



Welcome to the web conference.

Understanding School Prevention Policies

We will begin in a moment



PreventConnect.org

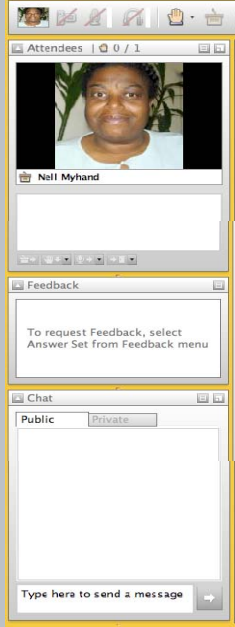
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How to use this technology

- Raise Hand
- Q&A
- Text Chat
- PowerPoint Slides

- Please send a private chat message for help
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The screenshot shows a virtual meeting interface with three main panels. The top panel is titled 'Attendees' and shows a video feed of a woman named 'Nell Myhand'. The middle panel is titled 'Feedback' and contains the text: 'To request Feedback, select Answer Set from Feedback menu'. The bottom panel is titled 'Chat' and has tabs for 'Public' and 'Private'. Below the chat area is a text input field with the placeholder 'Type here to send a message' and a send button.

DELTA Learning Exchange




Building capacity

Expert Presentation

PODS

- discussion
- networking

Report Out

Barbara Ball on Understanding School Prevention Policies

PODS

Facilitated by
Leah Aldridge

CDC Violence Prevention
2010 Web Conference
Learning Exchange



Leah Aldridge Facilitator



- consultant and teen violence prevention expert
- developed U.S. Department of Health and Human Services model violence prevention program *In Touch with Teens*



POD Meetings

Sign up for

Pod 1 **Mtg 1** - Th 7/1, 3:00 PM ET
and **Mtg 2** - Th 7/15, 3:00 PM ET

or

Pod 2 **Mtg 1** - Tu 7/6, 3:00 PM ET
and **Mtg 2** - Thu 7/22, 3:00 PM ET

and **Report out** - We 8/12, 1:00 PM ET



Understanding School Prevention Policies



About me


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Start Strong Austin Project
Director




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Bullying down sharply across U.S., survey finds

12:00 AM CST on Thursday, March 4, 2010




David Crary, The Associated Press

NEW YORK – There's been a sharp drop in the percentage of America's children being bullied or beaten up by their peers, according to a new national survey by experts who believe anti-bullying programs are having an impact.

The study, funded by the U.S. Department of Justice, found that the percentage of children who reported being physically bullied over the previous year declined from nearly 22 percent in 2003 to less than 15 percent in 2008. The percentage reporting they'd been assaulted by other youths, including their siblings, dropped from 45 percent to 38.4 percent.




The lead author of the study, David Finkelhor, said he was "very encouraged."

"Bullying is the foundation on which a lot of subsequent aggressive behavior gets built," said Finkelhor, director of the University of New Hampshire's Crimes Against Children Research Center. "If it's going down, we will reap benefits in the future in the form of lower rates of violent crime and spousal assault."

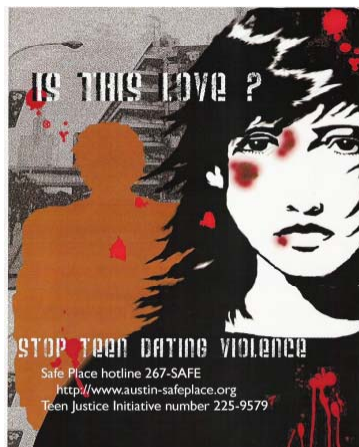




Objectives

- Identify common elements of policy concerning teen dating violence
- Identify and illustrate five strategies to promote healthy teen relationships and a positive school climate
- Identify school and community collaborations to increase support for teen dating violence prevention

