

Mobilizing Canada to Promote Healthy Relationships and Prevent Bullying Among Children and Youth

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In this chapter, we describe the evolution, mechanisms, and impact of PREVNet (Promoting Relationships and Eliminating Violence Network) in Canada. PREVNet is a national network of researchers, youth-serving organizations, governments, and corporations working together to prevent bullying and promote healthy relationships for Canadian children and youth. PREVNet has been funded since 2006 by Canada's Networks of Centres of Excellence (NCE) research program as a "new initiative" and subsequently as a "knowledge mobilization" network. In 2007, in accordance with the NCE Program Guidelines, PREVNet registered as a not-for-profit organization with charitable status, governed by a board of directors. Through PREVNet's partnerships, we have been engaged in a societal intervention by cocreating tools and resources to enhance the practices of those involved in the lives of children and youth across the country.

Canada's NCE research funding program was established in 1989. For more than 25 years, the NCE has been challenging academic researchers to move beyond the university walls to collaborate across disciplines and sectors to address significant challenges within Canada and beyond. The overall goal of NCE is to "mobilize Canada's research talent in the academic, private, public, and not-for-profit sectors and apply it to the task of developing the economy and improving the quality of life of Canadians" (NCE, 2015, p. 28). The NCE expects social, economic, and/or health-related impacts from the programs it funds. These impacts may be proximal within the communities that use or benefit from the knowledge mobilized and may also be national for Canadians in general, even extending to international communities. Hence, with the \$400,000 we have received each year, PREVNet has been challenged to bring about

social-cultural change across Canada related to preventing bullying and promoting healthy relationships for children and youth.

Why Is PREVNet Needed in Canada?

Bullying is a global phenomenon, according to evidence from the World Health Organization on bullying in countries around the world (Molcho et al., 2009). Although research on bullying began at least as early as the 1970s, awareness has grown gradually within the general public, with high-profile cases featured in the media signifying the gravity of the problem. A 2015 survey indicated that 98% of Canadian parents of 8- to 12-year-old children thought that bullying prevention was important to their child's well-being (80% very important, 18% somewhat important; Companies Committed to Kids, 2015). Although bullying has most often been studied among children and youth, it is hypothesized to persist into adult relationships within the family, postsecondary education, the workplace, and the community (see Figure 123.1). The landscape of bullying research has expanded from an initial focus on the pathology of individual children involved in bullying to the current binocular focus on understanding how children are developing, as well as how their relationship contexts actively shape their development and risk for involvement in bullying (Pepler, 2006).

Canada does poorly, ranking in the bottom third on bullying and victimization in 2006 and 2010, according to the Health Behaviour in School-Aged Children survey (HBSC; Craig et al., 2009; UNICEF Office of Research, 2013). When PREVNet began in 2006, 12% of boys and 6% of girls reported engaging in frequent bullying, and 15% of boys and 13% of girls reported being chronically victimized (Molcho et al., 2009). Although there are hundreds of bullying and violence prevention programs marketed to schools, only about 8% of the bullying prevention programs implemented in schools are evidence based (Crosse et al., 2011). PREVNet is founded on the premise that the most effective strategy to prevent bullying is to promote healthy relationships. Here again, Canada fares poorly, ranking 25th among 28 developed nations on the quality of family and peer relationships (UNICEF Office of Research, 2013). In the context of this dismal Canadian profile, we have been working within PREVNet to prevent bullying and promote healthy relationships for all Canadian youth.

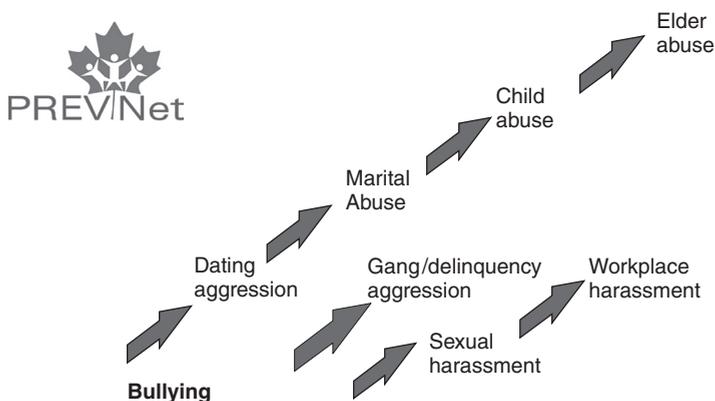


Figure 123.1 Developmental pathway of power and aggression in relationships.

