

Senior to Senior Bullying Project: Toolkit Webinar Launch

March 13, 2020

Slide 1 - Showcasing the NEW Seniors Bullying Toolkit

Rochella: Okay. It is eleven. We are going to go ahead, and we are going to start the webinar. Okay welcome everybody and my name is Rochella Vassell, I am an elder abuse prevention consultant with Elder Abuse Prevention Ontario, and were really happy that you could join us today for the Senior to Senior Anti Bullying Webinar showcasing the new Seniors Bullying Toolkit. And today I am joined by Dr. Kirsten Madsen, who is the lead investigator. Liza Franses who is the Research Manager, Emily and Katrina who are both working with Liza and Kirsten on the Seniors to Seniors Anti- Bullying Toolkit. Without further a due we will get started.

Slide 2 - Welcome & Webinar Housekeeping

Rochella: Just to let everyone know. All of the attendees will be muted during the webinar. This session is being recorded. If you are experiencing any technical issues, please send me Rochella Vassell a chat message, you'll notice that there is a tool bar at the bottom and you can just click on the chat button in the bottom and type your question directly to me. We will allot 15-20 minutes at the end of the presentation for some Q & A, and the speakers contact will be provided in the slide deck. So, we will be posting this webinar to our website, but we most likely will not be posting it until the end of the month.

Slide 3 - Elder Abuse Prevention Ontario (EAPO)

Rochella: Elder Abuse Prevention Ontario is a not for profit organization, our mission is very simple. It is to create in Ontario, where all older adults are free from abuse and neglect and are safe and respected. We are funded by the Ministry of Seniors and Accessibility, and we are the only organization that implements the Ontario Strategy to Combat Elder Abuse.

Slide 4 - Priorities of the Strategy

Rochella: This strategy is comprised of three main components: Community coordination and response, front line training, and Public Awareness.

Slide 5 - Priorities of Strategy Defined

Rochella: We work with over 30 Elder Abuse networks across the province. Each of these networks are comprised of stake holders who are working in the justice sector, health care, social services, business, and older adults themselves who are interested in learning more about elder abuse, and how we can work more collaboratively to address the needs of older adults in our respective regions and enhance the response. The frontline training encompasses regional consultants who are working directly with stake holders to develop modules that we can customize based on the scope of practice or standards of practice, or that respective agency, or group of people. And then the last pillar is the public education and awareness and we work with our local elder abuse networks, our provincial partners, and other organizations to raise the profile of elder abuse in our communities. Now we do this by working with them. Every June 15th is World Elder Abuse Awareness Day, so we will work with them to host different educational and social events to try to engage the community in recognizing the warning signs of abuse and knowing where to go for help.

Slide 6 - Regional Outreach

Rochella: Our regional outreach is broad. We have offices spanning from Peterborough all the way out to Toronto and consultants cover every inch of this province. We do have two francophone consultants and we have an indigenous communities lead. If you are requesting sessions in French, please do connect with our two Francophone consultants. We also are not case managers, but we do work with service providers to provide some direction around how to navigate supports. If you're dealing with a case in the community and you are not sure what agencies can support you, please reach out to your regional support consultant who can support you. And of course, if there are direct, you know people from the direct public if they are requesting information, we encourage them to call the Seniors Safety Line. This is a partnership we have with the Assaulted Women's help line and they are available 24 hours a day, 7 days a week, in 150 different languages.

Slide 7 - Senior Bullying: What is Happening in Ontario (Prevalence Study)

Rochella: Now I am going to pass the baton over virtually to you, Kirsten, Liza, Emily, and Katrina and I am going to mute myself.

Kirsten: Thank you so much Rochella, and Its wonderful to have you back. We really missed you. So I have the honour of actually introducing the project itself, so it is the Senior to Senior Bullying Project: What is happening in Ontario. This is a partnership between Elder Abuse Prevention Ontario, and Sheridan College. And it is so wonderful that there are so many people who are attending, I really appreciate it.

