

Welcome,
This Web Conference
Will Begin Soon



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

Session 2: Train the Trainer: Community Outreach
and Training Coaches

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eLearning: learn.preventconnect.org

Wiki: wiki.preventconnect.org



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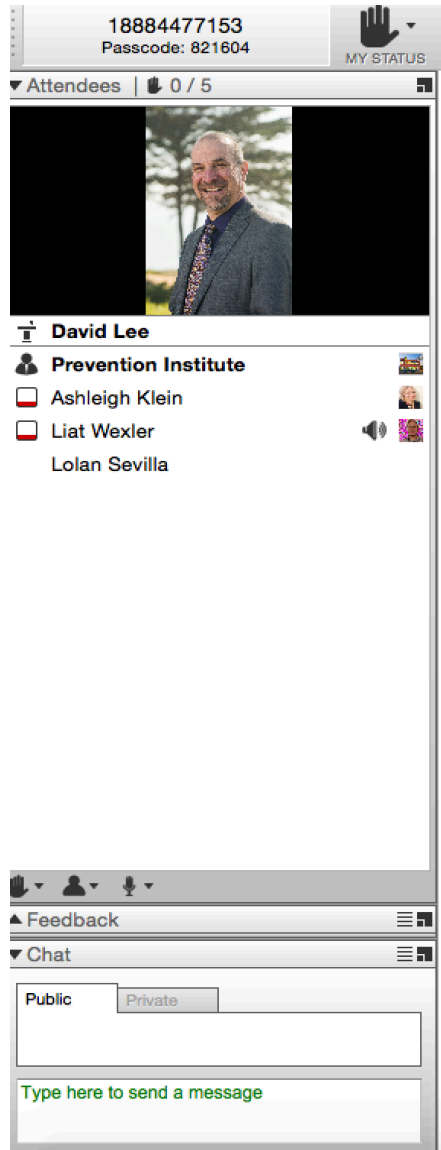
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How to use this technology



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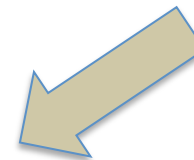
Audience Question

Did you attend session 1 of this series?

Feedback

0	Yes
0	No
0	No Answer

Answer on
the left



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



2016 PreventConnect Campus Web Conferences

Wednesday, February 10

Comprehensive Prevention on Campus

Tuesday, March 22

Selecting the Right Online Module
for Interpersonal Violence Prevention

Tuesday, May 17

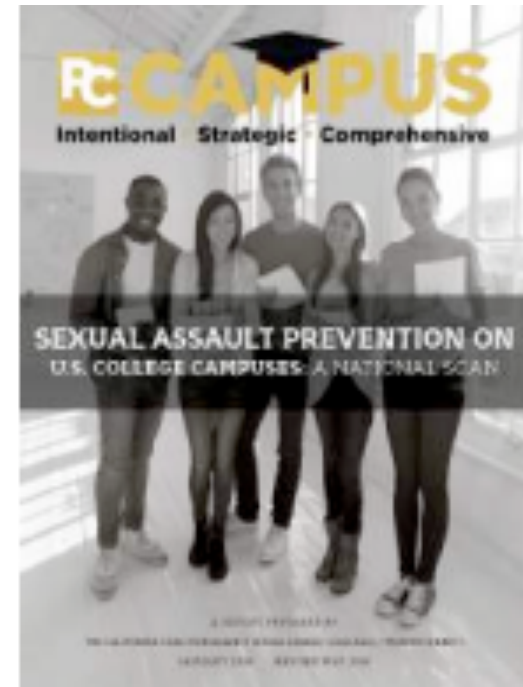
Partners in Prevention: Connecting Sexual Violence
Prevention and LGBTQ-Inclusive Campus Culture

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:
A 3-Part Series on Program Design,
Community Engagement, and Adaptation**



COACHING BOYS INTO MEN

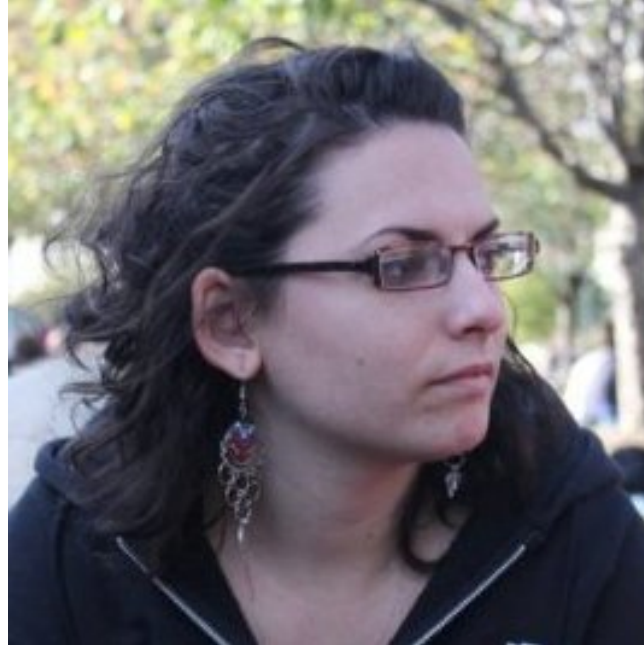
Train-the-Trainer: Community Outreach and Training Coaches

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.

