Welcome,
This Web Conference Will Begin Soon

COACHING BOYS INTO MEN: 
A 3-Part Series on Program Design, Community Engagement, and Adaptation

Session 3: Coaching Boys Into Men: Meeting Community Needs Through Adaptation
PreventConnect
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Did you attend session 2 of this series?
PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners
Beyond Partnerships: Shared Linkages for Prevention

**February 3:** From Foundations to the Future: A prevention approach to sexual and domestic violence

**March 9:** Harmful Gender Norms: How can we build alliances with queer (LGBTQ) movements to help prevent sexual and domestic violence?

**March 23:** Harmful Gender Norms: Moving beyond binary and heteronormative approaches to preventing sexual and domestic violence

**May 4:** Shared Roots: Sexual and domestic violence prevention strategies in support of social justice

**June 8:** Equity, Trauma and Preventing Sexual and Domestic Violence

**July 13:** What about Power and Patriarchy? Examining social cohesion strategies to prevent sexual and domestic violence

**August 3:** Engaging Youth in Shaping Strategies and Solutions to Prevent Sexual and Domestic Violence

**August 17:** Using Shared Risk and Protective Factors: Research into practice and policy to prevent sexual and domestic violence

**September 7:** Authentically Engaging Communities to Prevent Sexual and Domestic Violence
Wednesday, February 10
Comprehensive Prevention on Campus

Tuesday, March 22
Selecting the Right Online Module for Interpersonal Violence Prevention

Tuesday, May 17
Partners in Prevention: Connecting Sexual Violence Prevention and LGBTQ-Inclusive Campus Culture

Tuesday, June 7
Affirmative Consent Policies: Cultural Barriers and the Need for Affirmative Sexuality

Wednesday, July 20
Prevention and Community Colleges
COACHING BOYS INTO MEN
Meeting Community Needs Through Adaptations

June 1, 2016
11am-12:30pm PT; 2pm-3:30pm ET

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.
Yesenia Gorbea, MSW
Program Specialist, Public Education Campaigns and Programs
Futures Without Violence
Series Objectives

• Identify the guiding principles of CBIM and discuss how sports as a platform has become an effective tool for violence prevention and social change.
• Describe Coaching Boys Into Men curricula, tools, and program content available to support a school or community implementation.
• Describe the results of the CDC funded randomized control trial and other studies that have informed the creation of effective adaptation models across different ages, gender, and cultural settings.
• Identify the skills, tools, and content necessary to conduct community outreach with proven models for successful and sustainable implementations.
• Gain skills necessary to train and support the work of coaches delivering the program.
Part 1

Participants will be able to:

- Describe what is Coaching Boys Into Men (CBIM)
- Describe how CBIM works
- Identify the guiding principals of the program
- Describe tools and resources that are available for advocates looking to bring CBIM to their community
Part 2

Participants will be able to:

• Describe about the role of the advocate and the organizing process involved before implementing CBIM.
• Identify promising practices for community outreach in new communities (gaining buy-in & models for sustainable implementation).
• Utilize the Coaches’ Training Materials and learn more about holding a Coaches’ Clinic.
• Address frequently asked questions and concerns when bringing CBIM to new communities.
Participants will be able to:

• Describe the essential elements of CBIM.
• Utilize adaptation guideline materials and gain the skills necessary to meet community challenges through effective adaptations.
• Describe lessons learned from the most common adaptations.
Agenda

• CDC Foundation – Adaptation Project
• Understanding Essential Elements & Types of Adaptations
• What makes CBIM Effective?
  • Exploring the Essential Elements of CBIM
• Adapting CBIM – But How?!  
• Review & Wrap-Up
Why are adaptations so important?
CBIM Essential Elements Project

Project Goals

1. Learn about CBIM delivery & implementation & adaptation in local settings.
2. Use community feedback loops to improve technical assistance for more effective delivery & implementation.
3. Increase adoption and spread of CBIM.

- Study of Real World Implementation
- Specify CBIM’s Essential Elements
- Engage Practitioners
- Developing Tools to Support Implementation
Adaptation Tools

The CBIM Organizing Journey

Coaching Boys INTO MEN

Adaptation Guidelines for CBIM

Every community, school, coach and team is unique. Therefore, it is likely that you will need to make at least some changes to CBIM to best suit your community’s needs. Although there are some things that can’t change about CBIM, this document will help you understand how best to adapt CBIM for your community.

