



Community-University Research Alliance
for the Prevention of Bullying mac-cura.ca

present the 5th annual conference

Healthy Relationships, Healthy Development, Healthy Communities



May 28, 2010

McMaster University Hamilton, Ontario

Canada's foremost national bullying prevention conference

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Agenda: Thursday, May 27 2010

6:00-8:00 pm Thurs., May 27	<p>Wine and Cheese Reception</p> <ul style="list-style-type: none"> McMaster University Club Note. This is an optional event, \$25.00 CAD (tax included)
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Agenda: Friday, May 28 2010

8:00-9:00 am	<p>Registration and Hospitality Desk</p> <ul style="list-style-type: none"> Michael G. DeGroot Centre for Learning and Discovery (MDCL), McMaster University <p style="text-align: right;">MDCL Lobby first floor</p>
9:00-9:30 am	<p>Welcome Address</p> <ul style="list-style-type: none"> Presented by Drs. Wendy Craig (Queen's University), Debra Pepler (York University), and Tracy Vaillancourt (University of Ottawa & McMaster University) <p style="text-align: right;">MDCL 1305/1307</p>
9:30-10:30 am	<p>Keynote Address</p> <ul style="list-style-type: none"> The Breath of Life Theory: Developing Understanding to Promote Children's Safety and Wellbeing presented by Dr. Cindy Blackstock, First Nations Child and Family Caring Society of Canada <p style="text-align: right;">MDCL 1305/1307</p>
10:30-10:45 am	<p>Refreshment Break</p> <p style="text-align: right;">MDCL Lobby first floor</p>
10:45-12:00 pm	<p>Workshop #1</p> <ul style="list-style-type: none"> See back of your nametag
12:00-1:15 pm	<p>Lunch Reception</p> <p style="text-align: right;">MDCL Lobby first floor</p>
1:15-2:30 pm	<p>Workshop #2</p> <ul style="list-style-type: none"> See back of your nametag
2:30-2:45 pm	<p>Refreshments Break</p> <p style="text-align: right;">MDCL Lobby first floor</p>
2:45-4:00 pm	<p>Workshop #3</p> <ul style="list-style-type: none"> See back of your nametag
4:00-4:30 pm	<p>Closing Remarks</p> <ul style="list-style-type: none"> Presented by Drs. Wendy Craig (Queen's University), Debra Pepler (York University), and Tracy Vaillancourt (University of Ottawa & McMaster University) <p style="text-align: right;">MDCL 1305/1307</p>

Accommodation Information

PREVNet has reserved a block of rooms at Visitors Inn, a 4 star hotel located 1.5km from McMaster University. The special conference rate is \$93 CAD (before tax) per night per person; there is a \$10 extra charge for each additional person.

Please contact the Reservations Department at this toll free number: 1-800-387-4620 and state that you are a delegate with the CURA/PREVNet Conference.

Please be sure to book your room by Friday May 7th, in order to ensure the rate listed above.

There are a limited number of rooms reserved, so book your room early.

For more information about Visitors Inn, please visit the website www.visitorsinn.com

To view directions, please visit: www.visitorsinn.com/directions.html

Friday, May 28

Workshop Session 1 (10:45- 12:00 pm)



Theme #1: Children's Mental Health & Healthy Relationships

The Priority of Relationships with Peers and Adults: Implications for Schools, *Dr. Shelley Hymel, UBC*

Humans are complex social beings, born with a fundamental drive to form relationships with others and motivated by a basic need to belong. A growing body of research shows that interpersonal relationships are critical to both social and emotional development as well as academic and life success and that children who fail to develop adequate relationships are at risk for a number of negative outcomes. However, children grow up in two different social worlds - the world of adults and the world of peers - and each contributes uniquely and importantly to their socialization. In this presentation, we consider how interpersonal relationships with both adults and peers impact development and learning, for better or for worse, as well as the likely success of prevention and intervention efforts. Of interest is how teachers (and parents) can play a key role in optimizing interpersonal relationships to best foster the child's social-emotional and academic growth and maximize the positive influence of peers.