Slide 8 - Objectives of this Webinar

Kirsten: During this webinar, we have some various objectives of the webinar itself. First what we are going to be doing is introducing the Seniors Anti Bullying Toolkit, that's the most important thing. And in addition to Rochella hosting as she said, there is four speakers. What we are going to be doing is we are going to be going between each of the four of us discussing one of the slides. We are going to be discussing how this particular toolkit was actually developed, how to use it, and then we are going to be providing you with information as to the exact date that it is going to go live where you can pick up the toolkit itself and all the different locations that you can get it because what we are doing is in this partnership we are making this toolkit available to people to be able to use within your residences and within the organizations themselves. But before we begin anything, I want to define what bullying is for the purpose of this particular project.

Slide 9 - What is Senior Bullying?

Kirsten: When we are thinking in terms of Seniors Bullying the definition that we used is that “Bullying is sometimes called harassment, it happens when someone hurts, intimidates, or scares a peer consciously or unconsciously. When someone is being bullied, they often have a hard time defending themselves. Bullying is usually not a one-time event. It can happen over and over again” and what we wanted to stress is that the survey itself, and the project itself was related to peer-to-peer interactions, and not perpetrated by a person who is in position of trust. What our focus is with regards to the behaviour itself is the idea that somebody is engaging in this behaviour in order to engage some sort of control over a situation. It's targeted at a person or group of people. You'll also notice that we are always talking about the behaviour, and not labelling people.

Slide 10 - Project Aims

Kirsten: Now, the project aim itself. The overall project, it all started because there were concerns about stories people were hearing about incidents of bullying between older adults. And Rochella and Pat Spadafora who was then the director of the Centre for Elder Research at Sheridan began discussing it and it became really clear that what we were hearing, that something needed to be done. And It needed to be evidence based, hence I came in because they approached me with regard to it, and the project began. The overall project what our aims were, were to collect data on the prevalence and nature of senior to senior bullying. We actually knew what it looked like, and so that we were in a better position to be able to deal with it. So, once the data was collected the concept was that we were going to collect this data to create a toolkit that outlines the best practices for seniors and those working with seniors to stop bullying behaviours, hence, today, the toolkit.

Slide 11 - History

Kirsten: From a historical perspective to meet these objectives, the project had to be broken down into three sections. The first section, the overall project is the Seniors Bullying in Ontario Project, and I know many of you online would have already gone to the website to see what is happening with regard to it. So first we had the survey itself. The Senior to Senior Bullying Survey to be able to understand exactly what was happening, and we were really fortunate that 683 people responded to it. Once all the data came in, we had four full day interactive workshops that were located across the Southern Ontario region so; Oakville, London, Ottawa, Peterborough and finally, based on this information from the data, the feedback we got at these interactive workshops, and existing best practices, we were able to pull together the toolkit, and again the focus is on the behaviour, and not labelling people.

Slide 12 - Survey Results

Kirsten: The Survey Results and if there was anybody out there, in this webinar who filled in the Survey I'd like to say thank you again that you did this, because it was a long survey. But 683 people responded and what ended up coming out of this data was that we found that 56% of people who responded to the survey had reported that they had been bullied within the last four months. And out of those people, 13% so 13% of those 683 people reported that in fact it was

happening to them on a weekly or daily basis. Further 36% of respondents reported that they had engaged in bullying behaviour in the last four months and that 2% said that they engaged in bullying behaviour on a weekly or daily basis. Now finally, 59% of respondents said that they had witnessed bullying behaviour between older adults within the last four months, and that 11% said that they saw it on a daily or weekly basis. This of course is quite concerning, but one of the other things that came out which was incredibly relevant is the idea that how people were saying they felt about the experience. So 69% of people who had been bullied said that they were upset by it or extremely upset. And here's the big kicker, if you look at this which was so relevant, the idea that 77% of people who said they engaged in bullying behaviour were upset or extremely upset about the fact that they were engaged in the behaviour. So for us, that was a golden nugget. We knew that people were engaging in these types of behaviours, and it wasn't something that they particularly wanted to do so we needed to think in terms of the alternative behaviours to this. The other thing that happened as well was with regard to witnessing bullying. 44% of people who said they witnessed bullying were angry by it, and 18% said they were worried it would happen to them. So again, this worriedness that we needed to respond to it in a way that people could actually feel like they could do something about it. Out of the behaviours that were reported, the number one behaviours were getting the silent treatment, direct verbal aggression, and making a target feel guilty. And using sarcasm to insult somebody, and to hurt them. So I am going to move it over now to Liza.

