

Prevention of Youth Violence and Gang Involvement

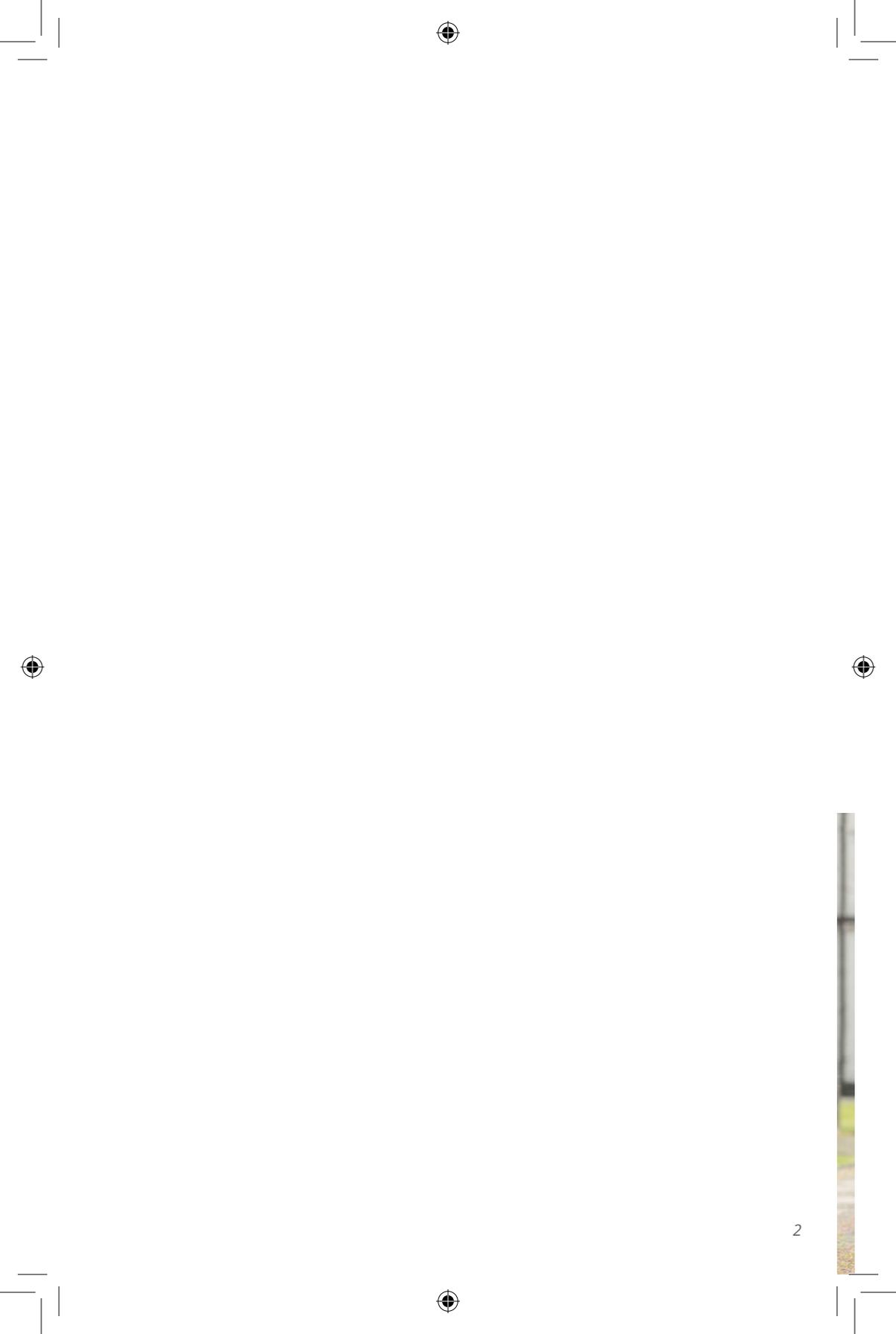
From Research to Practice



Gira Bhatt & Roger Tweed



KWANTLEN
POLYTECHNIC
UNIVERSITY





Preamble

Youth involvement in violence and criminal gang activities impacts all of society. While several projects and programs target at-risk and gang-entrenched youth, it is critical that prevention and focus on youth strengths also remain part of the solution.

- The goal of this summary report is to highlight the outcomes of a collective effort involving eight academic researchers and eleven community agencies. Together they planned academic research, developed evidence based violence prevention programs, and implemented these in several community agencies.
- The report is divided into eight sections, each providing an easy-to-follow summary of salient research findings followed by their implications for future programs to protect youth from antisocial, violent and criminal gang influences. In the final section, sample youth programs implemented by a variety of service and community agencies are described
- Information on accessing the original sources of research and resources is provided at the end

It is hoped that this report will help all who are committed to youth well-being; parents, families, teachers, police, policy makers, youth program managers.

