Welcome, This Web Conference Will Begin Soon

Back to basics and moving beyond:
A prevention approach to sexual & domestic violence
How to use this technology

- Raise hand
- Text chat & private chat
- PowerPoint slides
- Polling questions
- Phone
- Closed captioning
- Web conference guidelines

Please send a private chat message for help.
Call iLinc Technical Support at 800.799.4510.
PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan, including child sexual abuse
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners
Towards Community Health and Justice

January 25: Back to basics and moving beyond: A prevention approach to sexual and domestic violence

February 15: Intertwined and aligned: Supporting health equity and justice in sexual and domestic violence prevention

March 15: How do we Connect the Dots? Local approaches to preventing multiple forms of violence

May 31: Communities for all: supporting inclusion and positive gender norms for sexual and domestic violence prevention

June 21: From private to community accountability: Building capacity to make sexual and domestic violence prevention a community responsibility

July 19: Organizing for economic opportunity: Movements and strategies to improve economic opportunities for sexual and domestic violence prevention

August 16: A safe place to call home: Strategies and movements to transform the physical/built environment for sexual and domestic violence prevention

September 20: From research to practice: Addressing shared underlying factors to prevent sexual and domestic violence
Back to basics and beyond

A prevention approach to sexual & domestic violence

January 25, 2017

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.
Prevention Institute Team

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Objectives

- Identify fundamental elements of a public health approach to preventing sexual and domestic violence.
- Articulate differences between primary, secondary and tertiary prevention.
- Discuss community determinants of sexual and domestic violence using a framework and tool to address the social determinants of health at the community level.
- Provide examples of effective primary prevention strategies using the Spectrum of Prevention.
What can be done to prevent the problem from occurring in the first place?
The Prevention Continuum

Up Front

Approaches that take place
BEFORE violence has occurred to prevent initial perpetration or victimization

In the Thick

Immediate responses
AFTER violence has occurred to deal with the consequences in the short-term

Aftermath

Long-term responses
AFTER violence to deal with the lasting consequences and treatment interventions
Two Steps to Prevention

SDV – sexual and domestic violence
Take a Step: From SDV and Inequities in SDV to Exposures and Behaviors
Take a Step: From SDV and Inequities in SDV to Exposures and Behaviors

- History of multi-generational violence
- History of witnessing violence
- Social and emotional isolation
- Lack of healthy role models and relationships
- Lack of emotional regulation and nonviolent social skills
- Adherence to norms related to gender inequities, violence and non-intervention
- Awareness of lack of community sanctions against DV
- Desire for power over and control in relationships
“It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment conspire against such change.”

Institute of Medicine
Take a Second Step: From Exposures and Behaviors to the Determinants of Health

- **Structural Drivers**
  - Community Determinants of SDV

- **Exposures & Behaviors**

- **SDV Inequities in rates of SDV**
Take a Second Step: From Exposures and Behaviors to the Determinants of Health

- **Structural Drivers**
  - Community Determinants of SDV

- **Exposures & Behaviors**

- **SDV Inequities in rates of SDV**

**Helping to prevent sexual violence, domestic violence, and stalking: Promoting equity and well-being through community prevention.**
Take a Second Step: From Exposures and Behaviors to the Determinants of Health

- **STRUCTURAL DRIVERS**
  - Community Determinants of SDV

- **EXPOSURES & BEHAVIORS**

- **SDV Inequities in rates of SDV**
Where do you see these norms playing out?

What community determinants/factors contribute to SDV?
A framework for understanding how structural drivers play out at the community level to impact community determinants, and consequently, health and safety outcomes, and inequities in outcomes.
THRIVE: A Community Resilience Framework and Tool

People

Place

Opportunity
Community Determinants of DV

1. Harmful norms & culture
   - Norms that support gender inequities in relationships
   - Norms supportive of violence
   - Norms of non-intervention in family/relational matters

2. Weak social networks and trust

3. Weak community sanctions against DV

4. Harmful media & ways of promoting products

5. Housing insecurity

6. Family and community economic insecurity
Sociocultural Environment

PEOPLE

• Harmful norms & culture
  • Norms that support gender inequities in relationships
  • Norms supportive of violence
  • Norms of non-intervention in family matters

• Weak social networks and trust

• Weak community sanctions against DV
Norms

- more than a habit
- sanction behavior
- attitudes, beliefs, ways of being
- behavior shapers
- based in culture & tradition
- taken for granted
- communicate regularity in behavior

Prevention Institute: Prevention and equity at the center of community well-being

PreventConnect
Halloween Costumes

Purrrty Kitty Child Costume
Item #0013649

Devil Girl Child Costume
Rethink Halloween

http://sgvnowproject.weebly.com/empowering-halloween-costumes-for-girls--where-to-buy-or-how-to-make-your-own-costume.html
“We heard from our mothers and grandmothers about how, back in their day, the boss could say and do whatever he pleased to the women in the office, and even though they worked so hard, jumped over every hurdle to prove themselves, it was never enough.”