Continuum: Bullying – Dating Violence



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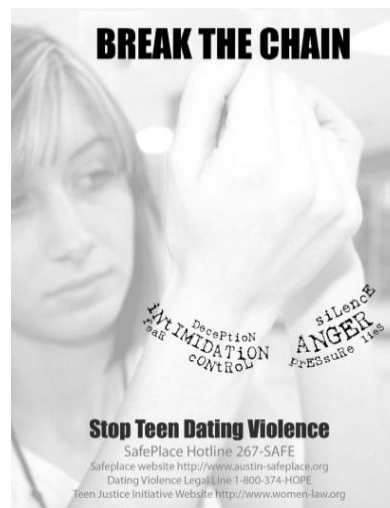
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Dating Violence Is

any attempt to control, intimidate, or harm another person in a relationship of a romantic nature

- Physical violence
- Sexual violence
- Emotional abuse
- Digital abuse
- Domination/coercion

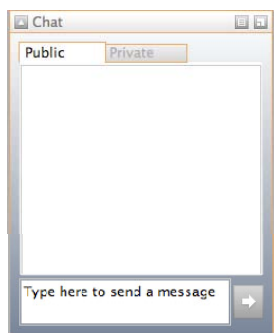


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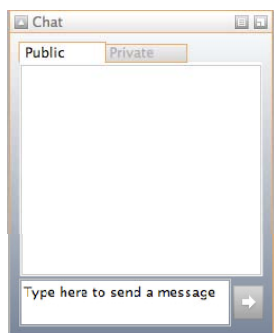
What Language Do Young People Use to Talk About Dating?



Young people talk about dating...

Use text chat to answer

What Language Do Young People Use to Talk About Dating Violence?



Young people talk about dating violence...

Use text chat to answer

Are Schools Being Impacted by Dating Violence?

Yes or No

Use the feedback box to answer

A Serious Health Problem

- 1 in 5 high school students have experienced some form of physical, emotional or sexual violence
- Nearly half of teens in relationships know a friend who has been abused
- Being physically or sexually abused leaves teen girls 6 times more likely to become pregnant
- Serious consequences include injury, death, and emotional harm



A Form of School Violence

- More than 40% of youth who have experienced dating violence report that the worst incident occurred on school grounds (Molidor, Tolman, & Kober, 2000)
- Educators have a critical role in changing social norms that contribute to sexual harassment and dating violence in schools (Peacock & Rothman, 2001)

Your nothing without me, your ugly, your nothing
 You'll do what I say, your less than me. No
 Do what I say, you'll be sorry, I love you
 You know about, you do this to me, you do this to
 yourself, you put me here, why do you insist on
 making me mad, **VIOLENT**, why? I insist on
 I love you. I want to make **SURE** your not
 cheating me, I need to know where you
 are **Frustrated**. Talk to me, listen to me
 You know you need me, you know you can't live
 without me, Baby you know I love you.



Policy

“...laws, regulations, formal and informal rules and understandings that are adopted to guide individual and collective behavior.”

Wallack L. (1990) Media advocacy: promoting health through mass communication.
 Retrieved from: <http://www.center-trt.org/index.cfm?fa=evidence.glossary>



Policy Levels

- Law (federal, state, local)
- Regulations to implement legislation (federal, state)
- Organizational rules (e.g. local school, school district, community-based organizations, hospitals)



Title IX

- Right to be free from sex discrimination and sexual harassment
 - Teen Dating Violence can be a form of sexual harassment
- Schools may be liable for teen dating violence, bullying, and sexual violence
 - if schools have actual knowledge of the harassment and the school is deliberately indifferent to the harassment
- Requires school district policies and protocols



Federal Law

- Duty to train employees on sexual harassment policies (Plumeau v. School Dist. No. 40, 9th Cir. 1997)
- Duty to promote school safety (for districts receiving funds under the Safe and Drug-Free Schools and Communities Act)
- Unsafe school choice option (No Child Left Behind Act of 2001)

Source: A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence in Rhode Island Schools (April, 2008) Rhode Island Department of Education

http://www.ride.ri.gov/commissioner/edpolicy/documents/20080401_guidebullying_tdv_v1_kr.pdf




