

**Welcome,  
This Web Conference  
Will Begin Soon**



A Project of



**Back to basics and moving beyond:  
A prevention approach to sexual & domestic violence**

**PreventConnect**  
**1215 K Street**  
**Suite 1850**  
**Sacramento CA**  
**95814**

**Website:** [preventconnect.org](http://preventconnect.org)

**Email:** [info@preventconnect.org](mailto:info@preventconnect.org)

**Email Group:**

[preventconnect.org/email-group](http://preventconnect.org/email-group)

**eLearning:** [learn.preventconnect.org](http://learn.preventconnect.org)

**Wiki:** [wiki.preventconnect.org](http://wiki.preventconnect.org)



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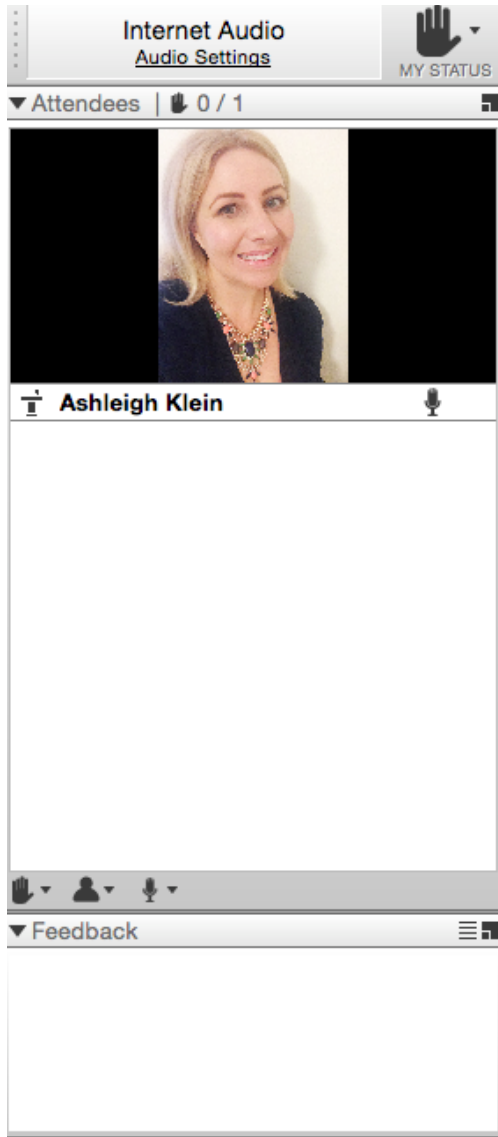
[preventconnect.org/YouTube](http://preventconnect.org/YouTube)

[preventconnect.org/LinkedIn](http://preventconnect.org/LinkedIn)

[preventconnect.org/Pinterest](http://preventconnect.org/Pinterest)



# 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**

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**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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Program Coordinator  
Prevention Institute  
(she, her, hers)



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Program Manager  
Prevention Institute  
(she, her, hers)



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Program Assistant  
Prevention Institute  
(she, her, hers)

# 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

## In the Thick

## Aftermath



Approaches that  
take place

**BEFORE**

violence has  
occurred to  
prevent initial  
perpetration or  
victimization

*Immediate*  
responses

**AFTER**

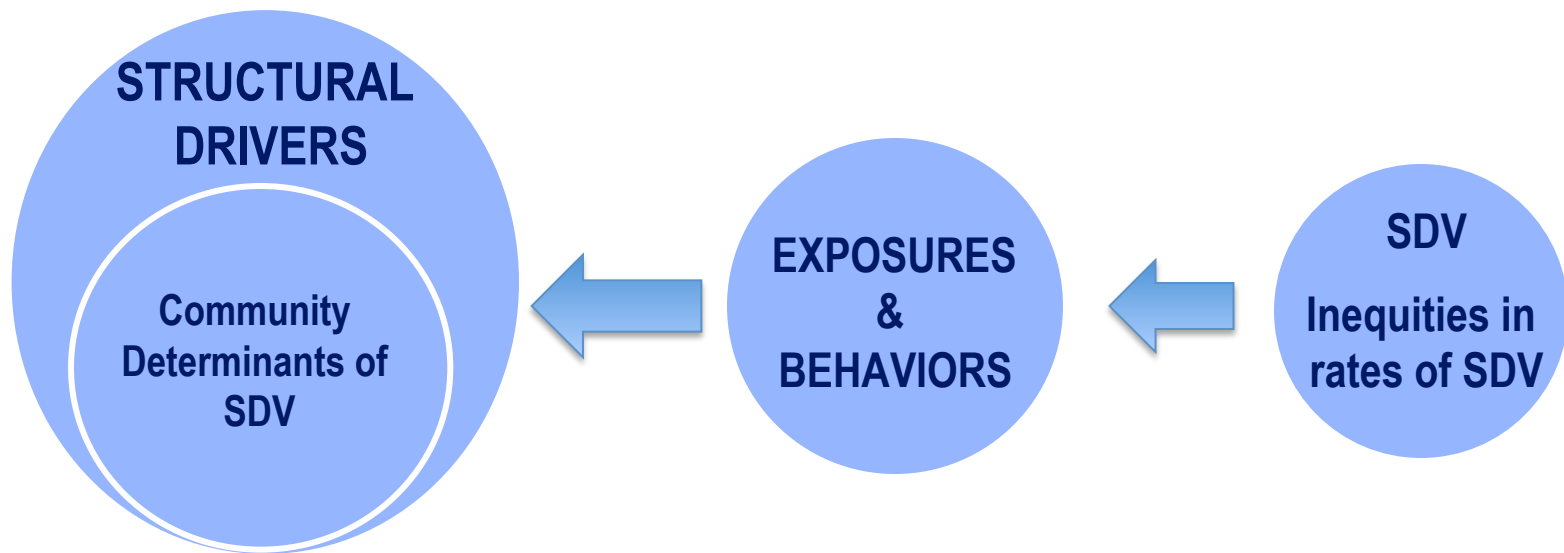
violence has  
occurred to deal  
with the  
consequences in  
the short-term

