

# WELCOME, THIS WEB CONFERENCE WILL BEGIN SOON

SHIFTING BOUNDARIES: LESSONS ON RELATIONSHIPS FOR  
STUDENTS IN MIDDLE SCHOOL:  
LESSONS LEARNED FROM IMPLEMENTING A SEXUAL  
HARASSMENT/VIOLENCE PREVENTION PROGRAM



A Project of  
  
CALCASA

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PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC or CALCASA.



## 2013 Web Conferences

Preventing Sexual and Domestic Violence: Learning from the evidence of practice to create community action

- Friday, May 10: **Understanding Evidence: A Demonstration of CDC's Interactive Tool to Support Evidence-Based Decision Making for Technical Assistance Providers**
- Wednesday, May 15: **Start Strong: Lessons learned from a four-year initiative to promote healthy relationships and prevent teen dating violence**
- Thursday, June 20: **Shifting Boundaries: Lessons Learned from Implementing a Sexual Violence Prevention Program**
- Tuesday, July 9: **Primary Prevention in the context of a traumatized community**
- Tuesday, July 16: **Understanding Evidence: An Interactive Web Resource for Evidence-Based Decision Making in Sexual Violence and Intimate Partner Violence Prevention**
- Tuesday, July 30: **Gender Transformative Programs: Lessons Learned from HIV Prevention and other health program**
- Tuesday, September 17: **Bystander Intervention: Continuing Discussion**



## PreventConnect

- Domestic violence/Intimate partner violence
- Sexual violence
- Violence across the life-span
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners



## National Sexual Assault Conference

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2013



## Learning Objectives

- Learn the research, evaluation results, and programming objectives of *Shifting Boundaries: Lessons on relationships for students in middle school*.
- Engage with the presenters about implementation results.
- Recognize some of the challenges and opportunities of program implementation in k-12 schools, particularly as they relate to *Shifting Boundaries: Lessons on relationships for students in middle school*.



## Lessons learned from implementing a sexual harassment/violence prevention program



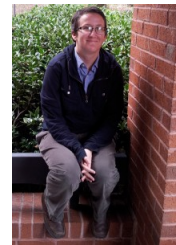
Nan Stein

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Jen Przewoznik

North Carolina Coalition Against Sexual Assault





## Shifting Boundaries: Lessons on Relationships for Students in Middle School

NAN STEIN, Ed.D.



### RESOURCES

#### Violence Against Women Act

March 2013


1 IS 2 MANY

#### Latest Research

- [CDC's National Intimate Partner and Sexual Violence Survey \(NISVS\)](#): On December 14, 2011, the Centers for Disease Control and Prevention (CDC) released The National Intimate Partner and Sexual Violence Survey (NISVS) 2010 Summary Report. The findings show that, on average, 24 people per minute are victims of rape, physical violence, or stalking by an intimate partner in the United States. Over the course of a year, that equals more than 12 million women and men. Those numbers only tell part of the story—1 in 5 women and 1 in 71 men have been raped in their lifetimes, the vast majority before the age of 25. These findings demonstrate that sexual violence, stalking, and intimate partner violence are important and widespread public health problems in the United States. The report underscores the heavy toll of this violence, particularly on women; the immediate impacts of victimization; and the lifelong health consequences of these forms of violence.
- [Shifting Boundaries: A Summary of Findings from a National Institute of Justice Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools](#): The National Institute of Justice has released a study by Bruce Taylor, Ph.D., Nan D. Stein, Ed.D., Dan Woods, Ph.D., Elizabeth Mumford, Ph.D., which examines the impact of a dating violence prevention program for middle school students in a large urban school district. Researchers concluded that a comprehensive school program was effective in reducing dating violence and sexual harassment.

[www.whitehouse.gov/1is2many/resources](http://www.whitehouse.gov/1is2many/resources)





Key Policy Letter from the U.S.  
Department of Education Secretary and  
Deputy Secretary on:  
**Gender-based Violence in Schools**

February 28, 2013

Dear Chief State School Officers,


President Obama has proclaimed February 2013 National Teen Dating Violence Awareness and Prevention Month.<sup>1</sup> This proclamation is the latest in a series of efforts by the Administration to create safer communities for young women by raising public awareness of gender-based violence, educating communities about how violence affects women and youths, and encouraging new efforts to prevent and respond to violence. At the same time, we recognize that gender-based violence affects boys and girls of all ages (from every socioeconomic group, race, religion, and sexual orientation; in all regions of the country; and in schools of every type), and its consequences can be significant for victims and their communities. As educators and administrators, you play an important role in protecting your students from victimization and its long-lasting effects on health and life outcomes. I want to inform you of the Department's recent efforts to support you and your school communities in preventing teen dating violence and other forms of gender-based violence.

