Adult Focus Groups:
Appendix D

CODEBOOK

Codes are units of meaning found in the focus group conversation. Quotes that participants provided are labelled as certain codes based on the intended meaning by the participant. Each time one comment was made about a particular experience, that comment was marked with a code. The result was an accumulated number of quotes per code. Please note that the number of quotes per code does not represent the frequency of the issue occurring. As a fictional example, 40 quotes recorded for the code "need for ice cream" does not mean that there are 40 participants who experience a need for ice cream. Instead, it means that participants shared 40 pieces of information regarding how they experience a need for ice cream.

Codes

Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 1: SOCIAL DYNAMICS			
Safety in Community Locations	Safety concerns and experiences tied to physical locations, buildings, and spaces in the community in Chestermere and Langdon. This does not include information about schools.	*"[youth that I work with often say that they feel] unsafe around walks in the community. Part of that comes from your past experience... Another comes from a perception of judgment. So maybe based on what's happened, maybe not, like, it's just that perception... And I've heard them say for sure, but yeah."*	7

Social Relationships Between Youth	This code describes the perceptions, assumptions, or direct experiences that adults have regarding relationships between youth. The situations discussed in this code can range from strain in friendships to bullying, and even to physical fighting. It also describes the challenges adults and staff at schools face as they try to support youth who are having these experiences.	*"...a lot of friendship issues and conflicts... telling me about other students just saying rude and mean things and they don't really know how to deal with it."* *"I have nephews and like a lot of little cousins that go to school in Chestermere and what I do hear about some of these fights or see the videos, like even the way they talk about it, it's not very empathetic or compassionate. It's very like, "oh my god, look what happened, hahaha.""*	30
Impact of Technology and Social Media	How technology and social media have driven safety concerns, mostly related to bullying. Other aspects of this code include attitudes that adults hold towards technology/social media and the acknowledgement that adults often lack the understanding to provide support in this area.	*"...definitely an increase in very adult conversations through social media. So even on some of the gaming platforms that they play-- we've got some really strong relationships with our kids, and they're pretty open about things that I probably wouldn't have even told my parents [laughing] And one of them is like, you know what, Mom, there's like-- people are outright sexting on this game platform like, and there's kids in here, and I'm seeing this stuff. And so being very open about that with us as well."*	40
Safety of LGBTQ2S+ Youth	Concerns about the safety of queer youth both in schools and in the community.	*"I've also heard that like people really disregard um, people's pronouns. So that's like a big issue that I've heard from some youth. And then they don't feel safe, like speaking up and talking to people because they feel like they're not being respected."*	7

Experiences Related to Racial/Ethnic and Cultural Identities	These comments are related to discrimination, mental health attitudes as they relate to ethnicity and culture, and/or different perceptions of different cultures.	*"And what I've noticed, especially in youth, um, it's just too awkward to talk about race... So people choose to either ignore it or pretend like, the discrimination isn't there. But I know like, a lot of youth that I have like connected with on a personal or professional level, like, in the back of their minds they're like, sometimes we feel excluded, because we're not the same skin color as other [unclear] people. And I feel like that is so important to talk about, because that means that the social integration in other schools or like other clubs and stuff, it's not there..."*	17
Relationships Between Youth and Adults	Characteristics of relationships between youth and adults, including some concerns about safety at home.	*"It takes a village right... Some people don't have that mentality, right? They're like, Oh, my kids, nobody else needs to get involved. Great, but it doesn't do me it takes a village children need more than just parents thinking."*	11

Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 2: SAFETY IN SCHOOLS			
Safety Concerns in Schools	This code describes stories, perceptions, and concerns that parents/caregivers have about youth in school settings.	*"...there's always situations, students feeling uncomfortable and unsafe in a classroom if they've had conflict from another classmate. Does that mean that the whole classroom in general is unsafe? ... And sometimes, you know, I think it's okay, that we do kind of feel a little bit uncomfortable sometimes because of forces us to have to work through..."* *"I've heard my son indicate this year even, not feeling safe in his classroom during unsupervised times..."*	26
Support Available in Schools	A list of supports available to youth in the school system. This also includes any programming or education that youth receive that is viewed as supportive.	*"I always offer family support, we have family support workers that are part of our district."* *"I try to run small groups for students who need a little bit more intervention."*	24

Need for Supports in Schools	This describes the gaps in support services within schools.	"I'm supposed to be like, mainly the high school counselor. But I do see a lot of junior high students... every time I turn around some days, there's a junior high student saying, "can I see you today? Can I talk to you?" And I'm like, "Yeaahh, after I do high school registration, and this and this, and that, and this and that." And it's like, oh, my gosh... I don't have enough time."	18
Code Name	**Code Definition**	**Example of Quote**	**Coding Density (Number of Times Coded)**
THEME 2: SAFETY IN SCHOOLS			
Attitudes Towards Mental Health and Wellbeing	This code describes the perception that participants have regarding the general attitude towards mental health, their perception of the attitude youth hold, and some details about the attitudes that the participants themselves hold about mental health and wellbeing.	"I think its gotten 'this' much better, but it needs to get 'THIS' much better."	21
Experiences of Mental Health and Wellbeing	This code came only from the focus group with Child Development Advisors (CDAs) and counsellors. This included stories of youth experiences and struggles with mental health and wellbeing, along with the staff's concerns.	"...as far as mental health that like I would say anxiety, a lot of depression, kids saying that they're sad and they don't know why. And so trying to help them figuring out what their triggers are... trying to figure out... where the problems are?"	7

