilding principles, and culture and conflict elements. The peacebuilding values of diginity, self-respect, trust, choice, commitment, and roles and responsibilities are presented as group ground rules and are YOUCAN's guiding values. They provide a basic guideline for the

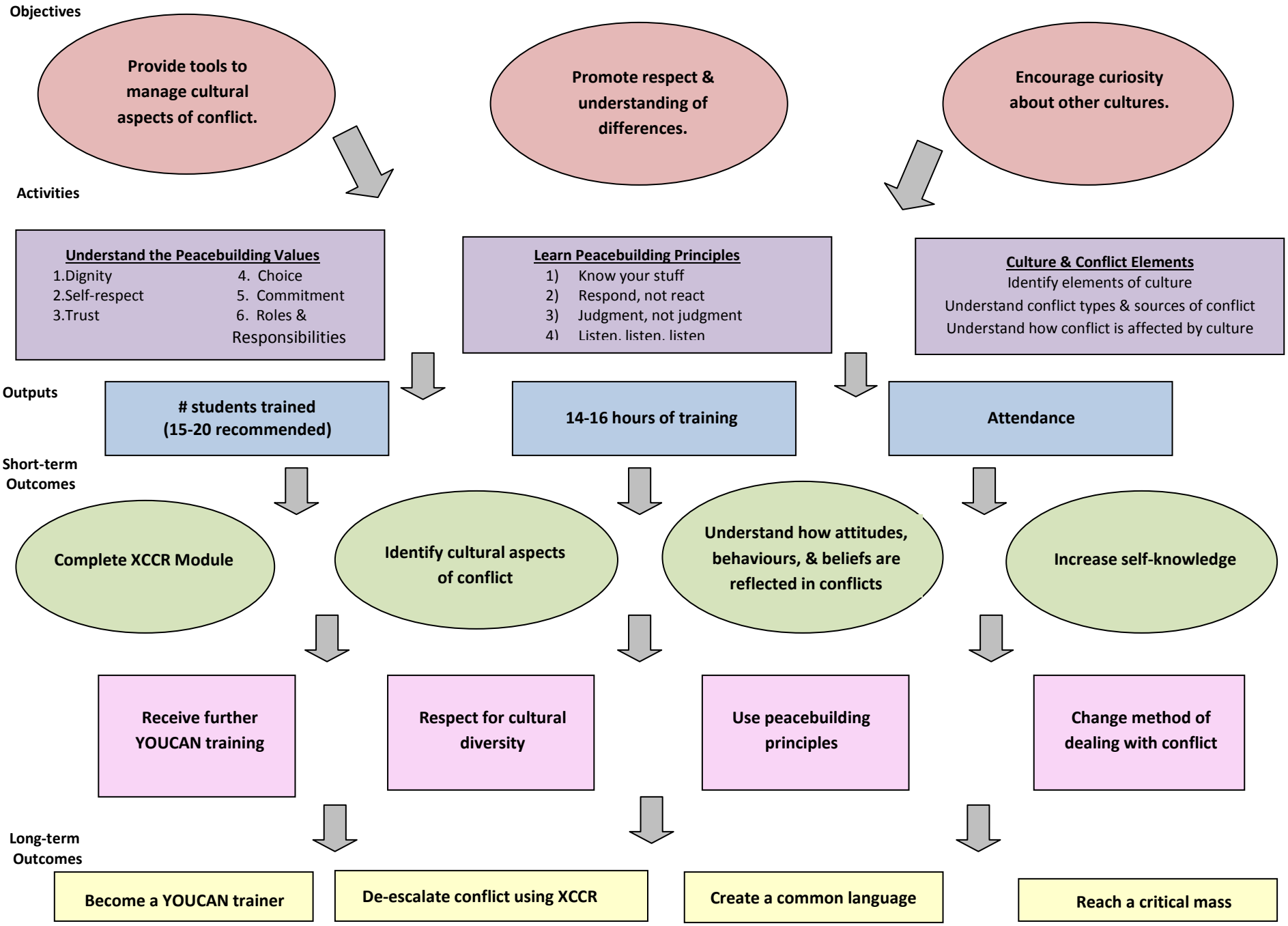

Figure 1. YOUCAN Cross-Cultural Conflict Resolution (XCCR) Logic Model

ways participants are expected to interact with each other and are actively modeled through the behaviours and actions of YOUCAN facilitators.

The four core peacebuilding principles are the foundation upon which the entire program is built. The first principle, "knowing your stuff" is the concept of being in tune with the values, beliefs, and assumptions that individuals have about the world in which they live. It is important to know our triggers (what sets us off) so that we can make sense of conflict and more readily diffuse it. The second principle, "respond, not react", refers to teaching individuals to not rebut conflict immediately (react) when presented with conflict, but rather to take time to think it over (respond). The third principle, "judgment, not judgment" refers to the idea of judging the situation, rather than judging the other person involved in the conflict. The fourth and final principle, "listen, listen, listen" refers to the following three basic types of listening that can be used in communication: passive listening, hearing, and active listening. The XCCR Module teaches active listening, which promotes understanding between all parties.

The "culture and conflict elements" activities encourage participants to understand how culture defines them. This is done through a powerful activity called "The Cultural Iceberg". The participants learn quickly that they only ever really know 10% of someone else's cultural iceberg and that everything else remains under the person's surface unless they actively make an attempt to ask and to understand it. At the end of the training, the participants are challenged to use all the knowledge they gained by participating in an activity called "Four Corners". This exercise actively creates varying opinions on a topic and creates a safe space for participants to practice cultivating their curiosity towards their differences rather than grouping themselves with like-minded individuals.

Outputs. The outputs of the model are the basic products resulting from the delivery of the module's activities. These include the number of participants receiving the training, the number of hours needed to implement the module, and regular attendance by participants. The XCCR Module is designed to be very interactive and to be delivered to no more than 25 to 30 participants at a time. It is a two day training that requires 14 to 16 hours to implement. Seeing as the training is so short, regular attendance is required to not only truly understand and absorb the material, but to also develop a positive dynamic between the participating group members.

Outcomes. The outcomes of the training represent the potential results for participants and are based on meeting the requirements of the outputs and active involvement in the module's activities. The greatest short-term outcome is an increase in self-knowledge, in terms of understanding one's own cultural identity and "knowing one's stuff". This outcome develops from learning and practicing the peacebuilding values and principles. Based on this increased self-knowledge, participants often immediately understand how their attitudes, behaviours, and beliefs may be reflected in the conflicts they are experiencing. They might further recognize that this is not just something that pertains to them, but that all individuals will have their own beliefs, attitudes, and behaviours. This insight further promotes another short-term outcome of identifying the cultural aspects of a conflict, which participants are challenged to do through the "Four Corners" activity.

Additional short-term outcomes identified in the XCCR logic model include receiving further YOUCAN training, developing respect for cultural diversity, using peacebuilding principles regularly, and changing one's method of dealing with conflict. As the XCCR Module is the first of eight modules that make up the Peacebuilder Program, receiving further YOUCAN training is a realistic outcome. As previously discussed, much of the content from the XCCR

Module is built upon in later modules; the core elements are more likely to become engrained if participants continue with YOUCAN training after completing the XCCR Module.

It is expected that by gaining self-awareness from the training, participants will be able to reflect on and recognize more readily the cultural aspects of the conflicts that surround them. After having practiced the core peace-building principles throughout the duration of the training, participants are expected to apply these principles such as dealing with conflict by refraining from reacting to it or by active listening, on a regular basis in their everyday lives.

Long-term outcomes identified for participants by the logic model include actively using the principles to change the way they deal with conflict, becoming a YOUCAN trainer, reaching a critical mass, developing a common language, and deescalating conflict using XCCR skills. Because YOUCAN is created by and for youth, it is essential that the XCCR training continue to fulfill the long-term outcome of encouraging youth to develop a lasting interest in the YOUCAN organization and work towards becoming future YOUCAN trainers. This train-the-trainer method has also proven to be a powerful way to engrain the lessons in youth, since because they know they will have to teach somebody they are compelled to develop a thorough understanding of the module information.

The long-term outcomes of reaching a critical mass of students and developing a common language are important to ensure that the module's content has long-lasting effects for the participants. If the participants are in a supportive environment that continues using the training material, it is more likely for the content to become engrained in the participants and for them to continue to use the tools to de-escalate conflicts in their own lives and the lives of those around them long after the training has been completed.

Phase II: Analysis of Implementation and Impact of the XCCR Module

The aim of the second phase of this study was to analyze the implementation of the XCCR Module and to discern its impact on bullying and school climate in two high schools. The logic model developed in phase one of this study was used to frame the data collected in this phase and guide the analysis of the module implementation data.

XCCR Module implementation. All grade 10 students at both case study schools (n=278 in School A and n=351 in School B) received the XCCR Module over a period of two months from October to November 2010. Trainers were in each school two full days per week to train one class of grade 10 students. In total, it took two months to train all of the participating grade 10 students. In School A, 10 sessions of training were needed to train all the grade 10 students and in School B 12 sessions of training were needed. The approximate size of each class trained ranged were 28 and 24, at School A and School B respectively. The module was implemented in the same way in School A and School B; all students received the first half of the training in one full day of training during October and then the second half of the training in another full day of training in November. The order the classes received the training was kept the same for the two training days. For example, the class that received the first half of the training first, also received the second half of the training first a month later.

Logic model and module implemented comparison. The logic model appears to be a moderately adequate representation of the XCCR Module and compares favourably to the actual implementation of the module into these two case study schools. The objectives outlined in the logic model were accurately reflected within the school context through actively facilitating engaging discussions between participants and encouraging self-reflection. Cultural curiosity was promoted by encouraging participants to actively ask questions about the values and assumptions of others. Students participated in activities that allowed them to put the conflict

resolution skills they were learning into practice. They were also given opportunities to express their varying viewpoints in a respectful way on controversial topics. The same activities were implemented consistently between all classes within schools and between the schools themselves. For example, the iceberg activity was used to explore the cultural components of individuals, and the four corners exercise was used to create conflicting views between students and challenge them to put the skills they were learning into use. There are a few areas where the XCCR Logic Model was not reflected as accurately, specifically concerns with delivery of the module. These concerns are discussed below in relation to the barriers and challenges of implementing the module and are further examined in the discussion.

Barriers and challenges to implementing the XCCR Module. Information regarding the barriers to and challenges in implementing the XCCR Module emerged from a content analysis of the key informant interviews with the vice principals, XCCR Module facilitators, and the directors of YOUCAN. The themes that emerged from the data overlapped significantly between the participating case study schools and will be combined in answering the research question. Any findings, however, that were particular to one school are outlined as such.

1) Training too short to make a long-term difference

The length of the training was considered too short for the XCCR Module to have the desired long-term outcomes and to really engrain the lessons in the student participants. As the vice principal from School B pointed out, the students reported liking the training, but it was difficult to say if they had transferred a lot of the skills from it. YOUCAN staff and directors were well aware of this barrier and stated that "two days is not enough time to really get the information to the masses, but you do what you can get." Ideally students would be able to continue to receive further modules of the Peacebuilder Program to build on what they learned in

the XCCR Module and allow YOUCAN to integrate in the school community. As one YOUCAN director pointed out "program delivery over time has the potential for more lasting effects because of the relationship developed with facilitators and the opportunity to consistently reinforce the message." Quite simply, after a period of time the presence of the facilitators becomes so well-known that they become a part of the school culture.

2) Scheduling difficulties

All of the key informants recognized the fundamental barrier of the logistics of scheduling within a school environment. The reality of working within a school is that programming must work around the individual schedules at each school. Delivering the module consistently across schools then becomes extraordinarily difficult. As outlined in the logic model, the XCCR Module is intended to be delivered over the course of two consecutive full days, but for teachers and principals to free up two days for students is challenging. Due to the logistics of developing a schedule that suited the needs of the school and the number of students that were to receive the training, the module was not able to be implemented over consecutive days as the logic model intends, but rather over a period of two months. To ensure that the students received the module, YOUCAN is flexible in the way they implement it. As in this particular study, being flexible can mean that there is a significant delay for participants between receiving the first and second day of training, which could potentially affect how the students make use of the information they are learning.

3) Absence of ongoing module support and leadership

To have the greatest chance of having a lasting impact, it is essential to have staff within the school who continue to support and reinforce the XCCR Module content long after the module has been implemented. This is in line with the socioecological framework which

emphasizes that bullying behaviours can either be fostered or inhibited at all levels of the individual's community (Espelage & Swearer, 2004). It follows then that not only is teacher involvement a necessity, but that if there is someone within the school environment who "continues to reinforce the message, such as a teacher who has brought it to their class and continues to use the language and steers the conversation back to things they've all learned together, then there is an increase in likelihood that there will be a lasting impact" (YOUCAN Director of Programming and Development). This appeared to be more of a barrier at School B, as the vice principal noted that she could not say if the students transferred the skills they learned or if the staff continued to build on them after module implementation. She cited that having a large staff of over 100 teachers potentially contributed to this problem, as it was difficult to monitor the staff to track if they reinforced the module information. In contrast, School A's vice principal pointed out that "in some classrooms the teachers worked very hard to integrate the language, the problem solving, and the conflict resolution into parts of their curriculum" and that this led to good extensions from the training to everyday use after it was implemented.