Slide 13 - Thank You!

Liza: Thank you so much. Just to go off of what Kirsten is saying...it takes a village not only to raise a child, but to finish a research project. So I wanted to start off by saying thank you to a couple of people, actually a lot of people so the first one is thank you once again to anyone who forwarded the surveys to their clients, to their loved ones who might of done it themselves. Having 683 people complete it was very wonderful and it was so rich in the information that everyone provided. Thank you. Thank you to everybody who attended the ThinkTanks and gave us some really invaluable feedback and ideas. We wanted to thank Pat Spadafora who was the catalyst for this project, as well as Kathryn Warren-Norton who is our support from the Sheridan Centre for Elder Research. We wanted to thank our two research assistants Rebecca Rodrigues and Jordyn Sousa who have since graduated from the Sheridan SSW-Gerontology program and

are currently working in the field. And finally, all the Elder Abuse Prevention Ontario representatives who helped facilitate the ThinkTanks across Ontario, especially Stephanie, Sheila, Raeann, and Christine. Your help was just immeasurable. Thank you so much.

Slide 14 - Toolkit Aims

Kirsten: Now we're going to move onto the Toolkit Aims themselves. The aims of this particular toolkit are to prevent and target bullying behaviours between older adults. It includes very practical strategies and activities and it's all based on the survey results, stakeholder feedback from those ThinkTanks, and existing best practices addressing bullying. Especially the literature on workplace bullying. We really tapped into that a fair bit.

Slide 15 - Intended Audience

Kirsten: Now Katrina is going to be discussing exactly how the toolkit was designed, and how to use it. And then we're going to go into each of the sections. But before we do that, I want to talk about who the intended audiences are of the toolkit. One of the important audiences is with regard to the senior leadership team. The senior leadership team at any organization is there to encourage this initiative. The Survey results clearly show that it is happening. When people were calling into the project, they were providing examples. During different ThinkTanks, more and more examples were coming up. It is clear that it is happening, but the key to actually addressing it; what we have also done is the intended audience is all staff and volunteers from seniors' residences and organizations. Basically, the more people who take ownership of this the better, so it's really important that clients as well, the older adult clients as well would be an intended audience. But that said, we would strongly recommend that there is a coordinator for any initiative that that you engage in, and that you have facilitators for the different activities. This is key, and in fact within the toolkit we make specific recommendations for how a facilitator can prepare for activities. Not just a single activity but there are some background resources that they might want to tap into in order to be better equipped in responding during the facilitation events.

Slide 16 - Toolkit Design

Kirsten: Now I'm going to pass you onto Katrina, and the toolkit design.

Katrina: Thank you. Given our audience, we wanted to make sure that the toolkit was as accessible as possible in all of its formats. It will be available both for print, and as a PDF with clickable links. I looked into accessible formatting typography, which is how you lay out texts, paragraphs, colour, and illustration.

Slide 17 - Toolkit Design—Format

Katrina: Starting with format, as background the toolkit is modular in nature. It holds several different independent modules that all work to support one another. And with these modules, we kept them repetitive, and consistent in their organization. For example, every module begins with a page that has a navy-blue background, a title of a specific font size, the key audiences written out with the person icon on the left and the illustration. Keeping this repetition helps reduce the cognitive fatigue of navigating the toolkit through setting and following expectations. This allows people to digest information more fluidly since they are able to fall into a rhythm, and not become distracted by confusion. They can dive deep or skim when necessary.