Gender-based violence may include, but is not limited to, sexual assault, intimate partner or teen dating violence, and stalking. Gender-based violence may also include other behaviors that degrade and harm children and youths, such as human trafficking.

While these forms of violence can affect any member of the school community, girls typically face disproportionate rates of victimization, and that victimization can begin very early.<sup>2</sup> Many types of gender-based violence occur as early as elementary school.<sup>2</sup> Of those who have ever experienced rape, physical violence, or stalking by an intimate partner, about 1 in 5 women and nearly 1 in 7 men were first victimized between 11 and 17 years of age.<sup>3</sup>

Gender-based violence has serious consequences for victims and their schools. Witnessing violence has been associated with decreased school attendance and academic performance.<sup>3</sup> Further, teenage victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy dieting (e.g., taking diet pills or laxatives, vomiting to lose weight), engage in risky sexual behaviors, and attempt or consider suicide.<sup>4</sup> Sex trafficking has devastating consequences for minors, including long-lasting physical and psychological

<http://www2.ed.gov/policy/gen/guid/secletter/130228.html>




## Support Prevention Activities

Chat

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Type here to send a message

How would you use these documents to support your prevention activities?



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## SHIFTING BOUNDARIES:

### Lessons on Relationships for Students in Middle School

by Nan D. Stein, Ed.D.

with Kelly Mennemeier, Natalie Russ, and Bruce Taylor, Ph.D.

with contributions from the New York City Department of Education: Elayna Konstan, Lois Herrera, Eric Pliner, Marion Thomas, Nicole Yarde, Michele Singer, Rhonda Paganetti, Neil Rothberg, Zahidali Rohoman, and Olmon Hairston; the 50 Substance Abuse Prevention/Intervention Specialists who worked with us in this research project; and Dr. Catherine Stayton of the New York City Department of Health and Mental Hygiene

<http://www.wcwonline.org/proj/datingviolence/ShiftingBoundaries.pdf>



This project was supported by Award Nos. 2010-MU-MU-0008, 2008-MU-MU-0010, and 2005-WT-BX-0002, awarded by the National Institutes of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect those of the Department of Justice.

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## The School-Wide Interventions

- Respecting boundaries agreement (counseling intervention)
- “Hot spots mapping” of safe and unsafe areas of the school
- Posters to increase awareness and reporting of DV/H with contact names for school counselors




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## What is a Boundary?




*All nations have a boundary line that one must have permission to cross.*

Boundaries range from the personal to the geo-political. Nations have a boundary line that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (e.g. drinking alcohol, seeing R-rated movies, etc). Additionally, laws and rules establish a standard threshold for certain privileges (e.g. voting, getting a driver's license, entering into a legal contract). People have boundaries too, and determining other people's boundaries often takes some time to figure out. Personal boundaries aren't fixed, but can differ depending on the situation, so they are harder to figure out than a state or legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.



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## What is a Boundary?

1. What are boundaries in this school? In this classroom?
2. How do other people set boundaries for you?
3. What boundaries have your parents set for you?
4. How do you recognize when you have crossed a boundary? What may happen?
5. Are boundaries the same for boys? For girls?
6. What are some behaviors that kids legally cannot do because of their age?
7. What boundaries do you have for yourself?
8. How do you respond if your boundaries are crossed?
9. How do other people know your personal boundaries?
10. Do you feel you are in control of your boundaries?



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## Mapping “Hot” and “Cool” Spaces at School

Class #4

### Objectives

- (A) To identify where (exact locations) in the school the students feel “hot” and where they feel “cool”;
- (B) to help students identify these places;
- (C) to provide information for the school to use in order to develop a “cooler” school environment;
- (D) to empower students to transform “hot” areas into “cool” areas by examining why they consider particular locations to be “hot” and what the school can do to make those areas “cooler.”