4) Engaging students in the training

For School A, one specific barrier was in keeping the students engaged throughout the training. According to the vice principal of School A, some of the information the students were learning from the module in the first day of training reflected initiatives that the school had already implemented. The feedback that the vice principal received from students was that the first day was a bit slow, but that the second day was more interactive and interesting. When asked about implementation concerns in the school, YOUCAN facilitators identified that the students were quite talkative at School A and often went off topic, making it difficult to ensure that the module material was being absorbed by the participants. The vice principal at this

school speculated that the information might have been a bit repetitive and made it more challenging for the YOUCAN facilitators to keep students engaged. The vice principal suggested that they could have had a team meeting with YOUCAN in advance, so that they could have adjusted the module's content accordingly and perhaps achieved a higher degree of engagement right from the beginning.

School B shared similar concerns regarding student engagement in the training; however, this was more related to a lack of regular attendance by students. The vice principal pointed out that while the majority of the grade 10 students attended the training in full, the few that did skip the training were often students who needed the training the most: "Not that the message was lost and not that the message wasn't a great one, but that the ones who needed to hear it the most might not have heard it." The vice principal explained that the sheer size of the school, in terms of the population and even the number of entrances to the building, made it difficult to ensure that all of the students were attending the training.

Possible Impacts of the XCCR Module

The aim of this section is to deepen the understanding of the XCCR Module by exploring each school's perception of changes in bullying behavior, school climate, and peer mediation skills, after the XCCR Module had been implemented. In particular, this section aims to answer the research question: "How do student and staff perceptions of conflict skills, school climate, and bullying change following the implementation of XCCR Module in the participating case study schools?" As previously identified, each participating school had individual characteristics that could potentially influence the school's climate. Furthermore, this was not an experimental study, and therefore, each school was treated as an individual case study. As such, each school is addressed individually in this section.

Perception of bullying behaviour.

School A. Prior to receiving the XCCR Module, bullying behaviours were not the most predominant concern within the school; absences and attendance were noted by administration as a more frequent problem. However, the vice principal acknowledged likelihood that bullying was being underreported in the school. School A also had a bullying initiative in place at the school level called the Fuse Program, which is a mentorship program that aims to reduce the number of bullying incidences between junior and senior students by creating positive relationships between the grade levels.

Prior to receiving the XCCR Module, the mean response of students who reported witnessing overall bullying, overall bullying others, or being victims of overall bullying ranged between slightly above never and slightly below one time per month (see Table 2). Social bullying appeared to be the predominant type of behaviour in reported victimization, bullying others or witnessing bullying, while cyberbullying was the least reported. Mean responses ranged between 1 (never) and just over 2 (one time per month). As seen in Table 2, the mean response of students who reported witnessing overall bullying, overall bullying others, or being victims of overall bullying remained similar, ranging between slightly above never and slightly below one time per month. Solberg and Olweus (2003) indicate that having been bullied or having bullied other students "2 or 3 times a month" is a reasonable cutoff point to indicate chronic bullying behaviour. As such, this cutoff guided the reporting of quantitative data. In this study, frequency data revealed that 19.7% of students reported witnessing some type of bullying behaviour 2 or more times per month (see Figure 2). Social bullying remained the most predominant type of bullying; nearly one fifth of the students (19.1%) reported witnessing this type of behavior one or more times per week.

Table 2

School A: PREVNet Bullying Survey

Scale (# of items)	Mean (standard deviation)					
	Victimization		Bullying others		Witnessed	
	Pre (n=109)	Post (n=92)	Pre (n=110)	Post (n=93)	Pre (n=110)	Post (n=93)
Overall (13)	1.33 (0.49)	1.35 (0.59)	1.18 (0.35)	1.27 (0.66)	1.75 (0.86)	1.88 (0.98)
Physical (4)	1.25 (0.52)	1.25 (0.56)	1.22 (0.48)	1.14 (0.34)	1.55 (0.77)	1.67 (0.88)
Verbal (3)	1.40 (0.67)	1.44 (0.88)	1.43 (0.72)	1.19 (0.47)	1.91 (1.16)	2.00 (1.25)
Social (3)	1.53 (0.85)	1.47 (0.80)	1.47 (0.84)	1.29 (0.76)	2.13 (1.33)	2.27 (1.36)
Cyber (3)	1.14 (0.34)	1.32 (0.89)	1.14 (0.38)	1.12 (0.41)	1.41 (0.91)	1.59 (1.07)

Note. Maximum score is 5.

Of the original 112 students who had completed the survey, 98 completed the follow-up survey. Four students had transferred or no longer attended the school, and ten students were absent the day the survey was conducted. Of the 98 completed surveys, 5 were discarded as missing data cases and not included in the analysis. Therefore 93 surveys were analyzed in total. Results comparing pre-and post-module implementation survey data can be found in Table 2. Independent samples t-tests on overall bullying behavior revealed no significant increase over time.

When asked about the perceived impact that the XCCR Module had had on School A, the vice principal felt that it would be difficult to identify significant changes from a module that was in the school over such a relatively short period of time, and that if significant changes were to occur it would take longer for these effects to emerge. A number of teachers, however,

reported incorporating the XCCR language and principles into their classrooms. The motivation for this was to work towards creating a common language for teachers and students alike, which could lead to a more lasting impact on bullying reduction. Overall, the XCCR Module did not appear to create immediate major changes in bullying behaviour at School A.

School B. Prior to receiving the XCCR Module, bullying was not identified as a pervasive concern, but was considered the issue least likely to be reported. Verbal bullying was identified as the most common type of bullying that was dealt with at the school. School B did not have any particular prevention programs in place.

Prior to receiving the training, the mean response of students who reported witnessing overall bullying, overall bullying others, or being victims of overall bullying ranged between slightly above never and slightly below one time per month. As seen in Table 3, this was a trend that occurred for each of the individual types of bullying. Frequency data revealed that 17.6% of students reported witnessing some type of bullying behaviour 2 or more times per month. Social bullying was the predominant type of bullying with 15.9% reporting that they had witnessed this type of behavior one or more times per week (see Figure 3).

Of the 157 students who had completed the survey originally, 110 completed the follow-up survey. Twelve students had transferred or no longer attended the school, and 35 students were absent the day the survey was conducted (one class of approximately 25 students were on a school trip). Of these 110 completed surveys, 8 were discarded as missing data cases. Therefore a total 102 surveys were analyzed. As seen in Table 3, the mean response of students who reported witnessing overall bullying, overall bullying others, or being victims of overall bullying remained stable, ranging between slightly above never and slightly below one time per month. Percentages of participant responses can be found in Figure 3.

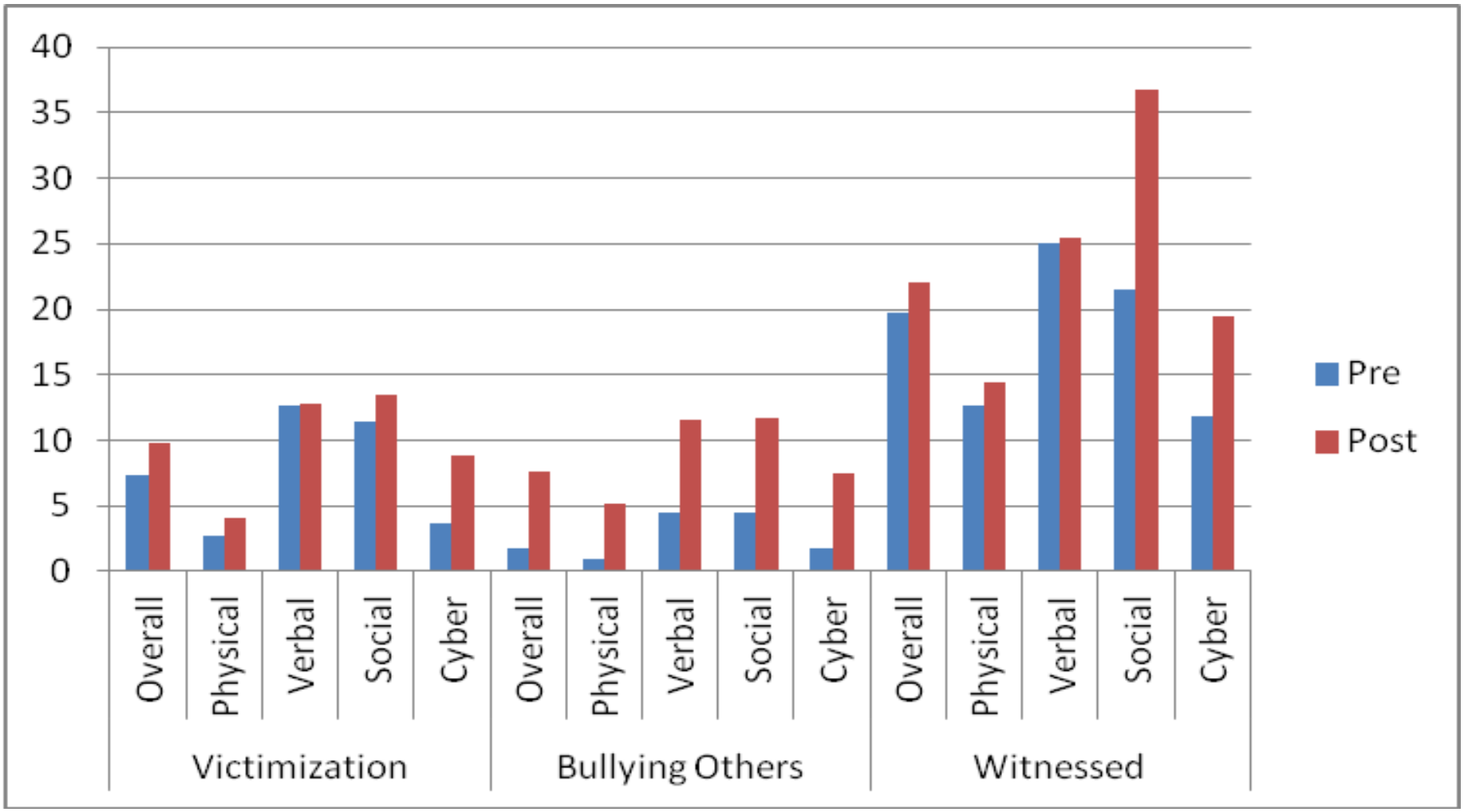

Figure 2. School A: Students Reporting of Bullying Others Two or More Times Per Month

Social bullying remained the predominant type of bullying across all scales. Just over a third of students (35.8%) reported witnessing social bullying behaviours two or more times per month. Independent samples t-tests on overall bullying on each of the scales did not reveal any significant changes between pre-and post-module implementation data. When asked about the perceived impact of the XCCR Module, the vice principal found it difficult to say if the module had had a direct impact on bullying behaviours. One of the reasons identified for this difficulty was that the kids she believed needed to receive the training the most were the ones who were trying to skip it. Administration felt it was difficult to identify significant changes from the module with only one grade receiving it and to get a true sense of the impact the whole-school would have to be trained on it, as this would allow the opportunity for a common language to be created.