Slide 18 - Toolkit Design—Typography

Katrina: With regards to type, when laying out type in an accessible fashion there are a few things to consider. Firstly with short paragraph width, so this is a lower words per sentence. This ensures that the eye has to move back and forth less times when reading each line. In my research I found that it was especially important for older adults that we incorporate more white space, which you can see with my bigger margins, bigger line spacing, and bigger font size. Having more of this white space allows for the content to be more easily separated into digestible, logical chunks. Which is also why you will see me add boxes and some lines with some larger text to help the reader distinguish the different levels of importance. In that vain, hierarchy shown through colour and text size in general needs to be exaggerated for an older adult audience.

Slide 19 - Toolkit Design—Colour

Katrina: With regards to colour, one of the first things that designers tend to learn regarding accessibility is colour contrast. Since as we age, our vision acuity lowers with time, it can make it difficult to distinguish between colours. Ensuring that there is sufficient contrast between the colours you are layering becomes really important. The toolkit is quite text heavy at some points, and we wanted to make sure that everyone can read it without eye strain, So on the left I have a screen shot of a colour contrast checker, that I used to compare two of my key colours. Navy and the light blue background that is behind everything. Below it shows that it passes accessibility standards when printed in both normal and large text sizes so that it is easier to read. On top of all of this, working with colour I was consistently checking how it would look in black and white since not everyone will have access to a colour printer. All this information I also took into account when making my illustrations, which you can see on my next slide.

Slide 20 - Toolkit Design- Illustration

Katrina: I developed illustrations to incorporate throughout the toolkit to help set the tone of the content and maintain visual interest. We didn't want the toolkit to be another long clinical looking document that people dreaded picking up. When creating these illustrations, I wanted them to be realistic and inclusive for our audience to feel represented. I found a really big gap in not only ethnicity inclusive, but age inclusive illustrations. I also focused on the illustrations not being too visually overwhelming, but always having more than one person so that it highlights the collaborative nature of the toolkit. Lastly, I wanted to make sure that the illustrations made logical sense with the module to help them be more memorable. In the background of the illustrations like the one shown on the screen, you will see some icons.

Slide 21 - Toolkit Design- Illustration

Katrina: For example, here we have the discussion and education module illustration. Which has speech bubble icons in the background. This icon is later seen throughout the toolkit when you are giving reference to that section. I show a little example of what this looks like, so we have the small question mark highlighted when we are referring to what page it would be on. And now I will let Kirsten dive into the first module, and how that's set up.

Slide 22 - Module 1: Policy and Procedure

Kirsten: Thank you so much Katrina, and you can see how much work she put into it with regard to the thought so that it is user-friendly, so that it is easily accessible for people, and multiple populations. And even the illustrations themselves she went above and beyond what we ever expected! Now we're going to dive right into the actual content. The first module itself is policy and procedure, and policy and procedure for all of you who have been very much engaged in policy and procedure in different agencies, you know that this really should act as the anchor. And this should be the anchor for your anti bullying initiative. Now previous bullying projects have found that actually that the development of the policy and procedures, that's when they found the greatest reductions in bullying behaviours. But what is a policy and procedure? A policy needs to include the policy statement, it needs to be a clear statement, there needs to be a description of why the policy is being developed, who it applies to, and the definition. So literally within this module we provide templates for what a policy would look like, and specific prompts for what to do when you are developing it yourself. Now how a policy differs from a procedure, is that the procedure is the required action. They clearly outline the actions and the steps that are needed to meet the goal of your policy. It needs to include clear instructions for reporting, that align with your organization. Now we made some suggestions, within this module as to some reporting avenues but they do need to align with what is useful and doable within your organization. Reporting avenues was something that was asked for in the survey over and over and over again, so that's why we highlight this particular component about confidential avenues for reporting and have more than one. Now we all know policy and procedures that end up collecting dust on the shelves somewhere, and a lot of work goes into it. It's really important that they remain alive and continue to be updated dependent on the changes that happen within your organization themselves. What you will see, within each module there is going to be as Katrina said, an introduction, the strategies, and the activities, with handouts, and with regard to the different templates themselves. I am going to hand it over to Emily now.

