



Participatory Action in Schools: Improving School Climate and Safety in K-12 Schools for Sexual and Teen Dating Violence Prevention

Wednesday, July 18, 2018

AKJ: Greetings everyone! Thank you so much for joining us today. We will start at the top of the hour.

TV: You can download the PowerPoint slides for this session here. <http://www.preventconnect.org/wp-content/uploads/2018/06/Participatory-Action-in-Schools-Improving-school-climate-and-safety-in-K-12-schools-for-sexual-and-teen-dating-violence-prevention-1.pdf>

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TV: To see the 2018 Web Conference series: <http://www.preventconnect.org/2017/12/announcing-the-2018-preventconnect-web-conference-series/>

TV: To see the Guest Profiles: <http://www.preventconnect.org/2018/07/preventconnect-web-conference-guest-profiles/>

FT: Felecia Thomas, Our House, Inc. (Greenville, Mississippi) Domestic Violence/Sexual Assault Agency

TV: Text chat question: What is school climate and what does it have to do with preventing teen dating violence and other forms of violence?

PI: What is school climate and what does it have to do with preventing teen dating violence and other forms of violence?

TV: To see the article: <http://theconversation.com/improving-school-climate-not-just-security-is-key-to-violence-prevention-96898>

TV: https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

JR: School climate is the staff of the school's mindset on violence.

KV: School climate is the culture of the school. Preventing is effective when the climate of the school is that violence is not acceptable here.

CO: The overall feel, rules, procedures and expectations in a school. A school that has a zero tolerance policy for violence is usually safer than others. Trained teachers, administrators and guidance counselors

TO: It is the environment we create for our students; if we create a climate where violence is not addressed effectively, students will

believe it is okay and fail to learn and grow academically and personally

TV: <https://www.schoolclimate.org/about/our-approach>

AA: The school climate refers overall atmosphere of the school but also the community around the school.

MP: staff are heavily trained on not perpetuating sexual or gender-based violence, and also know how to respond in a way that is not victim-blaming, slut-shaming, homophobic, etc.

TV: <https://www.preventioninstitute.org/tools/thrive-tool-health-resilience-vulnerable-environments>

CG: How accepted do the students feel by their teachers, administrators and by their peers.

JS: The feel and environment of the school and how the children and staff react to the situations

HH: We think you have to work to shift the school climate/culture in order to adopt the norms to prevent violence. For long-term, systemic violence prevention, school climate has to change to promote the prevention work.

MP: "zero tolerance" plus systems of restorative justice for students who perpetrate SV - whether it's bullying/harassment, unwanted touch, inappropriate/nonconsensual 'sext' sharing, or rape. and the consequences vary based on what the offense was

AN: It's how students perceive the school environment. Teacher/Staff can call a place safe all day but if students don't feel it, it isn't

CG: How accepted and respected do the students feel by their teachers, administrators and by their peers.

GH: the conglomeration of responses students give when you ask them to describe their school in one word speaks strongly to school climate

KC: I agree with Anna Nase!

VD: Hi! This is Izzy. I am one of the guest speakers. I am going to be in 12th grade. School climate to me is the surroundings of the school, the way the staff interacts with the students, and the emotional feelings the students feel when they attend. School climate can prevent teen dating violence by making students feel comfortable and potentially share their voices in order to prevent these situations.

AJ: @Anna so true. If we aren't gauging school climate we really don't know how students are perceiving the environment.

MH: How vested are administrators and teachers can really impact the school climate

TV: Danielle Tuft, Colorado Department of Public Health and Environment, Violence and Injury Control-Mental Health Promotion Branch <https://www.colorado.gov/pacific/cdphe/psd/vip-mhp> Derek McCoy, Project PAVE <http://www.projectpave.org/>

TV: To see the strategic plan: <https://safealaskans.org/wp-content/uploads/2018/07/2016-Colorado-Violence-and-Injury-Prevention-Mental-Health-Promotion-Strategic-Plan-2016-2020.pdf>

TV: Shifting Boundaries: http://www.preventconnect.org/2013/05/shifting_boundaries/

EM: Edna Malagon with Martha's House .I am here in Okeechobee, Florida waiting on our daily storm

TV: CO Youth Development Tool: <https://sites.google.com/a/state.co.us/pydtool/>

PI: What safety concerns/issues have been identified at K-12 schools in your community?