“Strong men — men who are truly role models — don't need to put down women to make themselves feel powerful. People who are truly strong lift others up. People who are truly powerful bring others together.”

First Male “Covergirl”

Meet @JamesCharles: makeup artist, boundary breaker, and the newest COVERGIRL! Spread the word.

Built/Physical Environment

PLACE

• Harmful media & ways of promoting products

• Housing insecurity
Bud Light Pulls Label With Message That Sparked Backlash, April 2015

Girls Will Be Girls Will Be

EQUIitable Opportunity

- Family and community economic insecurity
In Pictures: America’s 15 Most Powerful CEOs 40 and Under

The future leaders of America

No. 1 Mark Zuckerberg
Company: Facebook Market Cap: $238.8 billion Age: 30

No. 2 Marissa Mayer
Company: Yahoo! Market Cap: $41.6 billion Age: 39

No. 3 Andrew Wilson
Company: Electronic Arts Market Cap: $18 billion Age: 40

No. 6 Nicholas Woodman
Company: GoPro Market Cap: $5.4 billion Age: 39

Five examples of how employers turn women into sex objects

[Sources: jezebel.com/workplace-bullshit-still-exists-even-if-some-bros-thin-1167036103, thinkprogress.org/health/2013/08/22/2510031/rape-culture-at-work]
GoldieBlox – Toys for Future Engineers

http://www.goldieblox.com/pages/about
Where else do you see these norms playing out?

How else do you see these factors play out?

1. **Harmful norms & culture**
   - Norms that support gender inequities in relationships
   - Norms supportive of violence
   - Norms of non-intervention in family/relational matters

2. **Weak social networks and trust**
3. **Weak community sanctions against SDV**
4. **Harmful media & ways of promoting products**
5. **Housing insecurity**
6. **Family and community economic insecurity**
“THE IDEAS OF ONE GENERATION BECOME THE INSTINCTS OF THE NEXT.”
D.H. Lawrence
Spectrum of Prevention

1. Influencing Policy & Legislation
2. Changing Organizational Practices
3. Fostering Coalitions & Networks
4. Educating Providers
5. Promoting Community Education
6. Strengthening Individual Knowledge & Skills
About Our Guests

Jetta Bernier
Executive Director
Massachusetts Citizens for Children

Beverly Costa-Ciavola,
Director,
Cape Cod Neighborhood Support Coalition
Massachusetts
Enough Abuse Campaign Launched
The movement against child sexual abuse starts with a single word

ENOUGH
enough secrets.
enough shame.
enough hurt.
enough confusion.
enough denial.

enough child sexual abuse.
Enough Abuse Campaign Strategies are Comprehensive

- Build adult and community responsibility for preventing child sexual abuse.
- Change knowledge, attitudes & behaviors.
- Prevent adult perpetration & child-on-child sexual abuse.
- Engage public and private sectors, and multiple disciplines.
- Engage diverse cultures, ethnicities, abilities, religions, and sexual/gender orientations.
Effective

- Train using research-based curricula
- Honestly represent impact of training
- Conduct ongoing evaluation by participants
- Vet, supervise, evaluate trainers
- Institutionalize community changes
- Empower prevention actions
## Spectrum of Prevention

<table>
<thead>
<tr>
<th>Influencing Policy &amp; Legislation</th>
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</thead>
<tbody>
<tr>
<td>Changing Organizational Practices</td>
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<td><strong>Fostering Coalitions &amp; Networks</strong></td>
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</table>
The Enough Abuse Strategy

Build a broad-based, statewide movement of concerned citizens to prevent child sexual abuse, community by community.
State Level Private Sector Members:

- Prevent Child Abuse America Chapters
- Academy of Pediatrics - State Chapter members
- Rape Crisis Programs
- Statewide associations of Children's Advocacy Centers
- Statewide or local associations of YMCAs
- Association for the Treatment of Sexual Abusers (ATSA)
- Faith-based Organizations
- Associations of School Committees/School Superintendents
- Ethnic and cultural groups/organizations
- Ethnic and cultural groups/organizations
- Statewide Medical and Dental Societies
State Level Public Sector Member

- Governor’s Council to Address Sexual Assault
- Department of Public Health
- Department of Children and Families
- Department of Mental Health
- Department of Education
- Department of Early Education and Care
- Department of Public Safety
- Children's Trust Fund
- Sex Offender Registry Board
North Dakota
Enough Abuse Campaign
Enough Abuse Campaign
Cape Cod and the Islands
Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills

Prevention Institute
PreventConnect
ENOUGH ABUSE

Strategies
For Youth-Serving Organizations

The Enough Abuse Campaign
ENOUGH Abuse

Strategies for your School

The Enough Abuse Campaign
Middlesex County Child Sexual Abuse Prevention Partnership

Enough Abuse Campaign Training of Trainers Evaluation

Date: January 29 and 30, 2015

Location: Burlington High School

18 participants were trained; 16 evaluations were received.