National Policy Development

- VAWA 2005
 - STEP Act (Supporting Teens Through Education and Protection) unfunded
- VAWA reauthorization with expanded focus on teen dating violence prevention




www.ncjrs.gov/teendatingviolence




Teen Dating Violence Prevention Awareness Month



- Resolutions from House and Senate declaring their support
- At least 23 states and the District of Columbia formally recognized the month






State Laws on TDV Prevention in School

- 10 states have passed laws (as of April 2010)
- Bills were introduced in 2010 in at least 7 states
- Common element: Prevention curriculum

National Conference of State Legislatures (NCSL) www.ncsl.org/?tabid=17582

NYCLU and The Women's Legal Defense and Education Fund (February 2010). State Law Guide Teen Dating Abuse Education and School Policies. Available at www.legalmomentum.org



Common Element of State Laws

- Model curriculum or curriculum guidelines to be developed by State Board of Education
- Typically integrated with other topics in health education
- Most often in grades 8 – 12
- Number of lessons or type of curriculum not specified



Additional Requirements in Some States

- School district policy to include (examples TX, RI)
 - Guidelines for reporting and responding to incidents
 - Safety planning
 - Training of school personnel
 - Training of teachers who implement prevention curriculum
 - Involvement of parents, including parent training
 - Support for affected students



Strengths of Existing State Laws

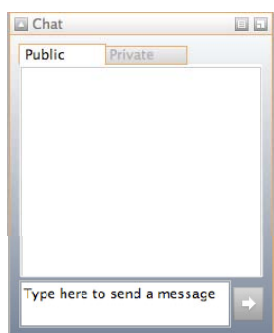
- Emphasis on prevention
- Increased access to schools & opportunities for domestic/sexual violence agencies



Weaknesses of Existing State Laws

- Prevention education is required in some states (e.g. Rhode Island), but merely permitted in others (e.g. Georgia)
- No requirement that the curriculum be evidence-based or evaluated
- Few states require reporting to ensure compliance, none appear to include any redress for noncompliance
- No funding provided
- No evaluation component

How Are Schools Using Federal, State and Local Policies in TDV Prevention?



Our schools are using federal, state and local policies to prevent TDV by...

Use text chat to answer

Expanding School Policy

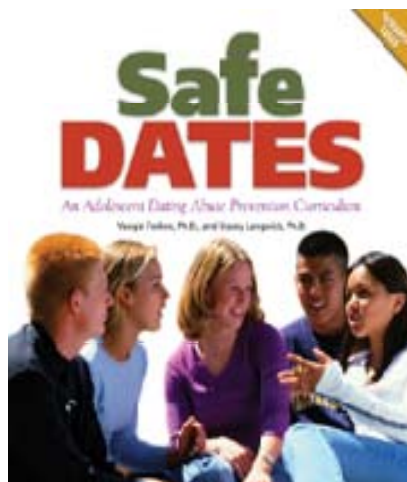
- Strategies to Promote Healthy Teen Relationships and a Positive School Climate
 - Use research based curricula
 - Engage youth influencers
 - Teachers
 - Peers and youth leaders
 - Parents
 - Address the continuum of prevention and intervention

I. Use Research-Based Prevention Curricula

- *Safe Dates* (9 lessons; middle school or high school)
Foshee et al., 1998
- *The Fourth R* (21 lessons; high school + middle school curricula) Wolfe, Crooks, Jaffe, Chiodo, Hughes, Ellis, Stitt, Donner, 2009
- *Choose Respect* (video + discussion guide + community action kit; middle school) Centers for Disease Control and Prevention
- *Love is Not Abuse* (high school) Liz Claiborne Inc., Education Development Center, Inc. (EDC), Break the Cycle