Presenter



Yesenia Gorbea, MSW

Program Specialist, Public Education Campaigns and Programs
Futures Without Violence

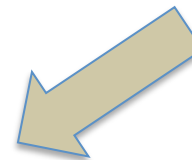
Audience Question

Where you able to review the Coaches Kit?

Feedback

0	Yes
0	No
0	No Answer

Answer on
the left



Card Series Example

Coaching Boys
INTO MEN

Training 1

PRE-SEASON SPEECH

This training will help athletes:

1. Understand your expectations and ground rules for the upcoming season, such as arriving on time, respectful behavior, etc.
2. Anticipate upcoming CBIM program trainings focusing on building healthy relationships and respect for women and girls.

Warm Up

“ Since this is the start of the season, I want to talk about your responsibilities on this team and my expectations of you. This season we'll not only be focusing on your development as athletes, but also on your development as young men.

This includes how you carry yourself and how you treat others, particularly people you may be dating or hooking up with. Each week, I want to talk to you guys about some of these things. Starting today, we will focus on how we can better show respect for ourselves, our teammates, and others.”



Training 1

CoachesCorner.org

Ask the Players

1. What does respect mean to you and why is it important?
2. How can you show respect to your teammates?
3. How can you show respect to your friends and family?
4. How do you show respect even to people you don't know, like at a restaurant or at the mall?
5. How can you show respect to someone even if you don't like them?

Discussion Points & Wrap Up

- I care about how you act on and off the field.
- Respectful behavior means treating others how they want to be treated. I know you're not going to get along with everyone, but that's never an excuse to physically or verbally harass someone.
- Showing true respect involves everything you do – how you speak, how you act, how you think, and the way you present yourself to others.
- As athletes, people will watch you, and many will look up to you – the language you use, how you act, and how you treat other people is very important. Use your visibility and leadership to promote respect.
- If someone is being disrespected, say something or walk away to show that you don't think it's ok.
- If someone is targeting you, tell me or another adult you trust.
- I want you to keep up with your schoolwork, be polite to your teachers, and show respect to all your classmates.

References & Resources: See CBIM Playbook, "Playing Field," pgs 14-15.

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Card Series Example

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Training 6

UNDERSTANDING CONSENT

This training will help athletes:

1. Discuss and respect personal boundaries around intimate and sexual activities to create healthy, safe relationships and situations.
2. Refuse to use pressure, threats, or force in any physical or sexual encounter.
3. Actively oppose and prevent incidents of rape, sexual coercion and assault.

Warm Up

“ Communication can be challenging in any relationship, but never is it more critical than in a physically intimate or sexual situation. Whether with someone you like and know or with someone you just met, it's extremely important that you openly discuss and respect personal boundaries. Create space for you and that person to talk about what you're comfortable with. If either of you feels unsure, uncomfortable, or is unable to really make the decision to get involved, that must be respected. Intimate and sexual situations should always be safe, sober, and non-violent.”



Training 6

CoachesCorner.org

Ask the Players

1. What does consent mean?
2. How do you determine consent? What if you're not sure what your date or partner feels comfortable with?
3. What are ways pressure and threats can be used to make someone do something they don't want to do?
4. What can you do if you notice someone in a dangerous or non-consensual situation?

Discussion Points & Wrap Up

- Consent means that after thoughtful consideration, both you and your partner agree to and feel comfortable and safe with a specific situation. Consent for one thing, like a hug, doesn't mean consent for another, like a kiss.
- Ask and listen to what the other person wants. If anyone feels unsure or uncomfortable, show respect and STOP the situation.
- It is NEVER okay to use pressure or threats to coerce someone into a sexual situation.
- Drugs and alcohol can impair judgment and create dangerous situations. Someone who has been drinking is NOT able to give consent. STOP immediately so you both stay safe.
- If someone says "NO" in any sexual situation, it means NO. To ignore it is wrong and against the law.
- Intimate and sexual situations should always be consensual, safe, and respectful. Talking about desires and concerns will help you both feel comfortable.

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CBIM Toolkits

Advocate Kit

(Free Online – Coming Soon! July 2016)

CBIM Guiding Principals

CBIM Organizing Journey

Community Readiness Assessment

Organizing Tips

Making the Case - FAQs

Adaptation Guidelines

Season Progress Report

Licensing Agreement



Coaches Kit

(\$42 Hardcopy – Free Online – Available Now)

Playbook

Card Series

Resources

Take a Stand Against Bullying

CBIM Works!

Are you a CBIM Coach?

Fair or Foul Play



Promo Kit

(Free Online – Coming Soon! July 2016)

CBIM Overview

CBIM Works!

