




---

---

---

---

---

---

---

---




---

---

---

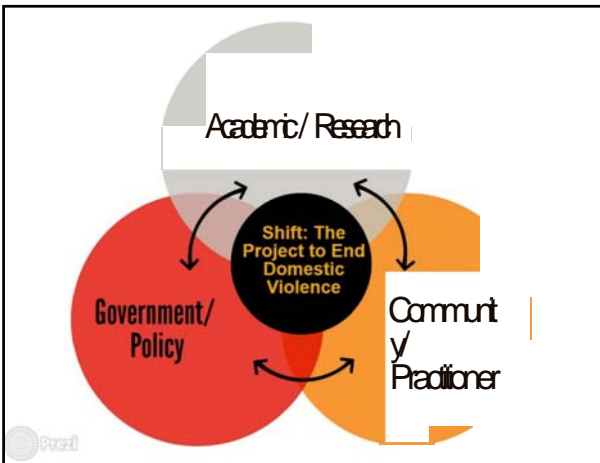
---

---

---

---

---




---

---

---

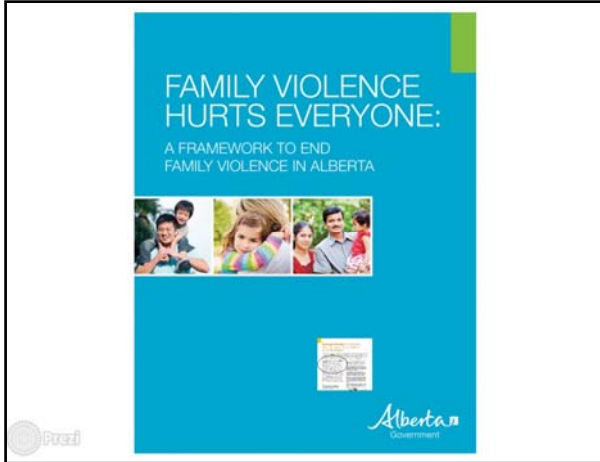
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

### Strategic Priority 1: Strengthen efforts to prevent family violence across the lifespan

Prevention can be described as a continuum: preventing abuse from happening in the first place; intervening in a crisis to prevent additional abuse; and treatment to prevent future abusive behaviour. Naturally, this continuum is not linear, as it can occur at any point in a person's life. Prevention efforts should be tailored to the needs of different age groups and contexts. For example, prevention efforts for young children focus on teaching parents and grandparents about child development and parenting practices, while prevention efforts for adolescents focus on teaching them about healthy relationships and consent.

A focus within this priority is children, youth and young adults because children who are abused themselves, or exposed to the abuse of a parent (which often occurs in tandem) are at risk of significant, long-term emotional problems, along with a range of behavioural problems. These include violence toward others in childhood and adolescence, abusive behaviours toward their own children in adulthood, and abuse of and victimization by dating and marriage partners.

Children who are exposed to family violence in the home learn that violence is an acceptable, even normal, part of parenting and intimate relationships, which impacts how they relate to their families and influences future relationships. A critical strategy to end violence in the home is working with parents, families, and seniors to build healthy relationships and families.

**Goal**  
Prevent families from experiencing violence through evidence-informed programs and supports.

- Provide support to programs that focus on teaching parents and promote positive fathering practices for young fathers and new parents.
- Enhance Alberta's home visitation program to incorporate a strong focus on preventing family violence through screening and building healthy parent/child relationships.
- Work closely with Family Care Clinics to ensure medical staff, social workers and other professionals are trained in trauma sensitive practices and screening for family violence.
- Partner with Creating Connections: Addiction and Mental Health Strategy to support parents who are experiencing mental health issues, in order to prevent children's exposure to family violence.
- Incorporate family violence prevention in Family Justice Services programs and supports. For example, parenting after separation and high conflict programs for parents.

---

---

---

---

---

---

---

---

---

---

### Shift's ecological approach:

Youth influence and are influenced by their relationships with families, peers, schools, neighborhoods, communities and society at large.