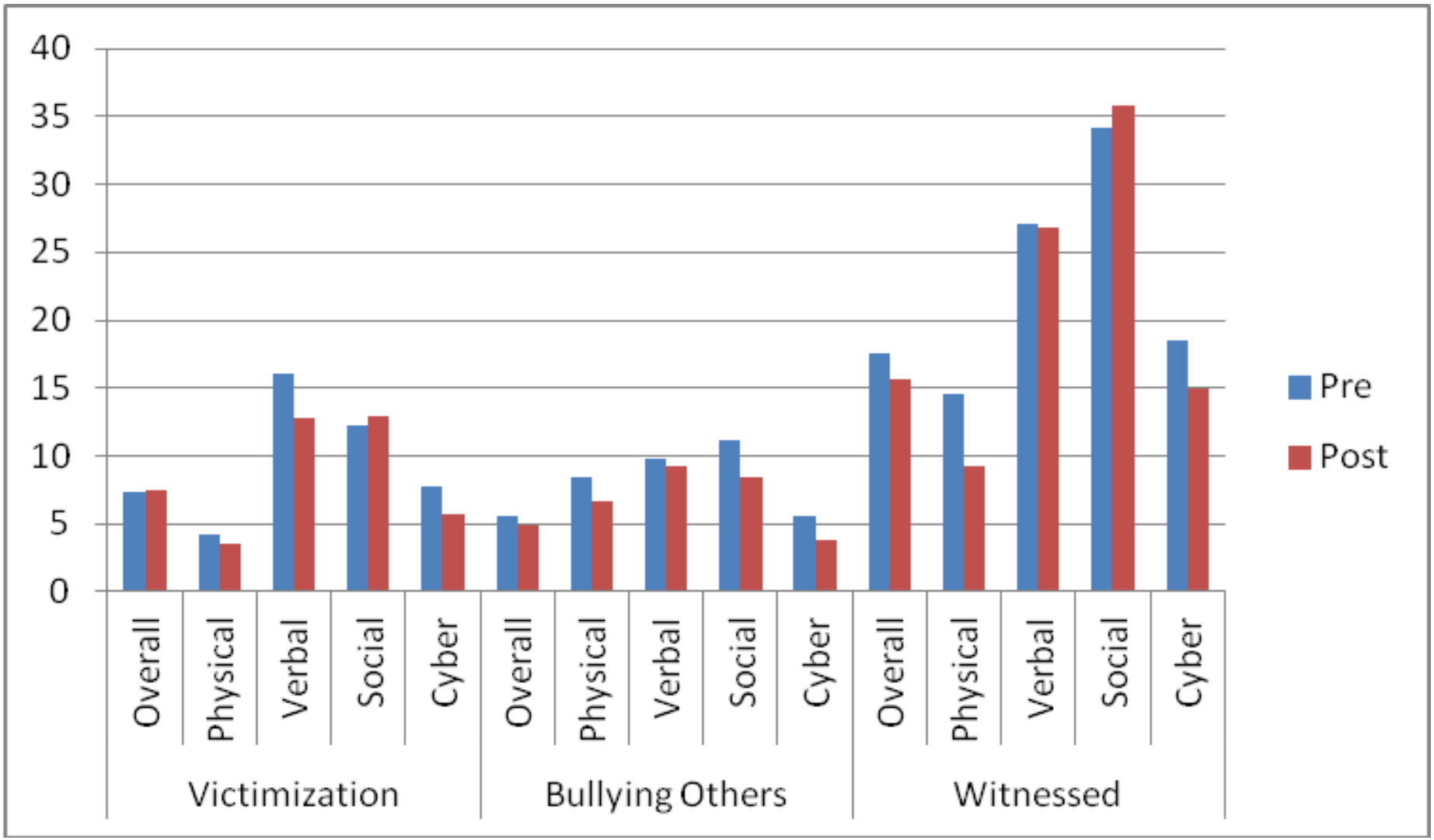

Figure 3. School B: Percentage of Self-Reported Bullying Behaviour Two or More Times Per Month

Table 3

School B: PREVNet Bullying Survey

Scale (# of items)	Mean (standard deviation)					
	Victimization		Bullying others		Witnessed	
	Pre (n=145)	Post (n=102)	Pre (n=145)	Post (n=102)	Pre (n=145)	Post (n=102)
Overall (13)	1.38 (0.56)	1.39 (0.57)	1.33 (0.61)	1.26 (0.54)	1.82 (0.87)	1.75 (0.79)
Physical (4)	1.26 (0.52)	1.23 (0.55)	1.24 (0.70)	1.19 (0.59)	1.64 (0.84)	1.51 (0.79)
Verbal (3)	1.49 (0.81)	1.45 (0.71)	1.34 (0.73)	1.33 (0.69)	1.95 (1.07)	1.84 (1.02)
Social (3)	1.54 (0.78)	1.62 (0.78)	1.49 (0.80)	1.38 (0.68)	2.13 (1.18)	2.10 (1.19)
Cyber (3)	1.24 (0.61)	1.26 (0.71)	1.25 (0.62)	1.16 (0.53)	1.55 (0.97)	1.53 (0.88)

Note. Maximum score is 5.

Perception of school climate. Data was collected on school climate pre-module implementation and six months post-implementation; quantitative data will be used to provide an indication from the students' perspective of the climates of both participating schools in connection with receiving the XCCR Module. Qualitative data collected in key-informant interviews will provide further insights into the climates at each school.

School A. Prior to the XCCR Module, the school climate at School A was described by the vice principal as a noticeable emotional attachment to the school. The school was described as being the heart of the community and has graduated generations of families who continue to reside in the neighbourhood. The vice principal felt that this is the essence of what strengthens the sense of belonging within the school. The school administration abides by the guideline, "we

don't broker apologies, we broker relationships" and believes it is their "job to facilitate relationships between peers, staff, and students to maintain a positive climate."

Frequency of responses on the *Inventory of School Climate Student Version (ISC-S)* were tabulated and are presented as percentages in Figure 4. The subscales "Safety Problems" and "Cultural Pluralism" have 4-point Likert scales. As can be seen in these figures, the responses on all of the subscales were generally in a positive direction. As seen in Table 4, the overall school climate mean (M=3.31, SD=0.34) suggests that the majority of responses ranged around "sometimes" and that pre-implementation students perceived their school climate to be neither negative or positive, but somewhere in the middle.

The vice principal acknowledged that the school is not an ethnically diverse school and that it has a predominantly Anglo-Saxon population. Students did not perceive this as a concern, as the majority of students responded "sometimes" or "often" when asked about being provided with opportunities to work with or learn about different cultures (Cultural Pluralism Subscale). Results from the *Inventory of School-Climate Teacher (ISC-T)* were not included in this study. Only 2 (or 18%) of the 10 teachers invited to participate in the study completed the pre-implementation survey. It was decided that this small sample would not only provide an unrealistic depiction of teachers' overall perception of school climate, but could potentially compromise the confidentiality of teachers' responses on the scale. As a result, this data was not reported as part of the overall findings.

Post-module implementation data (see Table 4) showed a similar trend towards mid-point to positive perceptions of school climate (M=3.20, SD=0.40). As seen in Figure 4, this trend towards positive responses was consistent across all of the subscales. Qualitative data suggested little noticeable immediate changes in school climate post-module implementation. However,

administration emphasized that a number of teachers had begun to incorporate the YOUCAN language and principles into their curriculum. In doing this, there was potential to create a common language with students and an improved climate where students would feel included in

Table 4

Student responses: Inventory of School-Climate Student Version (ISC-S)

Scale (# of items)	Mean (standard deviation)			
	School A		School B	
	Pre (n=110)	Post (n=93)	Pre (n=145)	Post (n=102)
Overall school climate	3.31 (0.34)	3.20 (0.40)	3.34 (0.34)	3.31 (0.41)
Consistent rules (5)	3.64 (0.60)	3.29 (0.70)	3.71 (0.51)	3.57 (0.68)
(+) Peer interaction (5)	3.55 (0.62)	3.44 (0.69)	3.68 (0.52)	3.61 (0.65)
Student commitment (5)	3.53 (0.52)	3.38 (0.67)	3.50 (0.49)	3.41 (0.64)
(-) Peer interaction (5)$_{*\text{Reverse Scored}}$	3.50 (0.70)	3.33 (0.74)	3.56 (0.58)	3.47 (0.58)
Safety problems (6)$^{*\text{Reverse Scored / on 4 Point Scale}}$	3.37 (0.34)	3.61 (0.43)	3.70 (0.40)	3.57 (0.58)
Disciplinary harshness (5)$_{*\text{Reverse Scored}}$	3.27 (0.56)	3.30 (0.69)	3.14 (0.61)	3.18 (0.58)
Instructional innovation (4)	3.15 (0.52)	3.11 (0.69)	3.20 (0.57)	3.20 (0.63)
Teacher support (6)	3.08 (0.63)	3.02 (0.65)	3.08 (0.64)	3.05 (0.68)
Cultural pluralism (4)$_{*\text{on a 4 Point Scale}}$	2.99 (0.67)	2.84 (0.77)	3.21 (0.64)	3.27 (0.66)
Student input (5)	2.65 (0.52)	2.64 (0.69)	2.59 (0.63)	2.73 (0.70)

Note. Maximum score is 5, exceptions identified in subscript.

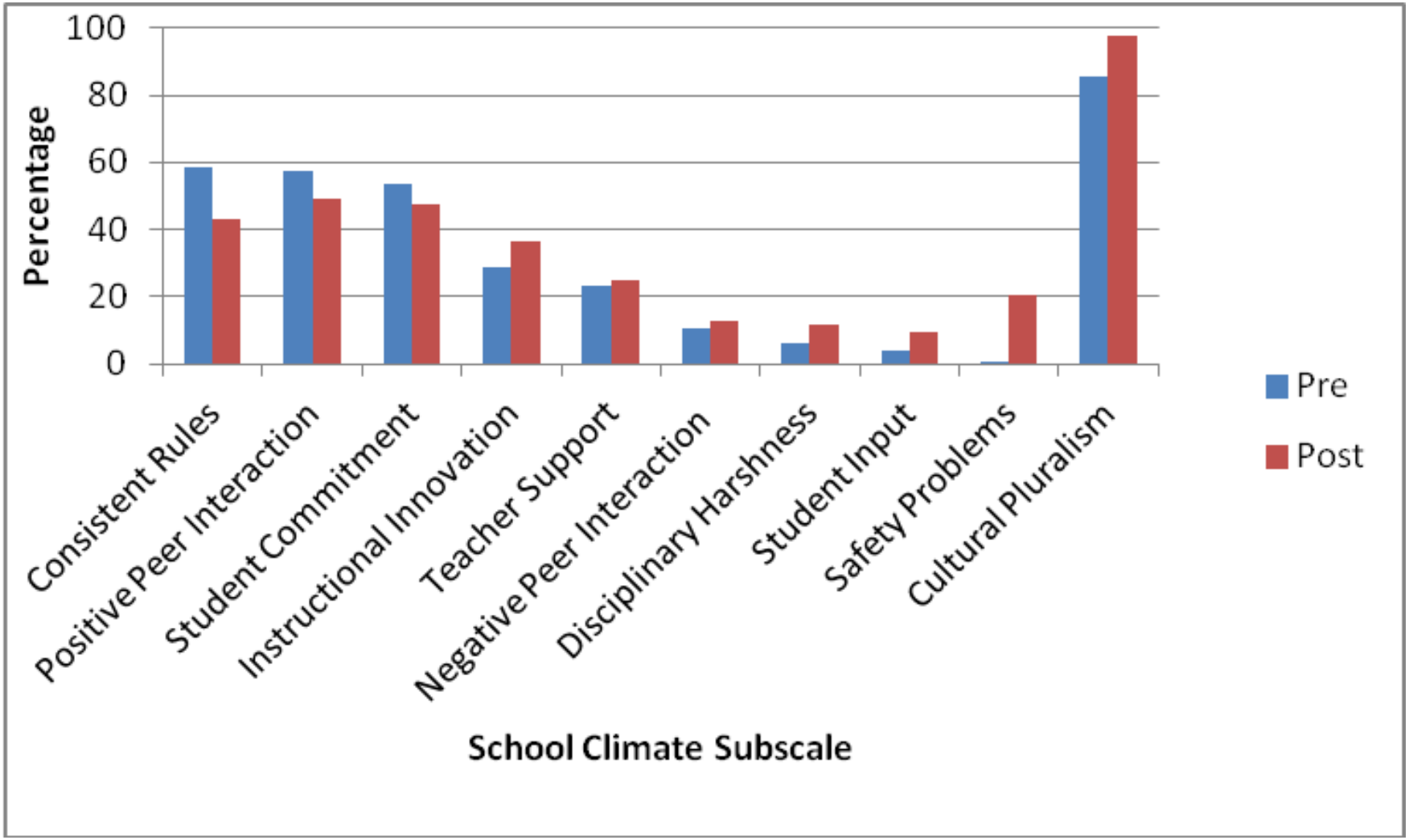

Figure 4. School A: Frequency of Responses ("Most Times and Always") on *Inventory of School-Climate Student Version (ISC-S)*

the decision making process. An independent t-test was performed on overall school climate. This test revealed no significant differences at School A between pre-and post-module implementation.

School B. When asked about school climate, the vice principal at School B said that the teachers held a large part of the responsibility in the type of climate created within the school because they model to students a certain way to interact with each other. "So if you have a bad school climate," the vice principal pointed out, "you can blame it on the kids all you want, but it really comes down to how teachers and administration interact with the students." Much of the concerns about school climate at this school stemmed from the polarity of teaching styles that existed. The vice principal described some teachers as working from a traditional model of teaching and following a "that's the way it's always been done" method, while other teachers are more flexible in their methods and recognize the individuality of each student.

