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Fostering School Environments That Prevent Teen Dating Violence & Sexual Harassment

Welcome,
This Web Conference
Will Begin Soon



Fostering School Environments that Prevent Teen
Dating Violence and Sexual Harassment

Meet the PreventConnect team



Ashleigh Klein-Jimenez,
she/her/hers
Project Manager



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How to use this technology

Text Chat (Everyone)

ASHLEIGH KLEIN: Use this text chat box to respond to our questions, ask your own, and connect with others!

ASHLEIGH KLEIN: You can also send private text chat messages to the host, presenters, and other participants.

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

Audio Dial-In

Toll free access number:
866-866-2244

Participant pin code: 9053509

Please send a private chat message for help.

Contact Adobe Connect support at <https://helpx.adobe.com/adobe-connect/connect-support.html>

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- 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

From a Cycle of Violence to a Culture of Safety and Equity

January 17: From Foundations to Innovations: Applying a public health approach to preventing sexual and domestic violence

February 28: How to Build Organizational Capacity to Support Sexual and Domestic Violence Prevention

March 28: Toward Gender Equity: Supporting healthy masculinities for sexual and domestic violence prevention

May 16: Addressing Access to Alcohol and Alcohol Environments for Sexual and Domestic Violence Prevention

June 20: Community-level indicators: Advancements in evaluating sexual, domestic and other forms of violence prevention

July 18: Participatory action in schools: Improving school climate and safety in K-12 schools for sexual and teen dating violence prevention

August 15: Culturally-informed prevention: Preventing sexual and domestic violence in communities of color

September 19: Centering the margins: Advancing health equity for domestic violence prevention



From a Cycle of Violence to a Culture of Safety and Equity

October 31: Fostering School Environments that Prevent Teen Dating Violence and Sexual Harassment

November 15: Economic opportunities and supports

December 19: Social norms change as a prevention strategy

FROM A CYCLE OF VIOLENCE TO A CULTURE OF SAFETY AND EQUITY

Web Conference

GUEST PROFILES

Available Now
PreventConnect.org



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Fostering School Environments that Prevent Teen Dating Violence and Sexual Harassment

October 31, 2018

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



Alisha Somji,
she, her, hers
Associate Program Manager



Abena Asare,
she/her/hers
Program Assistant

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Objectives

Explore how to build the **infrastructure** needed to implement **comprehensive** school-based violence prevention (e.g. building school partnerships)

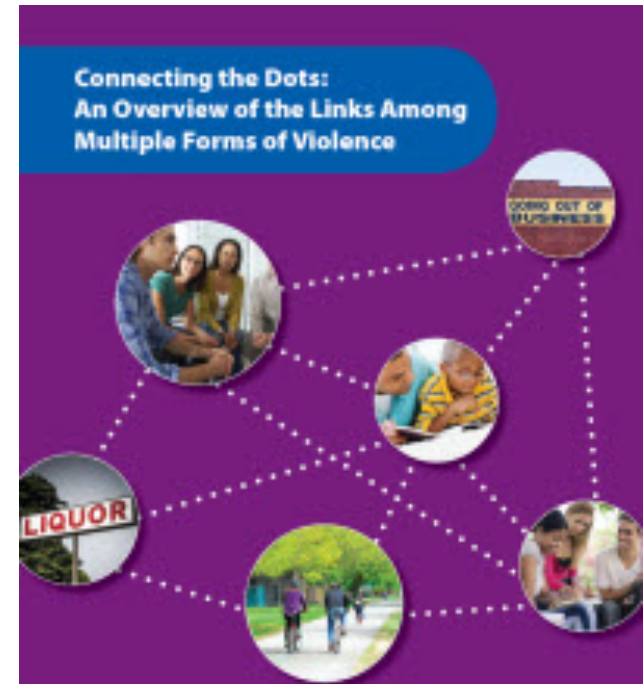
Describe real-world examples of how practitioners and advocates are changing school environments through **policies** and **practices**

Engage in dialogue about how to **make change** in school environments for violence prevention

From *Connecting the Dots*

- *Youth who feel connected and committed to school are at a lower risk of harming others through*
 - *dating violence,*
 - *youth violence,*
 - *and bullying,*
 - *and are at lower risk for suicide*

