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This Web Conference
Will Begin Soon

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A NATIONAL PROJECT OF CALCASA

PREVENTION INSTITUTE

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

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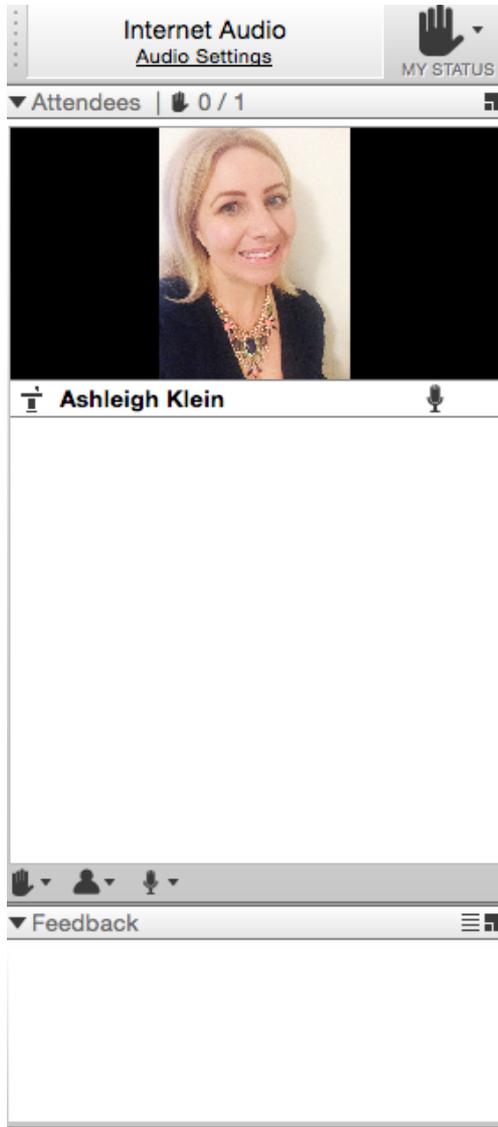
- Raise hand
- Text chat & private chat
- PowerPoint slides
- Polling questions
- Phone
- Closed captioning
- Web conference guidelines

Please send a private chat message for help.

Call iLinc Technical Support at 800.799.4510.

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New PreventConnect Team Member

Tori VandeLinde, MPH
(she/her/hers)
Training & Technical
Assistance Specialist

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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

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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

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

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

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

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

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

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August 15: Race and culturally informed prevention

September 19: Centering the margins in prevention: Intersectionality and health equity

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

Web Conference
GUEST PROFILES

Available Now
PreventConnect.org

http://www.preventconnect.org/2018/07/preventconnect-web-conference-guest-profiles/

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

July 18, 2018

11am-12:30pm PT; 2pm-3:30pm ET

Prevention Institute team

Alisha Somji, MPH
Associate Program Manager
Prevention Institute
(she, her, hers)

Sonja Lockhart
Program Assistant
Prevention Institute
(she, her, hers)

Objectives

Describe how **participatory action research** and **hotspot mapping** can help uncover safety issues in school settings.

Explore how youth, school personnel and community leaders are **lifting up student voice** and modifying **physical and social** aspects of school environments to prioritize safety.

Engage in a candid discussion on how **school climate and environments** can support safety.