Top 5 on Engaging Men

CBIM In The News (Articles & Quotes)

Videos

Posters

Brochures

Making the Case - FAQs



Clinic Kit

(Free Online – Coming Soon! July 2016)

Clinic Presentation

Clinic Lesson Plan

Season Planning Worksheet

Clinic FAQs

Evaluation Kit

(Free Online – Available Now)

CBIM Works!

RCT Study Journal Articles

Program Evaluation Tools

Program Evaluation Webinar

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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 the 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.

Session 1 Review

- CBIM History
- What is CBIM?
 - A comprehensive, evidence-based, violence prevention curriculum, designed for athletic coaches to delivery to male athletes in a high school setting, 9th – 12th grade.
- What makes CBIM effective?
- What other resources and tools does CBIM offer?

Session 2 Objectives

- Learn about the role of the advocate and the organizing process involved before implementing CBIM.
- Learn promising practices for community outreach in new communities (gaining buy-in & models for sustainable implementation).
- Review the Coaches' Training Materials and learn more about holding a Coaches' Clinic.
- Address frequently asked questions and concerns when bringing CBIM to new communities and in Coaches' Clinics.

Implementation Steps



New Tool!

**Coaching Boys
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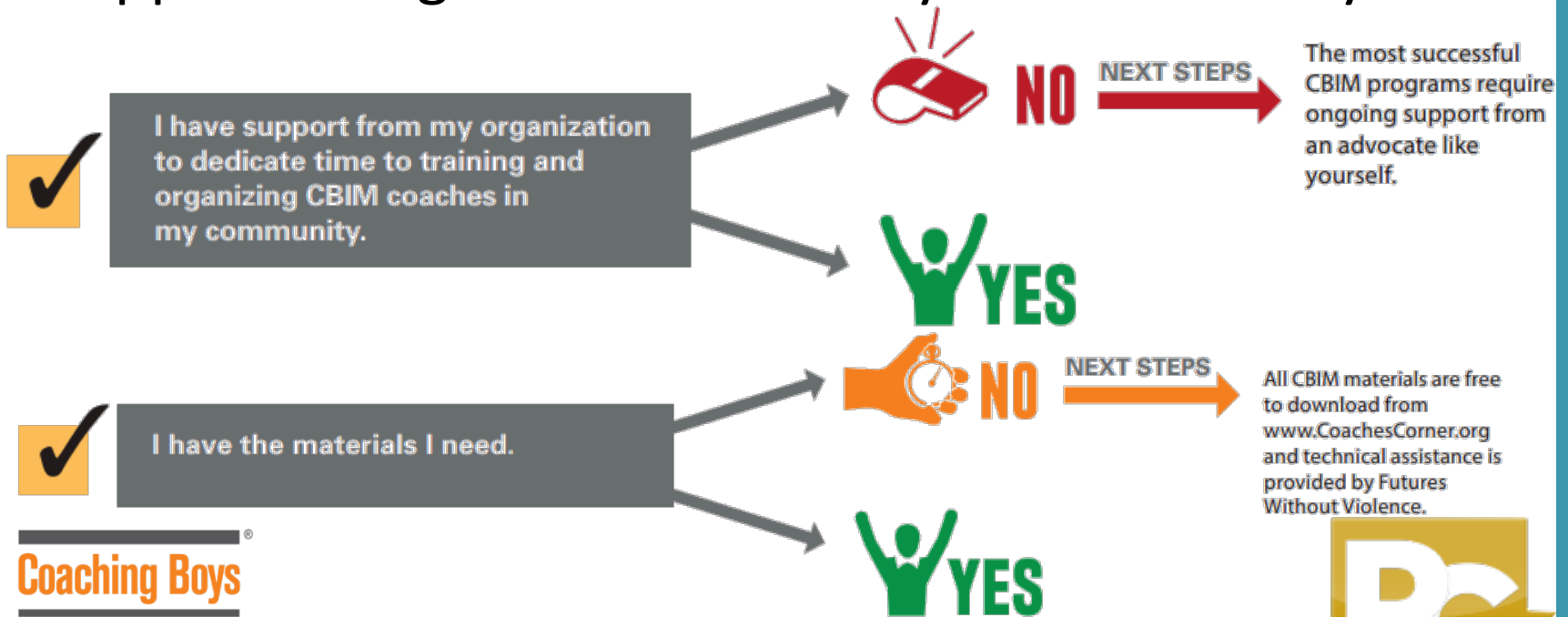
COMMUNITY READINESS ASSESSMENT