These guidelines are meant to provide direction for adapting CBIM within an athletic context and with male athletes. If you are considering adapting CBIM for other contexts please reach out to coachescorner@futureworkshandle.com or we are happy to discuss other options.

CBIM Delivery: Foul or Fair Play?

The following changes are inconsistent with CBIM’s goals for adaptation:

1. IMPLEMENTING CBIM WITH GIRL-ATHLETES – CBIM is quality education about healthy relationships. However, male athletes are not well suited for the female athlete programs, such as Mentors in Violence Prevention (MVP) CBIM and provide gender-specific education to girls.

2. IMPLEMENTING CBIM OUTSIDE OF A SPORTS CONTEXT to transform harmful norms by promoting positive boys. Given that athletes are often leaders in their school, the potential to influence an entire school culture. As well, are central to youth athletics. The key CBIM must sports context alters one of the core components of CBIM.

Are You a CBIM Coach?

The leaders of CBIM are characterized by their ability to build athletes’ leadership and character. Below are some of the characteristics that make a CBIM coach successful, both on and off the playing field.

Coaching Boys INTO MEN

PreventConnect
Understanding: Essential Elements & Types of Adaptations
Essential Elements

• What are essential elements?
  – Components of evidence-based programs that are responsible for achieving the intended outcomes.
  – Foundation of the program
  – Necessary in order to be Effective

• Why is it important to understand a program’s essential elements?
  – Allow for effective adaptations
  – Provide lessons learned for the field
  – Increase spread of violence prevention education
Definition Review:
Delivery vs. Implementation

1. Implementation
   • Advocate-Coach-School & Community Partnership

2. Delivery
   • Coach use of the Card Series with Athletes
CBIM Essential Elements

Sustainable Implementation

- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model
Effective Delivery

• What = Key Messages
• Who = Coach Characteristics
• How = Delivery
CBIM Essential Elements

Sustainable Implementation
- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model

Effective Delivery
- Key Messages
- Coach Characteristics
- Delivery
Definitions - Adaptations

- **Field Adaptation** (Reactive & Improvised)
  - Making **minor** adjustments to standard CBIM delivery to meet challenges “in the field”
  - i.e. shortening the season due to weather (dosage)

- **Whole Program** Adaptation (Planned)
  - Making large scale changes to the full program to implement in a different environment, cultural context, or for girls/coed programs
  - i.e. CBIM for Native communities
When Adapting...What changes?

**Sustainable Implementation**
- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model

**Effective Delivery**
- Key Messages
- Coach Characteristics
- Delivery
What adaptations will you be looking to do?
What are the essential elements of Coaching Boys Into Men for effective DELIVERY?
Effective Delivery

- Key Messages
- Coach Characteristics
- Delivery
Key Messages

Topic Areas & Overarching Messages

• Respectful vs. Abusive Behaviors
• Personal Responsibility & Leadership
• Gender Attitudes & Norms
• Bystander Intervention
Respectful vs. Abusive Behaviors

• Everyone deserves to be treated with respect. There is never an excuse for disrespectful or abusive behavior.

• Disrespectful or abusive behavior can occur in person or in digital spaces. It can take many forms including demeaning or unwelcome language or attention and emotional, verbal, physical, and sexual abuse.

• Healthy relationships are characterized by open communication and mutual respect and trust. Establishing boundaries in dating relationships can help to avoid abusive or violence situations.
Personal Responsibility & Leadership

• You are personally responsible for everything you say and do in sports and in life. Disrespectful or abusive behavior toward others can have serious consequences.

• As athletes, you can use your visibility and leadership to promote respect and equality for women and girls.
Gender Attitudes & Norms

• Women must be treated as equals and with respect. Language and actions that degrade or abuse women are unacceptable.

• Violence against women never equals strength or manliness.
Bystander Intervention

- Don’t join in if you witness your teammates or friends being disrespectful or abusive toward women. Call it out by talking directly to your peer or a trusted adult.
**Key Messages: NEW Tool**

**LOOKING AHEAD**

As you plan to implement CBIM with your athletes, it’s important to look ahead and familiarize yourself with the topics included in the Card Series. This chart will help you to understand the key messages covered in each training and prepare for the season ahead.