*Long-term*  
responses

**AFTER**

violence to deal  
with the lasting  
consequences  
and treatment  
interventions

# Two Steps to Prevention

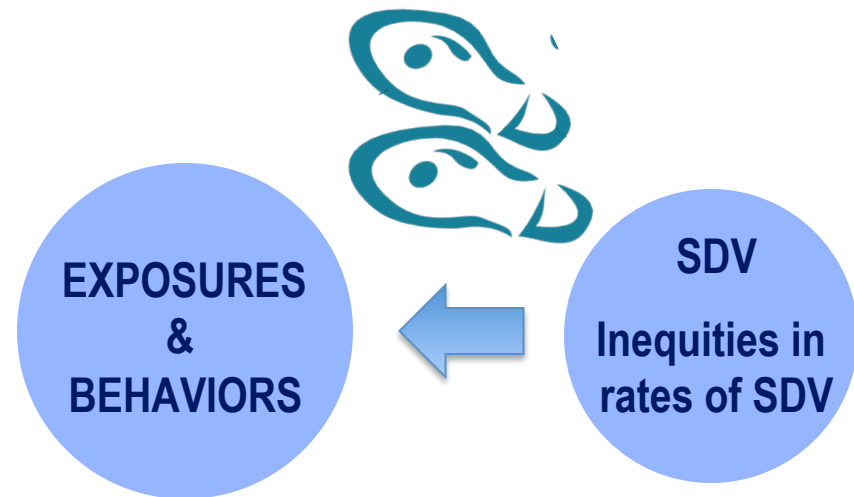


SDV – sexual and domestic violence

# Start with SDV and SDV Inequities

**SDV**  
**Inequities in**  
**rates of SDV**

# 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

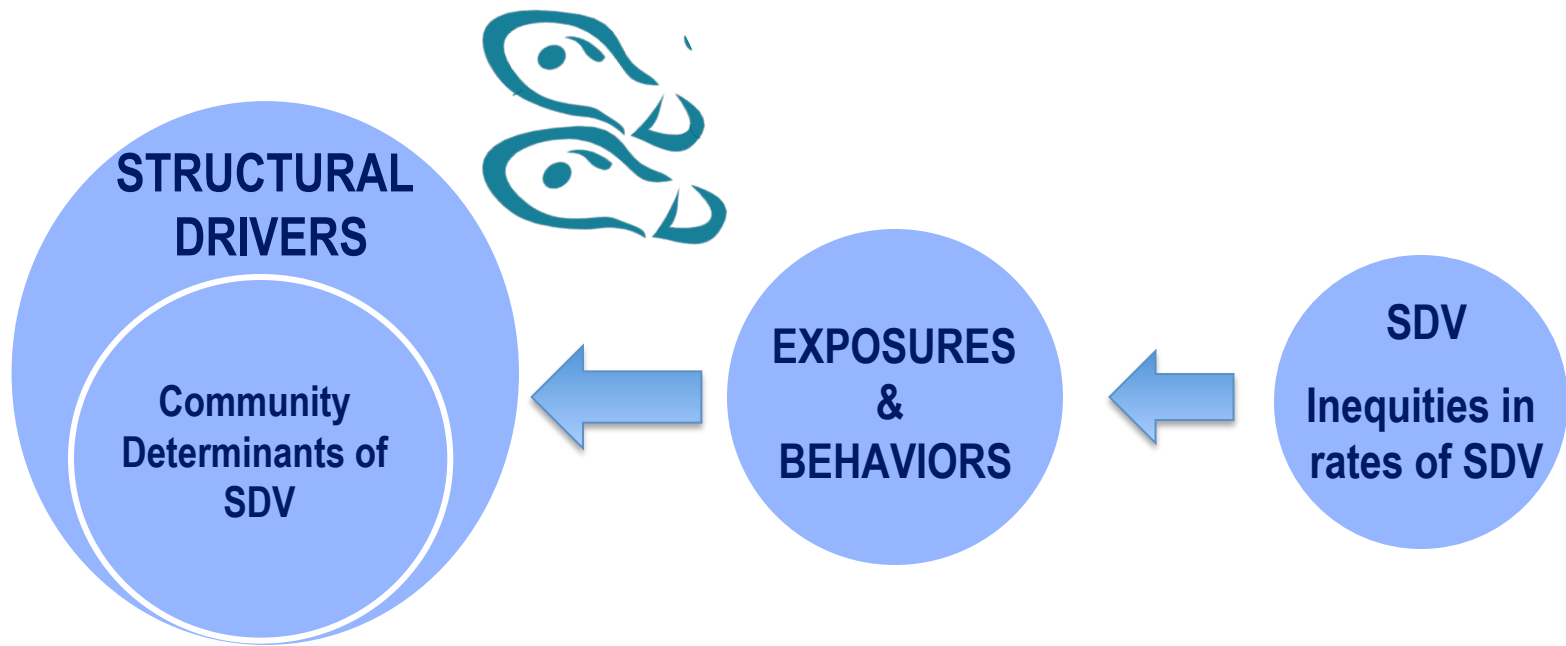
## Exposures & Behaviors

- 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.”***

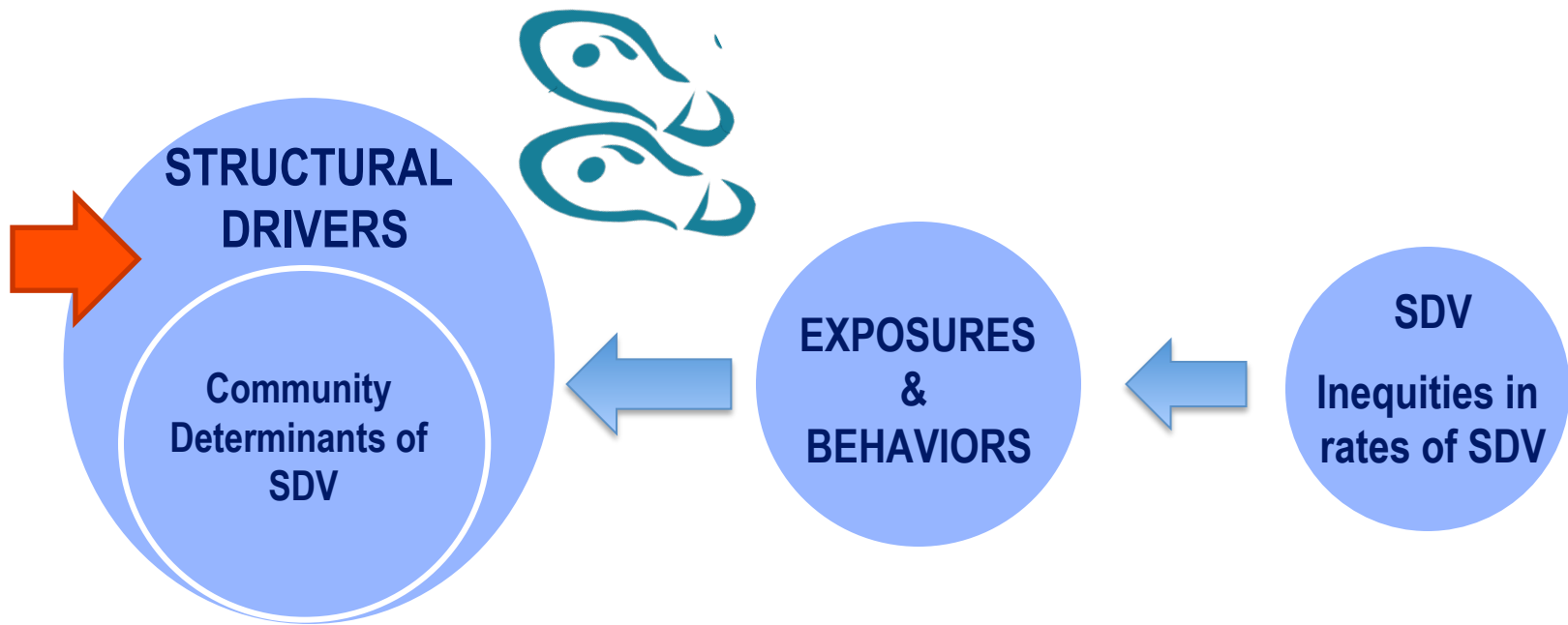
*Institute of Medicine*

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

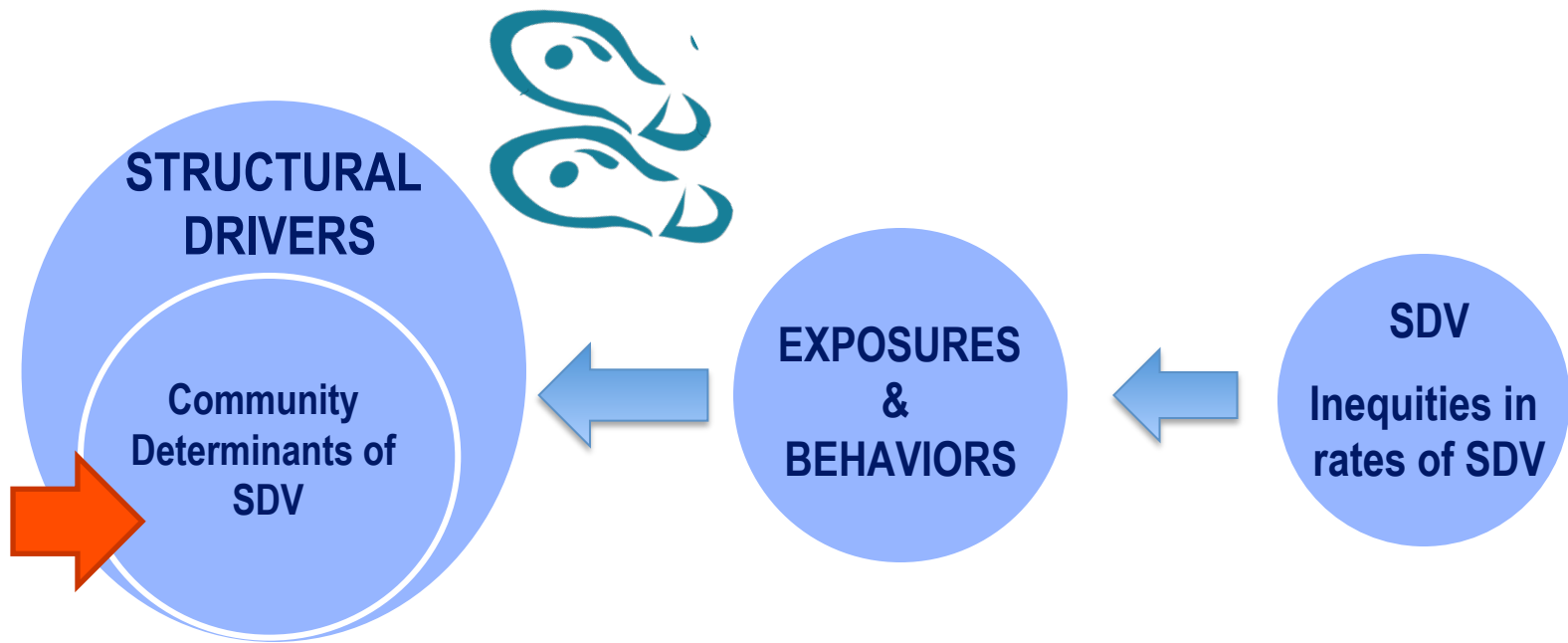




# Take a Second Step: From Exposures and Behaviors to the Determinants of Health



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



# Text Chat Question



**What community determinants/factors contribute to SDV?**

# What is the THRIVE framework?

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



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Institute



# 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

based in  
culture & tradition

sanction behavior

taken for granted

attitudes,  
beliefs,  
ways of being

behavior shapers

communicate regularity  