<p>✓ I have identified the schools or organizations in my community where CDM will be implemented.</p>	<p> NO YES</p>	<p>NEXT STEPS</p>	<p>If you haven't yet identified where you will implement CDM, consider these questions:</p>	<p>Do you have existing partnerships with schools that could be leveraged to support CDM?</p>	<p>Do you know if there are schools in your community that have positive school climate or anti-bullying initiatives? CDM impacts school climate by promoting respect and positive gender behavior among student athletes.</p>
<p>✓ I have support from my organization to dedicate time to training and organizing CDM coaches in my community.</p>	<p> NO YES</p>	<p>NEXT STEPS</p>	<p>The most successful CDM programs require ongoing support from an advocate like yourself.</p>	<p>OVERALL READINESS</p> <p> NO</p> <p>STOP</p> <p>Whether it's that you haven't received training, or you don't have support to implement CDM, you need to do more planning before beginning the program. Visit www.CoachesCorner.org for resources and to connect with individuals like yourself who have experience with CDM.</p>	
<p>✓ I have the materials I need.</p>	<p> NO YES</p>	<p>NEXT STEPS</p>	<p>All CDM materials are free to download from www.CoachesCorner.org and technical assistance is provided by Future Without Violence.</p>	<p> NO</p> <p>TIME OUT</p> <p>Although you have already laid some of the ground work, it's important to plan ahead for your CDM program. Identify the key stakeholders and resources in your community that will help support CDM. Visit www.CoachesCorner.org for resources and to connect with individuals like yourself who have experience with CDM.</p>	
<p>✓ I have participated in a Train the Trainer session provided by Future Without Violence, or I have reviewed the Train the Trainer materials on my own.</p>	<p> NO YES</p>	<p>NEXT STEPS</p>	<p>As you prepare to facilitate CDM training for coaches, it's important that you familiarize yourself with the best practices for CDM implementation and for working with coaches.</p>	<p> NO</p> <p>MOVE FORWARD</p> <p>Congratulations! You've completed the necessary planning and you're ready to begin implementing CDM in your community. Remember that you can always contact Future Without Violence if you have questions or need extra support throughout the season. Visit www.CoachesCorner.org for resources and to connect with individuals like yourself who have experience with CDM.</p>	
<p>✓ I have met with school administrators and/or the Athletic Director to discuss CDM and identify a time to conduct CDM training with coaches.</p>	<p> NO YES</p>	<p>NEXT STEPS</p>	<p>The most successful CDM programs have the support of key stakeholders. Whether it's the Athletic Director, School Principal, or Head Football Coach, it's important to identify the school leaders who will help you plan your CDM program.</p>	<p> YES</p>	
<p>✓ I have a plan for when I will conduct coach training, when I expect coaches will begin implementation, and when I will administer pre and post-season evaluation surveys.</p>	<p> NO YES</p>	<p>NEXT STEPS</p>	<p>The most successful CDM programs have the support of key stakeholders. Whether it's the Athletic Director, School Principal, or Head Football Coach, it's important to identify the school leaders who will help you plan your CDM program.</p>	<p> YES</p>	
<p>✓ I believe in the power of sports as a platform to transform harmful norms and create opportunities for young people to stand up for respect.</p>	<p> NO YES</p>	<p>NEXT STEPS</p>	<p>When coaches see their individual roles as a means to promote respect, they help build strong leaders and healthy young men. In addition to their athletes, CDM has been proven to provide all participants with the opportunity to develop their ability to intervene when someone is in a harmful or unsafe situation, develop their ability to stand up for respect and build relationships.</p>	<p> YES</p>	

Step One: 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.



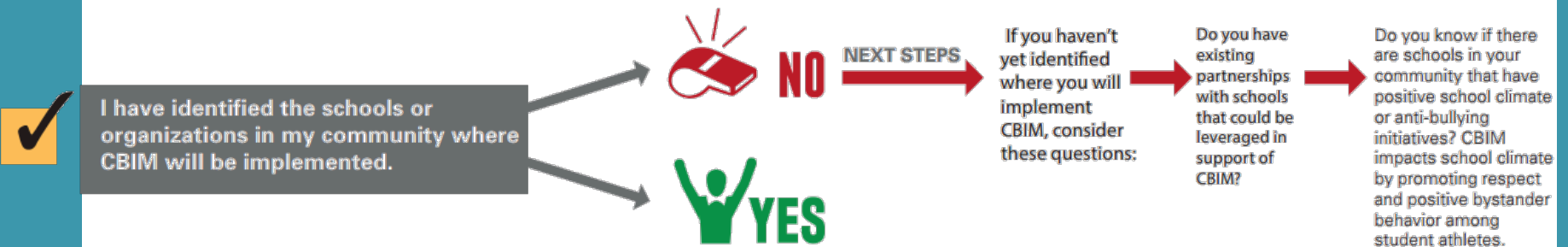
Text Chat Question



How does CBIM fit into your overall prevention plans?

Step Two: Make a CBIM Plan

- Identify implementation schools and key stakeholders for support
- Complete the Community Readiness Assessment

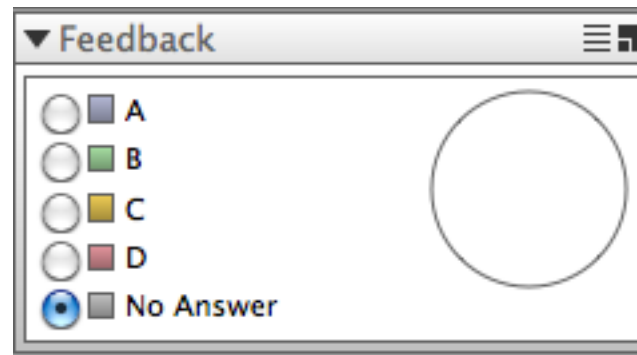


Audience Question

What setting are you think of implementing CBIM?