Context in Canada

Canada's future depends on the achievement and well-being of its children and youth. Canada shines on the international stage in terms of the educational achievements of its students, ranking 2nd among 28 developed nations (UNICEF Office of Research, 2013). The picture is more discouraging when it comes to children's well-being. In UNICEF's 2013 report on child well-being in rich countries, Canada ranked poorly on factors related to children's social-emotional development and mental health. As indicated, Canada ranks poorly on bullying and quality of family and peer relationships. It also ranked 24th of 29 countries on students' reports of their life satisfaction. The marked discrepancy between Canada's rankings on educational and psychosocial well-being highlights the need for knowledge on the key neurodevelopmental, social-emotional, and relationship processes that underlie risks for involvement in bullying and the potential processes for prevention and intervention to inform practices, programming, and policies.

Along with many other countries, Canada has participated in the HBSC survey. Questions on bullying and victimization have been included in the survey since 1993–1994. In a report on the HBSC survey from 1994 to 2006, Molcho and colleagues (2009) described European and North American trends. Canada's ranking on bullying and victimization has varied somewhat over the years but has generally been near the middle or poorer. Because cross-country comparisons are difficult, we examined Canada's rankings and percentages in a within-country comparison. The prevalence data paint a picture of Canada's limited progress in addressing bullying problems over the 12-year period from 1994 to 2006. Molcho and colleagues' (2009) report reveals a significant decrease in Canadian boys' and girls' reports of involvement in chronic bullying (from 17.8% to 12.2% for boys and from 8.9% to 6.3% for girls). In contrast, there has been a significant increase in Canadian girls' reports of occasional bullying (from 27.7% to 33.9%) and occasional victimization (from 26.5% to 34.7%). The prevalence of boys' occasional bullying, boys' occasional victimization, and both boys' and girls' chronic victimization has remained relatively stable.

Canada's ranking in terms of bullying among the countries participating in the HBSC worsened between 1994 and 2006 in spite of relatively stable rates, suggesting that other countries had been preventing bullying problems more effectively than Canada. Many of the countries that ranked more positively than Canada, including the United States, had national campaigns to address bullying problems during the period of the HBSC surveys. Molcho and colleagues noted that bullying problems have decreased in four Scandinavian countries, which have ongoing national efforts to address bullying. The United States has also improved in the prevalence of bullying problems, perhaps connected to a national bullying prevention campaign launched by the US government in response to its early HBSC survey results (Molcho et al., 2009). Since 2006, there have been some improvements in bullying in Canada (Craig, Lambe, & McIver, 2016). The proportion of students who report bullying others has decreased by 62% and the proportion of students who report both bullying others and being victimized has dropped by 44%. The proportion of students who report being victimized, however, has increased by 16% over this time.

Given Canada's poor rankings on bullying, as well as on relationships and life satisfaction, we need to mobilize knowledge about healthy relationships to inform programming and policies for children's healthy development. Although there are many bullying prevention activities at local, provincial, and national levels in Canada, these are generally uncoordinated and have often been developed without evidence of effectiveness; very few have been evaluated and

even fewer have undergone a rigorous assessment (Ryan & Smith, 2009). In Canada, bullying has received attention from children's rights, healthy schools, mental health, and crime prevention sectors. From a legislative perspective, provincial and territorial governments include bullying prevention in expectations for safe schools (see PREVNet, n.d.). There is much work to be done to prevent bullying and promote healthy relationships for children and youth in Canada; however, there are significant challenges in coordinating within the Canadian context because responsibilities for the education and health of children are dispersed across the 13 provinces and territories.

The Evolution of PREVNet

Having started a research program on bullying at school in the late 1980s, we (D. Pepler and W. Craig) were frequently called upon to inform education and community organizations about bullying problems and solutions. We recognized the need for greater coordination and consolidation of knowledge sharing across the country. In 2003, we began working on bullying prevention at a national level with a grant from Canada's National Crime Prevention Strategy. The goal of the Canadian Initiative for Bullying Prevention (CIPB), as our initiative was called, was to establish a national framework to promote understanding and action to reduce bullying problems. With other research leaders (S. Hymel and M. Boivin), we began collaborating with 10 national youth-serving organizations that had approached us for support in bullying prevention. These partners enhanced the CIPB research–practice collaborative framework because of their commitment to using empirical knowledge to inform, support, evaluate, and validate their work.