Seeing as the policies at the school were described as flexible, the administration recognized this polarity in teaching methods as a major concern with regard to being consistent in implementing rules, regulations, and programs. Students perceived their school climate to be near the mid-point on the school climate scale, which means students' views on climate were roughly an equal mix of positive and negative perceptions; the mean overall perception of school climate was slightly above this mid-point (*M=3.34, SD=0.34*). As seen in Table 4, mean responses hovered near the mid-point, except for the student input scale where mean responses fell slightly closer to the negative side. As seen in Figure 5, the frequency of responses favoured a slightly above mid-point response on all of the subscales. Students indicated a particularly positive perception on the Consistent and Clarity of Rules subscale, with 66% of students

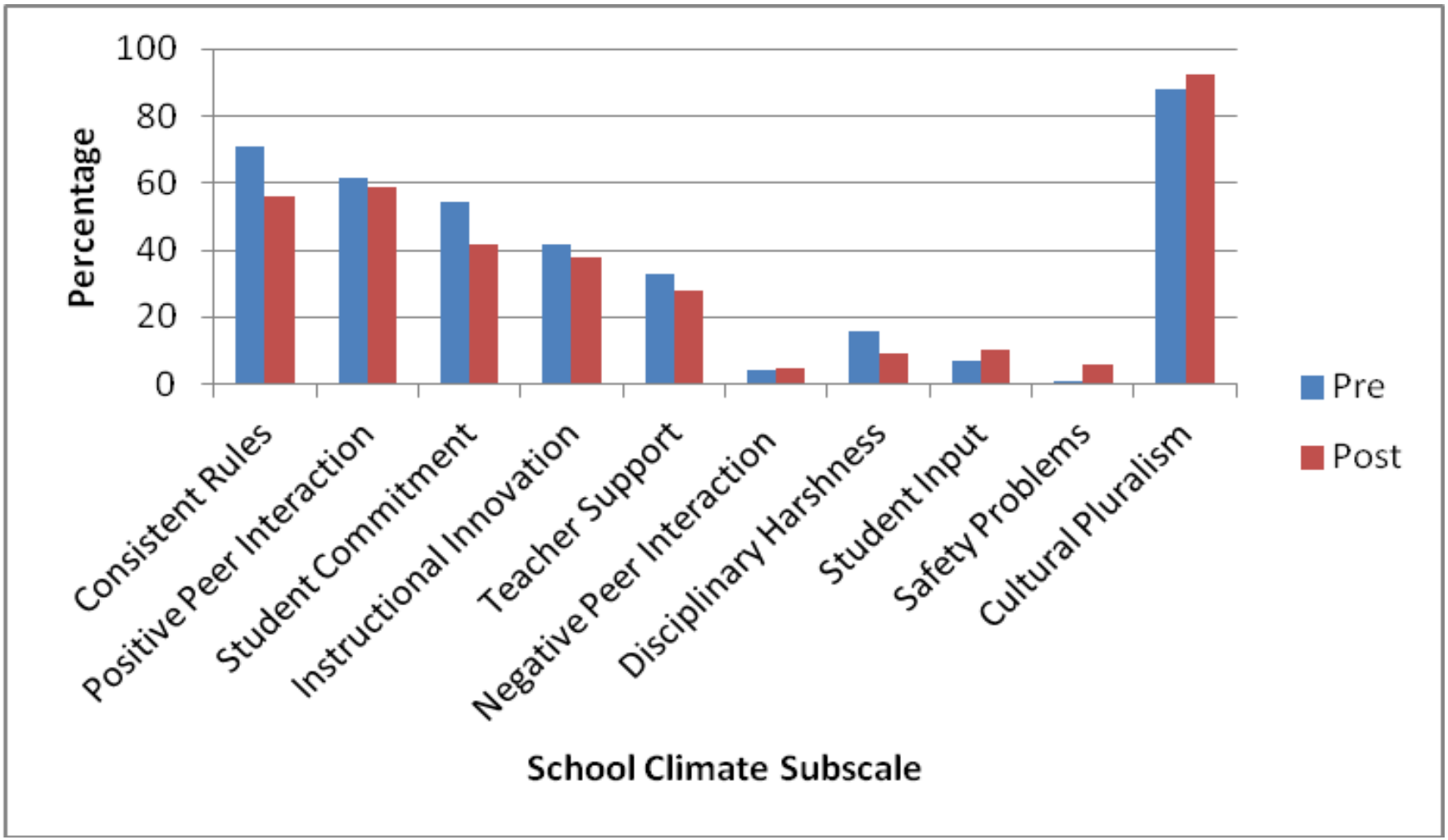

Figure 5. School B: Frequency of Responses ("Most Times and Always") on *Inventory of School-Climate Student Version (ISC-S)*

responding "most times" when asked whether rules are clear, consistent, and followed by teachers within the school.

The vice principal at School B believed the school had a very ethnically diverse student population, with close to 60 different languages being spoken by students. She pointed out that they had a Friendship Club that was initiated by ESL students to embrace the variety of cultures. While anyone in the school is welcome to join this club, it tended to be only the ESL students who attended regularly. The majority responded "sometimes" or "often" (40.5% and 47.2% respectively) when asked if they have opportunities to interact with or learn about different cultures and races.

Results from the *Inventory of School-Climate Teacher Version (ISC-T)* were not included in this study. Only 3 (or 19%) of the 16 teachers invited to participate in the study completed the survey. Similar to with School A, it was decided that this small sample would not provide a realistic depiction of teachers' overall perception of school climate and as a result was not reported as part of the overall findings.

Post-module implementation student data (see Table 4) showed a similar trend towards neutral to positive perceptions of school climate. As seen in Figure 5, this trend towards positive responses was consistent across all of the subscales. The mean overall school climate perceived by students was slightly above neutral (*M=3.31, SD=0.41*). Qualitative data suggested no significant changes in school climate over time. The vice principal emphasized a concern regarding students' lack of commitment to their academics, pointing out that the school had been struggling with an increase in absences and general student apathy about being on time for class. These were a concerns before the school received the XCCR Module; it became a concern during the XCCR implementation (as consistent attendance of the training was noted as a

problem by the vice principal); and it continued to be a problem after implementation. An independent t-test on overall school climate reflected this finding that there was no change in school climate over time.

Perception of peer mediation skills.

School A. Prior to receiving the XCCR Module, the majority of students reported that handling situations with peers was relatively easy (*M*=2.27, *SD*=0.89) for overall conflict resolution skills, whether they were conflictual situations (*M*=2.24, *SD*=0.87) or non-conflictual situations (*M*=2.29, *SD*=0.95). This data can be found in Table 5. An independent t-test on overall conflict resolution skills did not reveal any significant differences between pre-and post-module implementation.

Table 5

Student Responses: The Conflict Resolution Scale

Scale (# of items)	Mean (standard deviation)			
	School A		School B	
	Pre (n=110)	Post (n=93)	Pre (n=145)	Post (n=102)
Conflict resolution skills:				
All	2.27 (0.89)	2.25 (0.90)	2.18 (0.79)	2.18 (0.87)
Non-conflict situations	2.24 (0.95)	2.22 (0.93)	2.08 (0.82)	2.14 (0.91)
Conflict situations	2.29 (0.87)	2.28 (0.91)	2.28 (0.82)	2.27 (0.83)

Note. Maximum score is 5.

When asked about changes in conflict resolution skills post-module implementation, the vice principal at School A felt that the training needed to be longer than two days in order to ensure a more lasting and noticeable impact on the conflict resolution skills of the students. As

can be seen in Figure 6, students felt that handling situations with peers, non-conflictual and conflictual alike, was mostly easy both before and after receiving the XCCR training.

School B. Similar to with School A, prior to receiving the XCCR Module, the majority of students at School B reported that handling situations with peers was relatively easy (M=2.18, SD=0.79 for overall conflict resolution skills), whether they were conflict situations (M=2.08, SD=0.82) or non-conflict situations (M=2.28, SD=0.82). This data can be found in Table 5. An independent t-test on overall conflict resolution skills did not reveal any significant changes over time. This can be seen in Figure 6. Qualitative data also did not suggest any noticeable changes in peer mediation skills post-training implementation. The vice principal at School B suggested that in regard to conflict resolution skills, for changes to be truly noticeable, the entire school would need to have received the XCCR training.

Discussion

The aim of this study was to explore the links between school climate and bullying through a case study analysis of the implementation of the YOUCAN Cross-cultural Conflict Resolution Module (XCCR), a school-based conflict resolution training. Using a mixed methods design, two schools were studied pre-and post-implementation of the XCCR Module. Both schools belonged to the same school board and were situated within a large metropolitan area with a population of over 1.1 million people. The design of this study was multi-informant, as data was gathered from students, teachers, and vice principals. Perceptions of bullying, school climate, and peer mediation were gathered quantitatively from students, while perceptions of bullying and school climate were gathered qualitatively from vice principals.

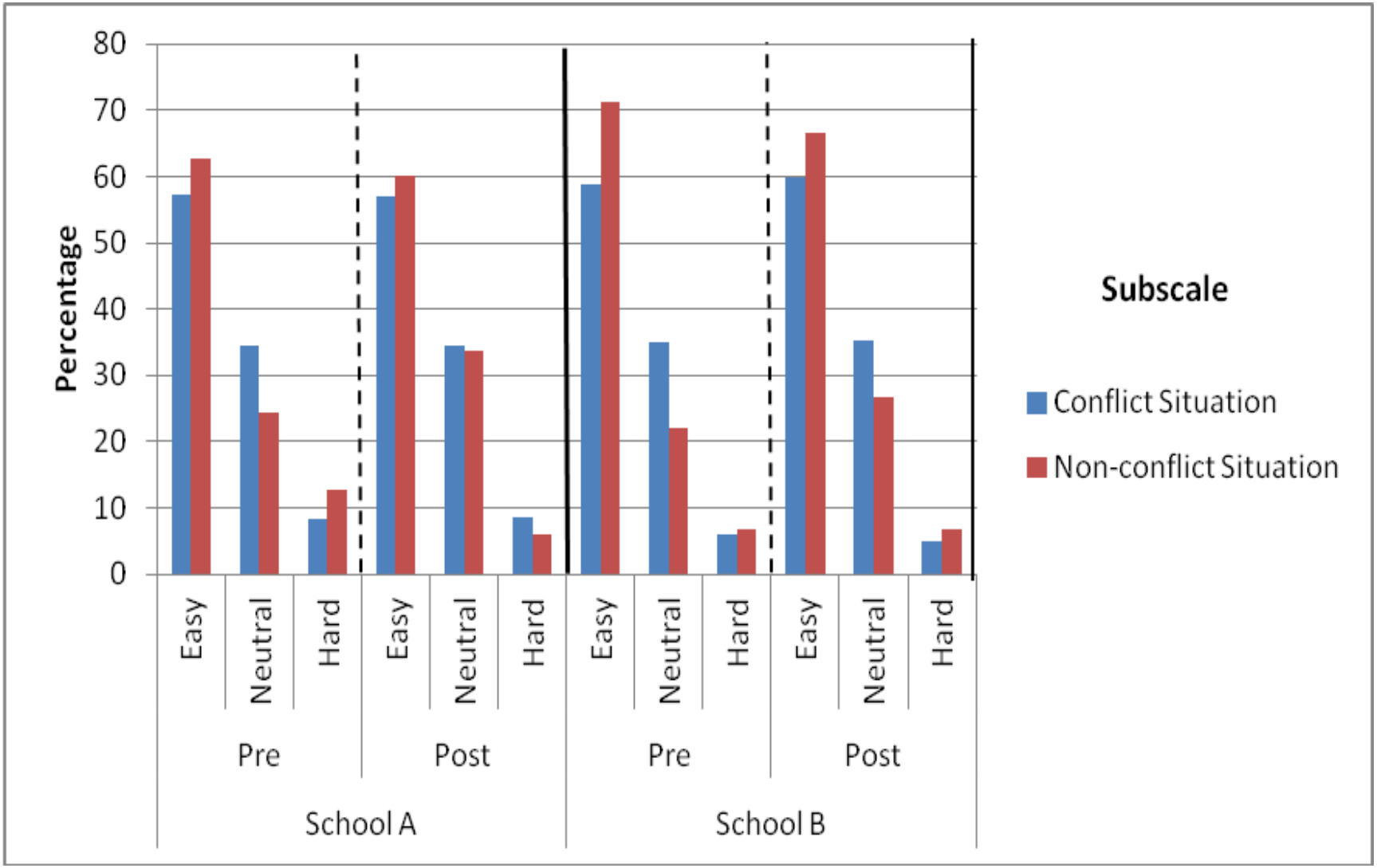

Figure 6. Perception of Conflict Resolution Skills by School and Time

School A is a suburban school with a developed reputation for academic success. Not predominantly known for ethnic diversity, the majority of its students are of Caucasian decent. School A also had a school-level bullying prevention initiative in place called *"The Fuse Program"*, a mentorship program that aims to broker positive relationships between students in different grades. School B is centrally located in the downtown core and is known for hosting international students, as well as for its specialized programs, such as its music and arts programs. The student population at School B is very ethnically diverse, with as many as eighty-five languages other than English being spoken by students. Prior to receiving the XCCR Module, bullying behaviours were not identified by the administration as a pervasive concern at either of the participating schools. In fact absences and attendance were noted by administration as more of a frequent problem. However, both vice principals acknowledged that certain types of bullying, such as social and verbal bullying, were likely underreported.

The climate at School A was described by the vice principal as being evident in a noticeable emotional attachment of students to the school, an attachment engrained by the heritage of its graduates. The school administration believed in "brokering relationships, not apologies" with the students and that maintaining a positive climate was intricately connected to facilitating these positive relationships among peers, staff, and students. Prior to receiving the module, 35.8% of students perceived their school climate to be positive. Similarly to School A, the vice principal at School B believed that the greatest contributor to school climate was the teachers' and administrations' styles and methods of communicating and interacting with students. Prior to receiving the module, 33.6% of students perceived their school climate to be positive. Lastly, the majority of students at both schools felt that handling conflict and non-conflict situations with peers was relatively easy. Perceptions of school climate were also collected quantitatively from teachers. Unfortunately, the data from teachers was ultimately

excluded because of a very low response rate and consequent concerns about protecting anonymity. The aim of this section is to discuss the meaning of the qualitative and quantitative findings post-module implementation and to examine them in relation to existing theories and research. It further aims to discuss the limitations of the study and their potential effect on findings, the contributions of these findings, and lastly implications for future research.