- A. High School
- B. Community Setting
- C. Middle School
- D. Other

Answer on the left



Feedback

A

B


C

D

No Answer

Step Three: Gain Buy-In

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

 I believe in the power of sports as a platform to transform harmful norms and create opportunities for young people to stand up for respect.




NO

NEXT STEPS



YES

When coaches use their influence as role models to promote respect, they help build strong leaders and healthy young men, in addition to skilled athletes. CBIM has been proven to positively impact athletes' ability to intervene when witnessing disrespectful or abusive behavior, thereby affecting their school community by standing up for respect and healthy relationships.

 I have met with school administrators and/or the Athletic Director to discuss CBIM and identify a time to conduct CBIM training with coaches.



NO

NEXT STEPS



YES

The most successful CBIM programs have the support of key stakeholders. Whether it's the Athletic Director, School Principal, or Head Football Coach, it's important to identify the school leaders who will help you plan your CBIM program.

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Step Three: Gain Buy-In

- Plan Ahead
- Engage Leaders that Inspire
 - How much of an advocate is the Athletic Director (AD) going to be on behalf of you and the program?
 - AD plays a pivotal role in the success of the program
- Start Small
 - Pilot then Expand
 - Work the HIERARCHY to get BUY-IN
- Whole School Approach

**Coaching Boys
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**Top Organizing Tips
from CBIM Champions**



The success of CBIM depends on strong partnerships. CBIM Advocates organize and support coaches to deliver the program with their athletes. The tips below are from CBIM Advocates in communities across the country who have helped coaches to become leaders and role models for respect.

Offer to help

Many coaches may consent and brag those lessons or by:

As you're planning your CBIM implementation, it can be helpful to create a timeline with goals for when you will identify participating schools; meet with key stakeholders; conduct coach training; when you expect coaches to begin CBIM delivery; and when you will administer pre and post-season evaluation surveys.

Recognize cc

We all like to be recognized. Check out coaches for their leadership.

Understand coach priorities

Coaches are the leaders of CBIM for a reason. As influencers and role models, they are in a unique position to talk with young athletes about healthy relationships. It's important to show coaches that you understand the importance of their work and that you respect and appreciate their time.

Be persistent

Coaches are busy people. Some CBIM Advocates are unsuccessful.

Most coaches are not only concerned with wins and losses – they also want to develop their athletes into understanding young men. Emphasizing that CBIM builds athletes' leadership can help coaches understand the relevance of the program. Refer to the **CBIM Guiding Principles** document for more tips on how to describe CBIM to interested coaches.

However you do it, it is supported in their district.

Talk with coaches about their concerns for their team. Chances are that issues such as bullying and unhealthy relationships are among the problems that coaches see at school and on the field. CBIM provides coaches with the tools and vocabulary they need to address these issues and build a stronger team as a result.

Take a whole Engage leaders who inspire

The most successful leaders will help CBIM gain credibility among coaches. Some CBIM Advocates have found that co-facilitating the coach training with a respected leader can boost coach participation and commitment from the start.

As key stakeholders and ensure its sustained successes with the j

Start small

Supporting coaches to deliver CBIM takes time and resources. If you're new to CBIM, it can be helpful to start small (with one or two teams participating), as you gain a better understanding of your capacity and the time and resources required to implement the program.

Show your t

Coaches will notice t of their wins and losses along with your ability to support coaches.

As coaches gain experience with CBIM – and you start to see the results of the program – CBIM will grow organically along with your ability to support coaches.

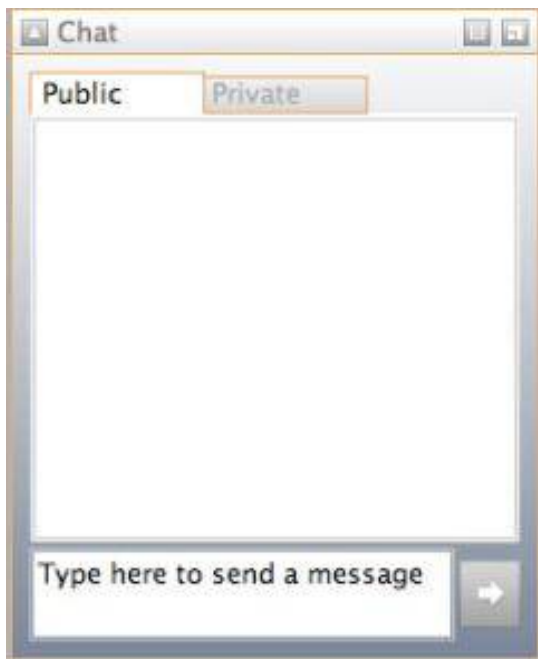
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Text Chat Question

What are some barriers that you anticipate or have experienced when trying to gain community buy-in?