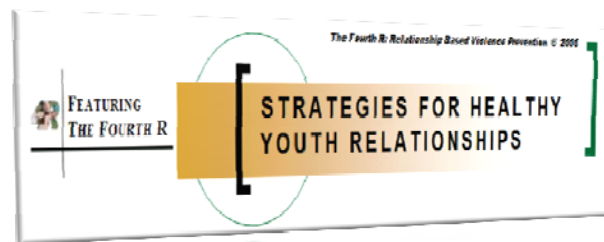
Safe Dates

- **Safe Dates**
 - 9-session curriculum
 - Poster contest
 - Scripted play
 - Training for teachers
 - Parent component available



The *Fourth R*

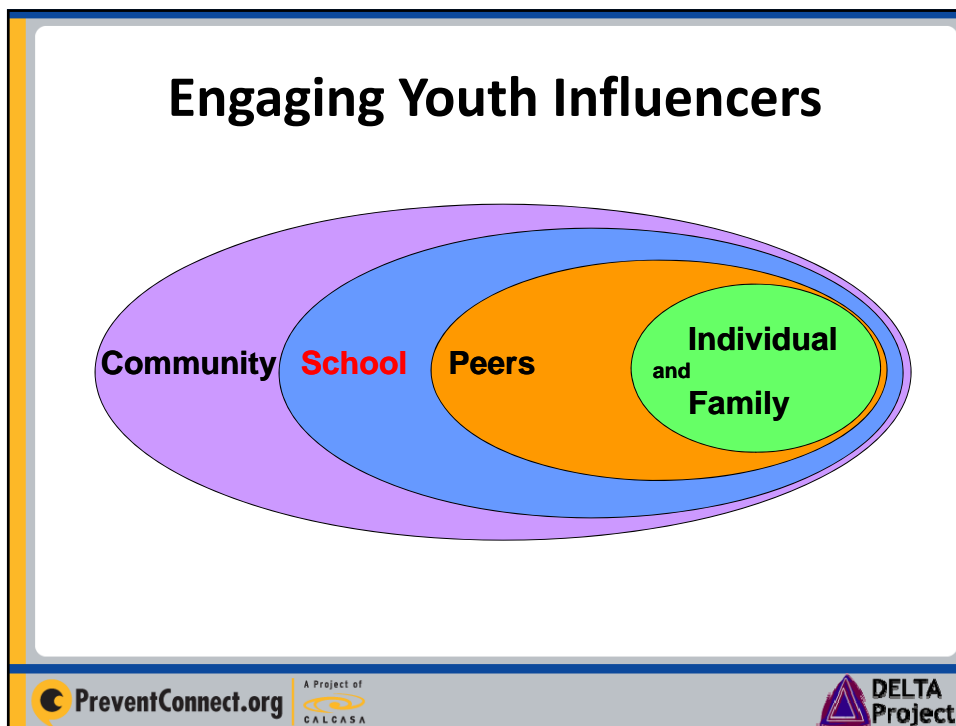
- A *relationship*-based approach to prevent adolescent violence and related risk behaviors
 - Peer and dating violence
 - Substance use & abuse
 - Healthy growth and sexuality



Who Teaches the Curriculum?

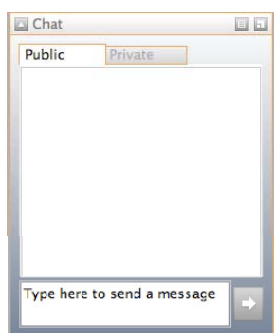
- School personnel?
- Guest speakers?
- Avoid add-on programs
- Impact day-to-day relationships at school





- ## Youth Influencers
- School personnel
 - Peers
 - Parents
-   

What Strategies Are You Using to Engage Youth Influencers?



One strategy for engaging youth influencers we have used is...

Use text chat to answer

II. Train and Engage School Personnel

- *Dating Matters: Understanding Teen Dating Violence Prevention* is a 60-minute, interactive training designed to help educators, youth-serving organizations, and others working with teens
 - Understand the risk factors and warning signs associated with teen dating violence.
 - Promote healthy relationships.