Slide 23 - Module 2: Discussion and Education

Emily: Thank you Kirst. Our second module is the discussion and education, and the activities included in the discussion and education module are useful as an introduction into any of the other modules within the toolkit. It is kind of like a build off point. This module is composed of

two different activities. And so our first activity we created is called *Is it Bullying?* This activity is going to give the communities a chance to go through scenarios, as a group and determine if the scenarios are bullying. If not, they will determine what type of behaviour it could be classified as, and why. Groups will explore bullying, elder abuse, challenging behaviour, non-bullying behaviour, and criminal activity. The second activity that will be included will be a series of case studies, that take place in a variety of community settings such as independent living, and active living centre communities. This module is meant to begin generating discussion and inform the people engaging with this toolkit on bullying, and how to recognize or differentiate the different bullying behaviours. I am going to now give Kirst a chance to explain the response training module.

Slide 24 - Module 3: Response Training

Kirsten: Our third module is response training. This particular module, the aim of it is to provide strategies, and activities for addressing bullying behaviour itself. Its broken down into three sections. The first section is for people who are the targets of bullying behaviour, the next section is for people to be able to work through alternatives to engaging in bullying behaviour. Because as I have said with regard to the survey results we found that 77% of those who reported that they had engaged in bullying behaviour said that it was upsetting or extremely upsetting. Within this section there are ways of exploring alternative behaviours and recognizing triggers. The final section within this module is for witnesses of bullying. 59% of survey respondents said they had witnessed it so it is a large population, and what we know from previous bullying projects is the idea that if you witness bullying, and you don't do something about it then you are actually condoning the behaviour. A major objective of this response training is getting people to go from being just witnesses to becoming allies. And that targeted in some of the reasons why it was reported in surveys as to why they were not standing up, and some of the anxieties they were feeling or some of the reasons for not doing it. We open each one of these three sections with what is bullying. If you were engaged in facilitating a particular section, the facilitator would receive the clear instructions, the activities, and some prompts. So that not only are you getting different examples, and activities but in case you feel that it is not moving ahead, we provided you with prompts as well to support you facilitating this particular section. The participants themselves, they receive the activities. We have templates that are laid out, and they are very

clear so that really supports the facilitator in rolling out each one of these different groups. Now further some examples of some of the activities are journaling for different groups, some of the different groups have journaling prompts, and that they are able to work through it we also have different role playing activities, and eco mapping so that targets of bullying can also identify who their support systems are, if behaviours like this occur. It is all clearly laid out, the module has three separate sections for each one of the groups, and it is all aligned much as it would be for any curriculum that you would receive. So that's it, I'm going to hand it over now to Module four to Liza.

Slide 25 - Module 4: Creating a Positive Environment

Liza: Okay, so this is the final module that you will see in the toolkit, and it aims to help older adults see the benefits of shared living or shared spaces through activities that promote the creation of positive environments for all. This module includes a list of suggested activities and resources that each organization can tailor to their older adult clients needs and interests, and more so this module is meant for everybody. It is meant for staff, volunteers, and clients to be engaging in these fun, positive, activities as community. Some of the activities include an “Act of Kindness Day” where there is a special event suggestion attached to it. As well, two video resources that can be screened to your clients, at staff meetings, and at various events that you would engage in with this anti bullying initiative. And then what you will find in this toolkit after this module, is a template section, so in the next slide we will see some of the things that are included in the template section.