As we worked with national partners, we came to recognize that the most effective means to promote healthy relationships and prevent bullying for Canadian children and youth is to improve the practices of adults who are responsible for them. These adults play a critical socializing role: They serve as role models, mentors, guides, and teachers. They impart messages and norms to children and youth through explicit teaching and advice; through ignoring and turning a blind eye to certain behaviors; and through their actions, facial expressions, and body language. School-based research from many countries indicates that teachers need extensive and explicit training to be effective in promoting healthy and preventing unhealthy relationships (Pepler & Craig, 2008). We know that adult leaders responsible for children and youth outside school also require such training. Through our media partners, we can reach into municipalities, schools, daycare centers, recreation settings, sports settings, family services, clinical services, and Canadian homes.

What's in a Name?

In the early years of our research and knowledge mobilization, we focused primarily on bullying prevention, as this was the problem to be solved. Consistent with a positive youth development perspective (Lerner, Almerigi, Theokas, & Lerner, 2005), we have gradually shifted our focus and resources into promoting healthy relationships as the process that is essential for bullying and violence prevention. When we were funded in 2006, the NCE required that we develop a new name. We wanted it to reflect prevention, to be promotive and solution focused, and to work in both English and French for the Canadian context. We are concerned with both prevention (to avoid and reduce risks) and promotion (to enhance the quality of children's and youths' relationships at home, school, and in the community;

O’Connell, Boat, & Warner, 2009). The name “PREVNet,” for Promoting Relationships and Eliminating Violence Network (Le Réseau pour la Promotion des Relations Saines et l’Élimination de la Violence), met these criteria. The basic tenet of PREVNet is that the healthy development of children and youth depends on healthy relationships in the family, school, peer group, and community. Therefore, *promoting relationships* is essential to achieving our vision of *eliminating violence*.

At this point, over 10 years later, the focus on healthy relationships being critical for healthy development is at the forefront of prevention science and youth development. In 2012, Biglan, Flay, Embry, and Sandler (2012) called for a public health movement to “increase the prevalence of nurturing environments and thereby contribute to the prevention of most mental, emotional, and behavioral disorders” (p. 257). In 2014, the Search Institute switched from a primary focus on the 40 assets children should have for successful development to a focus on what the Institute refers to as “developmental relationships,” defined as those that help “young people attain the psychological and social skills that are essential for success in education and in life” (para. 2). As the National Scientific Council on the Developing Child (2004) noted, “Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development” (p. 1).

PREVNet’s Mechanisms: Our Strategy for Social–Cultural Change in Canada

Within PREVNet, we have developed several mechanisms to drive our efforts to foster wide-scale social change related to preventing bullying and promoting healthy relationships in Canada. These are four strategy pillars for knowledge mobilization, working groups to co-create tools and resources, and broader strategies to engage multiple sectors within the country to focus on these important issues related to child and youth well-being.

Four Strategy Pillars

Based on our early engagement with 10 national youth-serving organizations, we were able to identify the types of support that our partners were requesting from researchers. Their requests for support led to the development of a strategic plan comprising four pillars. The *education and training* pillar aims to develop awareness and knowledge, change attitudes, and build commitment to promoting healthy relationships and addressing bullying problems. The *assessment and evaluation* pillar aims to provide assessment tools to evaluate bullying problems and children’s relationships, as well as the effectiveness of programs. The *prevention and intervention* pillar aims to provide empirically based tools and strategies to reduce bullying problems and promote healthy relationships. Finally, the *policy and advocacy* pillar aims to stimulate policy development to provide evidence-based guidelines for ensuring children’s rights to be safe and supported in all contexts. All of the knowledge mobilization work that we have accomplished through PREVNet aligns with these four pillars. The following examples represent the types of tools and resources that we have cocreated with partners under each of the four pillars (for more information, visit <http://www.prevnet.ca>).

Education and training

Working closely with three of our partners (Big Brothers Big Sisters, Canadian Red Cross, and Scouts Canada), we discovered that their training was very strong in the areas of supervision,

guidance, and duty of care with children and youth. A focus on healthy relationships, however, was missing from all of their training programs. Together, we created the Healthy Relationships Training Module, which guides those working with children and youth through sessions highlighting (1) the nature and importance of healthy relationships, (2) how to create a healthy relationship with a child or youth, (3) how to promote healthy relationships among children and youth, and (4) how adults' relationships with each other serve as models for children's relationships. This module has been integrated into each organization's training to enhance the practices of more than 30,000 adults working with over 300,000 children and youth annually. Information on this module is available at <http://www.prevnet.ca/resources/healthy-relationships-tool>.