The XCCR Logic Model

Based on information gathered from a document review, observation of the XCCR Module, and consultation interviews with YOUCAN directors, the XCCR Module Logic Model was developed. The logic model (see Figure 1) outlined the core objectives, activities, outputs, and outcomes (immediate, short-term, and long-term) of the module. According to this logic model, the key objectives of the module were to provide tools to manage the cultural aspects of conflict, to promote respect and understanding of differences between individuals, and encourage curiosity about each other's cultures. The module aims to satisfy these objectives through the core module activities of teaching and implementing peace-building values, peace-building principles, and the cultural elements of conflict. The XCCR Module has the potential to increase self-knowledge and respect for cultural diversity. It also teaches youth to identify the cultural elements of conflicts and to use peace-building principles to diffuse them. It has an overarching goal of reaching the entire student population within a school, by creating a common language to deal with conflict and aims to do this by teaching participants tools that manage cultural aspects of conflict, promote understanding of cultural differences and encourage cultural curiosity.

Program Design Concerns

The results in this study may have been affected by a number of program design issues. The first of these to consider is the length of the module that was implemented. The XCCR Module is designed and implemented as a two-day training. This short length of the training was

a concern that was alluded to by both the vice principals and the YOUCAN staff, all of whom expressed skepticism that long-term results could be achieved from a two-day training. In their review Smith, Ananiadou, and Cowie (2003) identify that the length of an intervention is an important variable in creating successful outcomes. Specifically, their research found that bullying prevention programs increased their chances of being effective if they are ongoing and implemented for at least two years. In this current study, the two-day workshop with little or no follow up by teachers was likely insufficient in making a meaningful, lasting difference. Being implemented over such a short period time likely did not provide enough opportunities for the content of the XCCR Module to become truly engrained in the students.

Smith, Ananiadou, and Cowie (2003) also suggest that bullying prevention programs further increase their chances of being effective when they are fully integrated into the school. Seeing as bullying has been identified as a multi-faceted issue that is either fostered or inhibited at all socioecological levels (i.e., individual, family, peer, school, and community) (Espelage & Swearer, 2004), it seems likely that intervening at all of these levels would be important. This need for integration is the essence of whole school-based bullying prevention programs, which take a very inclusive approach by involving students, peers, parents, staff, and school administration in the prevention program.

As is emphasized in whole-school based studies, targeting more than one level in a school is the preferred strategy for truly integrating bullying prevention programs. For example, Vreeman and Carroll (2007) analyzed twenty-six school intervention studies, and they found that comprehensive programs addressing multiple levels within schools yielded better program outcomes. Further support for the whole-school approach can be drawn from the meta-analysis by Farrington and Ttofi (2009). These researchers found that bullying prevention program elements that included the involvement of multiple parties (students, teachers, administration,

and parents) were associated with decreases in bullying behaviour. This meta-analysis study further suggests that duration and intensity of a program is associated with decreases in bullying and victimization. In another review, Howard, Flora, and Griffin (1999) examined 44 violence-prevention interventions in an attempt to identify ingredients of effective programs. Based on their review they proposed that future comprehensive intervention research consist of three physical settings: the school environment, such as teachers and administration, the home environment, and the community. Unfortunately, due to limited resources, in terms of staffing and finances, and the restricted schedule of working within the schools' time frames, a comprehensive approach was not able to be taken in this current study. As a result, only three levels of the socioecological framework were able to be explored: the individual, the peer, and the school.

This resulted in another program design issue where only one grade of students, grade 10s, received training on the XCCR Module in this study. This grade was selected by the school board, as the grade that would benefit the most from the module because they felt that incidences of bullying were most prevalent in this age group. However, training all grades on the XCCR Module would have likely allowed for the module to be more thoroughly integrated within the school, by creating a common language and knowledge amongst students and perhaps have increased the effectiveness of the training.

Lastly, the program design was further weakened by a lack of opportunities for teachers to have more of a direct role in the module implementation, as the module is delivered solely by a YOUCAN facilitator. The support and commitment of school administrators has been linked to the effectiveness of the whole-school approach in reducing bullying behaviour (Smith, Pepler, & Rigby, 2004). In particular, the degree to which teachers actively implement an intervention significantly contributes to positive outcomes in student behaviour (Noell, Gresham, & Gansel,

2002). Establishing pedagogical leadership, a designated person within the school who is familiar with and passionate about the XCCR Module, can further provide opportunities for continued promotion and utilization of the module information long after the module has been implemented. A lack of ongoing pedagogical support for the XCCR Module in both schools related to the design of the module may have contributed to some of the results in this study. Teachers' disengagement with the XCCR Module may account in part for their very low response rate to participate in this study at both schools.

Perceptions of Bullying and School Climate

At both schools, less than one fifth of the students reported witnessing bullying (19.7% School A, 17.6% School B), bullying others (1.8 % School A, 5.6% School B), or being victims (7.4% School A, 7.3% School B) of chronic bullying, that is 2 or more times per month. The likelihood that bullying was being underreported in the school was acknowledged by the vice principals at both schools during the key informant interviews. For both School A and B, independent samples t-tests on overall bullying on each of the scales did not reveal any significant changes between pre-and post-module implementation data. Overall, no evidence emerged in this study that indicated that the XCCR Module made any significant immediate changes in bullying behavior at either school. The results of this study also revealed no significant changes on the school climate scales between pre-and post-implementation of the XCCR Module.

There were a few notable trends worthy of discussion in both the bullying and school climate data. Social bullying was the most frequently self-reported type of bullying at both schools by students. This is consistent with the most recent Canadian statistics on bullying taken from the 2009/2010 Health Behaviour in School-aged Children (HBSC) study. Data from this ongoing international survey indicate that 68% of grade 10 girls and 53% of grade 10 boys have

experienced indirect bullying, while only 12% of grade 10 girls and 31% of grade 10 boys had experienced physical bullying (Craig & McCuaig, 2011). While physical bullying has been shown to decrease with age, social bullying has been shown to remain relatively stable (Crick, Grotpeter, & Bigbee, 2002). Perhaps this is due to the subtle nature of social bullying behaviour, so subtle that as the qualitative data suggest, even perpetrators themselves may not identify the behaviour as bullying. As the principal at School B pointed out, "[The students] seem to keep 'poking' at someone, but what they don't realize is that over time it is bullying and I generally think that they don't get it. It's not with one particular kid and it's not text book physical bullying, like you would see in the movies or anything." Lastly, as can be seen in Figure 2, an interesting trend of increased reports of bullying others post-implementation occurred at School A.

Although not statistically significant, there was a noticeable increase post-implementation in those who self-reported bullying others across all types of bullying. It is possible that this trend might have occurred due to school seasonal effects that are the natural wax and wane in bullying behaviour depending on the time of year. Similar results were found in an observational study of bullying behaviour by Craig and Pepler (1997), who saw a similar increase in bullying behaviour from winter to spring at one school, while it decreased at the other participating school. Farrington and Tofi (2009) emphasize that seasonal variations in bullying can be controlled by measuring pre-and post-self-reports of bullying at the same time of year. It is plausible that this trend of more self-reports post-module implementation could also be related to awareness effects. As Merrell, Gueldner, Ross, and Isava (2008) discovered in their meta-analysis of 16 intervention studies, many intervention studies report an initial increase in bullying behaviour after implementation of a program. They attribute these findings to students and teachers learning to better and more easily recognize bullying behaviour because of what

they learned in the program and that they are able to acknowledge bullying behaviours more readily because of their increased knowledge.

The original intention of this research was to gain a well rounded perspective of the bullying behaviours and school climate at each school by examining the self-reports of both students and teachers. Unfortunately, due to a low response rate from teachers at both School A and School B, only student data was analyzed in this study. Findings in research by Brand, Felner, Seitsinger, Burns, and Bolton (2008) suggest that teacher's ratings of school climate may reflect a broader range of climate dimensions and should be considered a complementary source of information to student ratings of school climate. While not necessarily required, findings from both teacher and student sources can provide richer data and serve as a more thorough measure of a school's climate (Brand et al., 2008). Therefore, although there was a high response rate from students that arguably provided a representative perspective on perceived school climate among grade 10 students in the case study schools, this study would have had more depth and benefitted from having the teachers' perspective included.

There are a number of potential factors that could have contributed to the lack of changes seen on any of the subscales between the pre-and post-module implementation. Of primary consideration are existing conditions with the participating schools. Prior to receiving the training, bullying behaviours were not identified by the administration at either school as a pervasive concern, and School A had already had a well established bullying prevention program in place. It is plausible then that the lack of change from pre-to post-implementation might be the result of the schools starting from a low baseline, from which little change could occur. However, this is not in line with current Canadian statistics which suggest that 17% of Canadian youth are bullied 1 to 3 times every month (Craig & McCuaig, 2011). As Pellegrini and Bartini (2000) point out, teachers often have limited opportunities to observe bullying behaviour, which

may contribute to a disparity between student and teacher perception of bullying rates. The administration at both schools agreed with this notion in saying that there is high likelihood that more bullying incidents occur than are reported or observed by school administration.

A second potential contributing factor could be the age of the participants who received the training, as this study was limited to only grade 10 students. Previous research suggests that intervention programs increase their chances of having a lasting impact if it attempts to reach all grades and that it is recommended that intervention programs be implemented at an early age (Leadbeater & Sukhawathanakul, 2011; Ostrov et al., 2009). By targeting only one grade, it is possible that the module simply did not reach enough students to create a lasting change.

Perhaps another contributing factor is that this study only explored three out of the five socioecological levels that have been outlined as fostering or inhibiting bullying behaviours (i.e., individual, family, peer, school, and community) (Espelage & Swearer, 2004). This current study focused on the individual level through having students self-identify their own bullying behaviour, the peer level through having bystanders identify the bullying behaviours of their peers, and at the school level by exploring school climate and through key informant interviews with school administration. This study could have benefitted from including the two remaining levels of family and community. As was discussed in the previous section on whole-school approaches to intervention, programs that include the involvement of multiple parties (students, teachers, administration, and parents) have been associated with decreases in bullying behaviour (Farrington & Ttofi, 2009). Unfortunately, due to limited resources in this current study, a comprehensive approach was simply not feasible.

A final factor to consider is that the XCCR Module is not directly designed to be a bullying intervention program, but rather to develop conflict resolution skills. This can be seen in the logic model that was developed for the module, where reducing bullying behaviour is not

directly identified by any of the outputs or outcomes. The rationale for using the XCCR Module was that the skills learned had the potential to be used in the context of various types of interpersonal conflict and aggression. The XCCR Module could further potentially contribute to cultural understanding among youth in the school context, which could contribute to improving school climate and to reducing bullying behaviour.

Logic Model Compared to Actual XCCR Module Implementation

Program fidelity, the degree to which a program is implemented as originally intended (Yeaton & Sechrest, 1981), is intricately connected to a program's outcomes. Program fidelity, also referred to as program integrity (Gresham, 1989; Gresham, Gansle, Noell, Cohen, & Rosenblum, 1993), has been further described as a multidimensional construct defined not just by participant responsiveness and the content delivered by the program, but further by the dosage and adherence of a program (Dane & Schneider, 1998).

In this current study, the logic model is a schematic representation against which module implementation can be compared. While the logic model appeared to be a moderately adequate representation of the XCCR Module implemented in the context of this study, a few of the module's outputs outlined in the logic model were not as apparent during implementation. One specific concern was with what Dane and Schneider (1998) refer to as program dosage. Defined as the frequency and duration of program administration, the dosage of a program has been identified as a key ingredient in the construct of program integrity. In this current study, qualitative data suggested a concern with uneven program dosage across student participants, as both school administration and YOUCAN staff reported concerns about student attendance rates for the training. There is some evidence that suggests that a higher dosage of a program may lead to better overall program outcomes. For example, research by Story et al. (2000) found that the greater amount of dosage that students received of a healthy eating program significantly

affected an increase in students' healthy eating behaviour. In contrast, the inconsistent dosage of the module in this study, specifically due to the low attendance of a significant proportion of students, means that these students did not receive the entire training, and consequently likely missed achieving some of the core objectives of the XCCR Module.

Of further concern was a lack of adherence to the intended length of time for the delivery of the module. As Dane and Schneider (1998) discovered in their research, adherence to program protocol is a key ingredient in program integrity. In this current study, the module was designed to be implemented over two consecutive days, as is illustrated in the logic model. Unfortunately, due to the need to follow a schedule that fit the needs of each of the schools in this study, students did not receive the module in the intended way. Instead, it took two full months to train all of the participating grade 10 students, with all students receiving the first half of the training in one full day during October and then the second half of the training in another full day of training in November. In their review of thirty-nine studies, Dane and Schneider (1998) highlight a connection between significant program effects and documented adherence to protocol in program delivery. Specifically they found that the more the program was implemented without following the specified guidelines (low adherence), the less likely that program outcomes were to be achieved. The authors emphasized that this is concerning as it could potentially compromise the internal validity of outcome studies. In accordance with this, it is possible that the significant time lapse between training days in this current study might have contributed to a lack of outcomes. In particular, it could have created challenges for the students to efficiently retain key information and skills taught during the XCCR Module.