Theme #2: Challenging Behaviour in the Early Years: Best Practices

Aggression, Emotion Regulation and the Anterior Cingulate Cortex (ACC): Subtypes of Externalizing Problems, Brain Plasticity with Treatment and Parenting, *Jim Stieben, York University*

In this talk, I will present evidence supporting the role of the ACC as a central mechanism responsible for emotion regulation in children. I will show that we can use neurophysiological markers of ACC activity to differentiate and subtype externalizing problems in children. I will present data showing that cognitive behavioural treatment of aggression is strongly related to changes in activation of the ACC and finally, I will present data suggesting that parenting practices are critical for ACC development

Theme #3: Aboriginal Children and Youth

I had a rough past but things are getting better for sure! Aboriginal Youth and Schooling, Dr. Susan Dion, York University

Drawing on a research project completed in collaboration with Aboriginal Educators in the Toronto District School Board, in this workshop we look closely at interviews with a small group of Aboriginal students. Looking specifically at the urban context we argue that Aboriginal students bring complex histories, identities and experiences into classrooms and schools where to a large extent teachers (and the broader school communities) are ill prepared and ill equipped to address these students' needs, desires, histories, identities and experiences. While we recognize students' individual subjectivities, our data suggests that Aboriginal students often share common experiences. This may include for example loss, family disruption, poverty, violence, negative associations with institutions of formal schooling and importantly a desire to have their Aboriginality identified and affirmed. As the project progressed we became increasingly conscious of the multiple ways in which Urban Aboriginal youth are forming and performing their Aboriginality and the significant ways in which the affirmation of their Aboriginality contributed to "better experiences" in schools. In combination, affirmation of identity, learning from and about the history of colonialism, access to traditional teachings, and support that extended beyond the boundaries of the school day had a positive impact on students' experience of schooling.

Theme #4: Bullying and Clinical Practice

Navigating the Social Minefield: ASD and the Challenges of Bullying, Dr. Lonnie Zwaigenbaum, U of Alberta

Children and youth with autism spectrum disorders (ASD) have difficulties following social conventions and recognizing the intentions of others, so are particularly vulnerable to victimization. Estimates from the National Survey of Children's Health in the US indicate that rates of bullying among school-aged children with ASD are at least 44%, or about twice as high as that reported by their typically developing peers. This presentation will focus on the specific characteristics that help make children with ASD 'easy targets' for bullying behaviour, and that create challenges to recognizing that bullying is taking place. Specific case examples will be used to highlight bullying-related experiences among individuals with ASD, and the importance of a high index of suspicion for parents and teachers. The application of assessment and intervention frameworks to the unique contexts associated with ASD will also be discussed.

Theme #5: Neurobiology of Abuse

Our Amazing Plastic Brain: The Good, the Bad and the Ugly. Looking at the impact of toxic stress, such as child maltreatment, on the developing brain, Dr Jean Clinton, McMaster University

This workshop will explore what we have learned in the past decade about the importance of experience, the environment and relationships for building the architecture of the brain. The quality of the environment establishes either a sturdy or a fragile foundation for all of the development and behavior that follows. When interpersonal experiences are disruptive, neglectful, abusive, unstable, or otherwise stressful, they increase the probability of poor outcomes. When a young child experiences excessive stress, chemicals are released in the brain that damage its developing architecture. This session will also address the questions of how might such experiences show themselves in children's behaviour? Do they have a lasting impact? Can they be the root of adult mental health problems? What can we do to ameliorate the impact?