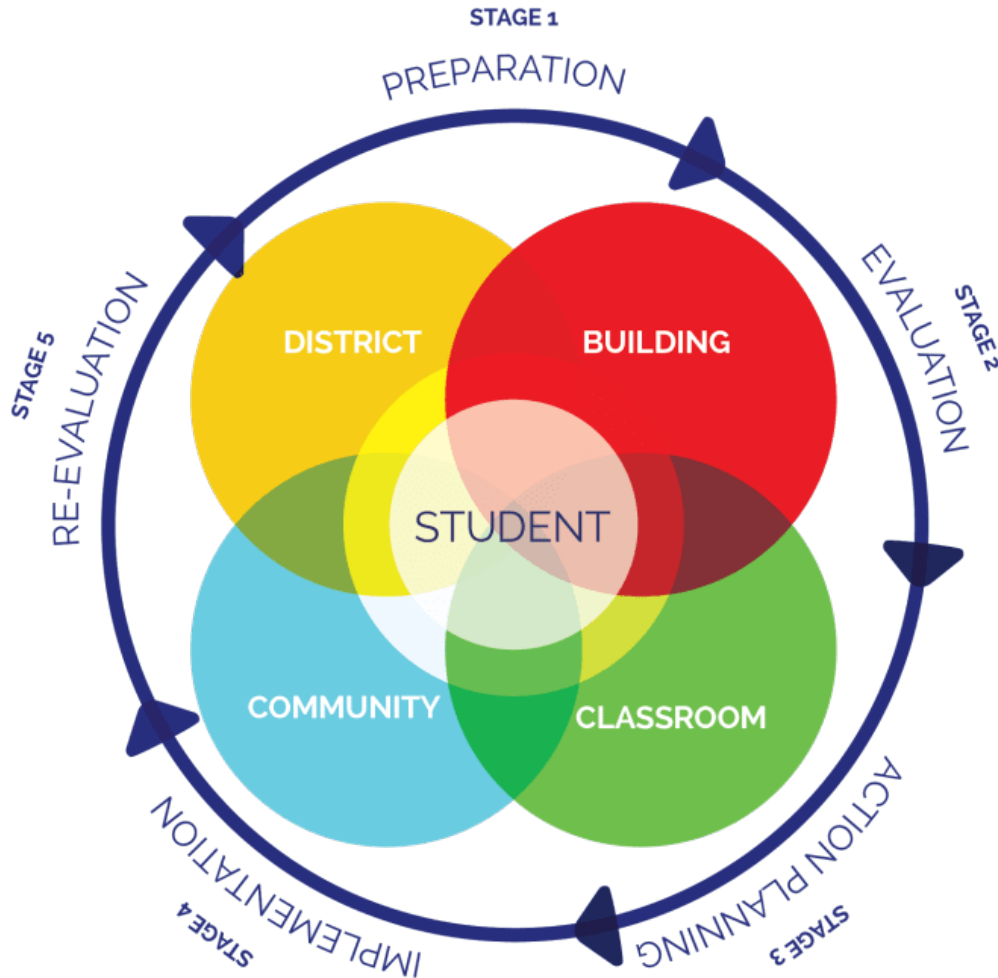
https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf



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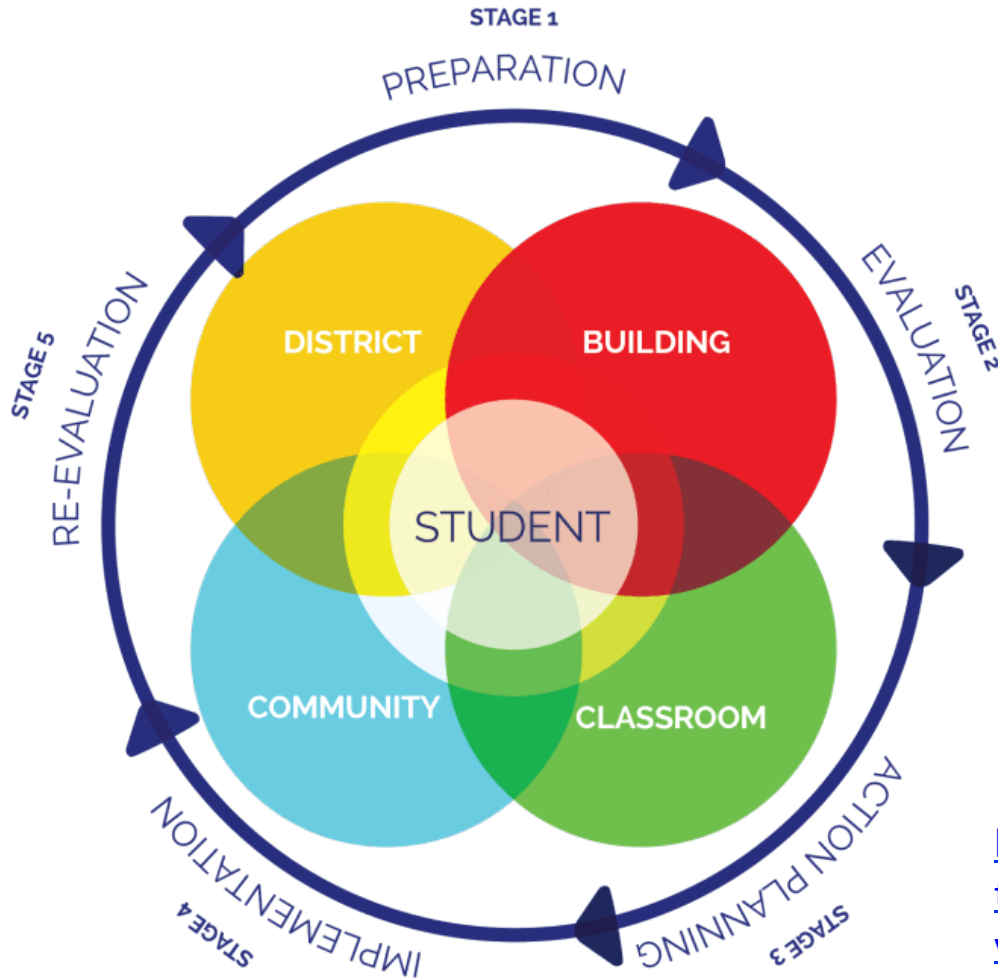