<table>
<thead>
<tr>
<th>Training Card</th>
<th>Key Messages</th>
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<tbody>
<tr>
<td>Training 1: Pee season Speech</td>
<td></td>
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<tr>
<td>• Respect means treating others how you want to be treated.</td>
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<tr>
<td>• Acting with respect and integrity is just as important as developing athletic skill.</td>
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<tr>
<td>Training 2: Personal Responsibility</td>
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<tr>
<td>• Everyone is responsible and accountable for their actions.</td>
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<tr>
<td>• Athletes’ behavior and language is a reflection of your team, school and community.</td>
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<tr>
<td>• Athletes should encourage their teammates to show respect and hold each other accountable for their actions.</td>
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<tr>
<td>Training 3: Insulting Language</td>
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<tr>
<td>• Language can be harmful to others.</td>
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<tr>
<td>• It is unacceptable to use language that degrades someone’s gender, sexual orientation, or other part of their identity.</td>
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<tr>
<td>• Although it may be common, disrespectful language will not be tolerated on this team.</td>
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</tr>
<tr>
<td>Training 4: Disrespectful Behavior Towards Women &amp; Girls</td>
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<tr>
<td>• Disrespectful or degrading behavior toward women is unacceptable.</td>
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<tr>
<td>• No one wants to be insulted or harassed.</td>
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<tr>
<td>• If you’re interested in getting to know someone, talk to him/her in a mature and respectful way.</td>
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<tr>
<td>Training 5: Digital Disrespect</td>
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<tr>
<td>• Actions taken online or via text message have real consequences.</td>
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<tr>
<td>• Abusive or controlling digital behavior can make others feel embarrassed, hurt or threatened. It is unacceptable.</td>
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<td>Training 6: Understanding Consent</td>
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<tr>
<td>• Consent means that dating partners come to an agreement about what feels safe and comfortable in each unique situation.</td>
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<tr>
<td>• Communication about boundaries in intimate and sexual situations is critical; consent can be determined by asking and listening to what your partner wants.</td>
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<td>Training 7: Bragging About Sexual Reputation</td>
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<tr>
<td>• Bragging or spreading stories about sexual experiences is disrespectful and wrong.</td>
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<tr>
<td>• If you have questions about sex or sexuality, discuss them privately with someone you trust.</td>
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<td>Training 8: When Aggression Crosses the Line</td>
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<tr>
<td>• It’s important to be in control of and responsible for aggression, both on and off the field.</td>
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<tr>
<td>• Violence never equals strength.</td>
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<td>Training 9: There’s No Excuse for Relationship Abuse</td>
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<tr>
<td>• Problems in dating relationships are natural, but they should be dealt with respectfully.</td>
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<tr>
<td>• There is never an excuse for verbal, physical or sexual abuse.</td>
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<td>Training 10: Communicating Boundaries</td>
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<tr>
<td>• Healthy relationships are characterized by mutual respect, trust and support.</td>
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<tr>
<td>• Discussing boundaries with your partner will help to avoid harmful situations.</td>
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<td>Training 11: Modeling Respect and Promoting Equality</td>
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<tr>
<td>• Athletes can set an example for their peers by treating women and girls with respect and intervening when they witness disrespectful or abusive behavior.</td>
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<td>Training 12: Signing the Pledge</td>
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<tr>
<td>• Violence is never a solution or a sign of strength. Take a stand against violence toward women and girls.</td>
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Coach Characteristics
Coach Characteristics

Is committed to building strong relationships with their athletes based on trust and mutual respect.
Coach Characteristics

Is dedicated to developing positive character and leadership among their athletes.
Coach Characteristics

Stands up for respect. Is a role model for their athletes and fellow coaches.
Coach Characteristics

Is willing to learn how to lead interactive discussions with their athletes using CBIM Card Series as a guide.
Coach Characteristics

Knows where to find support with difficult topics.
Coach Characteristics

Creates a safe environment where athletes can talk openly without fear of judgment.
Coach Characteristics: NEW Tool

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The leaders of CBIM are characterized by their ability to build athletes’ leadership and character. Below are some of the characteristics that make a CBIM coach successful, both on and off the playing field.