in behavior



# Halloween Costumes



**Purrrty Kitty Child Costume**  
Item#00193649



**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>

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# Michelle Obama's Speech



“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.”

# Michelle Obama's Speech



“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”



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# Built/Physical Environment

## PLACE

- Harmful media & ways of promoting products
- Housing insecurity



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

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Kevin Bolk

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# Girls Will Be



[http://blogs.babycenter.com/mom\\_stories/mom-creates-a-clothing-line-for-girls-08312013-tired-of-pink-and-purple/](http://blogs.babycenter.com/mom_stories/mom-creates-a-clothing-line-for-girls-08312013-tired-of-pink-and-purple/)

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# Educational/Economic Environment

## EQUITABLE OPPORTUNITY

- Family and community economic insecurity

# In Pictures: America's 15 Most Powerful CEOs 40 and Under

## *The future leaders of America*



# Rape Culture at Work



*Five examples of how employers turn women into sex objects*

<http://jezebel.com/workplace-bullshit-still-exists-even-if-some-bros-thin-1167036103>

<http://thinkprogress.org/health/2013/08/22/2510031/rape-culture-at-work/>

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# GoldieBlox – Toys for Future Engineers



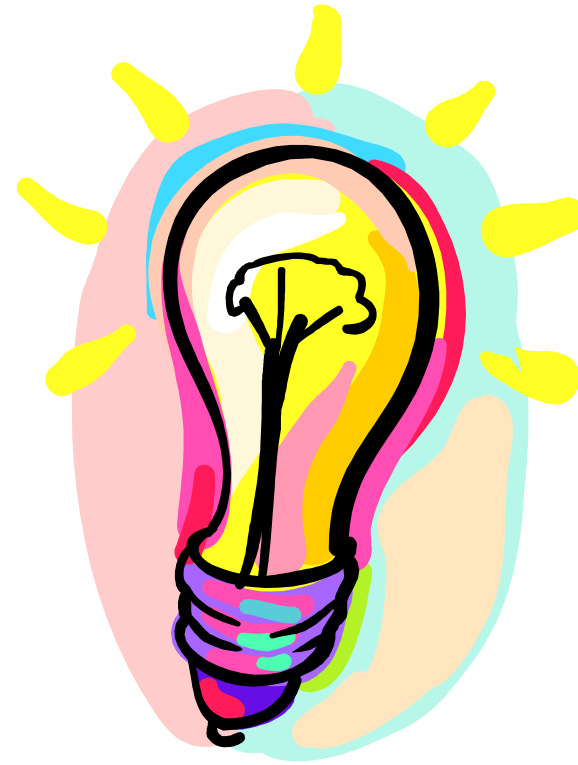
# Text Chat Question



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

**Influencing Policy & Legislation**

**Changing Organizational Practices**

**Fostering Coalitions & Networks**

**Educating Providers**

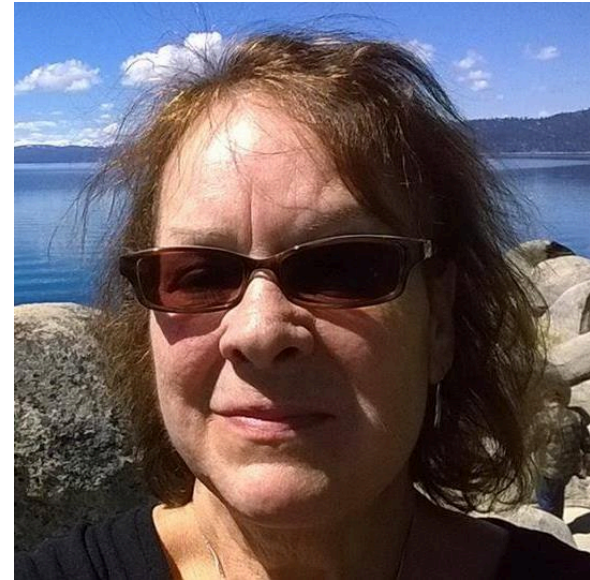
**Promoting Community Education**

**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

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Promoting Community Education

Strengthening Individual Knowledge & Skills



# 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





m.s.p.c.c  
Family Counseling Center  
by the prevention of cruelty to children

ENOUGH  
CHILD SEXUAL ABUSE  
#EnoughIsEnough.org

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# Spectrum of Prevention

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# 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