Developed by the Centers for Disease Control and Prevention (CDC) in partnership with Liz Claiborne Inc.

Dating Matters


▼ VIOLENCE HOME
The Basics
Education
Success Stories
LOGIN

DATING MATTERS: UNDERSTANDING TEEN DATING VIOLENCE PREVENTION


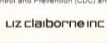
DATING MATTERS is a free, online course available to educators, school personnel, youth leaders, and others working to improve the health of teens. It features interviews with leading experts, dynamic graphics and interactive exercises, and compelling storytelling to describe what teen dating violence is and how to prevent it.

Continuing education for this activity is pending.

LAUNCH TRAINING



Dating Matters is sponsored through a partnership between the Centers for Disease Control and Prevention (CDC) and Liz Claiborne Inc.

What You'll Learn

This course will help you:

- > Understand teen dating violence and its consequences
- > Identify factors that can place teens at risk for dating violence
- > Communicate with teens about the importance of healthy relationships
- > Learn about resources to prevent dating violence

By working with teens, families, organizations, and communities to implement effective teen dating violence prevention strategies, you can help make your school safer and healthier for all students.

Course Highlights

What is teen dating violence?

- > Definitions, statistics, and examples
- > How teens view relationships with peers and adults
- > Consequences of dating violence on personal and academic achievement
- > Challenges for teens seeking help


Risk and protective factors for teen dating violence

- > Focus on preventing teen dating violence and promoting positive classroom environment
- > Learn early warning signs and factors that may increase a teen's risk for dating violence


Making healthy relationship choices


- > Why teens aren't talking about dating violence
- > Characteristics of healthy and unhealthy teen relationships
- > Educator's role in teaching about healthy relationships

"...we can prevent teen dating violence and create a better, safer future for our students."



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What Can Teachers Do?


Chat

Public
Private


➔


To help prevent teen dating violence teachers can...

Use text chat to answer



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What Can Teachers Do?

- It is NOT the teacher's responsibility to fix anything
- Build trust and create an environment that allows open classroom discussion
- Model healthy, respectful relationships
- Act as a positive bystander
- Pull in other resources inside or outside the school

III. Mobilize Youth Leaders

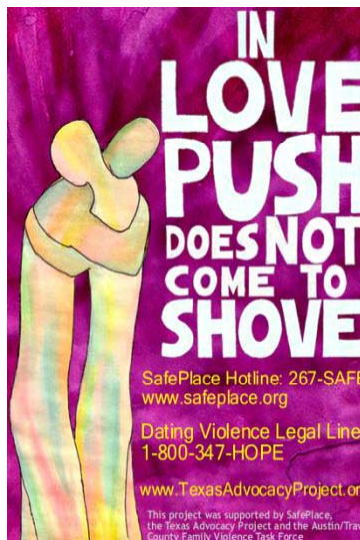


Violence is anything that denies dignity and leads to a sense of hopelessness and helplessness.

- Teens want to be part of the solution and take a leadership role in preventing dating and sexual abuse

Youth Are the Experts!

- Bring creativity, ideas, involvement in youth culture
- Know specific forms and targets of bullying and harassment occurring at their school
- Expertise on how to engage and motivate peers
- Power to change social norms



Youth Leadership Training

expect
RESPECT

- Begins in middle school and continues into high school
- Works with youth in classrooms, clubs, leadership or service learning programs
- 8-lesson curriculum
- Culminates in a youth-led awareness campaign
- Based on youth-adult partnership

Youth-Led Awareness Projects



Is It Sexual Harassment?