- **Is committed to building strong relationships with their athletes based on trust and mutual respect.**
- **Is dedicated to developing positive character and leadership among their athletes.**
- **Creates a safe environment where athletes can talk openly without fear of judgment.**
- **Stands up for respect, is a role model for their athletes and fellow coaches.**
- **Knows where to find support with difficult topics.**
- **Is willing to learn how to lead interactive discussions with their athletes using CBIM Card Series as a guide.**
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| FOR HOW LONG?         | ✓ Each training card session should be approximately 15-20 minutes in length. |
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| HOW MUCH?                     | ✓ At least 9 of the 12 training cards should be delivered. |
| SUPPORT                       | ✓ Coaches have access to a violence prevention advocate or school counselor. |
## Delivery

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| **SUPPORT**       | ✓ Coaches access to a violence prevention advocate or school counselor. |
NEW Tool

CBIM Delivery: Foul or Fair Play?

Each coach and coaching style is unique and the same is true for how CBIM Training Cards are delivered. CBIM should be tailored to fit your unique coaching style. There are a few things, however, that shouldn't be changed. These real-world examples from coaches who have delivered CBIM can help you understand what's in and out of bounds when it comes to CBIM. The situations below are only a few of the most common adaptations by the field. If you have a question about an adaptation in your community please reference the Adaptation Guidelines document, or email us at coachescorner@futureswithoutviolence.org.

The play:
A coach delivering CBIM for the first time feels unsure about how to discuss the topic of consent in sexual situations with his athletes. He contacts a staff person from his local violence prevention agency for guidance. After talking, they decide to deliver the "Understanding Consent" card together.

The call: Fair Play
Working with others who have experience educating young people about healthy relationships is a smart way to get extra training.

The call: Foul
While opportunities to correct disrespectful behavior shouldn't be missed, it is important to deliver CBIM Training Cards in order. Each card builds on the last, gradually preparing athletes to have more serious conversations.
Refer to the Teachable Moment Card in the Card Series for more resources on how to handle situations like these directly.

The play:
A coach decides to skip from the 2nd Training Card to the 7th card, "Bagging about Sexual Regulation," because he hears an athlete boasting about his sexual reputation in the locker room. He later goes back to deliver Training Cards 3 through 6.

The call: Foul
CBIM is designed to be delivered over the course of the sports season. If weeks or months go by with no more than 2 Training Cards per week. This helps to reinforce CBIM messages and create a culture of respect on your team.

The play:
A coach feels like he is too busy to do CBIM during game season, so he decides to deliver the entire Card Series during pre-season.

The call: Fair Play
The story used by the coach reinforces a key CBIM message and makes delivery more engaging. The stories or examples you use in CBIM delivery should always remain rather than distract from key Training Card messages.

The play:
A coach tells a personal story about being bullied in middle school to emphasize the CBIM message that insulting language can be harmful.

The call: Foul
CBIM is meant to be interactive to keep athletes engaged. There's a better chance that athletes will learn and remember CBIM messages if they have the opportunity to share and reflect on their own experiences.

The play:
A coach who is accustomed to lecturing his team on sports strategy decides to skip the discussion portion of a Training Card and lecture the whole time instead.

The call: Foul
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Fair or Foul Play?
Example: Fair or Foul Play?

The play:

A coach decides to skip from the 2nd Training Card to the 7th card, "Bragging about Sexual Reputation," because he hears an athlete boasting about his sexual reputation in the locker room. He later goes back to deliver Training Cards 3 through 6.
Example: Fair or Foul Play?

The call: Foul

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The story used by the coach reinforces a key CBIM message and makes delivery more engaging. The stories or examples you use in CBIM delivery should always reinforce rather than distract from key Training Card messages.
Now that I know all of the CBIM Essential Elements, how do I adapt CBIM to meet my community needs?
Definitions - Adaptations

- **Field** Adaptation (Reactive & Improvised)
  - Making **minor** adjustments to standard CBIM delivery to meet challenges “in the field”
  - i.e. shortening the season due to weather (dosage)

- **Whole Program** Adaptation (Planned)
  - Making large scale changes to the full program to implement in a different environment, cultural context, or for girls/coed programs
  - i.e. CBIM for Native communities
When Adapting...What changes?