---

---

---

---

---

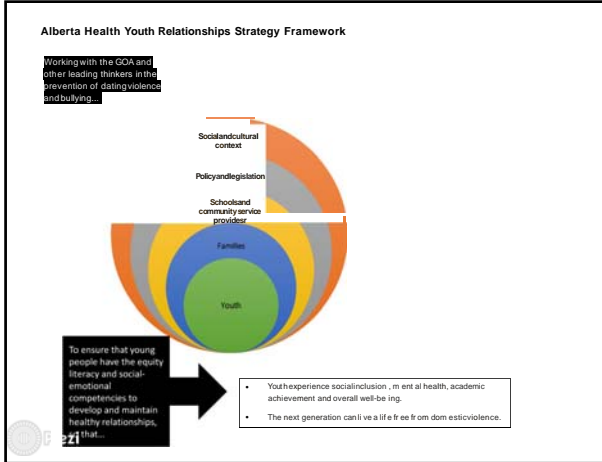
---

---

---

---

---




---

---

---

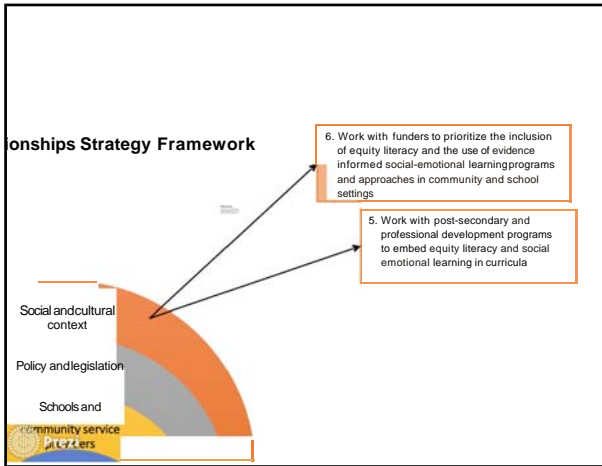
---

---

---

---

---




---

---

---

---

---

---

---

---

**Equity Literacy**

The knowledge and skills that enable us to recognize, respond to, and redress conditions that deny some students access to educational, economic, social, political and other opportunities enjoyed by their peers (Gorski).