Gira Bhatt, PhD
Roger Tweed, PhD



Foreward



Hon. Baltej Singh Dhillon
Hon.LLD., C.Dir.
Senator/Sénateur
(British Columbia)

I would like to express my gratitude to Dr. Gira Bhatt for allowing me the opportunity to share a few words on the critical work highlighted in this booklet. I am deeply appreciative of the dedication and unwavering commitment of Dr. Bhatt and Dr. Tweed in advancing research that is so urgently needed in our society today. Their ability to transform research findings into practical, everyday applications provides parents, educators, and community leaders with the tools to support youth in building a strong sense of identity—one that resists the lure of criminal organizations.

This booklet stands as a testament to the power of collaboration between academia, community organizations, and law enforcement. It reflects a shared commitment to preventing young people from being drawn into the dangers of gang involvement. For every parent who has lost a child to violence, no conviction or successful investigation can ever replace what was taken from them. Prevention may be less visible, harder to measure, and lack the spotlight of high-profile law enforcement cases, but its impact is far greater. Every officer I have worked with would choose to keep a child out of a gang rather than investigate a gang-related tragedy.

This work is about giving youth a future—one free from violence, crime, and loss.



Alan Davis, PhD
President and
Vice Chancellor, KPU.

One of the first groups to invite me to meet with them when I arrived at KPU in 2012 was Gira Bhatt and Roger Tweed. They hosted me in the “Acting Together” office in the Birch building at KPU Surrey. I remember it as an enriching discussion of their work, of their engagement with the community and their dedication to the long-term support of youth.

“Acting Together: Prevention of Youth Violence and Gang Involvement” was a Community-University Research Alliance project, funded by the Social Science and Humanities Research Council. Such funding awards are highly competitive, and in the case of CURA projects, require huge community support up front. At the time, this was one of the few world-class research projects that KPU, as a new university had landed, and I am pleased to say that several others have followed.

This booklet is packed with useful data and ideas about how to prevent youth violence and gang membership. The ideas are based on the research that Gia and Roger and their colleagues undertook, and it exemplifies the very best that universities can contribute to the health of their communities.

I hope everyone who reads this and keeps it at hand will benefit from its wisdom.

Acknowledgement

Chief Constable Norm Lipinski, Surrey Police Services, who provided inspiration to develop evidence-based, practical strategies for police-community collaboration. His enduring support and outreach efforts have been critical in establishing a trusting relationship with the Surrey community stakeholders.

Balwant Sanghera, community activist and a leader who has worked tirelessly to connect academic researchers, community, and policy makers to develop and implement action plans for prevention of youth violence.

Ministry of Public Safety and Solicitor General which provided funding through Civil Forfeiture Grant program to develop and implement youth and family programming at youth service agencies.

Kwantlen Polytechnic University with a strong commitment to community engagement provided valuable support through internal grants and in-kind contributions to research and applied projects.

Partners of “Acting Together: Community-University Research Alliance” project funded by Canada’s Social Sciences and Humanities Research Council, who came together and worked collaboratively to establish a strong partnership to address the issue of youth involvement in violence and criminal gangs.

Academic Partners

- KPU: Dr. Gira Bhatt, Dr. Roger Tweed, Dr. Nathalie Gagnon
- SFU: Stephen Dooley, Late Dr. Jodi Viljoen, Dr. Kevin Douglas
- Langara College: Indira Prahst
- University of Victoria: Dr. Scott McDonald