**Sustainable Implementation**
- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model

**Effective Delivery**
- Key Messages
- Coach Characteristics
- Delivery
Field Adaptation

- **Key Messages & Content Changes**
  - Add more relevant content to ENHANCE or EXTEND

- **Coach Characteristics**
  - Learns over time & obtains the skills to meet the necessary characteristics
  - Coach-Advocate Partnership is KEY

- **Delivery Methods**
  - Who – No changes
  - Where – Location (i.e. community setting)
  - How – Different interactive teaching methods
  - For How Long? – At least 15 minutes, but an extend up to 30
  - When? – Season vs. Preseason
  - How Much? – At least 9 Cards
Leveraging the Power of Sports: CBIM Guiding Principals

The Power of Sports
Sports have tremendous influence in our culture and in the lives of young people. The principles of teamwork and fair play that are central to athletics make sports an ideal platform to teach healthy relationship skills.

Strong Partnerships Foster Success
CBIM is most successful when coaches and staff from local domestic or sexual violence prevention agencies have strong partnerships.

Building Leadership, Transforming Norms
CBIM has been proven to positively impact athletes’ ability to intervene when witnessing abusive or disrespectful behavior. As leaders themselves, athletes are given the tools and vocabulary they need to stand up for respect and influence their school’s culture.

Coach as Leader
As influencers and role models, coaches are uniquely poised to deliver CBIM. They are central to CBIM’s success.
Field Adaptation – NEW Tool

Coaching Boys INTO MEN
Adaptation Guidelines for CBIM

The following changes are inconsistent with CBIM’s guiding principles and are considered “out of bounds” for adaptation.

1. IMPLEMENTING CBIM WITH GIRL ATHLETES – CBIM believes in providing all young people with quality education about healthy relationships. However, because CBIM is written specifically for male athletes, it is not well suited for the female athletic context. We recommend seeking other programs, such as Mentorship in Violence Prevention (MVP), to complement your efforts with CBIM and provide gender-specific education to appropriate audiences.

2. IMPLEMENTING CBIM OUTSIDE OF A SPORTS CONTEXT – CBIM leverages the power of sports to transform harmful norms by promoting positive bystander behavior among young athletes. Given that athletes are often leaders in their school, we believe that sports have unique potential to influence an entire school culture. As such, the values of teamwork and fair play that are central to youth athletics will be key CBIM messages. Implementing CBIM outside of a sports context shares all of the core components of the program.

Coaching Boys INTO MEN

CoachesCorner.org
Common Program Adaptations

- International Playbook
- Girls Sports
- Aging Up (College & Pro Sports)
- Community Settings
- Spanish Speaking & Latinx Communities
- French Canadian
- Jewish Communities
- And More!
Whole Program Adaptations

- Key Messages & Content Changes
  - Translations
  - Community Specific Issues
  - Add relevant content to ENHANCE key messages or EXTEND content to support key messages

- Delivery Leader Characteristics
  - Changing the person that delivers, but NOT the characteristics
# Whole Program Adaptation – Delivery Methods

<table>
<thead>
<tr>
<th><strong>To WHO?</strong></th>
<th>Audience other than high school male athletes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHERE?</strong></td>
<td>Training cards should be delivered in a team setting during regular team activities.</td>
</tr>
<tr>
<td><strong>HOW?</strong></td>
<td>Training card sessions should be highly interactive; implementers pose questions to participants, help participants share their opinions and experiences, and encourage open discussion.</td>
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<tr>
<td></td>
<td>Delivery is enhanced with the use of personal stories and other real life examples to explain concepts.</td>
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<tr>
<td></td>
<td>Delivery should model bystander intervention and respectful and behavior and encourage participants to do the same.</td>
</tr>
<tr>
<td><strong>FOR HOW LONG?</strong></td>
<td>Each training card session should be approximately 15-20 minutes in length.</td>
</tr>
<tr>
<td><strong>WHEN?</strong></td>
<td>Training card sessions should be delivered in sequential order over the course of a 12-week period, during a consistent, scheduled time.</td>
</tr>
<tr>
<td><strong>HOW MUCH?</strong></td>
<td>At least 9 of the 12 training cards should be delivered.</td>
</tr>
<tr>
<td><strong>SUPPORT</strong></td>
<td>Leader delivering the content should have access to a violence prevention advocate or school counselor.</td>
</tr>
</tbody>
</table>
Whole Program Adaptations

✓ CBIM capitalizes on specific **protective factors** (team setting, coach relationships)
✓ CBIM address **specific risks** (dominating culture of sports, hyper masculinity)

When adapting consider:

➤ Meeting specific needs of communities with unique risks and protective factors.
➤ What protective factors are you capitalizing on?
➤ What risks are you addressing?
Spanish Speaking & Latinx Communities