School climate



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

School climate



THRIVE



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

About our guests



Mina White, MPH
(she/her/hers)
Safe and Active Communities
Branch, California Department of
Public Health



Alaina Star
(she/her/hers)
SafeQuest Solano

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Social-Ecological Model



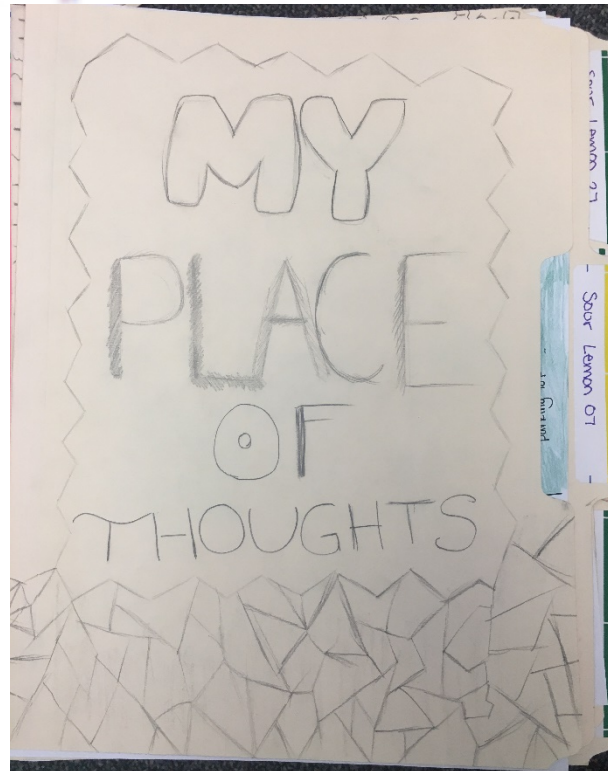
<https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

Shifting Boundaries in California



- Part of the CDPH Rape Prevention and Education (RPE) Program, funded by the Centers for Disease Control and Prevention.
- Two “full implementation” sites:
 - Safequest Solano (Fairfield)
 - Center for a Non-Violent Community (Sonora)

Safequest Solano and School-based work



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CDPH RPE Implementation Guide

California Department of Public Health
Rape Prevention and Education Program
California's Implementation and Evaluation Plan for *Shifting Boundaries*
(revised December 2017)

Program Implementation

The sequence of the implementation of the components of SB is critical to establishing a strong foundation for sustainability and school climate change. After baseline data is collected, the school-wide components will be established first, and the classroom lessons are to be implemented about three months later. **The school-wide components must be established, with agreement from school administration, before classroom lessons can begin.**

A. Components and timeline for implementation of school-wide components

Required school-wide component activities include:

- Secure commitment from school administrators to implement all components of SB and complete a Memorandum of Understanding (MOU);
- Collect baseline data from school administrators, websites, and other sources in consultation with CDPH staff;
- Review existing policies and procedures on dating violence and sexual harassment on campus with school administrators and revise as needed;
- Create the "Respecting Boundaries Agreement (RBA)" which must be aligned with the student discipline code. Counselors should then be trained to use them with students;
- Train school staff on SB;
- Place posters all over the school campus, especially in locations where students congregate; and
- Map safe and unsafe areas of the school ("hot spots").