Theme #6: Working with Aggressive and Delinquent Youth

Strengthening Parent-Teen Relationships to Reduce Youth Aggression and Enhance Healthy Adjustment: An Attachment Based Intervention, Ms. Karla Braber and Dr. Marlene Moretti, Simon Fraser University

Research over the past two decades clearly highlights the profound importance of parent-teen relationships in determining a host of mental health and social functioning outcomes. Supporting the attachment relationship between adolescents and their parents (or alternative caregivers) can be effective in enhancing teen mental and social well being. In our work with high risk teens we developed a brief manualized program (Connect) designed to support secure attachment in their relationships with caregivers and provide the basis for a healthy parent-teen partnership that provides structure, support and autonomy. The program bears many similarities to other parenting programs which help parents avoid coercive interactions and set limits, however Connect does so by placing *parent-teen attachment* at the forefront in the theoretical rationale, structure and content of the program. Program leaders introduce parents to a series of parent-teen problems through role playing and reflection exercises, helping them to understand the challenges of adolescent development and behaviour problems through a relational lens. Each session is organized around a central principle that helps parents step back from conflict and use empathy and other relationship skills to support their teen's healthy autonomy while setting appropriate limits. Our research has shown many positive results even after a 12 month follow-up. The program has been expanded across communities in British Columbia, and into mental health settings in Alberta, Halifax, Sweden and Italy.

Theme #7: The Role of Adults in Promoting Healthy Relationships

Leaping from Science to Practice: What Can Adults Do to Promote Healthy Development Through Healthy Relationships?, Dr. Debra Pepler, York University

Although it seems obvious to everyone that children need to grow up in caring relationships, research is beginning to show how absolutely essential healthy relationships are for healthy development. From the study of genetics at a cellular level through to studies of societal factors, clear links are emerging between the quality of children's relationship experiences and their healthy development. As key socializing agents, all adults involved with children and youth have an important role both in creating contexts of healthy relationships for them and in providing them with the necessary supports to develop relationship skills. In this workshop, we will explore the multiple ways that adults can promote healthy relationships to support healthy development in all of the places that children live, learn, play, and work.

Theme #8: Building Healthy Communities: The Hamilton MAC-CURA

Looking Down the Road: What We Know (and What We Think We Know) About the Long-Term Outcomes for Children and Adolescents Who Are Victimized, Dr. Patti McDougall, University of Saskatchewan

In this workshop I begin from the premise that researchers, practitioners, teachers and parents are bonded together by the underlying belief that peer victimization is an extremely difficult life experience that has lasting and serious negative ramifications in the lives of many young people and as such should be stopped (or at least reduced) through intervention and/or prevention efforts. But what do we really know about the long-term outcomes for those children and adolescents who experience victimization? The workshop begins with an overview of existing research on the stability of victimization before turning to a consideration of outcomes that have been studied over different lengths of time and at different ages. The full picture of long-term outcomes involves longitudinal research (following young people forward in time) as well as retrospective research (asking adults to look backward at their earlier experiences). Within the context of

broader research, this workshop will provide highlights of a MAC-CURA cohort of grade five students we have successfully followed over the last three years (lead by Dr. Tracy Vaillancourt). Yet the picture of peer victimization is incomplete until we contemplate the fact that not all young people experience long-term negative outcomes as a consequence of having been victimized earlier on. Indeed, a central theme in this workshop is the notion of multifinality: a common experience can lead to different end points. Accordingly, the workshop will conclude with an interactive discussion about possible mechanisms that help us to understand what explains some of these different pathways.

Workshop Session 2 (1:15- 2:30 pm)



Theme #1: Children's Mental Health & Healthy Relationships

Knowledge is Power: Using eMentalHealth.ca to Support Child and Youth Mental Health, Dr. Michael Cheng, Children's Hospital of Eastern Ontario and University of Ottawa