Scores are on a 0-5 rating with 5 being the highest, most favorable rating.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>1. I now understand child sexual abuse as a public health problem.</td>
<td>4.94</td>
</tr>
<tr>
<td>2. I can identify conditions that support child sexual abuse.</td>
<td>4.94</td>
</tr>
<tr>
<td>3. I learned strategies to prevent child sexual abuse that I can teach to adults in my community.</td>
<td>4.94</td>
</tr>
<tr>
<td>4. The trainer was knowledgeable.</td>
<td>4.94</td>
</tr>
<tr>
<td>5. The quality of instruction was good.</td>
<td>4.87</td>
</tr>
<tr>
<td>6. The trainer’s presentation kept me engaged.</td>
<td>4.50</td>
</tr>
<tr>
<td>7. The training was comprehensive and of high quality.</td>
<td>4.87</td>
</tr>
<tr>
<td>8. The training was presented in a clear way.</td>
<td>4.69</td>
</tr>
<tr>
<td>9. The Trainers Binder, audio-visuals, and other training aids were beneficial.</td>
<td>4.94</td>
</tr>
<tr>
<td>10. The training met my expectations.</td>
<td>4.50</td>
</tr>
<tr>
<td>11. I will be able to apply the knowledge learned.</td>
<td>4.87</td>
</tr>
<tr>
<td>12. I feel confident I can conduct high quality workshops in my community.</td>
<td>4.50</td>
</tr>
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</table>

**Total Overall Score** 4.79
• Pre-training Knowledge:

- Strong: 11 (37.93%)
- Medium: 14 (48.28%)
- Weak: 4 (13.79%)

• Post-training Knowledge:

- Strong: 27 (93.1%)
- Medium: 2 (6.9%)
Spectrum of Prevention

Influencing Policy & Legislation

Changing Organizational Practices

Fostering Coalitions & Networks

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge & Skills

Prevention Institute
PreventConnect
ENOUGH Abuse
Strategies
For your Family and Community
A True Story of Child Sexual Abuse and Survival

For schools, youth-serving programs, parent organizations, faith-based groups, and other family-serving agencies
## Spectrum of Prevention

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ENOUGH Abuse

Understanding & Responding To the Sexual Behaviors of Children

Presentation by The Enough Abuse Campaign
Straight Talk About Child Sexual Abuse:
A Prevention Guide for Parents
show your hand.
take a stand.

PLEDGE to PREVENT
child sexual abuse

ENOUGH

enoughabuse.org
Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills
Sexual Abuse Safe-Child Standards
in Massachusetts

MassKids
Prevent Child Abuse Massachusetts
14 Beacon Street, Suite 706, Boston, MA 02108
www.masskids.org ~ www.enoughabuse.org
Standard #1: Assess risk of harm and strengthen identified gaps

Standard #2: Provide regular opportunities for employees, volunteers, and parents to learn about child sexual abuse and its prevention

Standard #3: Develop codes of conduct for adults and children

Standard #4: Screen prospective employees and volunteers

Standard #5: Assess and modify physical spaces to reduce risks

Standard #6: Report and respond appropriately to suspected abuse
On-Line Learning Community for Schools and Youth-Serving Organizations

- Resource Bank
- Teaching Videos
- Training
- Consultation
Legislation

Comprehensive Child Sexual Abuse Prevention Act of 2017

• CSA Prevention Education Schools/YSOs
• Educator Sexual Misconduct & Abuse
• Age of Consent – Not a Defense
• New mandated reporters and penalties
Federal Policy

• Title II - Elementary and Secondary Education Act (ESEA) Reauthorization 2015

• Title II funds may to be used “to provide training to school personnel to prevent and recognize child sexual abuse.

• Title II-funded schools “shall not assist a school employee in obtaining a new job if it knows, or recklessly disregards credible information indicating, that such school employee engaged in sexual misconduct with a minor.”
Text Chat

Share examples of how you’re working at two or more levels of the Spectrum

Influencing Policy & Legislation
Changing Organizational Practices
Fostering Coalitions & Networks
Educating Providers
Promoting Community Education
Strengthening Individual Knowledge & Skills
Our goal is to prevent dating abuse on middle school and high school campuses in California.