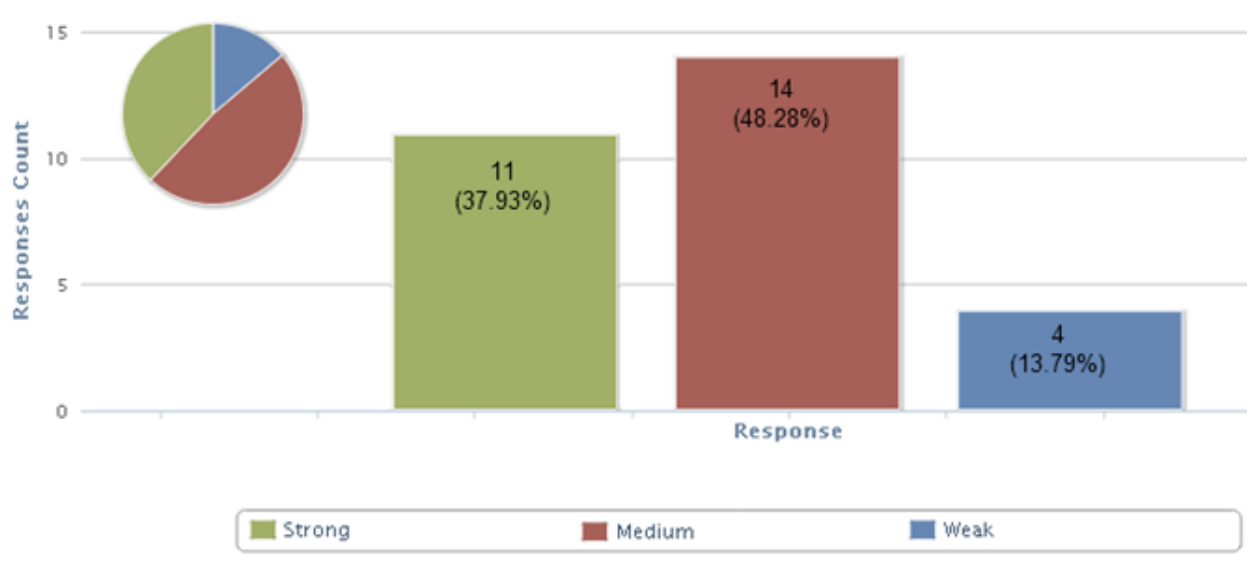
Location: Burlington High School

18 participants were trained; 16 evaluations were received.

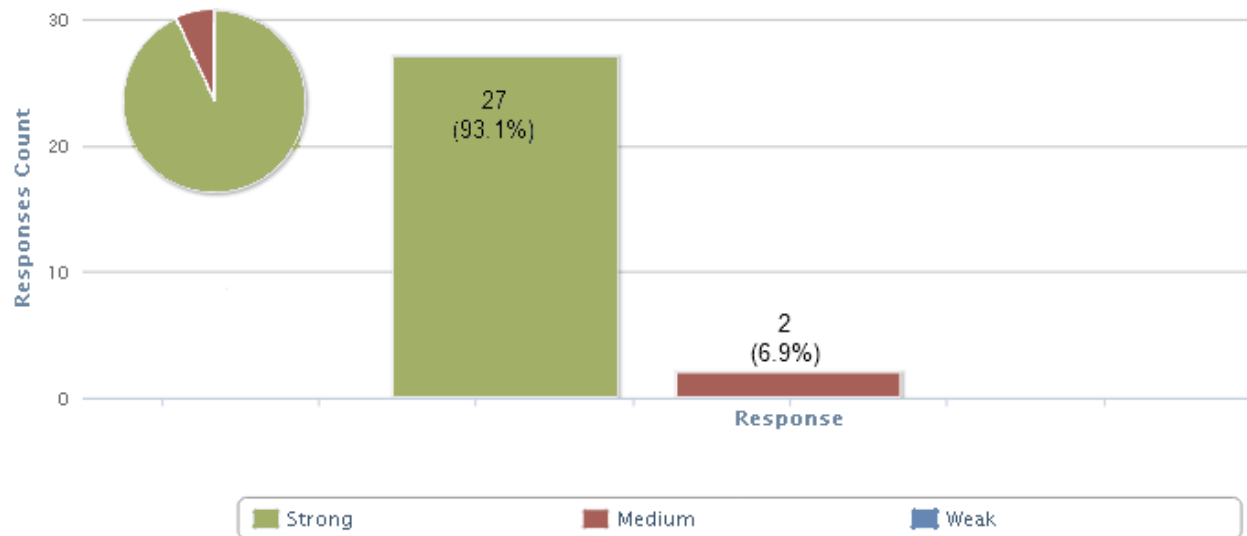
Scores are on a 0-5 rating with 5 being the highest, most favorable rating.

1. I now understand child sexual abuse as a public health problem.	4.94
2. I can identify conditions that support child sexual abuse.	4.94
3. I learned strategies to prevent child sexual abuse that I can teach to adults in my community.	4.94
4. The trainer was knowledgeable.	4.94
5. The quality of instruction was good.	4.87
6. The trainer's presentation kept me engaged.	4.50
7. The training was comprehensive and of high quality.	4.87
8. The training was presented in a clear way.	4.69
9. The Trainers Binder, audio-visuals, and other training aids were beneficial.	4.94
10. The training met my expectations.	4.50
11. I will be able to apply the knowledge learned.	4.87
12. I feel confident I can conduct high quality workshops in my community.	4.50
<b>Total Overall Score</b>	<b>4.79</b>

- **Pre-training Knowledge:**



- **Post-training Knowledge**



# Spectrum of Prevention

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# ENOUGH Abuse

**Strategies  
For your Family  
and Community**



Presentation by  
The Enough Abuse Campaign



# PREVENTING CHILD SEXUAL ABUSE:

A LEARNING AND DISCUSSION GUIDE

*for viewers of*

**It's Not Just  
JENNA**

**It's Not Just  
JENNA**

*Preventing Child Sexual Abuse: a Learning and Discussion Guide*

## 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



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show your hand.  
take a stand.