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## Activity

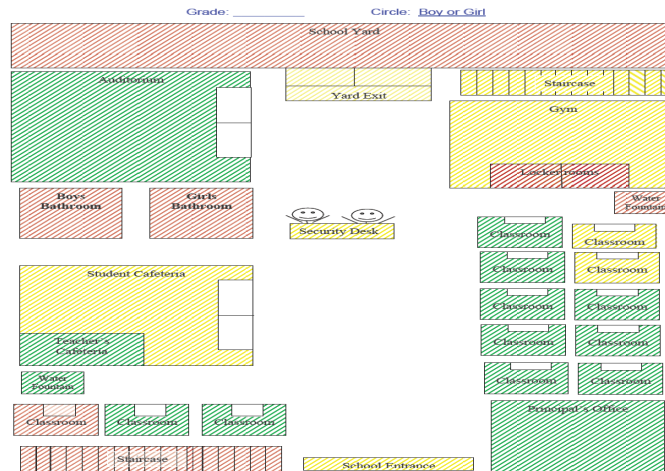
- Use **GREEN** to mark the areas where you feel comfortable spending your time, where you feel safe – “cool” areas, as we’ll call them.
- Use **RED** to mark the areas you try to avoid, where you feel uncomfortable, unsafe, or uneasy – “hot” areas, we’ll call them.
- Use **YELLOW** to mark areas that seem somewhat unsafe, make you somewhat uncomfortable, or that you sometimes avoid.



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## Sample Blueprint of Safe and Unsafe Spaces



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## Mapping Discussion

### Discussion questions:

1. Which areas on your map do you consider "cool" locations, places that are safe and welcoming?
2. Which areas on your map do you consider "hot" or unsafe, or do you try to avoid?
3. Might certain locations be considered "cool" by some people but "hot" by others?
  - If yes, which? Why might that happen?
4. Might the "hot or coolness" of certain areas differ depending on your gender? If so, why?
5. Might the "hot or coolness" of certain areas differ depending on your age and grade? If so, why?
6. Might the "hot or coolness" of certain areas differ depending on your physical size? If so, why?
7. What are other reasons certain areas may be labeled as "hot" or "cool"?
8. What can we as students do to make the problem areas safer and more welcoming? How can we feel safer and more comfortable at school?
9. In what ways could the school staff make the problem areas "cooler"?



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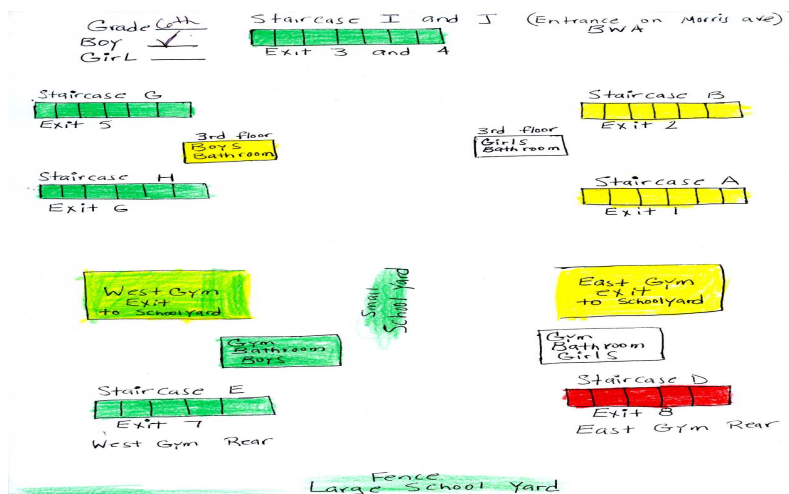
Actual Example of student "hot spot" mapping



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Actual Example of student "hot spot" mapping



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HE PAYS ATTENTION TO HER EVERY MOVE

SHE TAKES HER OUT  
SHE TAKES IT OUT ON HER

HE THINKS OF HER  
HE THINKS OF HER AS HIS PROPERTY

HE CALLS HER  
HE CALLS HER 50 TIMES A DAY

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## Methodology

- NIJ funded randomized experiment, longitudinal design
- Setting in NYC – largest school district in U.S.
- 30 public middle schools with all three waves of data
  - Two 6<sup>th</sup> and two 7<sup>th</sup> grade classrooms in each building
  - Total of 117 classrooms (n=58 classes in 6<sup>th</sup> grade & 59 in 7<sup>th</sup> grade)
  - 2,655 students (n=1,266 students in 6<sup>th</sup> grade and n=1,388 7<sup>th</sup> grade)

Shifting Boundaries: A Summary of Findings from a National Institute of Justice Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools, October 2008 – December 2010  
Bruce Taylor, Ph.D., NORC at the University of Chicago  
Nan D. Stein, Ed. D., Wellesley College

## Randomized Controlled Trial Design

Intervention	Receives building-level	No building-level
Receives Classroom	7 schools & 28 classrooms <b>Both</b>	6 schools & 23 classrooms <b>Classroom only</b>
No classroom	8 schools & 30 classrooms <b>Building only</b>	9 schools & 36 classrooms <b>Neither</b>
Total	15 schools & 58 classrooms	15 schools & 59 classrooms