---

---

---

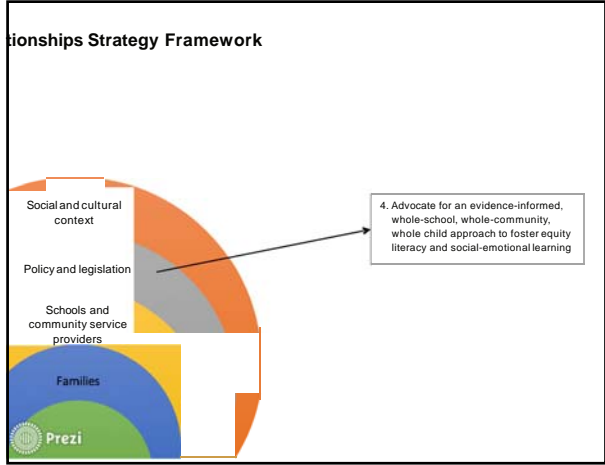
---

---

---

---

---




---

---

---

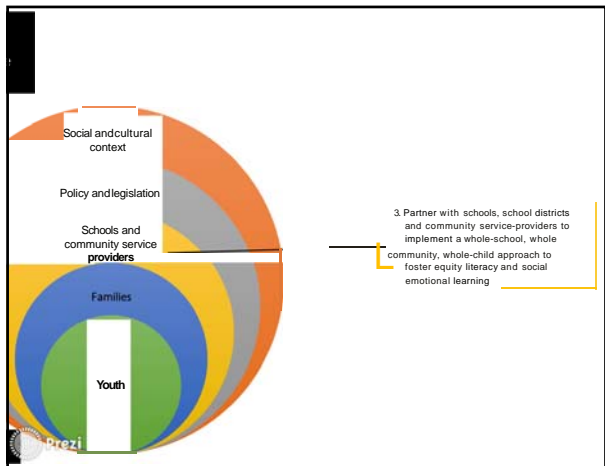
---

---

---

---

---




---

---

---

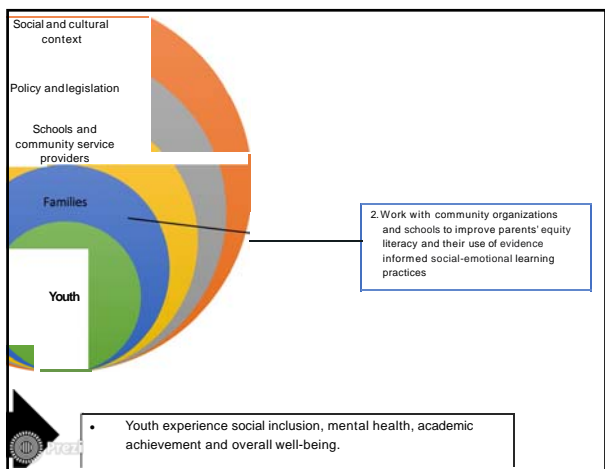
---

---

---

---

---




---

---

---

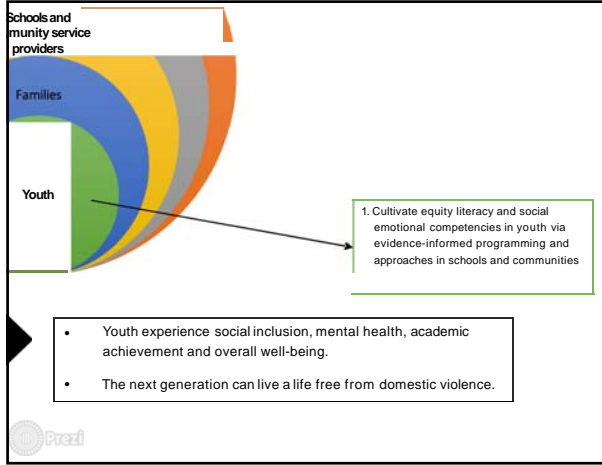
---

---

---

---

---




---

---

---

---

---

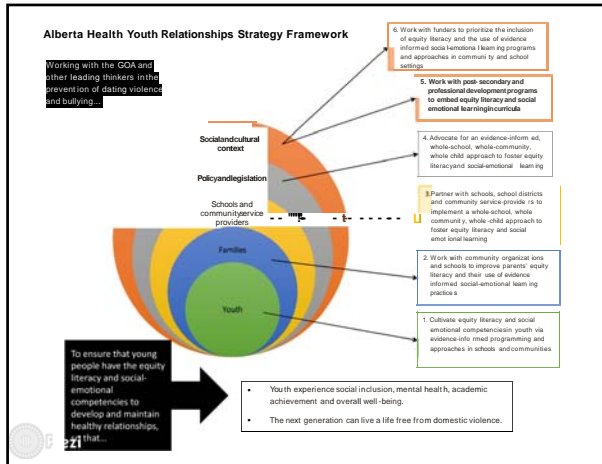
---

---

---

---

---




---

---

---

---

---

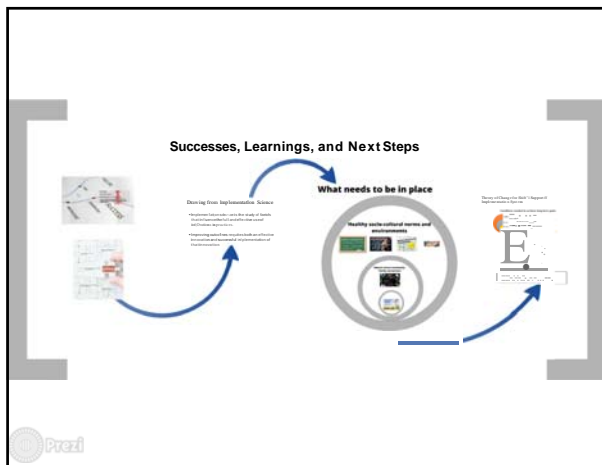
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

- Partnerships
- Master Trainer Cohort
- Capacity-building for parents
- Scaling-up of Fourth R, Healthy Relationships Plus Program (HRPP), and Healthy Relationships Training Module (HRTM)

---

---

---

---

---

---

---

---

## Impact

Fourth R

- 35 schools divisions and 286 schools
- 903 teachers trained
- Over 50500 grade 7-9 students reached

Healthy Relationship Plus Program (HRPP)

- 719 facilitators trained
- Over 11,000 youth reached by the program

Healthy Relationship Training Model (HRTM)

- 663 adults (who work with youth) trained

---

---

---

---

---

---

---

---

Engage with parents in settings where it is hard to them to participate in capacity building opportunities

Need to have on high-quality implementation of evidence-based programs and support implementation strategies

Continue to explore how best to engage with community organizations

Need to have on high-quality implementation of evidence-based programs and support implementation strategies