“Our schools need to be safe havens for all students, and it is critical that we provide school leaders with tools and resources to help them become stronger partners in reducing teen dating violence and other forms of gender-based violence... Like bullying, teen dating violence has far-reaching consequences for the health and life outcomes of victims. We need to do everything we can to make sure all students are safe.” – US Secretary of Education Arne Duncan

There were over 20 teen dating abuse fatalities in California between 2009-2012. According to the US Centers for Disease Control and Prevention, approximately one in four adolescents report verbal, emotional, physical or sexual dating abuse each year. Dating abuse affects both male and female students, and a substantial number of dating abuse incidents occur on California's middle school and high school campuses.

When schools don't take a stand on dating abuse, it continues and escalates, threatening
Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills
Changing Local School Policy
Changing State Education Policy
Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills
Mapping Schools

Class #4: Mapping “Hot” and “Cool” Spaces at School

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.”

Preparation
Each participating SAPIS instructor will draw a crude blueprint of the school building to keep as a “master” copy (see Appendix for Illustration 1). This copy will then be photocopied and passed out for students to label where they feel “hot” or “cool.” The marked up crude blueprints will be collected at the end of class, and then compiled and coded, using a copy of the blueprint. In drawing the crude blueprint, think about the whole school. Include on the map all of the places in the school, including stairwells, restrooms, classrooms, hallways, locker rooms, cafeteria, outside spaces, etc. Write the names of each of these main places in the school and be sure to have the students color code these places. You can draw a very simple version of a map of the school; it can look like a rectangle, so long as the students can find the main parts of the school on the map.

Students will use the provided RED, YELLOW, and GREEN colored pencils for the maps they will draw on to identify “cool” and “hot” locations.
Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
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Spectrum of Prevention

- Influencing Policy & Legislation
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Training Educators

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.

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?
> Statistics, examples, and consequences of violence

Risk and protective factors for teen dating violence
> Early warning signs and factors that may increase a teen’s risk for dating violence

Making healthy relationship choices
> Characteristics of healthy and unhealthy teen relationships
> Educator’s role in teaching about healthy relationships

www.vetoviolence.cdc.gov/datingmatters
Get SMART • Get HELP • Get SAFE

Preventing, Assessing, and Intervening in Teenage Dating Abuse - A Training for Specialized Instructional Support Personnel

Overview

This training toolkit addresses teenage dating abuse. Specifically, it is designed for trainers to assist specialized instructional support personnel (e.g., school psychologists, social workers, school nurses, guidance counselors) in identifying, assessing, effectively intervening in, and preventing teenage dating abuse.

http://safesupportivelearning.ed.gov
http://www.coachescorner.org/
Training Adolescent Health Care Providers

Hanging Out or Hooking Up:
Clinical Guidelines on Responding to Adolescent Relationship Abuse

An Integrated Approach to Prevention and Intervention

By Elizabeth Miller, MD, PhD
and Rebecca Levenson, MA

FUTURES WITHOUT VIOLENCE

Our vision is now our name.
Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills
Be an Upstander

I am an UPSTANDER
What do YOU stand up for?

So when she changed her mind, I STOPPED.
Men can stop rape.
MyStrength.org

www.schoolclimate.org
www.mencanstoprape.org
Spectrum of Prevention

- Influencing Policy & Legislation
- Changing Organizational Practices
- Fostering Coalitions & Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge & Skills
Curriculum

- **Safe Dates**: An Adolescent Dating Abuse Prevention Curriculum
  - By Vangie Foshee, Ph.D., and Stacey Langwick, Ph.D.
  - [www.hazelden.org/web/go/safedates](http://www.hazelden.org/web/go/safedates)

- **In Touch with Teens**: A Relationship Violence Prevention Curriculum for Youth Ages 17-19
  - [www.peaceoverviolence.org](http://www.peaceoverviolence.org)
Respecting Boundaries

SHIFITNG BOUNDARIES: Lessons on Relationships for Students in Middle School

RESPECTING BOUNDARIES AGREEMENT (RBA)
Part 1A: for student who has experienced a boundary violation
Review of Boundary Violation

What is a boundary?

There are lots of kinds of boundaries, from small and personal to big and global. Nations have boundary lines 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 (like drinking alcohol or seeing R-rated movies).

People have boundaries too, and understanding other people’s boundaries often takes some time to figure out. Personal boundaries may differ depending on the situation, so they are harder to figure out than 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.

www.nij.gov
The Synergy of the Spectrum of Prevention
Challenges and Tips

**Challenges:**
- Sustainability
- Funding
- Sense of secrecy around the issue or an unwillingness to talk about it
- Who is seen as a “provider”

**Tips:**
- Keep all levels of the Spectrum in mind – look at the whole picture, not just the pieces.
- Never give up
- Don’t get discouraged
Sexual Violence and the Spectrum of Prevention

www.preventioninstitute.org/publications
Year 2 Report:
Innovations in Prevention

Preventing Intimate Partner and Sexual Assault Violence Against Women

Preventing intimate partner and sexual violence against women
Taking action and generating evidence