30 sec. PSA created by high school teen leadership group

<http://www.startstrongaustin.org/take-action/>



Changing Lives Youth Theatre Ensemble

- Year-round theatre program by, for, & about youth.
- Diverse group of high school students
- Devise original performances
- Develop messaging
- Perform in middle & high schools & in the community



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Perhaps Tomorrow

- Dialogue is at the heart of the process -- from development to post-show processing with audience.
- No fixed ideas or easy answers.
- Ensemble responds to current issues in teen culture
- Sexting, cyber bullying

<http://changinglivesyouth.blogspot.com/2010/03/perhaps-tomorrow-trailer.html>

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START STRONG AUSTIN
BUILDING HEALTHY TEEN RELATIONSHIPS



www.StartStrongAustin.org

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IV. Engage Parents

- Parents Matter!
- Parent engagement is key to success
 - Positive parenting is associated with reductions in antisocial behavior in middle childhood
 - A lack of parenting skill is a risk factor for partner violence

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Parents' Concerns

- Concerned about peer pressure, pressure to have sex, and teen pregnancy
- Want guidance how to talk to their teens about intimate relationships
- Need information how to be a parent in a digital age

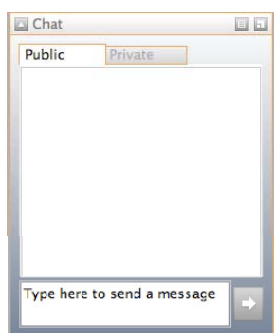


Successful Strategies for Engaging Parents

- Focus on skills: communication, conflict resolution, setting rules and consequence:
- Acknowledge life experience and culture
- Address contemporary topics such as technology and media violence
- Brief interventions that are flexible
- Opportunities for leadership development and continued involvement in their teen's life and with the school



What Strategies Have You Used to Engage Parents?



One strategy we have used to engage parents is...

Use text chat to answer

V. Address the Continuum of Prevention and Intervention

- Prevention
- Early intervention (teachable moments)
- Intervention (response to incidents)

- Start Strong Model Policy: Improving School Climate by Promoting Healthy Relationships and Preventing Dating Violence

Promote a Positive School Climate

- Positive school climate is a protective factor, increases pro-social behavior and academic achievement
- Positive school climate requires
 - Active modeling of healthy behavior,
 - Acknowledging and rewarding positive behaviors
 - Early and consistent intervention by the entire school community (everybody is a positive bystander)

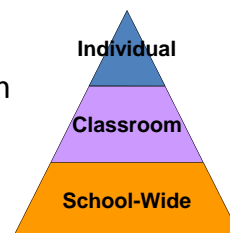
“Zero Indifference”

- “To achieve a gender safe school, we need to employ several simultaneous strategies to ensure that sexual harassment will not have a presence. Calling this ‘zero indifference,’ rather than ‘zero tolerance,’ would mean that the adults will notice the behaviors, comment on them, intervene, and make corrections accordingly.” (Stein, 2000, p. 20)

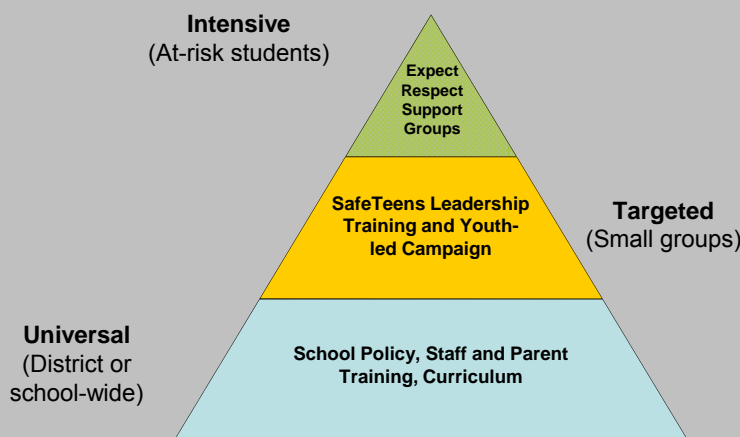
Positive Behavior Support (PBS or PBIS)