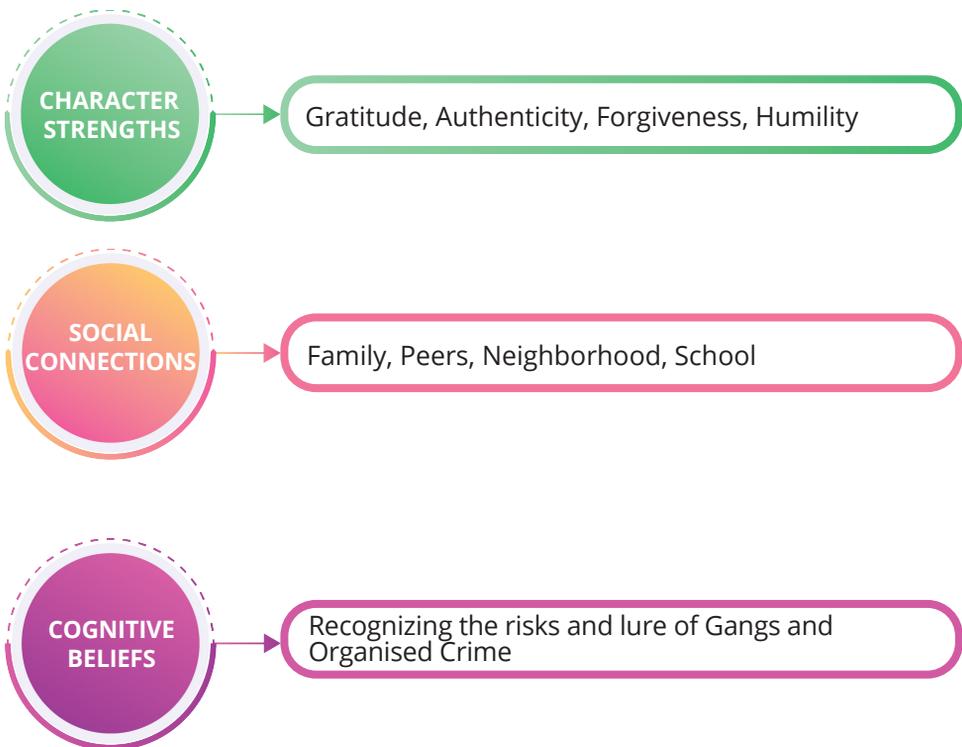
Community Partners

- City of Surrey
- Surrey School District (#36)
- Surrey Police Services
- RCMP
- Combined Forces Special Enforcement Unit -British Columbia (CFSEU-BC)
- Progressive Intercultural Community Services Society (PICS)
- South Asian Community Coalition Against Youth Violence (SACCAYV)
- Multi-lingual Orientation Service Association for Immigrant Communities (MOSAIC)
- South Asian Student Advocacy by Teachers (SASAT)
- DIVERSEcity Community Resources Society
- Indo-Canadian Voice (Newspaper)
- Shaw Cable Systems

Focus on Strengths

- The researchers acknowledged that all youth have internal psychological and external social strengths regardless of their involvement in violence or criminal gangs.
- It is helpful to identify these strengths because strengths can keep youth moving in a good direction. Each teen has strengths that can be further developed through effective youth programming, parenting practices, and school activities. Strengths that are minimally present may also be fostered to further protect youth.

Three Domains of Strengths



Youth programs fostering the above strengths are most likely to succeed in being effective in their crime-prevention efforts



Four Research Studies

Study I: High School Youth

4 Local high schools
Grades 7th - 8th
Average age: 12 -13 years

 **226**
Females

 **194**
Males

420

TOTAL PARTICIPANTS

24 Standardized measures

Demographics, Gang attitudes, Beliefs about violence, Character strengths, Social connections, Association with delinquent peers, Parental monitoring, Cultural adaptation (Acculturation), Violent behavior.



Longitudinal study

Participants tested at time 1 and again at time 2 after 6 months

Study II: At-risk Youth

PARTICIPANTS

Recruited from **youth drop-in centers, youth probations offices and custody centers**

 **50**
Females

 **59**
Males

109

TOTAL PARTICIPANTS

Average age: 15 years

25% had been previously arrested

63% had committed an offense in the past six months

24

Same standardized measures as the High School study plus additional measures.



Also, longitudinal study:

Time 1 and Time 2, six months apart

Study III: Anti-gang Persuasion Strategies

PARTICIPANTS



33
Females



7
Males

40 Undergraduate
Students

Average age 20.5 years

29

Anti-gang
message posters

Appeal to fear (e.g. "you will die") OR Appeal to social norm and isolation e.g., "no one comes to your party", "They don't want a gangster friend."



28
Females



27
Males

58

youth from alternative
high schools and
youth organizations

Average age 16.3 years

Standardized Measures:

Gang approval,
Perceived gang benefits/
costs, Pro-gang attitudes

Study IV: Qualitative

PARTICIPANTS



Youth, Parents, Teachers

59

Interviews

9

Focus groups



Section I

Anti-Gang Messages for Youth What Works? What May Not Work?



Common sense may dictate that highlighting dangers of joining criminal gangs such as ending up in a prison or dying in a gang shoot out would be an effective strategy. While it is important that youth are made aware of these consequences, research has highlighted an alternate and stronger persuasive strategy

With a goal to optimize efforts, time, and money spent on anti-gang messaging it is critical to examine:

A

The existing knowledge of youth:
What do they know about the costs and benefits of joining a gang?
How realistic are these?

B

How best to package and convey anti-gang messages that will be effective:
What does research show on what is the most persuasive strategy that would appeal to teenage youth?



What do youth know about costs and benefits of joining a criminal gang?

% of high school youth who agreed with the statements

What **GOOD** things may happen from joining a gang?

I would be protected

21.3%

I would get money

13.7%

I would be part of a family

9.5%

I would fit into a group better

7.9%

I would have excitement

7.6%

I would be "cool"

7.6%

I would feel successful

4.5%

There are no good things

73.2%

What **BAD** things may happen from joining a gang?

I would get into trouble with police

84.1%

I would feel guilty

75.5%

I would get killed

82.81%

I would get hurt

82%

I would get into trouble with parents

82.8%

There are no bad things

4.7%

I would lose my non-gang friends

76.4%

I would get into trouble with teachers

73.3%

What do kids know about gangs?