Slide 26 - Templates

Liza: We will have templates that are meant to be guides. One thing that we recognize is that many of you folks from different organizations already have these documents in place, but what we see is that you can use our templates as a way to maybe update or make changes to those existing documents, some really great information came out of the ThinkTanks across Ontario, and some people we heard over and over say “Oh I didn't think about adding that to my policy and procedure thank you for the idea”. This is where we streamlined every thing to our template section, and also what you'll find here is the pre and post survey that you would be doing if you are to embark on an anti bullying initiative, a guide for a comfort agreement, this is kind of like

an alternative to a code of conduct. An incident report form that is specific for bullying incidences. Templates for procedures and for policies just like Kirsten talked about a little earlier in the webinar, and examples of posters that you can use to put up at your organizations, and in common rooms. They are a great idea for how you might want to create posters for your own organization and clients needs.

Slide 27 - Resources

Emily: Okay, so our final section of the toolkit consists of resources meant to further assist the older adults who are accessing this toolkit. The resources have been divided into five different categories, and why we did this was to ensure that when the older adults or community members are using the resource kit they will be able to navigate which resources pertain to their specific organization. They have been divided into; safety, legal, housing, community supports, and any other general resources that will be able to assist the older adult. All resources have been called and vetted because we wanted to ensure that the resources, we were providing were not only useful, but accessible for the older adults. One of the resources we have is the Seniors Safety Line which is a 24/7 help line meant to assist older adults as well.

Slide 28 - Further Free Training Resources

Emily: We wanted to provide further training resources that would assist facilitators and staff engaging in this toolkit. One of our resources we have here is a Diversity Human Rights 101 training course, and that actually offers a printable free certificate. These resources if completed may be able to further assist in the facilitators overall experience. I am going to pass the last bit over to Liza.

Slide 29 - Senior Bullying Project Contact Information

Liza: That is what you will find in general in the toolkit. Like we talked about a little bit earlier, we will be posting our toolkit later this month, but what I wanted to provide is the contact information for Kirsten, and myself. If there is any questions or maybe more specific things folks might have in terms of questions after the webinar, please feel free to reach us at our Sheridan College emails. They will be posted from this webinar as well to the website, and this is our website <https://www.sheridancollege.ca/research/active-research/serc/bullying-between-older-adults>. If you just click the link, you can see all of our contact information there.

Slide 30 - Official Launch Date on Website: March 30, 2020

Liza: And finally, the official launch date of this toolkit is going to be on March the 30th, 2020. Where you can find the toolkit in the PDF form is on Elder Abuse Prevention Ontario's website, Sheridan Elder Research Centre's website, and finally on SOURCE which is Sheridan College's open access journal. All of the colleges research work goes onto Source and is accessible to anybody for free all around the world.

Slide 31 - Next Steps

Liza: One last thing that I wanted to mention is that, at the end of this webinar we will also be transcribing this webinar so that it will be posted with the slides on our website as well as Elder Abuse Prevention Ontario's website. So much work has been done in terms of accessibility towards the toolkit that we really wanted to ensure that we take that further in terms of transcribing this webinar that talks about the toolkit as well.

Kirsten: Next steps, so we have the toolkit its based off survey results, lots of consultation and best practices. What do we do next? Does it even work? And how can it be improved upon because we are always looking at making things better, we're always thinking ten steps ahead. So throughout the ThinkTanks these conversations came up, and in fact there were five residences with eight of their specific sites that came forward and said that if we were able to secure funding, they would really like to be part of the implementation and evaluation of the toolkit and that they would be interested in it. So of course, we moved forward and together with

Elder Abuse Prevention Ontario and Sheridan College we applied for further funding. But it wasn't just us two, it was also Raeann Rideout from Elder Abuse Prevention Ontario, Liza and myself were absolutely excited because one of those organizations who put themselves forward with regards to their interest in future research was from the Bob Rumball Canadian Centre of Excellence for the Deaf and **Babette Oliveira** and the rest of us had put forward an application for future funding to implement and evaluate the toolkit in eight specific sites. We applied for the funding and now we are very much anxiously waiting to hear what has happened with regards to next steps. The funding organization said they won't let us know until the end of March so please watch our website for any future updates as well as Elder Abuse Prevention Ontario's website and hopefully the Bob Rumble Canadian Centre of Excellence for the Deaf will be posting as well that we in fact get funding. I shouldn't jinx it, but my fingers are crossed. With that said, whether we get funding or not. The toolkit will be live and open to everybody on March 30. If you use it, even if it's just one section we do ask that you please let us know how it goes. If you have any suggestions or recommendations on how to improve upon it that would be wonderful. In fact, Liza is going to speak to a survey that we have.