LESSONS LEARNED

---

---

---

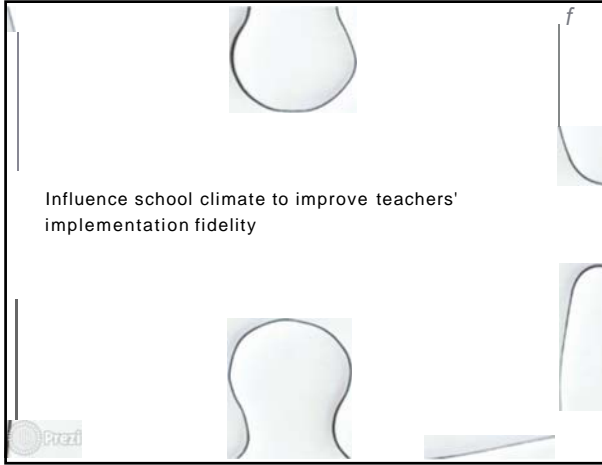
---

---

---

---

---



Influence school climate to improve teachers' implementation fidelity

Prezi

---

---

---

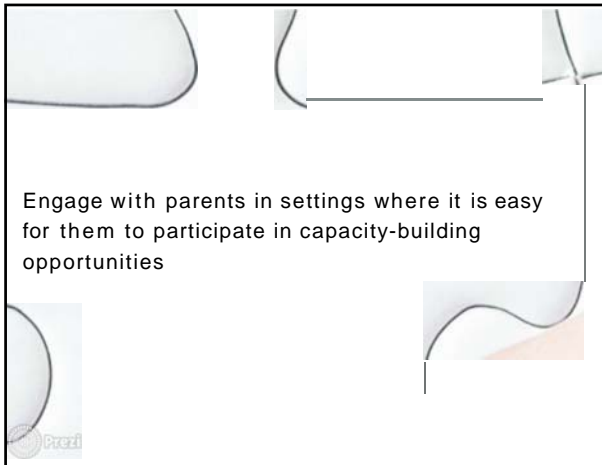
---

---

---

---

---



Engage with parents in settings where it is easy for them to participate in capacity-building opportunities

Prezi

---

---

---

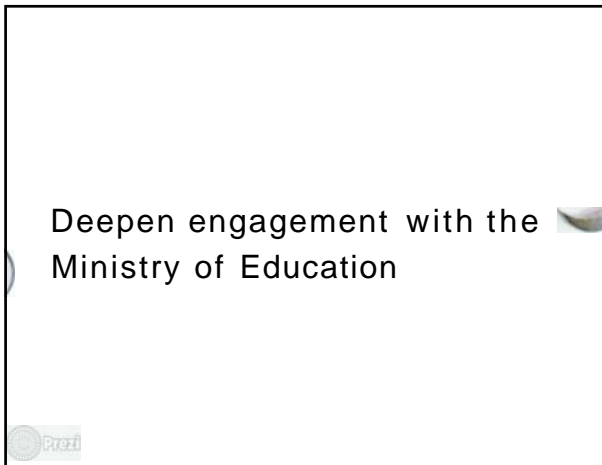
---

---

---

---

---



Deepen engagement with the Ministry of Education

Prezi

---

---

---

---

---

---

---

---

Continue to explore how best to engage with community organizations

---

---

---

---

---

---

---

---

---

---

---

---

Broad Area of Programming	Associated Principle	Definition
Program Characteristics	Comprehensive	Utilizes multiple strategies designed to initiate change at various levels (e.g., individual change and changes in relationships) that influence the development and perpetuation of the behaviors to be prevented (Casey & Lindhorst, 2009; Nation et al., 2003).
	Utilizes a variety of teaching methods	Programs involve diverse teaching methods that target a variety of learning styles (Small et al., 2009; Nation et al., 2003, 2005).
Matching Program to Target Population	Sufficient intensity and dosage	Programs provide enough interventions to not only create changes, but to ensure those endure over time (Naton et al., 2003; Small et al., 2009). There are no hard and fast rules regarding intensity and dosage (some sources cite six to eight sessions, while others cite seven to nine sessions) (First & Coalition Against Domestic Violence, n.d.; New York State Department of Health, 2010). Intensity and dosage are generally measured by both quantity (number of instructional hours) and quality (Naton et al., 2003).
	Strong theoretical model	Programs are based on well-established, empirically supported theory (Casey & Lindhorst, 2009; Nation et al., 2003; Small et al., 2009; State of Victoria, 2009).
Implementing and Evaluating	Opportunities for positive relationships	Programs provide exposure to adults and peers in ways that promote strong relationships (Nation et al., 2003).
	Appropriate timing of program	Programs are designed to reach children and youth when they are most receptive to change and are sensitive to the developmental needs of participants (Naton et al., 2003; Small et al., 2009; State of Victoria, 2009).
Implementing and Evaluating	Socio-culturally relevant	Programs are tailored to the community and rural norms of the participants (Nation et al., 2003).
	Employs outcome evaluation processes	Programs are well documented and are committed to program monitoring and evaluation (Nation et al., 2003; Small et al., 2009).
Implementing and Evaluating	Utilizes well-trained staff	Program staff are provided with training regarding the implementation, and are supported by their supervisors (Nation et al., 2003; Small et al., 2009).