Athletic Director Buy-In

- Assess for types of Athletic Directors (AD)
 - EXAMPLES of Star AD vs. Challenging AD
 - TEMPLATE scripts for handling various ADs
- KEY strategies for working with ADs
 - You must recognize that you will be taking the lead in connecting with the coaches.
 - Be diligent in your follow up and email communication.
 - Important to respect whatever information they are willing to provide.
 - Must have the attitude that “You’re going to respect their time because the program is voluntary”.

Recruiting Coaches

- Recognize the need for a **MARKETING/SALES** pitch
 - How am I going to **CONNECT** with these coaches?
 - How do I handle coaches who are uncomfortable or disinterested?
- How to present yourself and the program for the first time to **AD/coach**
- **KEY** talking points at the initial meeting and following up with coaches
- Logistics and communication



CBIM Coach Characteristics



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.

Step Four: Conduct Coach Training

- Review Train the Trainer materials
- Identify a convenient time before the start of the athletic season to conduct coach training

I have participated in a Train the Trainer session provided by Futures Without Violence, or I have reviewed the Train the Trainer materials on my own.



NO

NEXT STEPS



As you prepare to facilitate a CBIM training for coaches, it's important that you familiarize yourself with the best practices for CBIM implementation and for working with coaches.



YES

I have a plan for when I will conduct coach training, when I expect coaches will begin implementation, and when I will administer pre and post-season evaluation surveys.



NO

NEXT STEPS



The most successful CBIM programs have the support of key stakeholders. Whether it's the Athletic Director, School Principal, or Head Football Coach, it's important to identify the school leaders who will help you plan your CBIM program.



YES

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Training Coaches: Key Strategies

- Relationship Development
 - “How am I going to establish rapport?”
 - “What do we have in common that’s going to make this relationship work?”
- Adaptable & Flexible
- Communication & Logistics
 - Establish the training TIMEFRAME
 - IDEAL is 60-minute training session
 - What to do if TIME is LIMITED

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CBIM Coach Delivery Training Video



The image shows a YouTube video player interface. At the top left is the YouTube logo. A search bar is located at the top center. The video player area displays the following text: "Coaching Boys" in a large black font, "INTO MEN" in a larger, bold black font, "COACHES SHARE" in a bold black font, and "Their CBIM Game Plan" in a bold black font with "Game Plan" in orange. Below the video player is a progress bar showing 0:03 / 4:52. At the bottom of the video player, the video title "Coaching Boys Into Men: Coach Training Video" is displayed.

Coaches Clinic: Tools

CBIM Learning Objectives

- **Why coaches:** Identify how coaches' behavior defines their influence as role models in the development of their athletes' character.
- **Relationships matter:** Define abusive and healthy relationship behavior.
- **Relationships matter:** Use their own words to provide information on the prevalence and impact of teen dating violence, sexual assault, and domestic violence.
- **CBIM Overview:** Outline the sequence of typical tasks and responsibilities of coaches to implement CBIM.
- **Practice:** Use CBIM Kit materials to facilitate athletes' discussion and reflection on their attitudes and behaviors in relationships.

CBIM Presentation Lesson Plan

- **NEW CBIM**
Presentation
Outline for
trainers



Coaching Boys into Men
Coaches Leadership Training Session Outline

1. Introductions & Why Coaches	
Objectives: <ul style="list-style-type: none">- Identify how coaches' behavior defines their influence as role models in the development of their athletes' character.	Time allotted: 17 minutes
Learning Points: <ul style="list-style-type: none">- Strong teams require leadership on and off the field.- The content and discussion-based process of CBIM weekly lessons promotes team cohesion addressing disrespectful behaviors and teaching respect, healthy communication, and positive leadership skills.- CBIM further increases cohesion through the introduction of common team goals with regards to healthy relationships, character development, and positive bystander intervention.- CBIM weekly lessons build closer relationships between coaches and athletes, and build athletes' leadership skills to promote respect on and off the field and intervene when they witness abusive behaviors.	
Activities: <ol style="list-style-type: none">1. Introductions – What's your favorite thing about coaching? (5 minutes)<ol style="list-style-type: none">a. This brief introductory activity allows trainers to get a better sense of who's in the room and helps ground coaches in their motivation and passion for working with young people.2. Video – CBIM Sacramento (2 minutes)<ol style="list-style-type: none">a. Introduce CBIM through testimonials from coaches and athletes who have participated in the program.3. ADU – "The main goal of high school sports is to win games." (10 minutes)<ol style="list-style-type: none">a. Through this Agree, Disagree, and Unsure activity, coaches identify their influence as role models in the lives of young athletes.	