Research

High School Study



A vast majority, over 80% of youth, even youth at greatest risk of joining gangs, know the negative consequences for joining a gang such as getting killed, getting into trouble with parents.



Small minority, about 26% of youth however, believe myths such as that gangs usually bring wealth, respect, and protection from violence. Research suggests these are the youth at greatest risk of joining gangs.

Practice



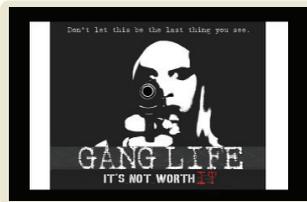
Anti-gang messages therefore should focus on debunking the myths of perceived benefits of joining a gang e.g.,
"There is no money at the end of the day"
"There are no real friends or families in the gang world"
"Gang members often get subjected to physical violence."

Section II

Anti-gang Persuasion Strategies Pro Gang Attitudes After Watching Two Types of Messages

TYPICAL **HIGH FEAR** POSTERS

e.g., "You will die"



Associated with
HIGH PRO-GANG ATTITUDES

61.60%

TYPICAL **SOCIAL NORM** POSTERS

e.g., "Your friends will disown you"



Associated with
LOW PRO-GANG ATTITUDES

48.30%

* Pro-Gang Attitudes Questionnaire had 27 items rated on a 1-to- 5-point scale

*** This research data is from KPU undergraduate Honors project by Brooke Knowlton (2011)

Do Scare Tactics Work?

Research

High School Study



Messages about fear of death are less impactful on teenagers as death and dying seem remote to them.



Acts of bravado such as triggering a police chase might appeal to thrill-seeking teenagers, especially at-risk youth.



Teenagers are more receptive to messages that they can relate to such as threats of being disliked by peers, losing friends, and being excluded from social activities.

Practice



Avoid focusing on high scare tactics such as fear of death.



Avoid gory images of guns, blood, skull, handcuffs.



Instead, focus on threats to friendships and social life which matter most to teenagers.

Section III

Parental Supervision

Should Parents Resist Checking-in on their Teenage Kids?

Parental supervision is generally examined by asking the youth whether an adult in the home knows where the youth is, what they are doing, and who they are with after school. Parents may resist close supervision of their kids out of fear of conflicts resulting in anger, bitterness, and alienating their teenage kids.

"When not home, at least one of my parents, or guardian, or another adult family member knows.."

Scale of 1-7 (1= very low supervision, 7=very high supervision)

Where I am

Average Rating 2.73

*Girls reported higher parental supervision (2.81) compared to boys (2.63)

Who I am with

Average Rating 2.25

*Girls reported higher parental supervision (2.65) compared to boys (2.43)

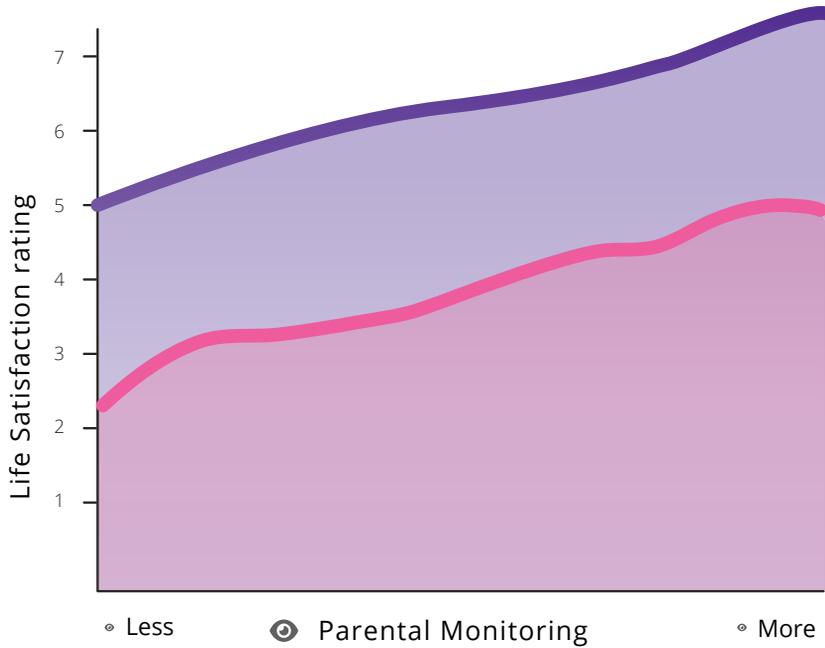
What I am doing

Average Rating 2.48

*Girls reported higher parental supervision (2.57) compared to boys (2.38)

Parental Supervision and Life Satisfaction Rating

1 = low life satisfaction, 7 = high life satisfaction



Does Parental Supervision Enhance Life Satisfaction?

Research

Youth who report high supervision by their parents; i.e., their parents know where they are, who they are with, and what they are doing, report high life satisfaction.