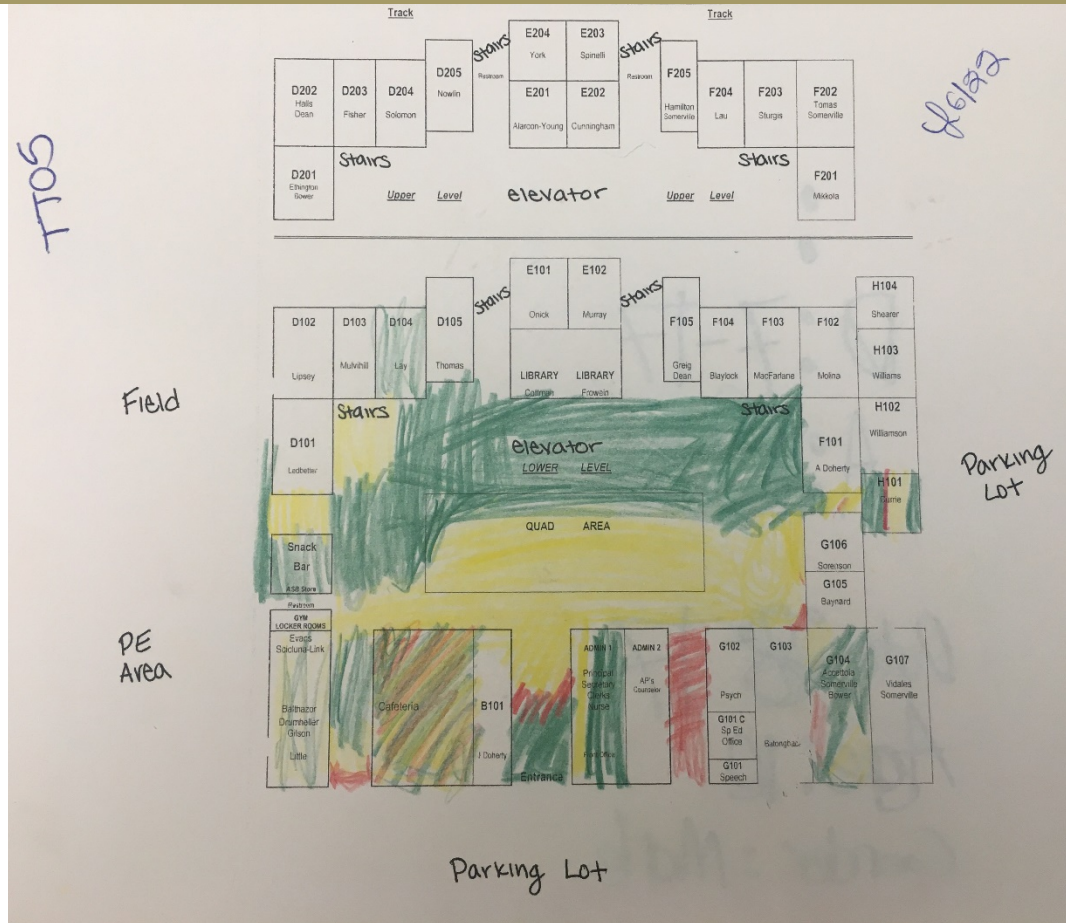


Implementing School-wide Interventions in California

Respecting Boundaries Agreement (RBA)

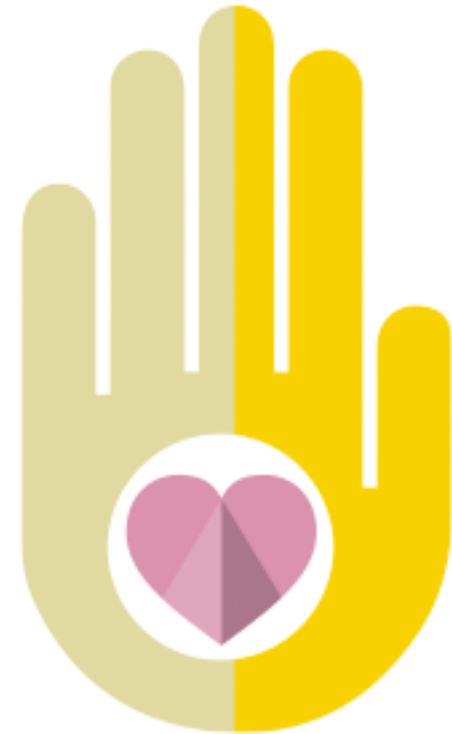
“Hot spot mapping”

Posters



Implementing School-wide Interventions in California

- Address RBA and *SB* curriculum with school administrators and staff.
- Revise school policies and protocols on dating violence and sexual harassment.
- Increase awareness, prevention, and reporting of dating violence and sexual harassment on campus.



Text chat question

What are some school-wide changes that you'd like to implement to support sexual and domestic violence prevention?