---

---

---

---

---

---

---

---

---

---

---

---

Need to focus on high-quality implementation of evidence-based programs and support appropriate adaption

---

---

---

---

---

---

---

---

---

---

---

---



## Drawing from Implementation Science

- Implementation science is the study of factors that influence the full and effective use of innovations in practices.
- Improving outcomes requires both an effective innovation and successful implementation of that innovation.



---

---

---

---

---

---

---

---

## What needs to be in place



---

---

---

---

---

---

---

---

## COMMITMENT AND ENGAGEMENT FROM:

- Community Leaders
- District Leaders
- Principals
- Executive Directors
- School Administrators



---

---

---

---

---

---

---

---



---

---

---

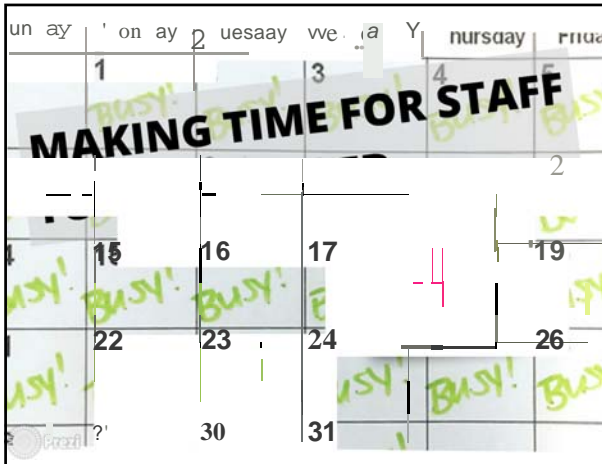
---

---

---

---

---



---

---

---

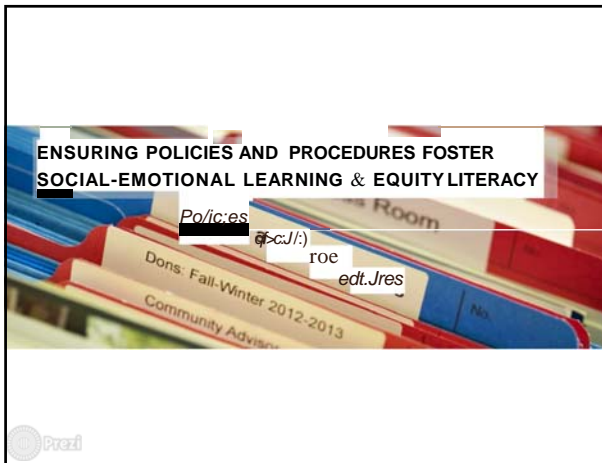
---

---

---

---

---



---

---

---

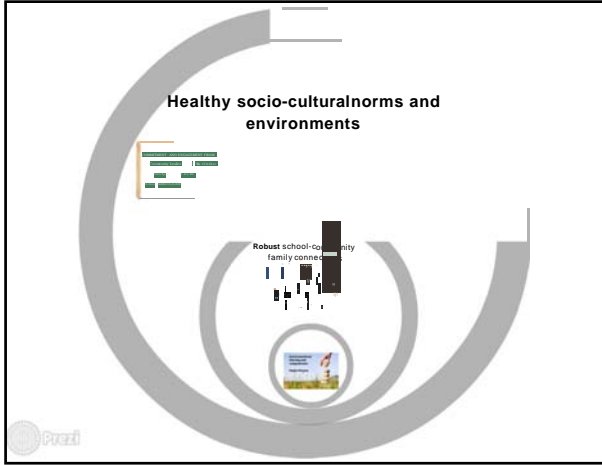
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---









<http://www.edchange.org/>

---

---

---

---

---

---

---

---

---

---

---

---

## Group Discussion

- Do you have any feedback about Shift's Supported Implementation System?
- To what extent does this approach align with your current practices?




---

---

---

---

---

---

---

---

---

---

---

---