Suicide	Comments about adults sometimes interacting with youth who are experiencing suicidal ideation – an acknowledgement that this is a reality for some.	*"I have one young person and they're like, "oh yeah, this person is suicidal." And this and this and this. Okay but who… who else are they telling this to, are you the only one? You're 14. You should not be the one that they're going to."*	12
Youth Support Characteristics	This code details characteristics that adults think youth need in a support and other characteristics about supports they think would be valuable.	*"Validation and empathy, because what they're going through is very real… they have to feel safe talking to you, or whoever they are talking to… and that has to start with validation and empathy"* *"Anonymity. I think there's a huge factor for you to feel comfortable and to seek help when they can do it anonymously. I think it's really important to them, often."*	28
Code Name	**Code Definition**	**Example of Quote**	**Coding Density (Number of Times Coded)**
THEME 4: TE ADULT EXPERIENCE			
Adult Knowledge of Youth Resources and Supports	Details about adults' general awareness and knowledge of resources for youth support. This includes some attitudes towards these resources and some details.	*"School councillor, they are fantastic…"* *"…if there's a youth and I don't know anything about their situation, then I might, you know, confidentially canvas my parent friends, to, you know, to find out if they've had a similar experience"*	35

Trainings & Education	Adults interest in training related to safety, wellbeing, and supporting youth.	*"[I have] my eye on mental health first aid."*	6
Parenting & Caregiving	A discussion about some prominent issues with parenting and caregiving. It mainly focused on how parents teach youth about consent, an anecdote from a participant who provides parenting education, and some worries about parenting.	*"...So in that way, it's actually been really good to give [them] that backbone of: you can, you can question anybody, and if their feelings get hurt, you know what, you're still alive, and you're still okay."*	13
Worry	These are general worries expressed on behalf of adults who care for youth. Please note that this is not evidence for these issues existing – instead, this offers evidence about the things that caregivers grapple with.	*"But as a kid, how do you, how do you, how can you filter that? As a child? I don't know if-- that's a pretty high level to start teaching..."* *"And I'm curious about the safety at like the school? Do they feel safe physically safe?"*	11
Comparison to Childhood	An explanation of how adults try to make sense of the experiences youth are having today by comparing them to their own childhood experiences.	*"...because I remember even like, when I was in school, which wasn't, you know, eons ago, our teachers, we were way more involved with our lives than what teachers are today..."*	5

Code Name	Code Definition	Example of Quote	Coding Density (Number of Times Coded)
THEME 5: BARRIERS, GAPS, & NEEDS			
Barriers to Getting Help	Barriers that prevent youth from getting the help they need.	*"…we have students that might be experiencing some significantly unsafe situations, whether it's with a person in our school and they don't come forward because they don't want to throw the other person under the bus and be considered a snitch…"* *"Fear of consequences too. If you're to divulge something about yourself that means now, well, you know, I'm saying I'm having trouble on social media now I'm gonna lose my phone."*	30
Gaps in Professional Social Support Services	This code deals with the lack of professional social support services available for youth in Chestermere and Langdon. The term 'gaps' was chosen as adults often referred to there being a lack or absence of something.	*"There's still a huge gap. There's so many kids that don't qualify, there's programs out there, but there's not programs for everybody. There is, you know, those complex neurodiverse kids that there's just nothing for them. And there needs to be something."* *"…my parents won't drive me to anything outside [of town]. Right? Parents won't drive me and I'm too busy during the day to see you, but I know I need the help. So. It's hard."*	20

Gaps in Social and Recreation Services	Adults noted the gaps in social and recreation services in Chestermere and Langdon.	P1: *"There's a like, ridiculous lack of community space in Chestermere... Like here, the Rec Center kinda... Library, but like it's not huge, Camp Chestermere...* P2: *Nothing in Kinniburg* P1: *and that's for all of Chestermere, 25,000 people... sometimes you call them [and their programs are full]."*	9
Gaps in Infrastructure in Langdon	A few comments regarding infrastructure in Langdon, all of which were tied to safety for youth.	*"...one of the things that I've just been kind of mulling over my head is the tie to infrastructure in terms of broader physical safety, both what we've developed in the last few years and what we may be missing. So one great example, is putting in that sidewalk connecting Boulder Creek to the rest of Langdon. I was incredibly nervous, with my children riding bikes or walking along Center Street [and] that highway for years. And then once that's been put in, my stress levels have come way, way, way down."*	4
Need for Communities to Connect	The explanation about the need for communities to connect as it relates to youth safety.	*"...we talked about a lot about with intergenerational, like doing things with kids, it would be the same thing, really, it's that connection."*	5