Text Chat (Everyone) 

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From calling schools to MOUs

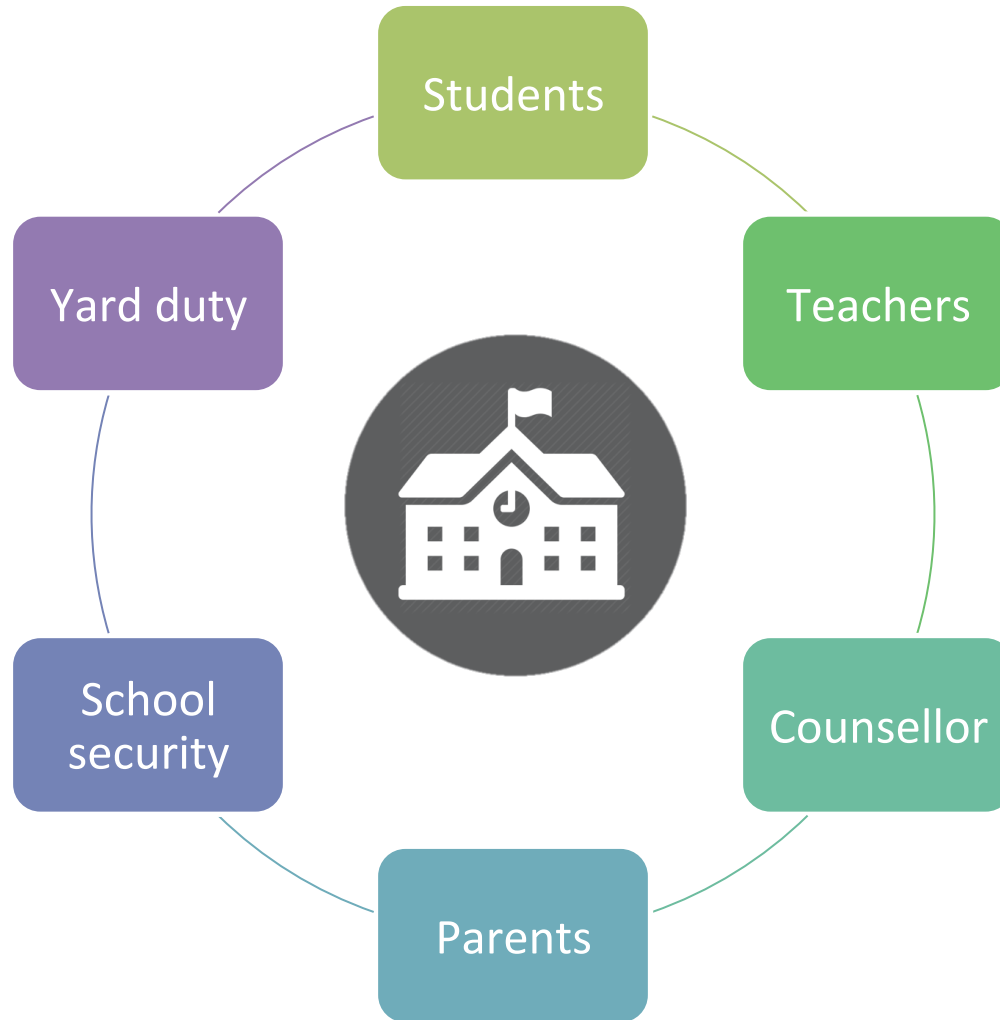


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
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Important Partnerships



Text chat question

How have you gained buy-in for working in and with schools?

Text Chat (Everyone) 

ASHLEIGH KLEIN: Use this text chat box to respond to our questions, ask your own, and connect with others!

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Buy-In From Schools

- MOUs with school districts or individual schools.
- Address their concern about school climate and safety.
- Potential work with school wellness coordinators or school-based health centers.
- Ensure that the decision makers and gate-keepers are on board.

Buy-In From Schools – Use Data!

- Review baseline school data with administrators.
 - YRBSS, CHKS, school-specific data.
- Explain how data can tell a story about the school's climate.
- Ensure they will be on board for enacting change based on the data.
- Remember to report back to them!



Program Evaluation

Mapping
data


Pre/post surveys to
evaluate students
who received the
classroom lessons.

Data from
2016-17
school
year.

Data from
2017-18
school
year.