KL: suicide and online bullying

CG: sexual harassment/assault is a big one here

KG: sexual abuse by school staff

KC: fighting/ there is not a safe place within a middle school whose children I work with.

PS: suicide and online bullying as well as face to face bullying

SF: drug use, bullying

JM: school shootings

MH: Our community has seen a rise in suicide.

AA: suicide, child abuse, & domestic violence

SC: harassment and nonconsensual sharing of sexual images

MP: Bullying and suicide. I've had youth ask me to teach more about sexting which indicated to me that that's an issue as well

GH: dating violence

BQ: School bus rides

KV: Online sexual harassment and online stalking behaviors

AN: inconsistent visitor policies within district and within schools,

KC: The children do not feel safe at the school

TF: pimps/traffickers recruiting within or just outside school grounds

DM: Suicide, bullying, sexual harassment

EW: Gun violence is definitely a concern in my schools--we have many board members arguing for armed teachers. We've also seen a rise in trafficking due to the trade-off for various substances.

LC: LGBTQ bullying, racism, privilege and social divisions

NS: Cyber bullying and sharing of sexual images.

GH: social media bullying

HmcD: lack of support for youth survivors of sexual assault; lack of support for immigrant and Black students from rising instances of racism in the school

JS: suicide, IPV, safety going to school

MP: Sexual Violence, Teen dating violence, gangs, gender based violence

MP: Youth also do not feel safe due to recent school shootings, especially with one being right by us

EM: In the Elementary level children may not feel safe in school

NS: lack of support for youth survivors of sex trafficking

TR: suicide

VD: cat-calling, sexual violence and harassment, bullying, racism, school shootings

EJ: Being in Broward County, so much of the conversation has been around security and police since the shooting at Stoneman Douglas. Definitely other concerns about over-policing, social divisions, bullying, etc.

MH: Community safe space of concern can be bike paths

AE: high gun and gang violence in Syracuse City School

AE: schools*

NS: lack of support for female students sexually harassed by male athletes (i.e. boys will be boys" from administration)

KMcG: social media and online bullying/coercion

MH: sometimes open campuses can be less safe for students

PI: What type of environmental changes could be made to address safety concerns at schools in your communities?

MH: Area of concern is areas where gang recruiters hangout around campuses

SL: Lighting in Parking lot

KC: Teachers greeting the students

KV: Recognition from the school that these are problems and not just teens being teens.

JS: parking, all students using certain doors when coming and going

DM: I have implemented the POWER UP/SPEAK OUT curriculum to the 7th grade students as well as an Up-

DM: Standing Youth campaign once a year

TO: hallway and lunchroom presence, locked doors, check-ins, designated spaces for students in crisis

KG: secure areas not being used for programming so as to reduce incidents of isolation

TV: News story on Colorado successes: <https://denver.cbslocal.com/2018/02/16/school-safety-high-tech/>

AS: Thanks for sharing your ideas!

GH: implementing the Green Dot Bystander Intervention Strategy

CG: Many schools are underserved and don't have working intercom/communication systems for classrooms, and the police in schools have been found to be harmful to the students in a variety of ways. There are supposed to be security officers outside the building, but I've seen them just watching fights that break out, and often their presence isn't frequent or helpful. Some of these officers are great, but depending on the overall climate, there have been many instances of them making situations worse.

KC: what about partnering with other agencies already in the school or with agencies where the youth go for after school programs?

LEW: I was also kicked from the session a couple times and had to come back through using a different email because it said I was already in the session

TV: Victoria Dickman, Education and Community-Based Action Research, University of Cincinnati <http://www.uc.edu/>

TV: Maribeth Geaman, Findlay City Schools <http://www.findlaycityschools.org/>

PI: How have you used photography or other arts-based approaches? If you haven't, how could you use arts-based approaches?

SL: Photo Voice

DC: We use video games designed to educate students about dating abuse, consent, and other related topics.

KC: Yes! Art works on so many levels. We even created a sexual assault prevention rap!

HmcD: photo-based/art activities to map how sexism and patriarchal ideals shape gender roles

LVB: I was a graduate student in art therapy- I did my thesis work using art therapy to increase perception of school climate for HS students.