Limitations

The methodology in this study was hindered in large part by access to participants, the dynamics of working within a school environment, and available resources. By pairing with YOUCAN, who already had a contractual relationship with the school board for conflict-resolution training, I was fortunate to be granted access to an otherwise restricted student participant pool, but also restricted in how the research aspect was implemented. Although a number of schools received YOUCAN training as part of the safe schools initiative and were invited to participate in this research, only two schools consented to participate in this study. This is less than the ideal 4 to 10 cases that is recommended for case study research and therefore conclusions drawn from the data are speculative and limited at best (Stake, 2006). Furthermore, this study was limited to only grade 10 students, as these were the only students receiving the YOUCAN XCCR Module. Isolated to only one grade, the module's ability to change school-wide climate and bullying rates was limited, as the training simply could not reach enough students to make any lasting school-wide changes. As such, this study cannot be considered a rigorous test of the effectiveness of the XCCR Module.

This study was also limited by student absences, which can particularly be seen in the attrition rates between pre-and post-data collection points: School A had an attrition rate of 12.5%, while School B had an attrition rate of 27.6%. The evident attrition concern at School B was attributed to a number of student absences during post-module implementation data.

Another research design concern in this study was that post-implementation data was collected only once, six months after the module had been implemented. Often times changes in education can take up to three to five years to be fully implemented (Hall & Hord, 2006) and the true impact of bullying prevention programs may not be measurable until it has been engrained in a school for a few years (Smith, Cousins, & Stewart, 2005). This study would have benefited not only from having a more comprehensive program, implemented over an extended period of

time, but by using a longitudinal research design with base data collected prior to receiving the program and post-data collected at a minimum of six month, one year, two year, and three year intervals.

Lastly, as is true of implementing bullying prevention programs, the effectiveness of data collection within the school environment relies strongly on the support and commitment of school staff and administrators (Smith, Pepler, & Rigby, 2004). Teachers can provide a unique perspective on climate and bullying rates of a school. Unfortunately, due to a very low response rate, teacher responses were omitted from this study, which in turn limited the conclusions that could be drawn in regards to the school climate and bullying at both schools.

Contributions

This study made two main practical contributions at the local/community level. The first contribution was the development of the XCCR logic model for YOUCAN associates. Prior to this study YOUCAN had developed a thorough logic model that was representative of all of the work that the organization completes. While this logic model provides prospective clients and funders with a well-rounded depiction of the inputs, objectives, outputs, and outcomes of the organization as a whole, it does not provide these necessary details for all of the modules of the Peacebuilder Program. Of the eight modules that make up YOUCAN's Peacebuilder Program, the XCCR Module is not only the first module in the program, but by far the most requested. The development of the XCCR logic model is therefore a practical promotional tool for the YOUCAN organization that can be used to provide a brief overview of the important aspects of the module to prospective funders and clients.

The second main contribution of this study is in providing practical information about bullying and school climate for school administrators at two specific high schools in the Ottawa

area. This new knowledge may help administrators find means to continue to improve the climate at their schools and potentially contribute to minimizing the incidences of bullying.

Implications for Research

The results of this study propose some implications for future practice and research. First of all, the mixed methods approach used in this study was effective in revealing self-reported perceptions of bullying and school climate, but it was the supplemental qualitative key informant interviews that highlighted insights about the school environment, the student body, and concerns around bullying behaviours. While there has been a recent trend to move towards the primary use of evaluation methods to study bullying intervention programs, it is important that future studies in this field not discount the value that qualitative data can add to this type of research. In a recent review of thirty-one studies, Ryan and Smith (2009) found that less than one-fifth of them included a qualitative component. Future studies are therefore encouraged to incorporate qualitative aspects by using focus groups and key informant interviews throughout their research that build on the information elicited from quantitative data.

The findings from this study provide some support for the use of whole-school approaches for bullying prevention, with a particular focus on teacher involvement in module implementation. As has been seen in research by Leadbeater, Hoglund, and Wood (2003), prevention programs implemented in the classroom that actively involve teachers in the implementation process have the potential to alter classroom characteristics and reduce peer victimization. Teacher involvement in evaluation research can therefore provide a clearer perspective on program effectiveness and sustainability after the researchers have left the school and school personnel are left to sustain the program.

The rigor of evaluation studies examining bullying interventions has raised the question of the true effectiveness of the bullying prevention programs currently being used (Ryan &

Smith, 2009). As was emphasized in a study by Dane and Schneider (1998), relatively few studies include specific procedures to document the integrity of the program being implemented; that is, how well the program is being implemented in the way that it was intended to. Evaluating program design concerns, and having instruments in place to assess module implementation concerns, such as dosage effects or program adherence, is not only instrumental to understanding program outcomes, but in providing a blueprint for replication. The creation and inclusion of a logic model, as was used in this current study, is one such instrument. The logic model provides a framework from which intervention programs are implemented and aspects of the program can be cross-referenced throughout implementation. As such, future evaluation studies should include tools and measures, such as logic models and self-reported adherence surveys, to assess the rigor of the program throughout its delivery.

For the YOUCAN organization, future research should study the implementation of the Peacebuilder Program in its entirety. Due to a lack of temporal and financial resources, the school board and the safe schools initiative in this study were not in a position to implement the entire eight module program. A longitudinal study could collect data throughout the delivery of the entire eight modules and would present more opportunities to track any changes within the school.

From a theoretical perspective, further research is required to develop a more thorough understanding of the relationship shared between the constructs of school climate and bullying. Particular consideration should be given to exploring whether they are interconnected or whether one gives cause or effect to the other. In this study, the two case study schools were evenly matched on perceptions of school climate and rate of bullying. In the future, it may provide greater benefit to study schools that have varied levels of rates of bullying behaviours. For example studying the school climate with a low bullying incidence rate and comparing it to the

climate of a school with a high rate. This type of in depth study is needed to truly grasp the relationship between school climate and bullying, a relationship which, if it proves to be as interconnected as previous research emulates, will undoubtedly improve the implementation of future bullying prevention strategies.

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Appendix A

Consultation Phase: YOUCAN Semi-Structured Interview Guide

Please note the following questions are regarding XCCR in general:

History & Development of the Program

1) What year was the XCCR Module first developed?
2) Who was the module developed by?
3) What spurred on the development for the XCCR Module?
4) Why was the cross-cultural aspect added?
5) What were the original objectives/intent of the program?
6) Where did the original XCCR Module materials come from?
7) What changes have since been made to these materials?

The next set of questions are related to the required inputs (resources required for program):

8) What are the average number of facilitators required per group? Number of facilitators per number of students?
9) What amount of funding is allotted per group?
10) Where does this funding come from? (For staff and supplies)
11) What supplies are needed/required to implement the program?
12) Where do the materials come from? (activities and principles – are they developed/adapted from other resources?)
13) How was the OCDSB project funded?
14) How is the program advertised?

The following questions are related to the expected outcomes of the program:

15) What are the immediate outcomes that you hope participants will experience from this module?
16) What are the short term goals of the program?
17) What are the long term goals?

The following questions are related to implementation concerns:

18) In general what do you think are some common concerns/problems with implementing the program that may affect the way it is being received?
19) What are the future hopes for the XCCR Module? Any changes in the near future?
20) Do you have any further comments?

Appendix B

University of Ottawa Ethics Letter of Approval

Université d'Ottawa University of Ottawa

Service de subventions de recherche et déontologie Research Grants and Ethics Services

Date (mm/dd/yyyy):

08/11/2009

File Number:

10-08-05

Ethics Approval Notice

Social Science and Humanities REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

Role

Affiliation

Last Name

First Name

David

Smith

Principal Investigator

Education / Education

Dave

Farthing

Co-investigator

Barbara

Mitchell

Co-investigator

Ada

Aizenberg

Research Assistant

Education / Education

10-08-05

File Number:

School Climate and Bullying: A Prospective Intervention Study

Title:

Professor

Type of Project:

Approval Type

Expiry Date (mm/dd/yyyy)

Approval Date (mm/dd/yyyy)

08/11/2009

08/10/2010

(Ia: Approval, Ib: Approval for initial stage only)

Special Conditions / Comments:

N/A

Université d'Ottawa University of Ottawa

Service de subventions de recherche et déontologie Research Grants and Ethics Services

Date (mm/dd/yyyy):

08/11/2009

File Number:

10-08-05

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement and other applicable laws and regulations in Ontario, has examined and approved the application for ethical approval for the above named research project as of the Ethics Approval Date indicated for the period above and subject to the conditions listed the section above entitled "Special Conditions / Comments".
During the course of the study the protocol may not be modified without prior written approval from the REB except when necessary to remove subjects from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the study (e.g. change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, information/consent documentation, and/or recruitment documentation, should be submitted to this office for approval using the "Modification to research project" form available at: http://www.rges.uottawa.ca/ethics/application_dwn.asp
Please submit an annual status report to the Protocol Officer 4 weeks before the above-referenced expiry date to either close the file or request a renewal of ethics approval. This document can be found at: http://www.rges.uottawa.ca/ethics/application_dwn.asp
If you have any questions, please do not hesitate to contact the Ethics Office at extension 5841 or by e-mail at: ethics@uOttawa.ca.

Signature:

Protocol Officer for Ethics in Research
For , Chair of the Social Sciences and Humanities REB

http://www.rges.uottawa.ca http://www.ssrd.uottawa.ca

Appendix C

Board Approval Letter

Research Advisory Committee

July 16th, 2009

Dr. D. Smith
Faculty of Education
University of Ottawa

Mr. D. Farthing
YOUCAN - Youth Canada Association

Re: **School Climate and Bullying: A Prospective Intervention Study**

Dear Dr. Smith and Mr. Farthing:

As a follow-up to the letter dated 25 May 2009 from the Research Advisory Committee (OCRAC), and subsequent to the receipt of a third version of the questionnaires (from B. Mitchell) you propose to use in the *School Climate and Bullying* study, there continues to be concern on the part of OCRAC with respect to:

(i) some of the statements contained in the student version of the *School Climate Survey* that could still be construed as being evaluative of teachers (e.g., "Teachers make a point of sticking to rules in classes.");

(ii) the structure of questions 7.1 to 7.5 on the *Peer Mediation* questionnaire don't appear to be linear/likert in nature. It has therefore been suggested that in question 7.1, for example, the response options be reworded to: very stressful (A), somewhat stressful (B), not very stressful (C) and, not at all stressful (D), etc.; and,

(iii) Section II of the same questionnaire that seeks feedback on the two trainers. Specifically, are there only two individuals who are providing training to all groups? If so, is there a need for students to be reporting on the same individual as Trainer 1 and Trainer 2? Or could these questions be reduced to a single general question seeking feedback on the "Trainers"?

Senior staff in the [*School Board*] has been apprised of these concerns, however, and are prepared to allow your study to proceed in the schools you have identified in your application, provided the school principals approve and consent is obtained as outlined in your application to OCRAC. In order to maintain the privacy and anonymity of individual student survey responses, you will be required to provide an envelope for each student in which to place their completed survey prior to being collected by the teacher or research coordinator.

Should you have any questions or concerns, please do not hesitate to contact me at [*phone number]* extension [*x*]. We wish you the best in this phase of the study.

Sincerely,

Signature

Research Officer, Quality Assurance

[School Board]

On behalf of the [District] Research Advisory Committee

cc. *email*@youcan.ca

Appendix D

Vice Principal Semi-Structured Interview Guide

School Information/Demographic Questions:

What is the current population in your school?
What is the current population of grade 10's in your school?
On average how many students are there per classroom?

Ethnic Diversity Questions:

Would you say that this is an ethnically diverse school?
What ethnic groups are most representative?
Are there opportunities for students from different ethnic backgrounds to integrate? Such as school groups or clubs; class projects; active efforts by teachers etc?

School Climate & Bullying Questions:

What does the process of disciplinary action look like in this school?
Are there bullying prevention policies in this school – if so what do they look like? What is the current school protocol to handle bullying?
Do you consider bullying to be a major concern in your school?
So typically what types of bullying do you commonly see in your school?
Are students and staff respectful to each other? Please provide examples if possible.
So how would you describe the overall climate of your school? In this case I define school climate as the shared the beliefs, values and attitudes that shape the relationships between staff and students.

YOUCAN Program:

What impact to feel YOUCAN has had on the school and what feedback have heard about the program from the students?
Has your perception of the students conflict resolution skills changed since implementation of the program?
Do you have any feedback for the YOUCAN staff/team?