Bullying is a significant problem facing our children and youth and it is known that mental health issues (such as anxiety and depression) can make a child vulnerable to bullying. At the same time, children who are bullied are at a higher risk of developing mental health problems. The good news is that mental health help is out there. The bad news however, is that many times neither the child, nor are adults aware of when there is a mental health issue. And even when a family or a professional is aware of that there might be a problem, it is hard to know where to go for help. The solution? eMentalHealth.ca, a comprehensive mental health website portal which makes it easy for the general public as well as professionals, to learn about mental health as well as about where to go for help in a local community. Although first having roots in Ottawa, interest from other communities has allowed eMentalHealth.ca to expand outside of Ottawa and beyond. This presentation will provide an overview about the eMentalhealth project; tour of the website's main features such as 1) local mental health resources, 2) community calendar, 3) mental health information, and 4) mental health checkup. Program evaluation to date has been resoundingly positive, and eMentalHealth.ca has in fact been recommended for national expansion by Dr. Kellie Leitch in the 2007 Health Canada Report, Reaching for the Top.

Theme #2: Challenging Behaviour in the Early Years: Best Practices

Breaking the Cycle: A Comprehensive, Early Intervention Program Supporting Substance-Exposed Infants, Young Children and Their Mothers, Dr. Mary Motz, Mothercraft/Breaking the Cycle

The identification of the family at-risk due to intergenerational cycles of trauma, including pre- and postnatal substance use, has been well documented. What has been missing from the literature are descriptors and evaluated outcomes of integrated services to meet the needs of both the mother and child. Mothercraft's Breaking the Cycle (BTC) is a comprehensive, integrated, early intervention program designed to reduce the risk and enhance the development of substance-exposed children by addressing maternal substance use issues and the mother-child relationships. BTC is delivered through a formal service partnership and programs are delivered through a collaborative cross-systemic service model and serve women who are pregnant and /or parenting children under the age of six. BTC provides service through a "single-access" model so that clients (women and children) can access a broad range of services at one community-based location in order to reduce barriers to service usage. The program also offers home visiting and a pregnancy outreach components. Since its inception in 1995, BTC has become one of the most extensively documented Canadian programs serving pregnant women and mothers who are substance-involved, and their young children. Careful evaluation of service delivery has yielded rich practice-based lessons that have resulted in significant knowledge transfer activities with others locally, nationally and internationally through numerous presentations, publications, and developed resources. This presentation will describe: 1) the context of substance use during pregnancy and while parenting; 2) the development of a non-traditional community partnership to serve substance-involved mothers and their children 3) the integration of evaluation/research with program development and 4) evaluation outcomes on a sample of 880 BTC mothers and children.

Theme #3: Aboriginal Children and Youth

School-Based Mental Health Programs for Aboriginal Students, Dr. Jennine Rawana, York University

School-based programs and strategies provide valuable opportunities to address mental health issues in children and youth. In particular, there is a need to develop and evaluate mental health programs that can be delivered successfully to Aboriginal students. This workshop will present research findings from an international systematic review of best-practice mental health prevention programs with a focus on effective programs and strategies for Aboriginal students. In addition, an overview will be provided on the development, delivery, and evaluation of two strength-based prevention programs delivered to First Nations students in Northern Ontario: the *Strengths in Motion Bullying Prevention Program* and the *Student Strength Initiative Program*. Effective strategies for building collaborative relationships between stakeholders (e.g., educators, mental health service providers), engaging students, and influencing students' educational outcomes will be highlighted.

Theme #4: Bullying and Clinical Practice

WITS Goes to Rural and Remote Schools: Become a Champion in Your Community! Dr. Bonnie Leadbeater, University of Victoria

Disseminating mental health promotion programs to rural and remote schools has unique challenges. This workshop will highlight new strategies to disseminate the evidenced-based WITS programs to rural and remote communities, including new resources including Aboriginal books and lesson plans. I will also demonstrate how the WITS and WITS LEADS programs work to prevent victimization in interactive sessions. The WITS acronym stands for Walk away, Ignore, Talk it out, and Seek help. Using your WITS easily becomes a code word with school-wide visibility and parent and community support. The WITS programs use a community development approach to involve school personnel, community volunteers from emergency

service personnel and parents. The lesson plans for these programs has been written to incorporate the BC social responsibility and language arts curriculum guidelines. The programs aim to:

1. Create responsive communities for the prevention of peer victimization. When young children report violence they learn that their school, parents and community can help.
2. Reduce levels of peer victimization and bullying in kindergarten to Grade 6 children
3. Provide a foundation of peaceful conflict resolution for middle school students.