CBIM Season Planning Worksheet for Coaches

Coach Information

School: _____

Name: _____

Primary Contact: ()

E-mail Address: _____

Preferred method of contacting you: _____

Best day/time to reach you: _____

Sport & Team Level: _____

Alternate Contact: ()

Practice Information

Start date of Season: _____

End date of Season: _____

Monday Practice Times: _____

Tuesday Practice Times: _____

Wednesday Practice Times: _____

Thursday Practice Times: _____

Friday Practice Times: _____

Saturday Practice Times: _____

Are you available **before** practice _____

If Yes, which days? _____

Are you available **after** practice _____

If Yes, which days? _____

CBIM Season Planning

Date you will begin implementing CBIM: _____

Based on your team's practice schedule, which day and time do you anticipate implementing weekly CBIM lessons?

Day of the week: _____

Time (i.e., before practice): _____

Coaches Clinic FAQ



Coaching Boys into Men
Coaches Leadership Training Session – Frequently Asked Questions

About this Document

Thank you for your interest Coaching Boys into Men (CBIM). CBIM relies on strong partnerships between athletic coaches and violence prevention organizations. In many communities, the first step in building this partnership is to facilitate a successful coaches' leadership training session. This document provides facilitators with logistical tips and tricks for adapting the training to meet your community's unique needs.

Building a relationship with the athletic department of your local middle or high school can take time and patience. It's important to understand coaches' schedules and priorities – as well as the leadership and decision makers at your local school – in order to build trust and gain access to coaches and athletes.

For more information on CBIM, and to access the CBIM training presentation, contact Yesenia Gorbea at ygorbea@futureswithoutviolence.org.

How do I schedule a training session?

- Work with the Athletic Director (AD) or other school administrator to identify a time that works with coaches' schedules (typically evenings or weekend days). It's best to schedule the training session shortly before the start of the athletic season so the information is fresh in coaches' minds.
- We recommend a 90-minute training session, although the length of the training can be adapted to fit your needs.
- If possible, have the AD or another coach send a brief description of CBIM to coaches along with an invitation to participate in the training. Coaches are more likely to respond to an invitation from a colleague than from an outside organization.

Who should facilitate the training session?

- We recommend that the CBIM organizers facilitate the training session.
- Some CBIM organizers have a coach. Enlisting a fellow coach with CBIM.

Is it possible to adapt the CBIM training presentation?

- Yes. In fact, we recommend it to supplement the national presentation.
- If there are additional adapted presentations or organizers in your region and in communities across the country.

Why doesn't the CBIM training presentation address violence?

- Keep in mind that the 90-minute training session is designed to introduce coaches to the concept of violence prevention and support coaches to become experts on violence prevention in their communities. The training session is designed to provide coaches with the tools and resources they need to stand up for respect and intervene when they see unhealthy behaviors.
- Many coaches already think of themselves as role models to their young athletes. Framing CBIM as a

tool for leadership and character development helps meet coaches where they're at and makes them feel more comfortable with the program.

- It's essential to provide coaches with the extra support and resources they need throughout the season to deepen their understanding of the issues and increase their capacity to talk with their athletes about healthy relationships.

What materials will I need to bring to the training session?

- Your computer with CBIM training presentation and any videos saved on it.
- A projector and portable screen if necessary.
- Copies of the CBIM Pre-Season Survey for Coaches and Season Planning Worksheet for coaches to fill out.
- CBIM Coaches Kits to distribute to coaches during the training.
- Refreshments for training participants.

What other logistical details should I consider?

- Work with your school contact to ensure the room where the training will be held has a screen for projection and enough seating for coaches and training facilitators.
- If possible, set the room with small groups of chairs around tables. Groups of 4–8 are ideal for the training activities.
- If you plan to show video during your presentation, download all video files directly onto your computer prior to the training date. Playing video directly from your computer (as opposed to online streaming) is the best way to avoid technical difficulties during the training.

How do I schedule a training session?

- Work with the Athletic Director (AD) or other school administrator to identify a time that works with coaches' schedules (typically evenings or weekend days). It's best to schedule the training session shortly before the start of the athletic season so the information is fresh in coaches' minds.
- We recommend a 90-minute training session, although the length of the training can be adapted to fit your needs.
- If possible, have the AD or another coach send a brief description of CBIM to coaches along with an invitation to participate in the training. Coaches are more likely to respond to an invitation from a colleague than from an outside organization.

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Coaches Clinic: Training Review

Step Five: Administer Pre-Season Survey

- Identify convenient time to have coaches and athletes complete pre-season survey

Pre-Season Survey for Coaches



Thank you very much for joining us for this training! We would like to ask you a few questions about your work as a coach.

This is completely voluntary. Your responses are kept completely private. NO names or identifiers are connected to your answers.

Instructions: Please MARK ONE answer for each question and read instructions below.

1) Have you attended any professional development sessions or workshops specific to preventing violence against women and girls before today?

- (1) Yes
- (2) No

Instructions: In the past 3 months, how often have you had the following conversations?

Please MARK ONE answer for each question and read instructions below:

2.1) A discussion with your athletes about violence against women and girls.