**PLEDGE**  
to **PREVENT**  
child sexual abuse



[enoughabuse.org](http://enoughabuse.org)

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## Sexual Abuse Safe-Child Standards in Massachusetts

MassKids

Prevent Child Abuse Massachusetts  
14 Beacon Street, Suite 706, Boston, MA 02108

[www.masskids.org](http://www.masskids.org) ~ [www.enoughabuse.org](http://www.enoughabuse.org)

on  
well-being



PreventConnect

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

# Spectrum of Prevention

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# 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

**Influencing Policy & Legislation**

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

# Dating Abuse Prevention in CA Schools



## Safe at Schools

[Why Are School Policies Needed?](#)

[Dating Abuse in California](#)

[FAQ](#)

[Resources](#)

[Recent Posts](#)

[Dating abuse in California's Education Code](#)

Wednesday, April 18, 2012

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



Welcome! This website provides information about how to prevent dating abuse on middle school and high school campuses so that all students can be safe at California schools.



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# Changing Local School Policy



# Changing State Education Policy



# Spectrum of Prevention

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# Mapping Schools

**SHIFTING BOUNDARIES:** Lessons on Relationships for Students in Middle School

**(Educator Instructions)**

## **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

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# Spectrum of Prevention

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# Training Educators

## DATING MATTERS: UNDERSTANDING TEEN DATING VIOLENCE PREVENTION

“...we can prevent teen dating violence and create a better, safer future for our students.”

**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](http://www.vetoviolence.cdc.gov/datingmatters)

# Training School Counselors and Psychologists



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Get **SMART** • Get **HELP** • Get **SAFE**

WAS THIS PAGE HELPFUL?

Yes

No

**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>



# Training Coaches



About Us   The Program   CBIM Forum   Build CBIM    Donate

## Coaching Boys INTO MEN

**Bring CBIM to Southwestern PA**



**Getting Started is Easy!**

Coaches, parents, teachers, counselors, community organizers, and others have a role to play in coaching our boys into men!

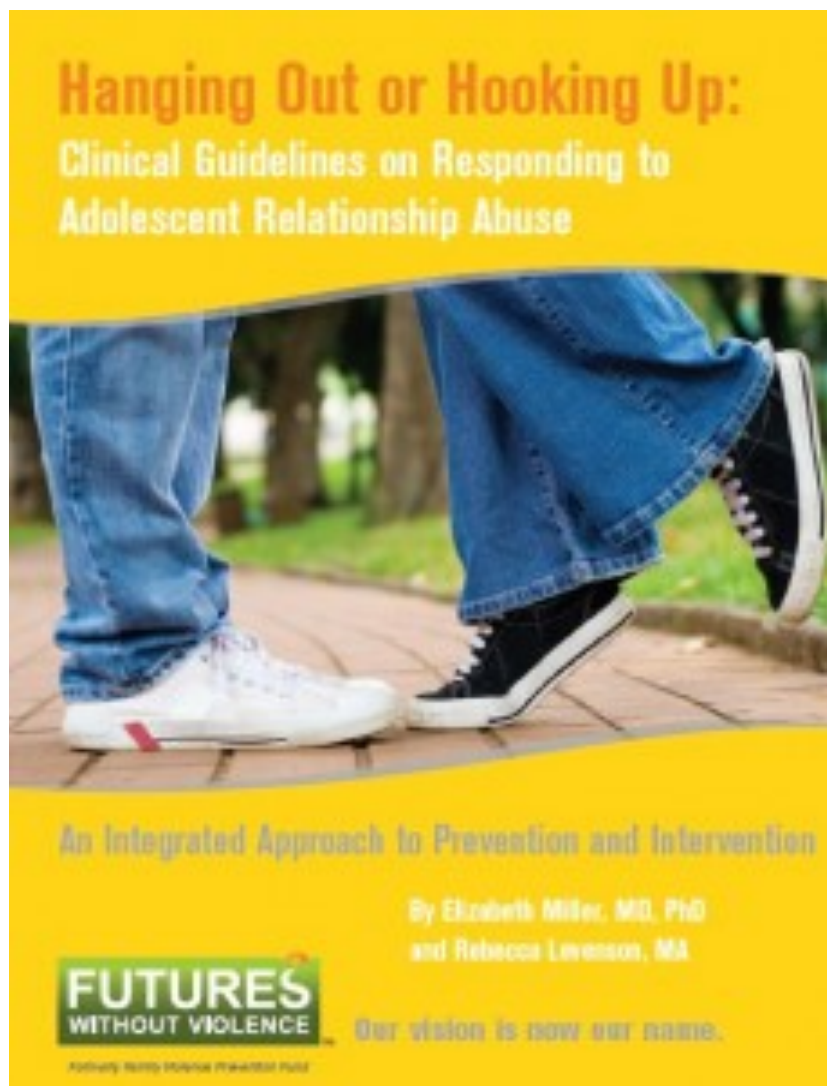
Coaching Boys into Men (CBIM) equips coaches with tools to help their young athletes build respectful, non-violent relationships.