The WITS and WITS LEADS programs are backed up with a resource manuals that will be given out at the workshop (see <http://web.uvic.ca/wits/>) including a school police-liaison program; a university athletes program, and book-based, classroom and library lesson plans. Pamphlets describing WITS resources for parents and for preventing Cyber bullying help take WITS messages home. Evidence supporting the programs effectiveness in primary grades will be presented.

Theme #5: Neurobiology of Abuse

Why Does Being Bullied Hurt So Much? Insights from Neuroscience, Dr. Tracy Vaillancourt, uOttawa

For decades, schoolyard bullying has been considered by many to be a normal part of childhood, a “rite of passage” that can help to “toughen kids up” or “build character”. At the same time, common sense, often born out of personal experience, tells us that being rejected, shunned, ostracised or bullied hurts. It hurts so much that some bullied youth take their life or consider suicide as a way of ending their suffering. Interestingly, recent studies in the area of neuroscience have demonstrated that the pain associated with physical injury is akin to the pain associated with loss and rejection (social pain), both activating similar brain regions. These studies help explain why it is that being bullied hurts so much and the possible evolutionary role this pain takes. In this talk I argue that bullying and related experiences like peer rejection and ostracism interferes with that which is instinctually human – the quest to find a social place within the peer group and to fulfill a fundamental need to belong. In making this case, I consider historical events in the fields of medicine and psychology as well as evolutionary accounts, and delve into the work of neuroscientists, drawing a connection between physical pain and social pain, and their overlapping development.

Theme #6: Working with Aggressive and Delinquent Youth

How Do We Respond to Aggressive and Delinquent Children? A Canadian Gender Sensitive Evidence-Based Model Utilizing a Multi-component Cognitive-Behavioural Approach, Ms. Nicola Slater, Centre for Children Committing Offences (CCCO) and Child Development Institute and Ms. Patricia Campbell, SNAP® Under 12 Outreach & SNAP® Girls Connection And Banyan Community Services

Aggressive and delinquent children present a unique challenge. This workshop will introduce participants to a comprehensive evidence-based model that was developed more than 25 years ago at a Toronto children’s mental health centre specializing in services for children with disruptive behaviour problems and their families (Child Development Institute). The session will highlight the SNAP® (Stop Now And Plan) Models (SNAP® Under 12 Outreach Program for Boys, SNAP® Girls Connection and SNAP® for Schools) which are gaining national and international recognition as “exemplary” evidence-based and evidence-informed models. SNAP® (Stop Now And Plan) started out as a strategy used in a day treatment classroom to help children stop and think before they acted aggressively and helped them come up with effective plans to make their “problem smaller instead of bigger, feel like a winner and not hurt anyone else or themselves.” Today, it is noted in the scientific literature as “one of the most fully developed programs to date for child delinquents” and children with conduct problems. It is a manualized cognitive-behavioural gender sensitive multi-component program that endorses a scientist-practitioner model. Participants will be introduced to the various aspects of the

SNAP® programs (including a structured risk/need assessment process using the EARL-20B and EARL-21G tools) and video group segments. In addition, the trials and tribulations of replication will be discussed -- highlighting the first SNAP® full replication gold standard site at Banyan Community Services, Hamilton, Ontario.