- Translating all Coaches Kit content
- Creating additional one-pager “Working with Latinx Youth” (supplement to “Take a Stand Against Bullying”) that focuses on the specific need of Latinx communities
- Addresses specific topic areas such as:
  - La Familia
  - Community & Culture
  - Latinx-Specific Role Models
  - Machismo/ Caballerismo
  - Latinx Specific Bullying
Whole Program Adaptations: Lessons Learned

• Girls Programs
  – Changed content (not just changing pronouns!)
  – Consider delivery leader
  – Consider social capital of female athletes

• Middle School
  – Most difficult to penetrate
  – Less sports infrastructure & less time with athletes (i.e. shorter seasons, less coach-athlete contact)
  – Similar content, tailored examples tied to athletes experiences
Whole Program Adaptations: Lessons Learned

• College
  – Off-season & condensed
  – Drugs & Alcohol content
  – Involve Student Life as advocates & delivery leaders
Lessons Learned: Tips from the Field

- Advocate Coach Partnership is KEY
  - Validate where coaches are
  - Where we start, isn’t where we need to end
- Persistence is CRITICAL – do not be deterred by failure
- Redefine what you view as success
  - This is a multi year process – we are asking people and institutions to change & it takes time
  - Every card is a victory – it is not all or nothing
Always Evaluate!

• Want to know if your adaptation works?
  – Always build in time to implement a program evaluation!

• Use the CBIM Program Evaluation Toolkit & watch the CBIM Best Practices: Program Evaluation Webinar here:
  http://www.coachescorner.org/index.asp?page=50

• Contact us at www.coachescorner.org for technical assistance administering the surveys and evaluating the data.
Review & Next Steps
Summary of Web Conference Series

- Introduction to CBIM
- Gaining Community Buy-In
- Training Coaches
- Creating a Coach-Advocate Partnership
- CBIM Essential Elements
- Adapting CBIM
# CBIM Toolkits

## Advocate Kit
- CBIM Guiding Principals
- CBIM Organizing Journey
- Community Readiness Assessment
- Organizing Tips
- Making the Case - FAQs
- Adaptation Guidelines
- Season Progress Report
- Licensing Agreement
- (Free Online – Coming Soon! July 2016)

## Coaches Kit
- Playbook
- Card Series
- Resources
- Take a Stand Against Bullying
- CBIM Works!
- Are you a CBIM Coach?
- Fair or Foul Play
- ($42 Hardcopy – Free Online – Available Now)

## Promo Kit
- CBIM Overview
- CBIM Works!
- Top 5 on Engaging Men
- CBIM In The News (Articles & Quotes)
- Videos
- Posters
- Brochures
- Making the Case - FAQs
- (Free Online – Coming Soon! July 2016)

## Clinic Kit
- Clinic Presentation
- Clinic Lesson Plan
- Season Planning Worksheet
- Videos
- Posters
- Brochures
- Clinic FAQs
- (Free Online – Coming Soon! July 2016)

## Evaluation Kit
- CBIM Works!
- RCT Study Journal Articles
- Program Evaluation Tools
- Program Evaluation Webinar
- (Free Online – Available Now)
CBIM Next Steps: Where Are You?

1. Introduce CBIM
   - Familiarize yourself with CBIM Guiding Principles and other program materials
   - Discuss CBIM with your colleagues to ensure you have support to organize coaches in your community

2. Make a CBIM plan
   - Identify implementation schools and key stakeholders for support
   - Complete the Community Readiness Assessment

3. Gain Buy-In
   - Meet with key stakeholders, such as the Principal, Athletic Director, or influential coaches to gain their support for CBIM

4. Conduct Coach Training
   - Review Train the Trainer materials
   - Identify a convenient time before the start of the athletic season to conduct coach training

5. Administer Pre-Season Survey
   - Identify convenient time to have coaches and athletes complete pre-season survey

6. Follow-Up with Support
   - Schedule time to check in with coaches throughout the season
   - Offer to co-facilitate CBIM discussions on difficult topics

7. Administer Post-Season Survey
   - Identify convenient time to have coaches and athletes complete post-season survey

8. Reflect on the Season
   - Reflect on delivery success and the pre & post-season survey results. Use your reflections to inform your plans for expanding or sustaining CBIM in your community
Thank You

Contact Coaching Boys to Men at:
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Thank you to our partners at the CDC Foundation!
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