Life Satisfaction is a protective factor.



Low life satisfaction is a predictor of reoffending
(*Jodi Viljoen et al. 2017*)

Practice



Parents or an adult in the family should usually know where their teenage kids are, what they are doing, who they are with.

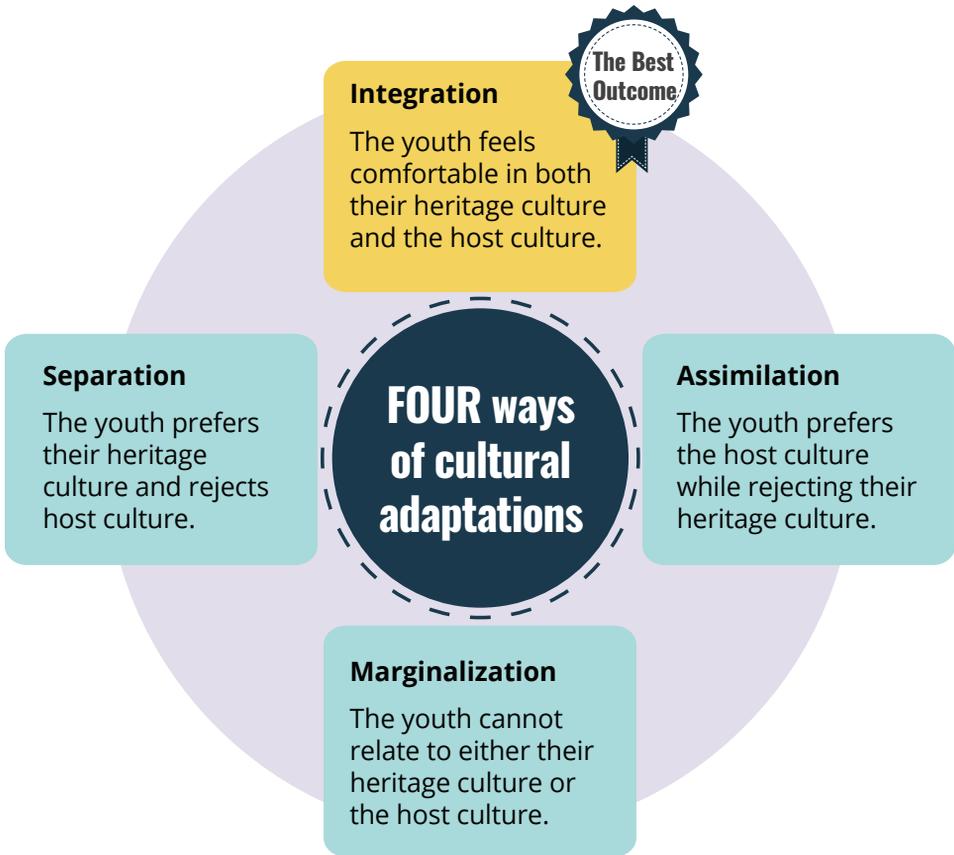


Start this early in child's life so it becomes an expected parenting practice.

Section IV

Are Ethnic-Minority Youth at a High Risk for Violence?

While ethnic minority youth face many cultural adaptation challenges, their strategy for navigating these challenges may influence their risk for engaging in violent and criminal behavior.



Psychological Outcomes for Cultural Adaptation Statuses

		Is it considered to be of value to maintain cultural identity and characteristics?	
		YES	NO
Is it considered to be of value to maintain relationships with other (host) groups?	YES	Integration * High Life Satisfaction * Low Fighting * Low Belief in violence	Assimilation * Fights more * High belief in violence
	No	Separation * Low self-esteem * Low life satisfaction	Marginalization * Fights more * Low self-esteem

Research

High School Study



169 Ethnic Minority Youth (Spoke language other than English before age 5).



87 Males, 82 Females.



Tested at time 1 and Time 2 (6 months later).

Practice



Promote Cultural Integration for ethnic minority youth.



Encourage them to participate fully in both heritage and host culture.



Create opportunities and activities that enhance positive interactions between ethnic minority youth and other cultural groups.

Section V

Which Strengths Protect Youth from Violent and Criminal Influences?

Fostering strengths rather than focusing on deficits and problems may prevent youth from being lured by negative social influences such as crimes and violence.