Theme #7: The Role of Adults in Promoting Healthy Relationships

A World without Bullying: Roles for Adults in the School Community, *Dr. David Smith, University of Ottawa*

Bullying is a cruel daily fact for Canadian children. Research over the last 3 decades has revealed just how toxic to health and well being bullying is for all those involved: bullies, victims, and witnesses alike. Bullying can make children physically ill; cause them depression, anxiety, and other psychological problems; impede their academic success and lead to school absenteeism and drop-out; undermine peer relationships in childhood and even adulthood; and lead children into other serious acts of aggression later in life, such as dating violence.

Although our knowledge about bullying has grown substantially, we know less about how to effectively stop bullying in the long-term. Whatever specific solutions emerge in the future, it is clear that responsible adults, including parents, teachers, and other adult members of the school community, will play a key role in making a world without bullying. In this presentation, we will explore the ways the adults in the school community can contribute effectively to eliminating bullying among the children and youth in their charge by creating a positive and healthy school climate.

Theme #8: Building Healthy Communities: The Hamilton MAC-CURA

Consumer Preference Modeling Studies of Bullying, *Dr. Charles Cunningham (McMaster University), Dr. Tracy Vaillancourt (uOttawa), and Ms. Lesley Cunningham (The Hamilton Wentworth District School Board)*

Bullying is associated with significant risks to the health and emotional adjustment of students who bully and their victims. Although promising approaches to bullying prevention are available, systematic reviews suggest that most programs yield modest effects. Schools often fail to implement programs with the strongest evidence, modify potentially effective programs, or discontinue programs prematurely. The workshop assumes that prevention programs informed by the design preferences of the educators who implement them, and the students whose behaviour they seek to influence, will be more effective. We will describe a program of research using methods derived from health economics and marketing research (discrete choice conjoint experiments) to study the bullying prevention program design preferences of educators and students. We will examine the attributes of bullying prevention programs which exert the greatest influence on the implementation decisions of educators and identify latent class segments with different design preferences. Next, we will consider those bullying prevention programs that students in grades 5 to 8 feel are critical to the effectiveness of bullying prevention programs. We will examine the extent to which program design recommendations vary as a function of student gender, grade, and status as a bully or victim and simulate the response of students and teachers to hypothetical prevention program options. We will conclude with a discussion of the practical implications of these findings.

Workshop Session 3 (2:45- 4:00 pm)



Theme #1: Children's Mental Health & Healthy Relationships

Identifying and Addressing Mental Health Problems Associated with Bullying and Victimization, *Dr. Wendy Craig, Queen's University*

Involvement in bullying is associated with increases in mental health problems. Through addressing the destructive relationship of bullying, we can reduce the mental health problems experienced by the children who bully and those who are victimized. The health and well being of an individual and of a society is associated with the level of antisocial activity within the population. Adolescents who bully others at a high and persistent level from early adolescence through late adolescence are more likely to engage in many forms of problem behaviours (i.e., delinquency, sexual harassment, dating aggression, substance use) compared to peers who do not bully. There is an intergenerational link: parents who bullied in childhood were likely to have children who bullied their peers. It is essential, therefore, to intervene to promote safe and healthy relationships in order to break the intergenerational cycle of using power and aggression to control and distress others. The goals of this workshop are: 1) to provide understanding on the development of mental health problems associated with bullying and victimization; 2) to provide strategies to promote positive relationships for these vulnerable students; 3) to introduce some online resources that will support adults, children, and youth address bullying and victimization. Specifically, I will present information about the Yoo Magazine, an online interactive health and mental health literacy program for schools located at www.yoomagazine.net. The goal of the Yoo Magazine is to improve health literacy and decision making in young people and to assist schools in better understanding and monitoring the physical and mental needs of their students.

Theme #2: Challenging Behaviour in the Early Years: Best Practices

For Goodness Sake: An Applied Approach to Behavioural Intervention for Young Children, *Ms. Monica Carruthers, Affiliated Services for Children and Youth*

for goodness sake, an applied approach to behavioural intervention for young children, is a resource for early childhood educators. Through its interactive CD format, **for goodness sake** combines training along with a system to guide practitioners and parents in developing action plans to address challenging behaviour and support pro-sociality. This presentation includes an overview of the program and highlights of the success

stories of some of the teams using the CD to support social and emotional development and reduce challenging behaviour.