- Believes all behaviors occur within an environmental context
- Examines the scope of the problem (school-wide, classroom, or individual)
- Is proactive – intentionally structures for success
- Systematically teaches & acknowledges appropriate behaviors
- Builds capacity for all staff to address both positive and negative student behavior
- Seeks to build positive, flexible environments

www.austinisd.org/academics/sss/pbs

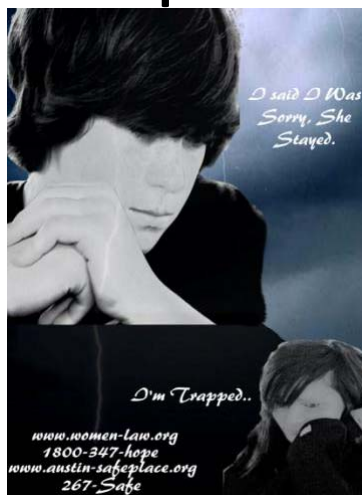


Tailoring Programs to Students' Needs: Expect Respect Model



School-based Services: Expect Respect Support Groups

- Support at-risk youth who have experienced domestic violence, sexual abuse, and dating abuse
- Separate groups for boys and girls
- Weekly sessions during the school day
- Accessible and teen-friendly
- Provided by local SA/DV Center



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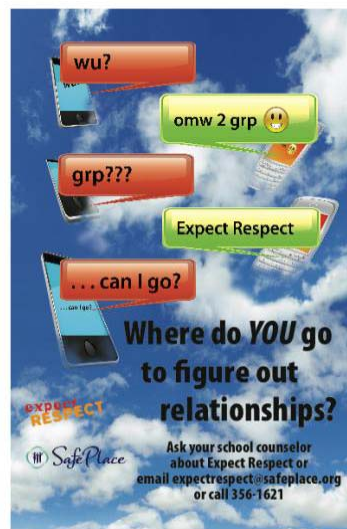
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24 Session Curriculum

- Establish support among group members
- Provide education
- Teach skills for healthy relationships
- Increase expectations for respect in relationships
- Goals
 - Prevent or reduce perpetration or victimization
 - Promote healthy relationship behaviors

(Ball, Rosenbluth, & Aoki, 2008)



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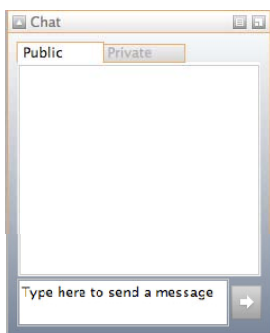
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Responding to Incidents

- Notice of parent and student rights
- Complaint form
- Guidelines for response to incidents
- Safety planning
- In-school stay-away order
- Accommodations for target of abuse
- Enforcement of protective orders
- Counseling for affected students (targeted and accused student)
- Referral to resources in the community

A Guide to Addressing Dating Violence in Texas Schools. (2007). Available at www.txssc.txstate.edu/healthyteendating.org

How Do You Tailor Your Programs to Students' Needs?



One strategy we have used to support high risk students is...

Use text chat to answer

Building Coalitions to Increase Support for TDV Prevention

- Collaboration with other community organizations in the schools
- Work with youth-serving organizations in the community (after school, community arts, youth leadership)
- Youth-focused Coordinated Community Response (CCR)
- Bridge silos in prevention

Healthy Relationships Are Central to Adolescent Health

- Link healthy relationships to physical, social and emotional health
- Link to substance abuse prevention, sex education and teen pregnancy prevention
- Link to abstinence-only education - controversial

Evaluating Impact of Policy

- Improve collection of data on prevalence of TDV at the state and local level
- Review and/or draft policies based on best scientific information and include evidence-based strategies & practices
- Document successes in implementation and community-level outcomes
- Share evaluation data with policy makers

Next Steps?

- How can you use existing TDV policy to your advantage in your state and community?
- Where is your entry point in school-based TDV prevention and policy?
- How do you define your role?
 - Partnerships with schools
 - Consultation, training and technical assistance
 - Program and service provider
- How can you expand partnerships for TDV prevention in your community?

Understanding School Prevention Policies

Thank You

See You in the Pod Session