346	
Highschool Students	
157 Males	189 Females
Assessed at	
Time 1	Time 2 (6 months later)

395	
High school Students	
183 Males	212 Females

109	
at-risk Youth (Justice involved)	
Assessed at	
Time 1	Time 2 (6 months later)

Youth with high levels of

Authentic living:
being true to oneself and resisting peer pressure

Generalized trust:
believing most people are trustworthy, helpful, and fair

Forgiveness:
being able to forgive others

Gratitude:
having a sense of thankfulness to others

Belief in value of violence which precedes violent behavior is least common among youth with high **self esteem** (high view of self) and high **humility** (high view of others relative to the self)

Most Common strengths:

- **Humor**
- **Kindness**
- **Bravery**
- **Gratitude**
- **Curiosity**

At-risk youth with high levels of **Forgiveness, Social Intelligence, Kindness, and Fairness** had less police contact at Time 2

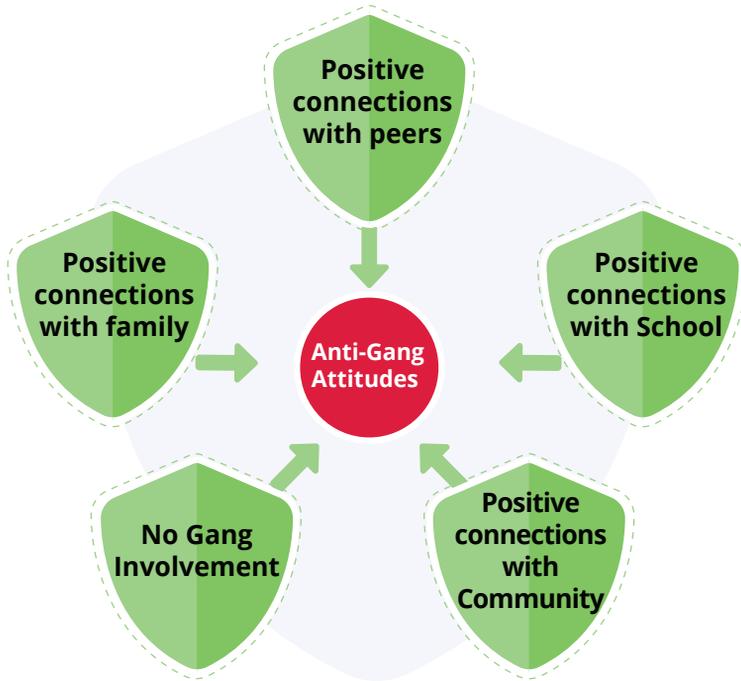
Time 2 (6 months later) had lower levels of **self-reported offenses**, readiness for violence, and **beliefs in violence**. They also had lower level of **pro-gang attitudes**

Section VI

Importance of Youth-Community Connections

Youth who feel positively connected with their family, peers, school, and community at large are less likely to get involved in violence and criminal activities.

What Factors Might Protect Youth Against Pro-Gang Attitudes?





Section VII

From Research To Practice

Criteria of Effective Youth Programming

(from research by R. Lerner and others)

1. Builds enduring positive relations with role model adults
2. Communicates high expectations
3. Teaches life-relevant curriculum as a central component such as explicit social skills instruction, character strength instruction (e.g., gratitude, authenticity, forgiveness, faith in humanity), academic tutoring, resume skills, job-relevant skills, and devotes more time to this than to unstructured recreation time
4. Involves active learning (e.g., role playing, skill practice, student discussion of concepts)
5. Helps youth contribute to the well-being of other people
 - while interacting with the people being helped and
 - followed by reflective group discussion of these experiences
6. Allows youth to have leadership roles
7. Uses a published curriculum to guide program delivery (e.g., MindUP or LifeSkills) Includes mostly staff with a college or university degree



8. Includes at least some male staff or volunteers if program targets boys
9. Focuses on relatively small youth gatherings (i.e., fewer than 30 youth)
10. Provides support especially to youth who are at-risk or youth from distressed families
11. Provides support for academic success such as by offering tutoring
12. Provides support for personal skill development (e.g., stress reduction and self-control)
13. Explicitly teaches social skills/character strengths (e.g., www.strengthsgym.co.uk)
14. Recruits staff who have training or occupational experience in the program focus (e.g., business professionals for teaching job readiness)
15. Assures that each lesson builds on prior lessons
16. Provides adult-supervised activities (e.g., nature walks, field trips)
17. Frequently tells youth stories of people who provide examples of positive character





Section VIII

From Research To Practice

Gangs and Violence Prevention Programs

(from research by R. Lerner and others)

Effective After-School Programs Have Several of the Following Features

- Published curriculum for the program clearly outlining each activity and goals
- Include enhancing social skills
- Focus on building character and demonstrating how it is practiced
- Long enough to build role relations with role models, e.g., 8 weekly 2-hour sessions
- Provide support for school work and academic enrichment
- Include male staff (avoid all-female staff if the program targets boys)
- Provide training for the staff involved in the program development and delivery
- Develop highly structured activity sessions for the program
- Avoid “just leisure” or simply “feel good” activities; e.g., going to town for group lunch, or driving around in a police car)

Effective Mentoring Programs Have Several of the Following Features

- Target youth at risk
- Often tend to target mostly boys
- Recruit mentors who have some training or occupational experience
- Pair mentor and mentee on the basis of their shared interests