Theme #3: Aboriginal Children and Youth

Walking the Prevention Circle: Our Latest Work in Practice, Ms. Shelley Cardinal, Canadian Red Cross

RespectED: Violence & Abuse Prevention, a national program of the Canadian Red Cross, seeks to promote healthier relationships and safer communities through education and partnerships. One of RespectED's programs, **Walking the Prevention Circle (WTPC)**, works with First Nations, Metis and Inuit communities. Based on Red Cross principles and the Principles of Aboriginal relationships, **Walking the Prevention Circle** has been developed, facilitated, managed and researched by Aboriginal people as a way to bring healthier environments for children and youth to their communities. In 2009, 85 First Nations, Metis and Inuit communities across Canada are involved in the WTPC process. In 2008, evaluations showed that the process needed to include safe environments - community risk assessments, support mapping and prevention plans. Building on the Research knowledge, best practices of ownership, strengths, comprehensive community approach, support systems, capacity building, and cultural practices, safe environments has now been initiated. This workshop will introduce participants to creating safe environments. Using "Ten Steps to Creating Safe Environments for Children and Youth", participants will be introduced to each step: Understand the Issue; Recognize vulnerability/resiliency of children/youth; Define protection instruments; Create a prevention team; Complete risk assessment; Develop policies/procedures; Educate adults, youth/ children; Respond to disclosures of violence/abuse; Meet challenges; Maintain safe environments. Participants will understand the process, conduct a mini assessment of their communities or organizations, start the mapping process and identify next steps. The workshop will give them the building blocks to assess and take the necessary steps needed to create and maintain safe environments for their young people.

Theme #4: Bullying and Clinical Practice

Addressing the "Perfect Storm" That Is a Chronic Bullying Problem, Dr. Joanne Cummings, York University

Each chronic bullying problem is determined by a multitude of factors including individual personalities, relationship dynamics, peer group dynamics, institutional culture, and societal conventions. These factors come together to create a "perfect storm", and often it seems that the storm can produce its own energy and perpetuate itself for months or even years. Before bullying was understood from a social-ecological perspective, solutions tended to focus on individual children, who, depending on their role, were either urged to be nicer (i.e. to stop bullying) or to stand up for themselves (i.e. to stop being a victim). Because "individual" approaches ignore the relationship between those who bully and those who are bullied, as well as the multiple contextual factors that fuel and maintain the problem, they tend to be ineffective and can be counter-productive. This presentation will explore how a clinician can diffuse the "perfect storm" that is a chronic bullying problem. We will look at factors that should be included in a comprehensive assessment, tactful and respectful strategies to intervene with schools or other institution, and a cognitive behavioural framework for individual and family work with involved children. The goal of intervention is to bring change into the complex system, by identifying the pivotal factors that can be most readily be targeted for intervention.

Theme #5: Neurobiology of Abuse

Brain-Behaviour Correlations in the Study of Children's Behaviour Problems, *Dr. Marc Lewis, University of Toronto and Dr. Isabela Granic, Hospital for Sick Children*