Slide 32

Liza: Yes so, at the end of the toolkit there is going to be a quick survey that you can complete online at SurveyMonkey just to let us know what is the user experience, what did and didn't work for you. That has been created, and you will be able to find the link in the toolkit to let us know what is and isn't working, what improvements can be made, and what success stories you have to share with us, and the team.

Kirsten: Because basically, as Pat Spadafora would always say "Solutions This is Everybody's Business" and that's what we are looking for; is solutions to bullying between older adults that will improve the lives of older adults and the people that work with and support them. Thank you.

Rochella: Thank you everyone. To Kirsten and Liza, and Emily and Katrina that was great, I think you've given us some really good information. It's a teaser, right? Now everybody is going to be anxiously waiting for the website to go live and to be able to download that toolkit and look at it for themselves. So just a reminder for anyone that is experiencing abuse or if you are a

service provider who is looking for information for a client/patient who is at risk or is experiencing abuse please contact the Seniors Safety Line (1-800-299-1011). This phone line is available 24 hours a day, seven days a week in 150 languages, and this is run by the Assaulted Women's Helpline.

Slide 33 - Stay in touch with us!

Rochella: You can also connect with us via social media we are on Twitter, Facebook, and LinkedIn.

Slide 34 - To Book A Presentation Contact Us

Rochella: Of course if you wanted to book a presentation on elder abuse, bullying, financial abuse, powers of attorney, the *Its Not Right* program, you can contact our head office there's the phone number and email address, and as I mentioned earlier we will be posting the slides on our website once we receive the transcription.

Slide 35 - Questions

Rochella: Now I am going to open it up to questions, so if you go into the toolbar there you can type. I see one now. Not sure if others are now having an issue with not being able to hear you guys but it is very difficult to hear. If other people don't mind just typing in if you are having difficulty, I hope that's been resolved. Can you hear me Kirsten?

Kirsten: Yes, I can hear you.

Rochella: Okay so somebody said sometimes the sound goes out, it's resolved now. Okay perfect thank you so much for letting us know. Okay so I am going to open up the question box. It says "Where is the SurveyMonkey?" Liza I don't know if they are referring to the one that is at the end of the toolkit around the user experience.

Liza: That's right, so you will find the survey link in the toolkit once it goes live at the end of the month. If you open it up through the PDF it will directly take you to the SurveyMonkey link. But the website link is printed so you can do so yourself, but if there really is something you would like to speak to us personally about please do not hesitate to call us or send an email directly to either Kirsten or myself. Again, our contact information is going to be in that toolkit.

Rochella: Somebody else is asking about the evaluation of the webinar right now. I am going to launch a poll which you can answer in terms of seniors bullying although the wording is elder abuse, I will launch that poll and that's the evaluation for this specific webinar. So there's another question here; Is there a cost associated with presenting at a meeting? Are you referring to Sheridan or are you referring to Elder Abuse Prevention Ontario? If you are referring to Elder Abuse Prevention Ontario, we can send you the speakers request form, and usually we request that mileage be covered for the presenter.

Kirsten: From a Sheridan perspective, if it was one of the people from Sheridan there would be a cost incurred with regard to that because it would have to be above and beyond any of the responsibilities we already have. Also, I saw that there was a question related to where can we get a print copy of the toolkit. We won't be providing print copies of the toolkit, but as Katrina had said, you can download them and print them off. She has designed it in such a way that you can print it in either in colour or in black and white, and she ensured that when it is printed in black and white that it still has all of the same features and that it is very accessible to people. But from a print copy perspective, it is beyond the prevue of the project and funding to send out print copies. That said, it is available in all of those free locations from an online perspective.