Appendix E

YOCAN Cross-cultural Conflict Resolution Training Components

Section	Objectives	Methods
I. Peacebuilding Values	- Introduction, Ground Rules & Icebreaker - Culture and cultural iceberg - Outline YOUCAN's Peacebuilding Principles (Know Your Stuff, Respond Not react, Listen, Judgement Not Judgement)	- Introduce trainers, YOUCAN, XCCR - Icebreaker – name game - Pre-evaluations - Establish ground rules through large group discussion - Discussion on culture and cultural icebergs activities for each Peacebuilding Principle
II. Cross-cultural Conflict Resolution Fundamentals	- What is Cross-cultural Conflict Resolution? - What is conflict? - Exploring cultural differences - Introduction to self-awareness (how do you view yourself? Your culture?)	- Power & privilege activity - Large group discussion - Brainstorming styles of conflict String Activity and Self-reflection (How do you deal with conflict?) - Debrief
III. Self-awareness in Cross-cultural Conflict Resolution	- Review conflict, its sources and types - Self-assessment of one's own attitudes towards cross-cultural conflict - Broad definition of culture	- Discussion of assumptions held by different cultures - Discussion of different styles of conflict employed by different people - Self-reflection
IV. The Cross-cultural Process: Conflict Resolution Assumptions and Biases	- Three lenses through which we see the world (individual, cultural, universal) - Breaking common assumptions and biases - Individual goal-setting - Debrief and evaluations	- Four corners activity (Students are asked to form an opinion – agree, disagree, I don't know, I don't care - in regards to a statement and then explain their stance in a respectful way) - Three lenses activity - Dots activity - Six strands activity

Appendix F

Student Questionnaire

Survey on

School Climate and Bullying

Instructions:

1. **You may only complete this questionnaire if you have returned a signed consent form to your teacher.**

2. **Do not write your name anywhere on the questionnaire. It is anonymous, so no one will know how you answered the questions.**

3. **Using a dark pencil, please colour in the ○ that corresponds to your answer. Try to answer all questions. If you are uncomfortable with any question and would rather not answer it, you may skip it and**

go on to the next one.

If you are having problems with bullying and want help, please tell your teacher, and she or he will direct you to the best person in your school to talk about this problem.

If you would prefer to speak to someone outside your school, you can contact the Kid's Help Phone at any time at:

1-800-668-6868

(1-800 numbers can be called FREE from payphones)

www.kidshelpphone.ca

What is Bullying?

There are lots of different ways to bully someone. A bully wants to hurt the other person (it's not an accident), and does so repeatedly and unfairly (the bully has some advantage over the victim). Sometimes a group of students will bully another student.

Bullying takes many forms:

- Physical Bullying
  - When someone hits, shoves, kicks, spits, or beats up others
  - When someone damages or steals another student's property

- Verbal Bullying
  - Name-calling, mocking, hurtful teasing
  - Humiliating or threatening someone
  - Making people do things they don't want to

- Social Bullying
  - Excluding others from the group
  - Gossiping or spreading rumors about others
  - Setting others up to look foolish
  - Making sure others don't associate with the person

- Cyber Bullying
  - Using computer, email, or text messages or pictures to:

- Threaten or hurt someone's feelings

- Single out, embarrass or make someone look bad

- Spread rumours or reveal secrets about someone

This section asks about BULLYING…

How often have <u>you been</u>…	**Never in the last 4 weeks**	**1 time in the last 4 weeks**	**2-3 times in the last 4 weeks**	**About once a week**	**2 or more times a week**
1. physically bullied?	O	O	O	O	O
Students can physically bully others in different ways. How often have you…					
a) been beaten up?	O	O	O	O	O
b) been hit or kicked?	O	O	O	O	O
c) been shoved or pushed?	O	O	O	O	O
d) had your property damaged or stolen?	O	O	O	O	O
2. verbally bullied?	O	O	O	O	O
Students can verbally bully others in different ways. How often have you been…					
a) called names, mocked, or hurtfully teased?	O	O	O	O	O
b) humiliated or threatened?	O	O	O	O	O
c) made to do things you don't want to do?	O	O	O	O	O
3. socially bullied?	O	O	O	O	O
Students can socially bully others in different ways. How often have you been…					
a) ignored or left out?	O	O	O	O	O
b) gossiped about or had rumors spread about you?	O	O	O	O	O
c) made to look foolish?	O	O	O	O	O
4. cyber bullied?	O	O	O	O	O
Students can cyber bully others in different ways. How often have computer, email, text messages, or pictures been used to…					
a) threaten or hurt your feelings?	O	O	O	O	O

How often have <u>you been</u>…	**Never in the last 4 weeks**	**1 time in the last 4 weeks**	**2-3 times in the last 4 weeks**	**About once a week**	**2 or more times a week**
b) single you out, embarrass you, or make you look bad?	O	O	O	O	O
c) spread rumors or secrets about you?	O	O	O	O	O

This section asks about BULLYING OTHERS…

REMEMBER: There are lots of different ways to bully someone. A bully wants to hurt the other person (it's not an accident), and does so repeatedly and unfairly (the bully has some advantage over the victim).

How often have you…	**Never in the last 4 weeks**	**1 time in the last 4 weeks**	**2-3 times in the last 4 weeks**	**About once a week**	**2 or more times a week**
5. physically bullied others?	O	O	O	O	O
Students can physically bully others in different ways. How often have you…					
a) beaten someone up?	O	O	O	O	O
b) hit or kicked someone?	O	O	O	O	O
c) shoved or pushed someone?	O	O	O	O	O
d) damaged or stolen someone's property?	O	O	O	O	O
6. verbally bullied others?	O	O	O	O	O
Students can verbally bully others in different ways. How often have you…					
a) called someone names, mocked, or hurtfully teased others?	O	O	O	O	O
b) humiliated or threatened someone?	O	O	O	O	O
c) made someone do things they don't want to do?	O	O	O	O	O
7. socially bullied others?	O	O	O	O	O
Students can socially bully others in different ways. How often have you…					
a) ignored or left out someone?	O	O	O	O	O
b) gossiped about or spread rumors about someone?	O	O	O	O	O
c) made someone look foolish?	O	O	O	O	O

How often have <u>you</u>…	**Never in the last 4 weeks**	**1 time in the last 4 weeks**	**2-3 times in the last 4 weeks**	**About once a week**	**2 or more times a week**
8. cyber bullied others?	O	O	O	O	O
Students can cyber bully others in different ways. How often have you used computer, email, or text messages or pictures to…					
a) threaten or hurt someone's feelings?	O	O	O	O	O
b) single someone out, embarrass them, or make them look bad?	O	O	O	O	O
c) spread rumors or secrets about someone?	O	O	O	O	O

This section asks about SEEING OTHERS BEING BULLIED…

REMEMBER: There are lots of different ways to bully someone. A bully <u>wants</u> to hurt the other person (it's not an accident), and does so <u>repeatedly and unfairly</u> (the bully has some advantage over the victim).

How often have you <u>seen others</u> in your school…	**Never in the last 4 weeks**	**1 time in the last 4 weeks**	**2-3 times in the last 4 weeks**	**About once a week**	**2 or more times a week**
9. physically bullied?	O	O	O	O	O
Students can physically bully others in different ways. How often have you seen others…					
a) beaten up?	O	O	O	O	O
b) hit or kicked?	O	O	O	O	O
c) shoved or pushed?	O	O	O	O	O
d) damage or steal someone's property?	O	O	O	O	O
10. verbally bullied?	O	O	O	O	O
Students can verbally bully others in different ways. How often have you seen others…					

How often have you <u>seen others</u> in your school…	**Never in the last 4 weeks**	**1 time in the last 4 weeks**	**2-3 times in the last 4 weeks**	**About once a week**	**2 or more times a week**
a) called someone names, mocked, or hurtfully teased?	O	O	O	O	O
b) humiliated or threatened?	O	O	O	O	O
c) made to do things they don't want to do?	O	O	O	O	O
11. socially bullied?	O	O	O	O	O
Students can socially bully others in different ways. How often have you seen others…					
a) ignore or leave out others?	O	O	O	O	O
b) gossip about or spread rumors about someone?	O	O	O	O	O
c) make someone look foolish?	O	O	O	O	O
12. cyber bullied?	O	O	O	O	O
Students can cyber bully others in different ways. How often have you seen others use computer, email, text messages, or pictures to…					
a) threaten or hurt someone's feelings?	O	O	O	O	O
b) single someone out, embarrass them, or make them look bad?	O	O	O	O	O
c) spread rumors or secrets about someone?	O	O	O	O	O

Remember. . .

If you are having problems with bullying and want help, please <u>tell your teacher</u>, and she or he will direct you to the best person in your school to talk about this problem.

If you would prefer to speak to someone outside your school, you can contact the Kid's Help Phone at any time at:

1-800-668-6868

(1-800 numbers can be called FREE from payphones)

www.kidshelpphone.ca

We want to know how you feel about your school. Please indicate how strongly you agree or disagree with each statement by filling in <u>one</u> of the five responses. Your answers will be kept confidential.

Mark the **one best answer** for each statement:	**Never**	**Hardly ever**	**Some-times**	**Most times**	**Always**
13. Students put a lot of energy into what they do here.	O	O	O	O	O
14. Students in this school get to know each other really well.	O	O	O	O	O
15. New ideas are tried out here.	O	O	O	O	O
16. Teachers make a point of sticking to rules in classes.	O	O	O	O	O
17. Students work hard to complete their assignments.	O	O	O	O	O
18. Students in this school are mean to each other.	O	O	O	O	O
19. Teachers take a personal interest in students.	O	O	O	O	O
20. Students in this school are very interested in getting to know other students.	O	O	O	O	O
21. Teachers are very strict here.	O	O	O	O	O
22. In our school, students are given the chance to help make decisions.	O	O	O	O	O
23. Students try to get the best grades that they can.	O	O	O	O	O
24. There are students in this school who pick on other students.	O	O	O	O	O
25. Teachers go out of their way to help students.	O	O	O	O	O
26. Students enjoy working together on projects in classes.	O	O	O	O	O
27. New and different ways of teaching are tried in classes.	O	O	O	O	O
28. Students get in trouble for talking.	O	O	O	O	O
29. Grades are very important to students.	O	O	O	O	O
30. Students in this school have trouble getting along with each other.	O	O	O	O	O

Mark the **one best answer** for each statement:	**Never**	**Hardly ever**	**Some-times**	**Most times**	**Always**
31. Teachers like students to try unusual projects.	O	O	O	O	O
32. Students in this school have a say in how things work.	O	O	O	O	O
33. When teachers make a rule, they mean it.	O	O	O	O	O
34. Students work hard for good grades in classes.	O	O	O	O	O
35. In classes, students find it hard to get along with each other.	O	O	O	O	O
36. In classes, we are given assignments that help us to find out about things outside of school	O	O	O	O	O
37. Students are given clear instructions about how to do their work in classes.	O	O	O	O	O
38. Students get to know each other well in classes.	O	O	O	O	O
39. Students get to help decide some of the rules in this school.	O	O	O	O	O
40. If students want to talk about something, teachers will find time to do it.	O	O	O	O	O
41. Students understand what will happen to them if they break a rule.	O	O	O	O	O
42. If some students are acting up in class, the teachers will do something about it.	O	O	O	O	O
43. Students get in trouble for breaking small rules.	O	O	O	O	O
44. Students really enjoy their classes.	O	O	O	O	O
45. Teachers ask students what they want to learn about.	O	O	O	O	O
46. Students enjoy doing things with each other in school activities.	O	O	O	O	O
47. It is easy for a student to get kicked out of class in this school.	O	O	O	O	O
48. Teachers help students to organize their work.	O	O	O	O	O
49. Students in this school feel students are too mean to them.	O	O	O	O	O
50. Students help decide how class time is spent.	O	O	O	O	O

Mark the **one best answer** for each statement:	**Never**	**Hardly ever**	**Some-times**	**Most times**	**Always**
51. Teachers help students to catch up when they return from an absence.	O	O	O	O	O
52. The rules in this school are too strict.	O	O	O	O	O

Mark the **one best answer** for each question	**Never**	**1-2 times**	**3-5 times**	**6 or more times**
53. During this school year, how often have you been afraid that someone will hurt or bother you at school?	O	O	O	O
54. During this school year, how often did you bring something to school to protect yourself?	O	O	O	O
55. During this school year, has anyone threatened to beat you up or hurt you if you didn't give them money or something that belonged to you?	O	O	O	O
56. During this school year, has anything that costs more than a dollar been stolen from your desk or locker at school while you weren't around?	O	O	O	O
57. During this school year, has anyone actually beaten you up or really hurt you when you were at school?	O	O	O	O
58. During this school year, has anyone offered or tried to sell you drugs at school?	O	O	O	O

How often do you have the following experiences **at your school**?	**Never**	**Hardly ever**	**Some-times**	**Often**
59. You work with students of other races and cultures in a school activity.	O	O	O	O
60. You do something that helps you learn about students of different races and cultures at your school.	O	O	O	O
61. Your teachers show you that they think it is important for students of different races and cultures at your school to get along.	O	O	O	O
62. Students of many different races and cultures are chosen to participate in school activities.	O	O	O	O

How easy or hard is it for you to do the following?	**Very easy**	**Sort of easy**	**Neu-tral**	**Sort of hard**	**Very hard**
63. Asking if you can play a game with your classmates	O	O	O	O	O
64. Telling the correct rules to your classmates who are arguing about how to play a game	O	O	O	O	O
65. Telling kids who are teasing your friend to stop the teasing	O	O	O	O	O
66. Asking kids to play a game you have chosen	O	O	O	O	O
67. Telling someone that it's your turn during a game	O	O	O	O	O
68. Asking if you can sit with your classmates in the cafeteria	O	O	O	O	O
69. Telling a classmate who cuts in front of you to go to the end of the line	O	O	O	O	O
70. Asking a classmate to do something else when they want you to do something that will get you in trouble	O	O	O	O	O
71. Telling your classmates to stop making fun of someone	O	O	O	O	O
72. Asking to be on a team when your classmates need more players	O	O	O	O	O
73. Asking a classmate to help you carry some things home after school	O	O	O	O	O
74. Telling a classmate who always wants to go first that you are going first	O	O	O	O	O
75. Asking someone to be your partner on a field trip	O	O	O	O	O
76. Telling your classmate who does not like your friend to be nice	O	O	O	O	O
77. Telling your classmate about what you like when they are trying to choose a game to play	O	O	O	O	O
78. Asking your classmates to finish an activity that you are having fun doing, even though they want to stop	O	O	O	O	O
79. Asking a classmate to help you with a project	O	O	O	O	O

How easy or hard is it for you to do the following?	**Very easy**	**Sort of easy**	**Neu-tral**	**Sort of hard**	**Very hard**
80. Asking some kids who are standing in front of your locker to move	O	O	O	O	O
81. Telling your classmates who are deciding what to do after school what you want to do	O	O	O	O	O
82. Asking a group of your classmates to do what you want when they are planning to do something you don't like	O	O	O	O	O
83. Asking some of your classmates who are planning a party to invite your friend	O	O	O	O	O
84. Telling your classmate to stop yelling at you	O	O	O	O	O

Thank you for participating in this survey!