Assessment and evaluation

Researchers and partners worked together to create PREVNet's Bullying Evaluation and Strategies Tool, which provides schools and organizations with assessments of bullying and related problems, with a report that identifies key areas for improvement along with specific evidence-based strategies. A commercial venture is currently considering the tool for broad distribution.

Prevention and intervention

Working with the Ontario Ministry of Education, PREVNet developed the Bullying Prevention Toolkit. This consists of 37 innovative, high-quality, and evidence-based tools and resources to prevent bullying and promote healthy relationships, as well as a leadership training module for all school principals. The resources were developed to help educators and administrators work with the school community to ensure that children and youth develop the academic and relationship skills required to function well in our society. They also provide a foundation for schools to foster a sense of belonging that supports the core values of safety, empathy, caring, respect for diversity, and integrity. The Bullying Prevention Toolkit has been translated into French and released to all 72 school boards in Ontario to support them in the development of their plans (Ontario has a large education system of nearly 5,000 schools). PREVNet has been working to extend the reach of this tool to the other 12 ministries of education across the country. Information about the Bullying Prevention Toolkit is available at <http://www.prevnet.ca/resources/bullying-prevention-facts-and-tools-for-schools>.

Policy and advocacy

Policies establish expectations for behaviors and guide responses to behaviors that are inconsistent with the expectations. Bullying prevention policies signal to school systems that they have a responsibility for keeping students safe; if they are being bullied, students are not safe, which is a basic right. Policies make it clear to a school or other organizational system that there is responsibility and accountability for bullying prevention and intervention. Hatzenbuehler, Schwab-Reese, Ranapurwala, Hertz, and Ramirez (2015) compared rates of bullying between provinces and territories that did and did not have bullying prevention legislation. They found that provinces and territories with at least one component of recommended legislation had reduced odds of students reporting bullying and cyberbullying compared with provinces and territories with none of the recommended legislation components.

Within Canada, each province and territory defines bullying somewhat differently and all have their own legislation or policies to address this problem. To promote knowledge

accessibility and uptake related to the diverse bullying prevention legislation in Canada, PREVNet has developed legislative fact sheets to help parents and educators understand their rights and responsibilities in each province and territory. These policy resources are available at <http://www.prevnet.ca/resources/policy-and-legislation>.

Mobilizing Canada for Social Change

The four PREVNet strategy pillars align with social marketing strategies within the health sector that apply strategies developed for commercial purposes to social solutions (Andreasen, 2006). PREVNet's four strategy pillars map directly onto the process of change for social solutions. The education and training pillar raises awareness and provides a deeper understanding of issues. The assessment and evaluation pillar provides tools to assess children's relationships—the data generate interest and motivation to address problems and inform program development. The prevention and intervention pillar provides tools to develop approaches and programs that promote safe and healthy relationships. The policy and advocacy pillar provides a framework for sustainable change.

In their article on the critical role of nurturing environments for promoting human well-being, Biglan, Flay, Embry, and Sandler (2012) drew upon the social marketing framework developed by Maibach and colleagues (Dearing, Maibach, & Buller, 2006; Maibach, Abrams, & Marosits, 2007) to identify five communication and marketing strategies for large-scale social-cultural change. These are “mobilizing relevant national organizations to influence local action, forging a widely shared view of the societal change needed, using media to influence individual behavior and organizational and policy change, diffusing practices at the local level to support change efficiently, and creating a surveillance system that focuses attention on the targeted change and indicates what works and what does not” (Biglan et al., 2012, p. 264). Since 2006, we have worked collectively within PREVNet to mobilize Canada with efforts that align with these five strategies to bring about social change.

Mobilizing relevant national organizations to influence local action

When we started PREVNet, we had the goals of reaching every child and youth in Canada and enhancing the practice of all the adults involved in their lives at home, at school, and in the community. Although we could not possibly accomplish this as university-based researchers, we recognized that our partners had reach into almost all of these places. When we applied for NCE New Initiative funding in 2006, 10 of our former partners agreed to continue with us to build the network and 20 additional national youth-serving organizations agreed to join. From the original 30, we have expanded to 61 PREVNet partners (see Appendix for a list of these partners). The partners represent diverse sectors that play significant roles in the lives of children and youth, including education, health, justice, social services, community organizations, sport, law, media, technology, and corporations. By including organizations and governments in diverse sectors, we have been able to strengthen PREVNet's knowledge mobilization from dissemination into solutions for impact that meet needs across sectors.