**SCHOOLS DID NOT GET TO PICK**



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## Evaluation Results

The author(s) shown below used Federal funds provided by the U.S. Department of Justice and prepared the following final report:

**Document Title:** Shifting Boundaries: Final Report on an Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools

**Author:** Bruce Taylor, Ph.D., Nan D. Stein, Ed.D., Dan Woods, Ph.D., Elizabeth Mumford, Ph.D.

**Document No.:** 236175

**Date Received:** October 2011

**Award Number:** 2008-MU-MU-0010

This report has not been published by the U.S. Department of Justice. To provide better customer service, NCJRS has made this Federally-funded grant final report available electronically in addition to traditional paper copies.

Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.

One page summary  
available at  
<http://tinyurl.com/SB1page>



<https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>



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## DV/H Knowledge & Intentions

- ↑ Increases in **knowledge** of DV/H immediately post-treatment and six month post for “both” group
- ↑ Increases in **behavioral intentions** to reduce violence immediately after “building only” intervention: Results dissipate 6 months post txt
- ↑ Our “building only” intervention was associated with more positive intentions to intervene as a **bystander** (e.g., reporting an incident of violence to a teacher) at 6 months post txt
- ↑ Txt promotes some **pro-social attitudes** against TDV



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## Building intervention reduces youth dating violence

### Treatment – Building intervention only

- ↓ ~ 50% fewer incidents of victimization & perpetration of any dating violence at 6 months follow-up
  - ↓ 2 findings  $p < .05$  and 1 finding between  $p < .05$  to  $.10$  level

### Both classroom and building intervention

- ↓ 31% drop in prevalence of victimization of any dating violence at 6 months follow-up ( $p = .09$ )

### Classroom only intervention

No statistically significant findings



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## Interventions generally reduce sexual harassment

- ↓ Treatment group has three desirable significant findings for lowering the frequency of sexual harassment victimization and perpetration at 6 months follow-up (two building only and one both txt)
- ↓ However, one undesirable result for the building only txt for having a higher prevalence of any sexual harassment at 6 months follow-up



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## Building intervention reduce sexual dating violence

### Treatment – Building intervention only

- ↓ ~ 50% lower prevalence and frequency of incidents of sexual dating violence **victimization** at 6 months follow-up
- ↓ ~ 50% lower frequency of incidents of sexual dating violence **perpetration** at 6 months follow-up

### Both classroom and building intervention

- ↓ 27% lower frequency of incidents of sexual dating violence **perpetration** immediately after txt ( $p=.17$ )

### No statistically significant findings for classroom only



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## Building only and the both intervention group reduce peer sexual violence

### Both classroom and building intervention

- ↓ Over 30% lower prevalence **and** frequency of incidents of peer sexual violence **victimization** (all combos significant  $p < .05$ ) immediately after txt & at 6 months post follow-up
- ↓ 36% lower frequency of incidents of peer sexual violence **perpetration** at 6 months post txt

### Treatment – Building intervention only

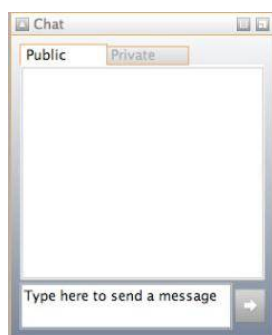
- ↓ Over 34% lower prevalence **and** frequency of incidents of peer sexual violence **victimization and perpetration** at 6 months post treatment



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## Classroom Only Prevention Efforts



What do you see as the implications of this evaluation for classroom only prevention efforts?



## Experience of Working with Shifting Boundaries

MEG BOSSONG



### Why we're talking about Shifting Boundaries

- Broadening school-based work
- Finding ways to work **effectively** when resources are limited (theirs and yours)



"Study Room", by Todd Berman, [www.theartdontstop.org](http://www.theartdontstop.org)



## What we're doing in the classroom

- 4 lessons from 7<sup>th</sup> grade curriculum
  - What Is a Boundary?
  - Measuring Personal Space
  - Big Deal or No Big Deal?
  - Mapping Safe and Unsafe Spaces at School
- Nested in a longer curriculum

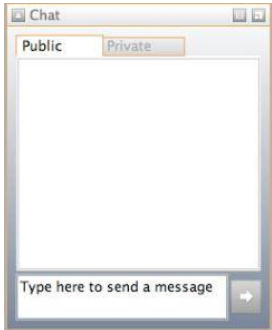


## What we're doing schoolwide


- From Shifting Boundaries: Analysis of hot spot mapping
- Schoolwide messaging tied to classroom arts work
- 
- Training for key staff: nurse(s), school counselors, administration
- Limited policy work



Overcome Resistance





How have you overcome resistance for prevention efforts in schools?