Your collaboration is appreciated!

Appendix G

Principal Consent Form

uOttawa

Université d'Ottawa
Faculté d'éducation

University of Ottawa
Faculty of Education

September 22, 2009

Dear Principal,

We ask your permission to invite the teachers and students of your school to participate in an evaluation of the Prevent-Resolve program being run by YOUCAN in your school. This evaluation project is funded by the Social Sciences and Humanities Research Council of Canada and has been approved by the Ottawa-Carleton Research Advisory Committee and the University of Ottawa Research Ethics Board under the title, School climate and bullying: A prospective intervention study.

As you know, the goal of Prevent-Resolve is to teach students to deal effectively with conflict in ways that are respectful of others. We expect that when conflict is resolved in this way, relationships among all members of the school community improve, students develop stronger bonds to their school, and ultimately there is less bullying. Our objective in this evaluation is to determine whether or not the Prevent-Resolve program accomplishes these goals.

All of the teachers and the students in grades selected for training with YOUCAN will be invited to participate in this study. Those students who provide written permission from their parents will complete a questionnaire that will take about 60 minutes. The questionnaire will be completed in class at a convenient time selected by the teacher. Students who do not participate will be assigned seatwork by their teacher. Students in the school who receive specialized training from YOUCAN in conflict resolution techniques will complete an additional questionnaire to evaluate their learning and satisfaction with the training. This questionnaire will be completed within the time allotted for training. Teachers will also be invited to complete one questionnaire that will take about 15 minutes. For your information, all study questionnaires and ethical approvals are attached to this letter.

The questionnaires will be administered during class time once in the fall of 2009, and then again in spring of 2010 and spring of 2011. Teachers who agree to help us with administration of questionnaires in their classrooms will be given $50 to spend on a special classroom activity or on classroom materials from which all the students in the class can benefit. Additionally, you will receive a detailed summary of findings from the questionnaire results following each round of data collection in 2009, 2010, and 2011.

Please do not hesitate to contact us at any time, should require any additional information related to this request.

Sincerely,

Appendix H

Parental Consent Form

uOttawa

Université d'Ottawa
Faculté d'éducation

University of Ottawa
Faculty of Education

PARENT/GUARDIAN & STUDENT CONSENT FORM

Title of study: School Climate and Bullying: A Prospective Intervention Study
Name of Researcher: David Smith, Associate Professor, University of Ottawa
Tel: Email:

Invitation to Participate: Your son/daughter is invited to participate in a research study conducted by Dr. David Smith of the University of Ottawa and Mr. Dave Farthing of YOUCAN Ottawa. This project, funded by the Social Sciences and Humanities Research Council of Canada has been approved by the Ottawa-Carleton Research Advisory Committee, the Principal of your child's school and the University of Ottawa Research Ethics Board.

Purpose of the Study: The primary purpose of this project is to determine if a conflict resolution program (Prevent-Resolve) implemented by YOUCAN Ottawa in your son/daughter's school can improve the climate of the school and thereby reduce the incidence of bullying. The overarching goal of this study is to help schools find long-term solutions to bullying that is all too common among youth in all schools.

Participation: Your son/daughter's participation will consist of taking part in a grade-wide survey that involves completing four short questionnaires in electronic format. The questions in the survey focus on a) the frequency of bullying at school, b) the climate of the school (e.g., order and discipline, student-teacher relations), and c) ease in communicating assertively in various situations. The survey will take approximately 60 minutes and will be administered first in the fall of 2009 and again in the spring of 2010 and 2011.

The questionnaires will be completed at school at a time that is convenient for the teacher. A smaller group of students will be selected by the school to receive specialized training in peer mediation from YOUCAN. If your son/daughter receives this training, s/he will also complete a questionnaire before and after the training that assesses her/his degree of learning and satisfaction with training. If your son/daughter does not participate in this study, s/he will do schoolwork assigned by the teacher during the survey administration period.

Risks: Your son/daughter's participation in this study will entail answering questions regarding their personal experiences at school, which may be of a negative nature (e.g., bullying, conflicts). This may cause some stress or unease.

Every effort will be made to minimize these risks, by providing support and advice at all times. If distressed, your son/daughter can speak to his/her teacher, who will refer him/her to the appropriate person in the school, or he/she can call the KIDS HELP LINE at 1-800-668-6868. This information will be provided to your son/daughter when they complete the survey.

Benefits: Your son/daughter's participation in this study will contribute to the evaluation of the Prevent-Resolve program and will provide information that in turn will be used to improve the program in order to benefit the school and students.

Confidentiality and anonymity: In order to protect students' privacy and encourage forthright responding, all data provided by your son/daughter in the study will be collected anonymously. This means that neither his/her name nor any other personal information that could identify him/her will be associated with the responses s/he provides. This guarantees the confidentiality of the responses s/he provides. Consequently, it will be impossible to identify students who are bullying others or are being bullied on the basis of survey responses.

Conservation of data: All data will be stored in a secure manner for a period of 5 years following publication of study results. All electronic data will be stored on the researcher's university computer with password protection. At the end of the 5-year period, the data will be permanently deleted.

Voluntary Participation: Your son/daughter is under no obligation to participate in this study, and even if s/he chooses to participate, s/he can withdraw from the study at any time and/or refuse to answer any questions without suffering any negative consequences whatsoever. Due to the anonymous nature of the survey, if s/he chooses to withdraw, data that s/he provides before withdrawing cannot be eliminated from the study database.

If my son/daughter or I have any questions regarding the ethical conduct of this study, we may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall. Tel. Email: There are two copies of the consent form, one of which is mine to keep.

Parent/Guardian Consent: I have read and understood the request for my son/daughter to participate in the study, School Climate and Bullying: A Prospective Intervention Study. I have discussed it with my son/daughter, and (check one of the responses below):
___I give permission for my son/daughter, (print name) _____,
to participate.

___I donot give permission for my son/daughter, (print name) _____,
to participate.

Name of Parent/Guardian (print name): _____

Signature of Parent/Guardian: _____Date: _____

Student's Assent: I received a detailed explanation of the study, School Climate and Bullying: A Prospective Intervention Study, and understand the request for my participation in it.

Upon the consent of my parent/guardian, I agree to participate in the above research study.

Signature of Student: _____Date: _____

Please keep ONE (1) copy of this form for your records and return the other signed copy to the teacher.

Appendix I

Recruitment Text

Safe and Caring Schools

September 2010

Dear Parent/Guardian:
The Safe and Caring Schools Program of the C s working together with an organization called YOUCAN. YOUCAN provides students with training on how to deal with conflict. Your son/daughter will be participating in this conflict resolution program.

Students are asked to evaluate the program by completing a survey. The survey will be completed during class. In order for your child to complete the survey, your signature, as a parent or guardian, is required. If you have and questions, please contact Safe and Caring Schools.
Thank you for your assistance.

Cher parent/guardien,
Le programme Safe and Caring Schools mis en pied par le Conseil scolaire d'
collabore avec un organisme qui s'appelle YOUCAN. YOUCAN fournit une formation aux élèves au sujet de la résolution de conflits. Votre fille/fils participera à ce programme-ci.

Les élèves seront invités à remplir un sondage qui aura pour but d'évaluer le programme. Ce sondage sera rempli en classe. Afin que votre enfant puisse compléter le sondage, il vous sera nécessaire de fournir votre signature. Veuillez vous communiquer avec Safe and Caring Schools avec toutes vos questions.
Nous vous remercions pour votre aide.

والدین /سرپرست مُحترم،
برنامه "امنیت و مرا قبت و در مدارس ","Safe and Caring Schools Program", زیر نظر) و همچنین
سازما ن دیگری به نا م"ئو می توانی ،تو می توا نی" ,"CAN YOUCAN YOU"برای دانش امو زا ن در جهت
رسیدگی به "تضادوناسازگاری" ,کاراموزی فراهم می کند . در این دوره ،پسرویا دختر شما به چگونگی رفع تضاد خواهد
پرداخت. ازدانش اموزان خواسته می شود که به ارزیابی این دوره در پایان با پر کردن فرم ارزیا بی، بپردازند.پر کردن
این فرم در طی زمان کلاس تنها در صورت اجازه والدین ویا سرپرستان محترم انجام می شود.در صورت مواجه شدن با
هر گونه سوالی لطفا با "Safe and Caring Schools"تماس حاصل نمایید.

.امش ی‌ر اکمه زا رکشت اب
, ينوناقلا يصولا يزيزع \ةدلاولا يتزيزع \ دلاولا يزيزع
تنأ" وأ" YOUCAN " ىعدت ةمظنم عم بنج ىلإ ابنج لمعي ةياعرلا و نامألا سرادم جمانرب نا
عم لماعتلا ةيفيك ىلع بالطلل مزاللا بيردتلا ريفوتب اهرودب ةمظنملا هذه موقتو . "عيطتست
ةيعامتجألا تاعازنلا لحب صاخلا جمانربلا اذه يف كتنبا / كنبا كراشي فوسو .ةيعامتجألا تاارصلا
.
متيس و .ةيئاصقتسا ةسارد ةطساوب بالطلا لالخ نم جمانربلا مييقت متي هنأ ركذلاب ريدجلاو
نإف ءاصقتسالا لامكتسا نم كتنبا / كنبا نكمتيلو . يساردلا لصفلا لالخ ءاصقتسالا اذه لامكتسا
ىجري ، ةلئسأ كيدل ناك اذإو . ينوناق يصوك وأ نيدلاولا دحأك كعيقوت يلع لوصحلا مزلتسي
. ةياعرلا و نامألا سرادم لاصتالا
,,,,,,,انعم مكنواعت نسح يلع مكركشن

149 Berrigan Drive, Nepean, ON K2G 5C6

Tel: (613) 843-7722 Fax: (613) 843-7741 Web Site: *www.ocdsb.edu.on.ca*

Gacaliye Waalid/Mas'uul:

The Safe and Caring Schools Program ee ʍaxay si wadajir ah ay ula shaqeynayaan urur lagu macagaabo YOUCAN. YOUCAN waxay ardaydu siyaan tababaro ah sida qilaafaadka la la macaamilo. Wiilkaaga/gabadhaada waxay ka qeyb qaadan doonaan barnaamijkan ah xalinta qilaafaadkaArdayda waxaa la weydiistey in qiimeyn ay ku sameeyaan barnaamijka iyaga oo dhameystiraya rayi ururintan. Rayi ururinta waxaa la dhameystiri doonaa inta fasalka lagu jiro ee uu socdo. Si canugaaga uu udhameystiro rayi ururintan, waxaa loo baahan yahay saxiixaaga, sida waalid ama mas'uul ahaan. Haddii aad qabto wax su'aallo ah, fadlan la soo xiriir Safe and Caring Schools.

Waad ku mahadsan tahay caawinaadaada.

亲爱的家长/监护人：

The Safe and Caring Schools Program计划目前正与YOUCAN组织开展合作。YOUCAN为学生提供如何处理冲突的培训。您的儿子/**女儿将参加本次解决冲突培**训计划**。学生需要完成一**项调查以评估该计划。该调查将在课间完成。为了让您的孩子完成调查，**需要您作**为父母或监护人的签名。如果您有任何问题，请联系Safe and Caring Schools计划。

感谢您的协助。

親愛的家長/監護人：

The Safe and Caring Schools Program計畫目前正與YOUCAN組織開展合作。YOUCAN為學生提供如何處理衝突的培訓。您的兒子/女兒將參加本次解決衝突培訓計畫。

Sincerely,

Principal, Safe and Caring Schools