Effective Strategies for Fostering and Practicing Strengths

- Provide opportunities for service learning serving a socially disadvantaged group; e.g., preparing food for soup kitchen, donation drive for gifts for poor children
- Encourage writing Gratitude journal; specific experiences when they felt thankful for someone or something that happened to them
- Include training for parents and caregivers on how to foster strengths in youth
- Plan noncompetitive activities directed by an adult; e.g., going for a hike
- Organize Strengths evening
 - Invite young adults who have succeeded despite challenges
 - Have them share their stories of choices leading to success. Don't focus on their thrilling experiences resulting from bad choices
 - Have the youth form small groups with adult facilitators to discuss, identify and record character strengths that helped young adult succeed
 - Ask each group to share their discussion summary with the whole group



Planning Strength-Based Violence Prevention Program for Youth

Step 1: Training the Trainer: Program Managers & Youth Leaders

(May be attended by the leaders and administrators of the organization)
Half Day Workshop led by community engaged academic experts that would cover

- Overall review of strength-based prevention programs
- Steps for developing structured syllabus for program plans and activities aligning with their target youth and organizational goals
- A draft outline of sessions
- Behavioral guidelines for both youth participants and facilitator during the program sessions

Step 2: Finalize Structured Syllabus for each Weekly Session (Ideally 8 Sessions; 2 hours each)

- Program managers determine topics for each session, develop clear timeline with activity plans, homework assignment, and instructions for each 2-hour session
- Workshop: Academic experts, organization's leaders, program managers, youth facilitators. Provide feedback and come up with a syllabus agreeable to all
- Assign roles for each session (facilitator, activity assistants, observer/ note taker)

Step 3: Pre-registration call for Program Participants

- Aim for 10-12 participants for each training program
- Emphasize the importance of attending all planned sessions

Step 4: Conducting each Session as per the Plan

- Each session should be led by 2-3 youth facilitators or often break large groups into small discussion groups of youth, each led by a role-model young adult
- Designate one as an Observer/Note taker and inform the group of their presence and explain that they will not participate in the session

Step 5: Assessment of each Session

- Facilitators, program managers, observer/note taker have 30-min debriefing immediately following each session
- The Note-taker makes a summary of the session – how many participants, what went well, what may need changes adding debriefing comments
- Academic experts review these summaries and provide additional feedback

Step 6 (Recommended): Celebration of Youth

- Plan a celebration of participating youth, give certificates or other tokens of appreciation for completing the program, may invite friends, family, and local community leaders



Sample Session Activity Plan

Sunday Day/Mo/Yr		Topic 1: Making Choices
Facilitator Name	10 min	<ul style="list-style-type: none"> • Introduce self and welcome youth participants • Housekeeping announcements(cellphones/bathrooms) • Basic orientation about the plan for the session
Facilitator Name	5 min	<ul style="list-style-type: none"> • Introduce the Topic • Introduce the Guests
Guest Speakers	20 min	<ul style="list-style-type: none"> • 2-3 adult speakers sharing a time when they could have gone in a bad direction, but chose to move in the right direction to have a fulfilling life. Guests will speak on choices they made throughout their life and how they finally got to where they are today (Focus more on choices, decisions rather than on how difficult life was)
Facilitator Name	5 min	<ul style="list-style-type: none"> • Thank guests for sharing their story and (if possible) let participants know the guests will come back during the group activity for any questions • Announce the break
Break	15 min	<ul style="list-style-type: none"> • Pizza snack • After pizza, groups will separate and go to different areas for the activity
Facilitator Name	30 min	<p>Youth will be divided into groups of approximately 7 – 9 youth and asked to discuss/reflect on:</p> <ol style="list-style-type: none"> 1. What challenges did each of the guests face? 2. How did they overcome these challenges 3. What choices they had? 4. Did they make all the right choices? Why? How?
Facilitator Name	30 min	<ul style="list-style-type: none"> • Youth gather back and each group chooses one member from their group to summarize the main points of their discussion • Include the guests if they stay for this part of the activity
Facilitator Name	10 min	<p>Homework assigned</p> <ul style="list-style-type: none"> • Think of a difficult time in your life or in the life of someone you know and reflect and write down what you would have done to overcome it
Facilitator Name	10 min	<ul style="list-style-type: none"> • Conclusion and a primer for the following week • Ensure the underage youth have a designated adult to pick them up
Debriefing	30 min	<ul style="list-style-type: none"> • Facilitators, observer/note taker discuss what went well, what could be changed