Rochella: Somebody else is asking about when we are posting this webinar on the website. We should be able to post it near the end of the month, if not early April. It will take some time because we are waiting for the webinar to be transcribed and once that happens, then we will be able to post it on our website. Somebody says "can't wait, thank you". They're really excited about this toolkit. In the interim while we continue to have questions coming in, I'm going to launch a poll, and the poll is really around the evaluation of this specific webinar. You'll notice that the questions say abuse, but I want you to think of bullying as opposed to abuse. For example, question two says I now have increased knowledge of where to seek help if I or someone I know is experiencing abuse, instead of abuse you're going to think of bullying. I am going to leave that open and I am just going to check and see if there are any other questions... I don't see any other questions.

Kirsten: I can see a question though, sorry Rochella. There is a question that seems to be showing up on our screen, it's from Christine Chan, and she was just wondering if we have any multicultural input, in terms of Chinese groups that do not recognize bullying at all, they think its

normal. We didn't actually do consultation per say with different multicultural groups but what we did was we did have the original survey itself translated into French, and then also the 5 other top languages that were identified by the Ontario government with regards to this particular group, the age group, and languages that they speak. One of the languages it was translated into was simple Chinese. We didn't have as many respondents as we had anticipated, but we did have some responses in Chinese who filled it in in their language. I wouldn't be able to say if those people even reflected that particular group or not. But we did have people from different Chinese organizations say that they were very much interested in distributing it to their population. I don't know if that helps but this is one the things that you had also pointed out Christine is the idea that you had said within the Chinese population they think that this is normal hence why we felt that it was very important that one of the modules themselves, and the module right up at the front that Emily was talking about was in relation to discussion and education. It did come up in the survey the idea of people thinking that this is not necessarily bullying or normalized behaviour. Module two of the toolkit itself is discussion and education, so that your different group can actually have a chance to discuss and identify what it is, is it bullying, is it not bullying, what does bullying mean from an older adult perspective from that developmental perspective itself.

Rochella: That's great. There's another question here are there strategies in the toolkit to identify mental illness related bullying as opposed to regular bullying? And how to manage it.

Kirsten: Okay so that is something that we were very clear about. There is a big focus with regard to this particular toolkit on senior to senior bullying. That doesn't include going beyond where it is something related to a mental illness or a cognitive impairment. In fact, when we were looking at the different examples that we provided, we also have some examples of distracting, and annoying behaviours that wouldn't be considered bullying because the person isn't doing it to control somebody else, they're not doing it to target a specific person or group of people. They may be doing it because of their own issues that they have a mental illness or a cognitive impairment, so we have teased that out. We also recognize the fact that a component of elder abuse is also bullying, but when it goes beyond bullying behaviour and goes into criminal activity or elder abuse there are other avenues that can be pursued from a legal perspective. With regard to this as well, the toolkit has the resources that have been made available include who to

contact if in fact there is a criminal component, if it is elder abuse. Because within elder abuse context, the idea that the person is in a position of trust, whereas this toolkit is geared towards peer to peer behaviours.

Rochella: Great. Thank you for clarifying that. There is another question here, appropriate delivery of this service to First Nations in terms of culture and language example Ojibwe.

Kirsten: The toolkit itself as it is is only available in English, but as we had said the idea is “Solutions is Everybody’s Business”. If somebody chose to take this particular toolkit and started to translate into other languages, that’s the greatest compliment to anyone. As long as there is reference given to the toolkit itself, and acknowledgment given to the original toolkit then that is fine, and in fact that would be absolutely wonderful, and greatly appreciated. Also, the whole idea what we had also said is that these are different examples of strategies, but I can really see building on specific things. One of the things that came up in the ThinkTank that was absolutely wonderful was the idea of a discussion circle. It came from a participant at the ThinkTank who worked with elders, and some of the things that he does in order to get communication happening. I can really see how people would take different aspects of the toolkit and build on it.

Rochella: Great. Thank you. Yeah there are a lot of questions about it being available in different languages.

Webinar Ends.