**Get the CBIM Kit!**



<http://www.coachescorner.org/>

# Training Adolescent Health Care Providers



# Spectrum of Prevention

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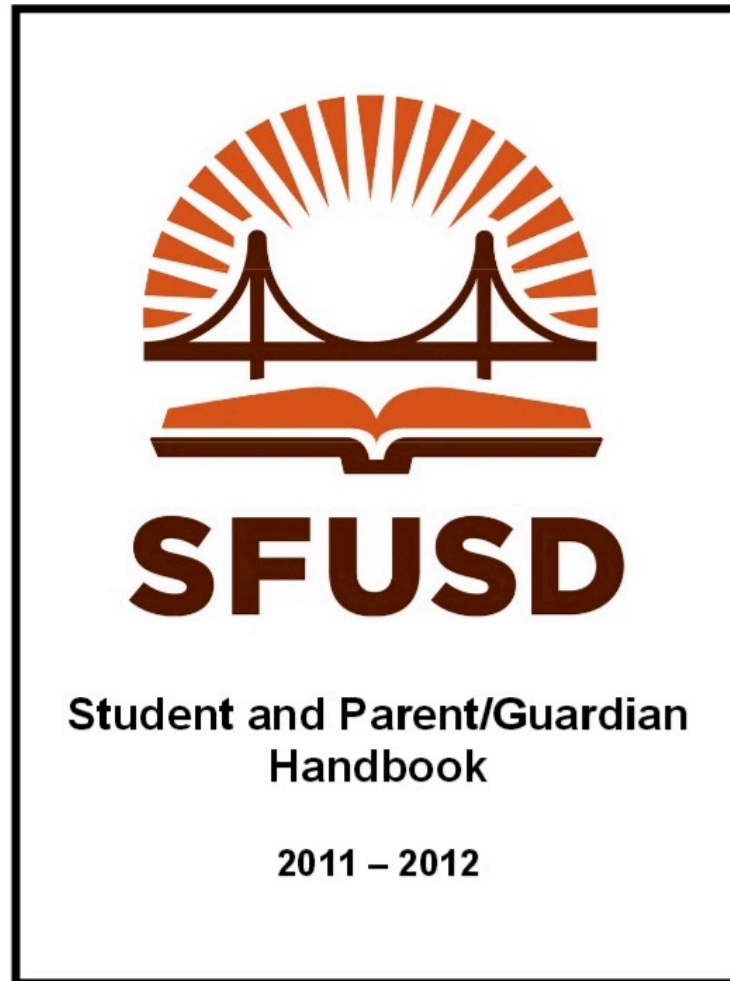
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**Educating Providers**

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**Strengthening Individual Knowledge & Skills**

# Parent-Student Handbook



[www.sfusd.edu](http://www.sfusd.edu)





# Be an Upstander



[www.schoolclimate.org](http://www.schoolclimate.org)



[www.mencanstoprape.org](http://www.mencanstoprape.org)



# Spectrum of Prevention

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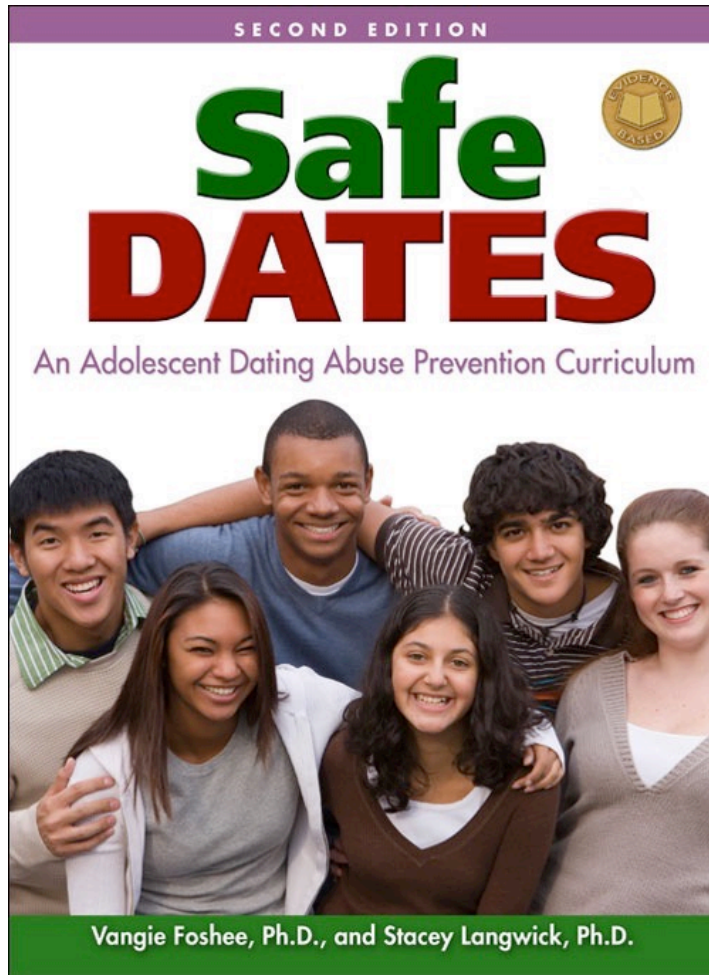
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# Curriculum



[www.hazelden.org/web/go/safedates](http://www.hazelden.org/web/go/safedates)

Local



[www.peaceoverviolence.org](http://www.peaceoverviolence.org)

# Respecting Boundaries

**SHIFTING 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](http://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