Sunday Day/Mo/Yr		Topic 2: Self Identity
Facilitator Name	10 min	<ul style="list-style-type: none"> • Welcome youth participants • Housekeeping announcements • Basic orientation about the plan for the session
Facilitator Name	10 min	<ul style="list-style-type: none"> • Homework check-in from the last week • Ask for volunteers to share their select homework points
Facilitator Name	5 min	<ul style="list-style-type: none"> • Introduce the Topic • Explain the importance of confidentiality of what gets discussed in the session
Facilitator Name	15 min	<p>Give a piece of paper to each participant with two questions</p> <ul style="list-style-type: none"> • Who are you? Write 5 points or more to describe yourself • What type of person would you like to be next year? Why?
Facilitator Name	15 min	<ul style="list-style-type: none"> • Youth will be asked if any of them would like to share their answers and have a general respectful discussion around it
Break	15 min	Pizza
Facilitator Name	20 min	<ul style="list-style-type: none"> • Youth are provided with a news story of an ethnic minority youth who does not like their ethnic features of the body, and cultural traditions (e.g., a young Sikh boy reports that someone pulled his turban when he was on his way back from school and cut his hair short. Turns out it was him who had cut his own hair). • Divide the class into three groups and give each group one of the following questions. Ask them to discuss their thoughts around it. • <ol style="list-style-type: none"> 1. Why would this boy cut his own hair ? 2. What can his classmates do so a similar feeling does not occur for other ethnic minority youth ? 3. Why is it important to maintain one's own cultural heritage?
Facilitator Name	15 min	<ul style="list-style-type: none"> • Gather the group and ask each group which question they got and what discussion points they would share with the group.
Facilitator Name	10 min	<p>Homework assigned</p> <ul style="list-style-type: none"> • Write about your "future self" – how do you see yourself in future as an adult?
Facilitator Name	5 min	<ul style="list-style-type: none"> • Conclusion and a primer for the following week • Ensure the underage youth have a designated adult to pick them up
Debriefing	30 min	<ul style="list-style-type: none"> • Facilitators, observer, note taker discuss what went well, what could be changed



Other Suggested Topics for Training Workshops

Kindness

Humility

Helping

Forgiveness

Character Strengths

Volunteering for Community Services

Resisting Peers

Resisting Peers

General Trust

Optimism

Perseverance

Humor



Parenting Tips

Gang Prevention: What Can Parents Do?

- Always know where your kids are, what they are doing, and who they are with. Explain to them that you are asking questions about their activities and whereabouts because you are interested, you love them, and you care about them.
- Help your kids choose friends who are not involved in any criminal or antisocial activity.
- Make your kids understand that although money is important, long lasting happiness in life comes from having good trusting relationships with family, friends, neighbors, and the community.
- Build strong family ties by making family events fun such as regular family dinners, outings, watching movies and playing games with them.
- Accompany your kids to after-school activities such as sports, and stay for the whole duration as often as possible.
- Participate in parent-teacher meetings and events of your kids' schools.
- Take interest in your kids' homework and make sure they complete them.
- Encourage your kids to participate in school activities and do volunteer work in the community. Do the same yourself.
- Ensure that they take certain pride in their cultural / ethnic / religious / linguistic heritage while fully participating in the mainstream life of our society.
- Have open communication with your kids so they feel comfortable to share with you their concerns and worries. Thank them and reward them for sharing information even when the information might be potentially worrisome.
- Remember that kids learn a lot from observation. So modeling good behavior yourself such as leading a life that is free of crimes, drugs, and violence is very important.

- Say thank you often to people around you, and encourage your kids to express their thankfulness to other kids, family members, neighbors, teachers, and safe strangers (e.g., store workers).
- Remain consistent in your message to kids that although you love them unconditionally, antisocial behavior is not acceptable. Ask questions for an honest conversation.
- Emphasize the importance of 'being true to self' and reward them for doing the 'right thing' despite peer pressure.
- Demonstrate that forgiving others for their harmful actions towards you is better than trying to take/plot revenge.
- Keep an eye on your kids' choice of movies, videos, and internet browsing habits. If you see a consistent theme of violence and crimes, talk to them and steer them to other entertainment choices.
- If you are worried that your kids may be involved in antisocial and/or self-destructive behavior, remember that it can be changed. Avoid 'tough love' such as cutting them off or forbidding them from going out. Instead, stay involved and let your kids understand that making mistakes and wrong choices are part of learning and that you will always help them correct their mistakes.
- When you are worried about your kids' well-being and need some help, talk to their school teacher, counselor, or even a police officer. An earlier check and prevention will help your kids stay on track and avoid getting into dangerous life of crimes, violence, and gangs.





Gira Bhatt and Roger Tweed are faculty members of the Psychology department at Kwantlen Polytechnic University. As educators and researchers, they have been actively involved in community engaged efforts targeting prevention of youth violence and gang involvement, and promoting community well-being. For over 10 years they have worked closely with various community agencies to help develop evidence-based programs for youth and families. Gira Bhatt is a recipient of *KPU's Distinguished Scholar Award* and the *Canadian Psychological Association's Award for Distinguished Contribution to Public or Community Service*. Roger Tweed is a recipient of *KPU's Chancellor's Chair Award*.

Resources & References Available Upon Request

FOR MORE INFORMATION PLEASE CONTACT

✉ gira.bhatt@kpu.ca

✉ roger.tweed@kpu.ca





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