Within the network itself, there has been social-cultural change. Through network activities, we developed a research-positive culture among our partners, who came to recognize that evidence-based knowledge and practice were vital to their organizational effectiveness. Similarly, researchers have come to value the deep expertise that youth-serving organizations have in working with children and youth and knowing where the gaps in understanding and practice are. Based on these changes, we have been able to develop a cocreation process so as

to work with our partners as equals, and in this way we have engaged in over 150 PREVNet partnership projects and over 5,000 knowledge mobilization activities. Our model of cocreation between researchers and partners occurs at every stage of the knowledge mobilization pathway from research to dissemination to uptake to implementation and finally to impact (Phipps, Cummings, Pepler, Craig, & Cardinal, 2016). We believe that PREVNet has developed a partnership model that is unique in the world—we know of no other country with a network of leading researchers and youth-serving partners that exchange knowledge on a national scale to promote the well-being of children.

The impact of our partnerships is illustrated by a quote from one provincial partner:

Our collaboration has truly been a process to celebrate and the Ministry has benefited tremendously. PREVNet has been able to take the most recent and robust research and translate it so that it can be understood and effectively used by those involved with children and youth in Ontario schools. Similarly, by drawing on evidence and research, PREVNet has provided support to the work of the Ministry to help ensure resources are aligned, focused on proven strategies and implementable solutions to support a safe, inclusive and accepting school environment, which is a necessary prerequisite for student success. (Marg Connor, Assistant Deputy Minister, Leadership and Learning Environment Division, Ontario Ministry of Education)

Forging a widely shared view of the societal change needed

Building a network is a developmental process—researchers and partners need to meet in a place where they are both comfortable, where there is mutual trust, and where both their needs are being met. The success of networking is in engagement—of both partners and researchers. Since 2006, we have been able to develop trusting relationships and commitment to a shared vision for healthy relationships to promote the healthy development of children and youth. PREVNet’s partnerships are essential not only in bridging research and practice but also in demonstrating that practice is as informative and critical as research, and this recognition has served to create equal knowledge–practice relationships. PREVNet partnerships serve as catalysts for social–cultural change through enhanced professional and research practice and informed social policy. Practice within PREVNet’s partner organizations has been transforming as professionals join researchers, each bringing with them new exposure to research knowledge, tools, resources, and collaborations.

Within PREVNet, we have exchanged knowledge that has raised awareness and engendered a deep commitment to fostering healthy relationships for healthy development. We have broken down competitive and territorial silos by bringing multiple partners and researchers together in face-to-face working groups, specific task forces, and annual conferences. The engagement and exchange within PREVNet have promoted a shared commitment and common vision of what is needed. The way in which we forge a widely shared view of the societal change needed is illustrated by a quote from one of our nongovernmental organization partners:

Big Brothers Big Sisters of Canada was one of three national organizations that partnered with PREVNet in a community of practice, the primary role of which was to develop a Healthy Relationships Training Module. As this project was underway, Big Brothers Big Sisters of Canada was revising its mandatory training resources. The Healthy Relationships philosophy and key messages were incorporated into the new Big Brothers Big Sisters resources: Strong From the Start. Strong From the Start has three primary purposes: to prepare match participants for their role in a healthy, successful mentoring relationship; illuminate safety issues and strategies; and emphasize

that resources and ongoing support will be available to all match participants. Key healthy relationship messages were identified for all audiences; the messages are reinforced at regular intervals throughout every match. Strong From the Start training must be provided to every child, youth, and volunteer mentor prior to participating in a match. Parents/guardians of young people in community-based matches are also required to complete the pre-match training. In 2013, Big Brothers Big Sisters agencies across Canada provided the training to an estimated 70,000 youth and adults. Strong From the Start is also being used by Big Brothers Big Sisters in Australia, Ireland, New Zealand, and Russia. (Susan Climie, Director of Training, Big Brothers Big Sisters of Canada)

Using media to influence individual behavior and organizational and policy change

PREVNet is Canada's authority on bullying prevention research and resources. We are consistently called upon for interviews on television, on the radio, in social media, and in print media. For example, in 2013–2014, members of PREVNet participated in over 300 media interviews, reaching an estimated 10 million people. We have also had a strategic approach to engaging media to influence both individual practices and organizational responses. We have worked with one of our long-standing partners, Companies Committed to Kids (formerly Concerned Children's Advertisers), on four public service announcements related to bullying, mental health, and well-being. For each of these, we have provided a research review as background for the essential messages and we have been available for follow-up media inquiries.