# Tools and Resources



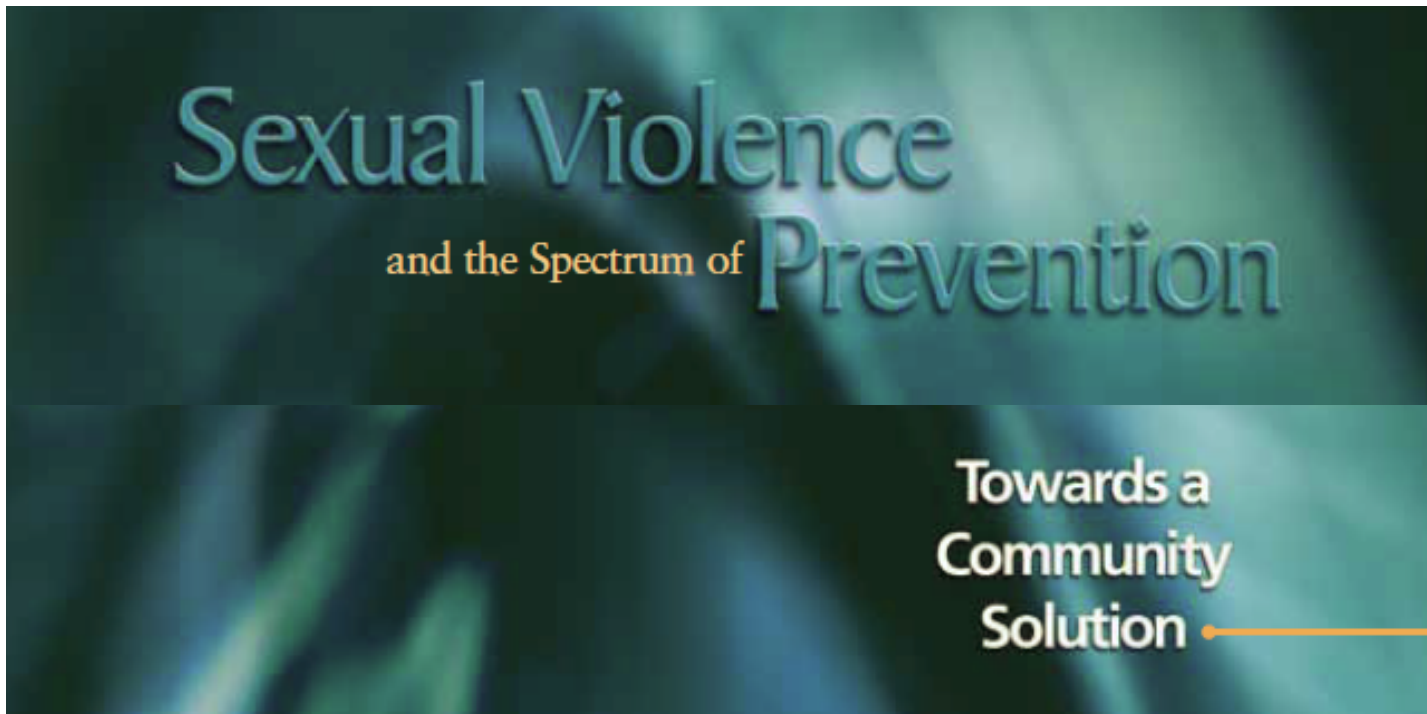
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# Sexual Violence and the Spectrum of Prevention



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# Transforming Communities to Prevent Child Sexual Abuse

## Transforming Communities to Prevent Child Sexual Abuse and Exploitation:

A Primary Prevention Approach

This document was prepared by Prevention Institute.

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National Sexual Violence Resource Center

# Prevention Assessment

## Year 2 Report: Innovations in Prevention

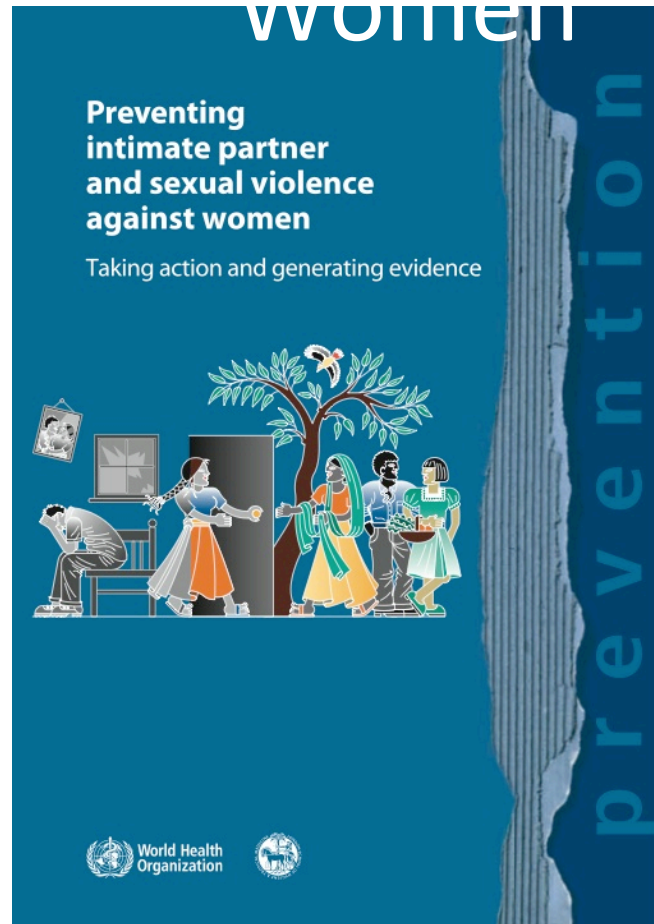
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# Preventing Intimate Partner and Sexual Assault Violence Against

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