Preliminary Data Results in California, 2016-17

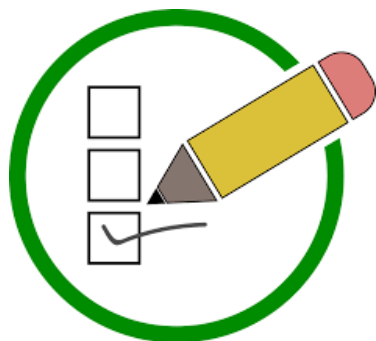
Intent to Intervene

-  **intention to intervene** when witnessing sexual harassment (during 2016-2017).
- Pre-test, about 27% of respondents said they would tell the person who was sexually harassing someone to stop
- Post-test, this increased to 34%

Preliminary Data Results in California, 2017-18

Intent to Intervene

- Results in 2017-18 show **no change** in this indicator.
- Pre-test and post-test, about 13% of respondents said they would tell the person who was sexually harassing someone to stop



Outcome Evaluation: *Preliminary* Data Results in California, 2016-18

- Increased reports of sexual harassment!?
- Expected increased reporting due to increased awareness of the issue and being more comfortable talking about sexual harassment.
- Expected long term decrease in incidence – need long-term, continued outcome evaluation.

Challenges – external factors



Staff turnover

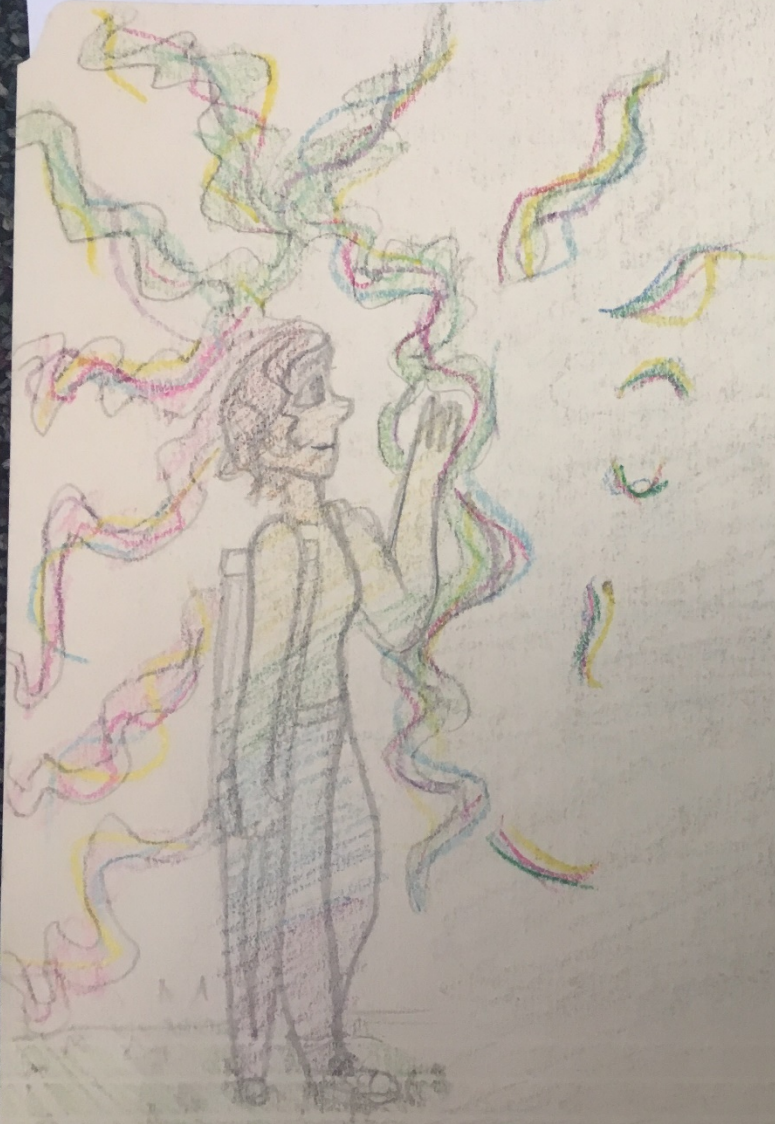
Media

Friends

Political and
economic
factors

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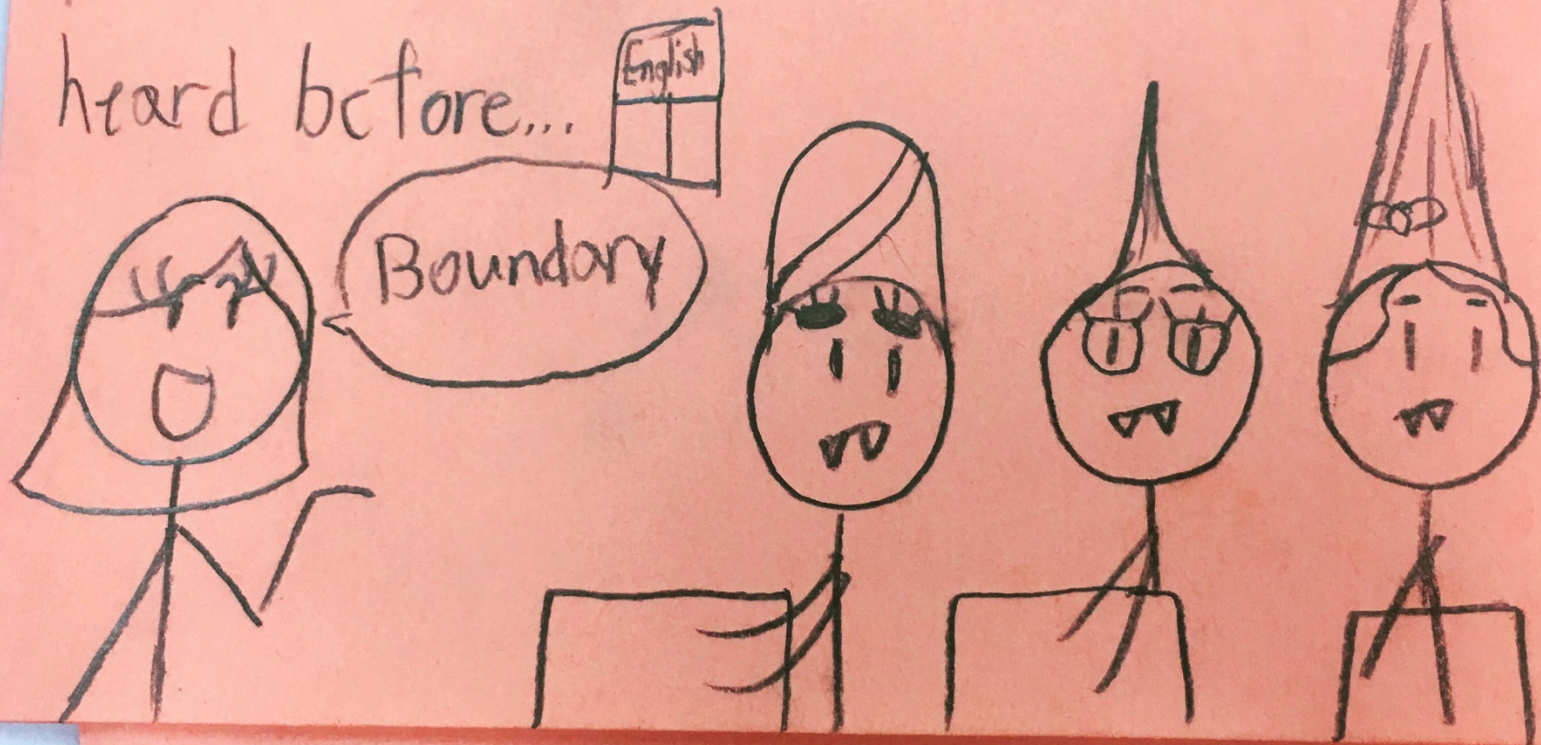
The School
needs
colorful people

Changes in School Environments

-
- Policies and Procedures
 - School Staff
 - Students
 - School Relationships



Because it's a word we haven't
heard before...



GROUND RULES

Be Nice

Compliment others

No Rumors

Be Positive

ACTIVE LISTENING

Be Honest

Responsibility

Be Responsible Caring

Participation

appropriate language

Courage

Be helpful

NO EXCUSES

Trustworthy

Team Work

Meshay

Respect

Discipline

Kind

Be Confident

Do the right thing

Be your own person

Perseverance

Thrive to be great

Always have confidence

CONFIDENTIALITY

Smile often

Passionate

be cool with others

Integrity

Trustworthy

Show you care

Don't feel down

Contribute

BE HAPPY

Be Safe

Treat others the way you want to be treated

Be friendly


Friendship

Accountability



Text chat question

What questions do you have for Alaina and Mina?

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Next Steps from Alaina



Expanding reach

Training yard duty



Getting parents involved



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Next Steps

- How do we reach more of the school community with *Shifting Boundaries* content?
 - Engage more adult allies in school community
 - Engage youth leaders/gate-keepers
 - Have youth involved in developing schools' recommendations
- Continued evaluation

Back to the text chat



Tips from Mina

- Make sure all school staff are on board with curriculum being used
- Obtain MOU or letter of commitment from the school
- Make sure facilitators have space and time to document successes and challenges
- Document adaptations – what is working and what is not

Tips from Alaina

- Integrate and be part of the school
- Involve ALL key staff (including physical education teach, counsellor, etc.)
- Address diversity of your area
- Share data and keep open communication with the school