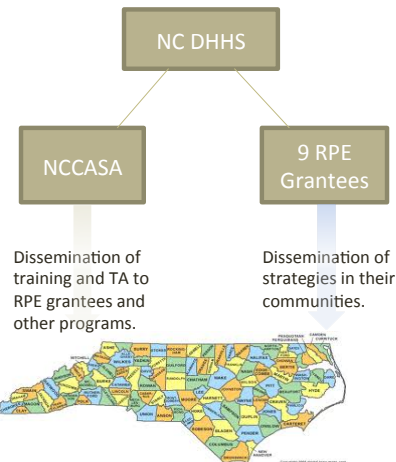
Preparing the North Carolina RPE Program for Increased Comprehensive Programming

JEN PRZEWOZNIK, MSW



## “The Lay of the Land”

Rape Prevention and Education (RPE) Program structure in North Carolina:

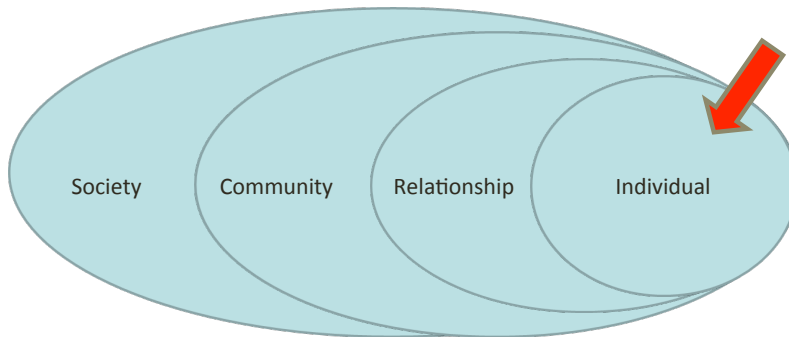


## The Shift to More Comprehensive Programming

- As of contract year 2013-2014, every RPE funded program is either implementing programming in K-12 schools or on college campuses.
- However most to all of this work is classroom-based work on the “individual level.”



## What Do I Mean By the “Individual” Level?



**Individual:** Identifies personal history factors that increase the likelihood of victimization or perpetration.

**Relationship:** Examines close relationships that may increase the risk of experiencing violence as a victim or a perpetrator.

**Community:** Explores the settings, such as schools, workplaces, and neighborhoods, in which social relationships occur, and seeks to identify the characteristics of these settings that are associated with violence perpetration or victimization

**Society:** Looks at the broad societal factors that help create a climate in which violence is encouraged or inhibited.



## “Moving Up” the Social Ecology

- We decided to identify K-12 schools and university settings as the site of community-based intervention for the purposes of RPE strategy development.
- With a small subcommittee of grantees, we created school climate surveys.





## Changing School Climate

### Example Indicators

1. This is a pretty close-knit school where everyone looks out for each other.
2. There is pressure at my school to go along with the crowd.
3. I can talk to my friends about things that bother me.
4. Boys and girls are treated equally in school.

Please indicate whether the following adults at your school are accessible to you when you need to talk (provide one answer for each adult by marking an "x" in the box that matches your answer for each letter):



- a. Teachers
- b. School counselors and social workers
- c. School administrators (ex: Principal, Vice Principal)
- d. Coaches
- e. School bus drivers

## Example Indicators (Cont'd)

1. Please indicate your level of safety in the following areas of your school by marking the areas in which you **do not** feel safe:
  - In the hall
  - In the stairways
  - On the bus
  - In the classroom
  - In the cafeteria
  - Outside/the woods/the fields

Please tell us how frequently the following things happen in your school by marking an "x" in the box that matches your answer for each statement:	Frequently	Often	Sometimes	Rarely	Never
1. Phrases like "that's so gay" or "no homo" are made by students at my school.					
2. Phrases like "it" or "he-she" are used by students to make fun of each other at my school.					



## Program Recommendations

- North Carolina plans to recommend Shifting Boundaries (SB) to RPE Grantees.
- SB aligns with the direction NC DHHS is taking RPE AND it provides some of the most promising evaluation results for building-level change in the field.



## Next Steps



After hearing about Shifting Boundaries, what are your next steps for your prevention efforts?



## Lessons learned from implementing a sexual harassment/violence prevention program



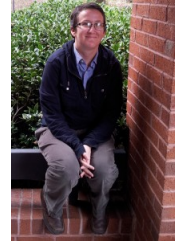
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