We are interested in the mechanisms underlying poor emotion regulation in children with behaviour problems. To understand these mechanisms, we measure scalp electrical activity with a 128-channel EEG system while 8-12-year-old clinically-referred children play an emotion-inducing computer game. We also videotape these children's emotional behaviour while they are interacting with their mothers, before and after introducing an emotionally distressing topic. In one set of studies, we examine interpersonal flexibility in parent-child interactions. We also look at scores on standard clinical instruments for classifying externalizing and internalizing problems. We examine corresponding brain activity by identifying regions in the prefrontal cortex associated with response inhibition. We are particularly interested in two prefrontal systems, each thought to contribute to self-regulation uniquely. One system is more conscious and the other more automatic. Results to date indicate that the flexibility of parent-child emotional behaviour predicts positive treatment outcomes. Moreover, it is the ratio of more conscious to more automatic prefrontal activation that correlates with behavioural flexibility. Children with more activation of the more conscious system tend to have more flexible interaction patterns with parents. This suggests the importance of a specific brain circuit for "freeing up" individuals from a more automatic, threat-oriented style of self-regulation. In another study, we are finding that the timing of prefrontal activation (in relation to stimulus onset) corresponds with the degree of anxiety displayed by children with behaviour problems. These results are discussed in terms of the potential for chronometric analyses of EEG source patterns as a window on subtypes of child behaviour problems and corresponding treatment approaches.

Theme #6: Working with Aggressive and Delinquent Youth

So You Want To Wring Their Necks? The Challenges of Complex Needs Youth, *Dr. Richard Meen, Kinark Child and Family Services*

This workshop will address the challenges facing caregivers of the youth who enter our systems because of their complexity. We will look at the etiology, formulation, development of treatment plans and collaboration with communities, families and staff. The journey toward the implementation of Evidenced Based Practice for these clients will also be examined.

Theme #7: The Role of Adults in Promoting Healthy Relationships

How Do We Train Adults on the Issue of Harassment and Abuse?, *Ms. Holly Abraham, Respect in Sport Inc.*

Many organizations are struggling with the issue of Abuse Prevention and Risk Management. Several are developing policies and procedures in this regard but few have actual programs that truly make their organization a safer, more ethical place for young people to participate. Respect Group has developed a grass-roots tool so now, sport and community organizations can actually *deliver* on their commitment to create a safer, more ethical environment for all participants and students. Youth learn what constitutes harassment and abuse through the school system with various media. Our discussion will include the components of training for leaders and examine what adults need to do to provide a healthy context for a healthy relationship. How is it different for adults to understand this issue? We explore programs called "Respect in Sport" and "Respect in School" where the issue is delivered in an understandable format for adults. What are the skills that adults need to understand this issue? The program discusses such issues as creating a safe and

welcoming environment as the number one priority of sport, recreation and school leaders. We also have discovered that few sport leaders are well educated in the areas of abuse, bullying and harassment and do not fully understand their moral and legal obligation as it relates to the young people in their care.

Theme #8: Building Healthy Communities: The Hamilton MAC-CURA

Knowledge Mobilization of Safe Schools Data: Maximizing Student Voice, *Dr. Kathy Short, Ms. Lesley Cunningham, Ms. Ramani Leanage, & Ms. Pam Reinholdt Hamilton-Wentworth District School Board (HWDSB)*

For four years, the HWDSB has collected data from approximately 12,000 students about their perceptions of bullying and violence at school. Reports summarizing student responses are shared with senior administrators and school staff. In response to reported levels of bullying in school, board-wide universal programs, like peer mediation and restorative justice, have been introduced. In addition, a menu of evidence based prevention and intervention programs has been provided to schools, and staff consult with Social Work Services about local selection and implementation of these initiatives. While progress has been made in staff and student *awareness and knowledge* of violence prevention issues, and the promotion of district-wide universal anti-bullying programming has been undertaken, there has not been a significant shift in the reporting of involvement in bullying behaviour. We believe that we may be able to have a greater impact in our work by listening more closely to the student voice. Our Safe Schools Survey data contains considerable information about student perspectives. The HWDSB has decided to deepen its use of this rich data set in an attempt to further promote the selection and use of evidence-based practices that meet specific needs of school communities. In consultation with the Knowledge Mobilization @ HWDSB, and the E-BEST Teacher Learning Community, the research team developed and piloted a Knowledge Mobilization Action Plan designed to improve research-based messaging to schools that is grounded in student voice. Several products and processes were created as part of this plan. Preliminary learnings related to this Knowledge Mobilization Strategy will be described.