LP: We did a sexual assault awareness art campaign at one of the local high schools. They could create anything revolving around consent, dating violence, sexual assault, survivor support, etc.

RL: we've use spoken word in our high school program to help teens express their struggle with teen dating violence and gender-based violence

AN: Our HS prevention education program partners with a university theatre class called THEA 385 Applied Theatre Sexual consent. Students hear our curricula one week and the following week the university theatre students come and students participate in theatre skits. They're learning the language AND applying it

EW: I haven't personally used it, but I know that other programs in Ohio have incorporated adult coloring sheets for students to work on while presentations are happening--both for focus and distraction for those who need it. Following the presentation, students are able to send these pictures to an Instagram account with some piece of inspiration or knowledge they gained from the lessons.

AKJ: @Liz that sounds super interesting!

LVB: Using art to illustrate safe spaces, mask-making to explore "inside/outside" feelings, altered books, collages, blackout poetry (as shown in the slides) to explore particular topics/themes/emotions- art therapy is so powerful, especially with teens/young people

LVB: Thanks @Ashleigh!

NS: We partner with a theater teacher who started a "Positive Social Change" theater troupe. They create songs, spoken word poetry and stories based on their lives and the curriculum they learn. They've performed in their school, in youth leadership and social justice conferences, at different youth violence prevention events around Baltimore City.

NS: The theater teacher's name: Koli Tengella. You can google him; he's doing really transformative work!

SB: i am a trauma therapist & have done a lot of art therapy techniques with survivors. I think it would be good to have an art therapist chime in about these activities. Any risks?

CG: creating zines around the theme of sexual assault to share with other students

AKJ: @Corey yes! Zines were big when I was in high school. They were a great way to create dialogue and tap into ideas for action.

PI: News article on Victoria and Maribeth's participatory action work <http://thecourier.com/local-news/2018/04/25/fhs-class-project-puts-focus-on-sexual-assault-stereotypes/>

PA: Used to live in Findlay/Lima area and its pretty conservative. How did you go about getting parents to buy in to this work and allow their kids to participate?

LVB: Hi @sally! That's a good point- if schools or communities use art activities as "art therapy," it should definitely be facilitated by someone trained in that area. There is always a risk when students disclose personal things like personal stories of trauma. However, sometimes art making can be generally cathartic in the sense that they allow for non-threatening forms of communication and springboard for conversations. Definitely a good point, thank you!!

AS: @Porter. Great question! If we don't get to it, I'll ask them to answer in the chat

VD: Porter, we actually didn't face any resistance from parents. That may be because we introduced the unit around the time that #MeToo came out in the media.

AS: Thanks for responding Victoria

PA: Good to hear! Glad that the kids in that area are getting this instruction.

AS: how did you frame the unit to parents? Did you mention #MeToo

VD: We had an informational meeting. We presented the facts and statistics and shared a Washington Post article that featured #MeTooK12

AS: Neat!

LVB: Thank you for addressing that!

SB: You just mentioned an activity you called, "Template from the Establishing Class Norms Activity." Where does that particular activity come from?

VD: Sally, it was modified from the structured ethical reflection and from my own teaching.

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TV: Shifting Boundaries Activity Guide: <http://www.preventconnect.org/wp-content/uploads/2013/05/Shifting-Boundaries-w-Copyrigh-at-Lib-of-congresst.pdf>

TV: CO Youth Development Tool: <https://sites.google.com/a/state.co.us/pydtool/>

TV: Colorado Youth Engagement Continuum: http://www.preventconnect.org/wp-content/uploads/2018/06/Colorado_YE_Continuum.pdf

TV: Action Research Reading List: <http://www.preventconnect.org/wp-content/uploads/2018/06/Action-Research-Reading-List.pdf>

TV: Structured Ethical Reflection Worksheet Example: <http://www.preventconnect.org/wp-content/uploads/2018/06/SER-Worksheet-example.pdf>

TV: Curriculum Matrix Template: <http://www.preventconnect.org/wp-content/uploads/2018/06/Curriculum-matrix-template-Sheet1.pdf>

TV: Email: dickmavl@mail.uc.edu

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MP: how do we download the slides?

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TV: Try this link for the mail group: preventconnect.org/email/