Tools and Resources



Photo credit: Emily Barney

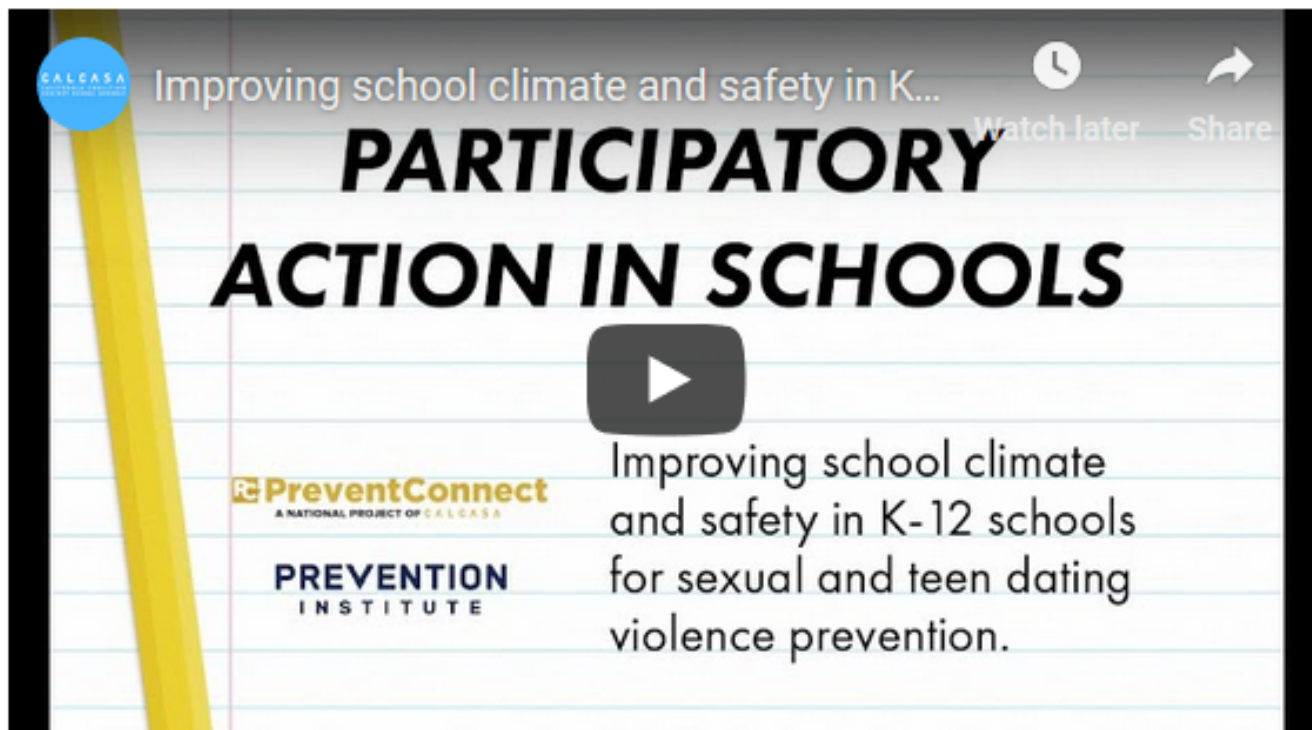
www.preventioninstitute.org

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PreventConnect recording

Participatory Action in Schools: Improving school climate and safety in K-12 schools for sexual and teen dating violence prevention



<http://www.preventconnect.org/2018/06/participatory-action-in-schools-improving-school-climate-and-safety-in-k-12-schools-for-sexual-and-teen-dating-violence-prevention/>



Recording from 2013

BY [ASHLEY MAIER](#) ON [MAY 30, 2013](#) - TAGGED AS [CURRICULUM](#), [JENNIFER PRZEWOZNIK](#), [MEG BOSSONG](#), [NAN STEIN](#),

[SHIFTING BOUNDARIES](#)

Shifting Boundaries: Lessons on relationships for students in middle school: Lessons learned from implementing a sexual harassment/violence prevention program

CLICK HERE
to
ACCESS RECORDING

[http://
www.preventconnect.org/
2013/05/shifting_boundaries/](http://www.preventconnect.org/2013/05/shifting_boundaries/)

Thursday
June 20, 2013

11 AM to 12:30 PM Pacific Time
(2 PM to 3:30 PM Eastern)

SHIFTING BOUNDARIES:

**Lessons on Relationships
for Students in Middle School**

[*Shifting Boundaries: Lessons on relationships for students in middle school*](#) is an evidence-based, multi-level prevention program for middle school students on sexual harassment and precursors to dating violence. The program is unique in that it embraces an environmental approach that identifies multiple strategies to support young people – both school-wide interventions and classroom lessons. Join this conversation to learn about the program's multiple strategies, to reflect on the lessons learned from implementing the program, and to review findings of a multi-year study of the program.



Contact Information

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