For over 10 years, PREVNet and Family Channel have partnered to create an annual TV episode for Bullying Awareness Week. PREVNet has developed products and resources (e.g., teachers' guides and tip sheets for youth and parents), reviewed scripts, adjudicated school contests, participated in school rallies, and cohosted online chats. This partnership has enabled PREVNet to disseminate understanding of bullying into schools and over 5 million homes across Canada annually.

PREVNet's contributions to the Bullying Awareness Week Stand UP! campaign were an integral part of the features that catapulted the initiative to a new platform of success. The resources, guidance and support they offer Family Channel are invaluable and aid us in our mission to inform, empower and encourage students to take an active role in preventing and stopping bullying. By increasing the number of partners Family worked with, we were able to expose more students, teachers and parents to the resources PREVNet provided to us and had a greater impact with our audience, as evidenced by the unprecedented media coverage and resource download rates we experienced. (Jaime Bassett, Director, Communications, DHX Television)

Since 2012, our partnerships have extended into social media organizations, including Facebook, Primus, and Telus. With Facebook, PREVNet and several of its partners launched the Be Bold: Stop Bullying campaign, a new social media tool. Facebook Canada used PREVNet research evidence and best practices to contribute to its campaign and develop products. PREVNet partnered with Primus (Canada's largest alternative telecommunications provider) to create an e-learning program: Cyberbullying: Parents' Guide to Having Conversations About Online Social Relationships (PREVNet & Primus Telecommunications Canada, 2015). This e-learning program provides parents with the knowledge base for conversations with their children about cyberbullying. Finally, PREVNet's National Youth Advisory Committees have provided direction to a new project undertaken by PREVNet, to TELUS, and to MediaSmarts with the aim of understanding how youth respond to mean comments, posts, and pictures online. MediaSmarts hired Research House to survey a

nationally representative sample of 800 youth. PREVNet also engaged its network to recruit 300 youth to complete the survey. PREVNet has prepared a report of the findings, released during Bullying Awareness Week (Li & Craig, 2015).

Diffusing practices at the local level to support change efficiently

PREVNet's mission is to prevent bullying and promote healthy relationships for the healthy development of Canada's children and youth. We are confident that the most effective means to achieve this goal is by improving the practices of all those who work with children and families. PREVNet's partners are essential to achieving this goal because, with their sustainable programs and knowledge mobilization channels, we have the capacity to reach every community and child in Canada. PREVNet's partnership model provides a platform with a rapid flow of ideas for knowledge dissemination, uptake, implementation, and impact. By cocreating with partners through working groups, we can be assured that sources and tools are developed in a way that is meaningful and accessible to those working on the front line with children, youth, and their families. When we develop a resource for the needs of a specific partner, such as Girl Guides, the understanding is that the resource will be available to all partners and can be adapted to the needs, culture, and training within a given organization. The following quote illustrates how PREVNet's partner organizations diffuse this knowledge and these practices down to the local level to support change:

If you look at knowledge mobilization, that knowledge that was presented, all the research and best practices made its way down to the field, which I think was a huge benefit. Across Canada, we incorporated portions of the Healthy Relationships training into all our prevention education materials. For example, in our training for teachers in bullying prevention, we have integrated a module on healthy relationships. These teachers train youth facilitators and share information on healthy relationships. Our youth facilitators deliver workshops to younger students and talk about healthy schools and healthy relationships. We have 3,500 youth facilitators across Canada and reached over 260,000 youth with information on bullying prevention and healthy relationships in 2015. We also recently updated our Be Safe! Program (formerly known as c.a.r.e.) for children aged 5 to 9. Our eighth edition contains a section on healthy relationships. We hope to reach over 30,000 children, parents, and teachers with the new kit over the course of 2017. (Lisa Evanoff, National Training Manager, Canadian Red Cross)

*Creating a surveillance system that focuses attention on the targeted change
and indicates what works and what does not*