- (1) Never
- (2) Once
- (3) 2-5 times
- (4) >5 times

2.2) A discussion with your athletes about sexual harassment.

- (1) Never
- (2) Once
- (3) 2-5 times
- (4) >5 times

2.3) A discussion with your athletes about physical violence on and off the field.

- (1) Never
- (2) Once
- (3) 2-5 times
- (4) >5 times

Step Six: Follow-Up with Support

Building a Coach-Advocate Partnership:

- Coach Priorities
 - KNOW their game schedule
- TRACK coaches delivery of the program
- Offer to help with tough topics
- Recognition
- Be persistent
 - Handling UNRESPONSIVE coaches
- Show Team Spirit!

Step Six: Follow-Up with Support

Key Strategies:

- **Communication**
 - Knowing practice and game schedule
 - Specific methods – phone calls, emails, texts, visits
 - Follow ups and time management
- **Relationship Development**
 - Following local sports news and updates
 - Following up on game status, wins and loses
 - Providing support and encouragement
- **Adaptability/Flexibility**
 - During playoffs or tournaments or away games

Step Six: Follow-Up with Support

Intervention Incidents:

- Making sure trainer is available, visible and proactive
- Be aware of things happening in the community. This can lead to good opportunities to provide coaches with local information to build into their lessons
- Connection to DV agency for resources and access to support is CRITICAL

Step Seven: Administer Post-Season Survey

- Identify convenient time to have coaches and athletes complete post-season survey

Post-Season Survey for Coaches



We would like to ask you a few questions about your work as a coach.

This is completely voluntary. Your responses are kept completely private. **NO** names or identifiers are connected to your answers.

ABOUT THE COACHES KIT:

1) Have you used the CBIM Coaches Kit with your athletes?

- (1) Yes
- (2) No

2) What are the age ranges of the athletes with whom you have used the CBIM Coaches Kit?

(MARK ALL that apply)

- (1) <11 years
- (2) 11-13 years
- (3) 13-15 years
- (4) 15-17 years
- (5) >17 years

3) What components of the **Playbook** have you used? **(MARK ALL that apply)**

- (1) The information about what constitutes damaging language and behavior as well as how abuse is defined
- (2) The "Teachable Moments"
- (3) The Coach and Player Pledge
- (4) The ideas for next steps in "Overtime."

4) Which of the **Training Cards** have you used?

(MARK ALL that apply)

- (1) Training 1: Pre-Season Speech
- (2) Training 2: Personal Responsibility
- (3) Training 3: Insulting Language
- (4) Training 4: Disrespectful Behavior Towards Women & Girls
- (5) Training 5: Digital Disrespect
- (6) Training 6: Understanding Consent
- (7) Halftime: Enlist Your Local Sports Reporter
- (8) Training 7: Bragging About Sexual Reputation
- (9) Training 8: When Aggression Crosses The Line
- (10) Training 9: There's No Excuse for Relationship Abuse
- (11) Training 10: Communicating Boundaries
- (12) Training 11: Modeling Respectful Behavior Towards Women and Girls
- (13) Training 12: Signing The Pledge
- (14) Overtime: Host a Fan Pledge Day
- (15) Teachable Moment: How to Handle a Teachable Moment

Step Eight: Reflect on the Season

- Reflect on the pre & post-season survey results; use these results to inform your plans for expanding or sustaining CBIM in your community.



CBIM Toolkits

Advocate Kit



(Free Online – Coming Soon! July 2016)

CBIM Guiding Principals

CBIM Organizing Journey

Community Readiness Assessment

Organizing Tips

Making the Case - FAQs

Adaptation Guidelines

Season Progress Report

Licensing Agreement

Coaches Kit

(\$42 Hardcopy – Free Online – Available Now)

Playbook

Card Series

Resources

Take a Stand Against Bullying



CBIM Works!

Are you a CBIM Coach?



Fair or Foul Play



Promo Kit



(Free Online – Coming Soon! July 2016)

CBIM Overview

CBIM Works!

Top 5 on Engaging Men

CBIM In The News (Articles & Quotes)

Videos

Posters

Brochures

Making the Case - FAQs

Clinic Kit

(Free Online – Coming Soon! July 2016)

Clinic Presentation

Clinic Lesson Plan

Season Planning Worksheet

Clinic FAQs

Evaluation Kit

(Free Online – Available Now)

CBIM Works!

RCT Study Journal Articles

Program Evaluation Tools

Program Evaluation Webinar

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QUESTION & ANSWER



Next Session

(You are already registered)

Session 3 (June 15, 2016)

- Explore in-depth the essential elements of CBIM.
- Review adaptation guideline materials and gain the skills necessary to meet community challenges through effective adaptations.
- Discuss lessons learned from the most common adaptations.

FOR NEXT SESSION:

What particular population or setting are you thinking of implementing CBIM adaptations?

Thank You

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preventconnect.org/LinkedIn

preventconnect.org/Pinterest