As education authorities and our youth-serving partners began to recognize the need for data on the prevalence of bullying in their settings, we created a working group to develop an assessment tool. With partners and researchers at the table, we learned that there was a need not only to assess the problem but also to develop effective strategies to address bullying problems. Therefore, we developed the Bullying Evaluation and Strategies Tool, which provides web-based assessments of bullying and related problems with a tailored report that identifies key areas for improvement along with school-specific evidence-based strategies. To date, this tool has been used in 58 schools across Canada with 8,700 students. To assess the suitability of the tool, we conducted a comprehensive telephone interview with a random sample of six schools. Overall, schools rated the Bullying Evaluation and Strategies Tool at 8.5/10. Schools found the tool to be very user friendly. In many cases schools indicated that the results in the reports were "very powerful" and "exceeded their expectations." Many schools indicated that

the reports enabled them to “pinpoint the areas that they want to work on” and subsequently several schools began new initiatives or reinvigorated existing initiatives to support a positive school climate. For example, results for one school indicated that the most frequent location of bullying was on the playground, and this information led to the school beginning a yard-pal and peer mediation program on the playground. Another school learned that it had high levels of cyberbullying, which led to specific guest speakers being invited to discuss this topic with students. This school also found that there were high levels of witnessing bullying, which led to a specific focus on being an active bystander or upstander by classroom teachers.

PREVNet: A Societal Intervention in Canada

Bullying problems are universal—they transcend gender, economic, and cultural divisions (Napoletano, Elgar, Saul, Dirks, & Craig, 2015). There are lifelong costs to failing to protect children from bullying and nurture their ability to develop positive relationships (Takizawa, Maughan, & Arseneault, 2014; Wolke, Copeland, Angold, & Costello, 2013). NCE support since 2006 has enabled PREVNet to become Canada’s authority on research and resources for bullying prevention. The NCE’s vision of providing innovative solutions in Canada through deep collaboration between researchers and practitioners has enabled us to cocreate over 150 tools and resources and engage in some 5,000 knowledge mobilization activities. Through PREVNet, we have also gained expertise in supporting the development of a new generation of researchers and practitioners who collaborate through interdisciplinary science and practice to cocreate and translate evidence into effective practices, programming, and policies.

Through PREVNet, we have been able to collectively rise to the challenge of promoting healthy relationships for children and youth in order to prevent the development of bullying and violence. By enhancing moment-to-moment interactions and program delivery with children and youth, we have worked together toward a vision of a safe, secure, and equitable society that actively fosters and nurtures healthy relationships for the healthy development of all its children and youth.

Appendix: PREVNet Partners

Big Brothers Big Sisters of Canada	Canadian Institute of Child Health
Boys and Girls Clubs of Canada	Canadian Parks and Recreation Association
Brian Bronfman Family Foundation	Canadian Psychological Association
Canadian Association for Community Living	Canadian Public Health Association
Canadian Association of Family Resource Programs	Canadian Red Cross
Canadian Association of Principals	Canadian Safe School Network
Canadian Association of Social Workers	Canadian School Boards Association
Canadian Centre for Abuse Awareness	Canadian Teachers’ Federation
Canadian Centre for Child Protection	Canadian Training Institute
Canadian Centre for Ethics in Sport	Canadian Women’s Foundation
Canadian Centre for Gender & Sexual Diversity	Centre for Addiction and Mental Health—Fourth R
Canadian Coalition for the Rights of Children	Centre for Children Committing Offences
	Centre of Excellence for Youth Engagement

Children and Youth in Challenging Contexts Network	Practi-Quest
Companies Committed to Kids	Prevention of Violence Canada
Congress of Aboriginal Peoples	Primus Telecommunications Canada
Egale Canada	Public Health Agency of Canada
Facebook Canada	Respect Group Inc.
Family Channel	Rock Solid Foundation
Girl Guides of Canada	Ronald McDonald House Charities of Canada
Hospital for Sick Children	Royal Canadian Mounted Police
Kids Help Phone	Safe Schools Manitoba
Leave Out Violence Everywhere	Sandbox Project
Lions Quest Canada	Society for Safe and Caring Schools & Communities
MediaSmarts	TELUS WISE
Mothercraft: Breaking the Cycle	Toronto Argonauts Football Club
MyHealth Magazine	UNICEF Canada
National Alliance for Children and Youth	Unity Charity
Pan-Canadian Joint Consortium for School Health	Wynford Group Inc.
Peace Grantmakers Network	YOUCAN
Peaceful Schools International	Your Life Counts

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