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Text chat question

Chat

Public | Private

Type here to send a message

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

# Improving school climate, not just security, is key to 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*
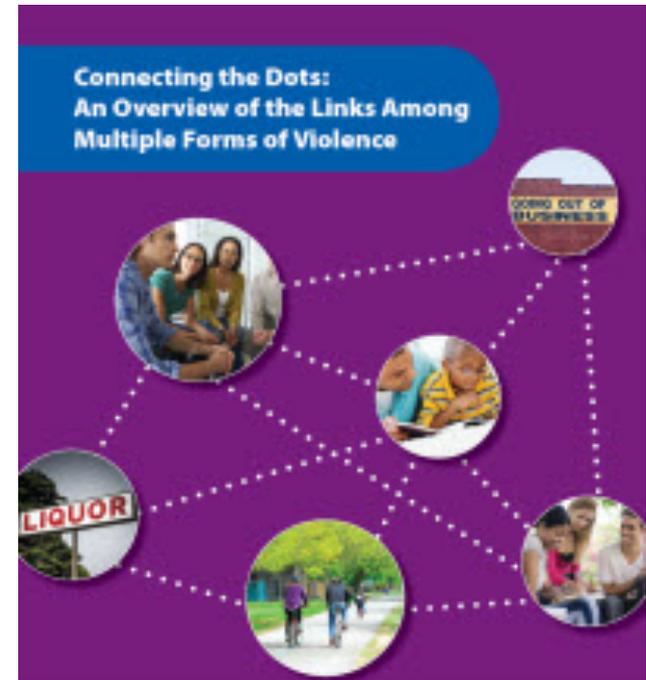
https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

School climate

https://www.schoolclimate.org/about/our-approach
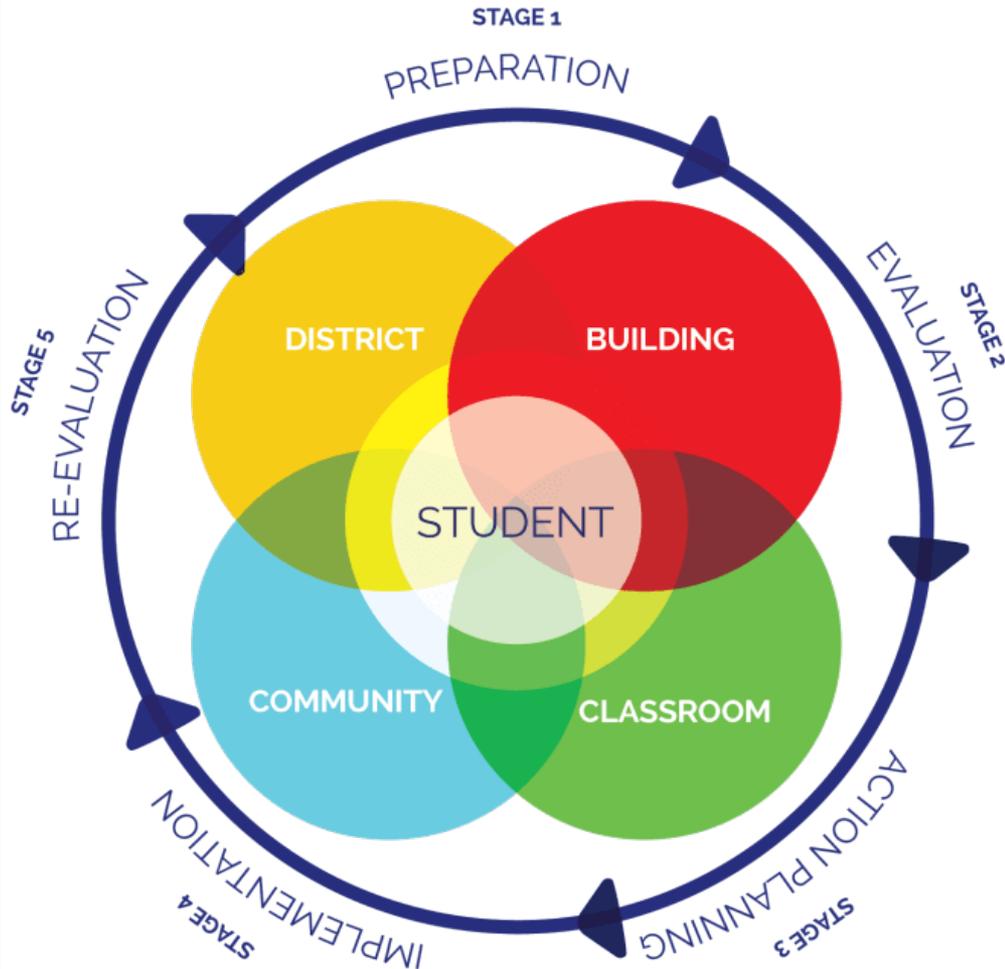
School climate
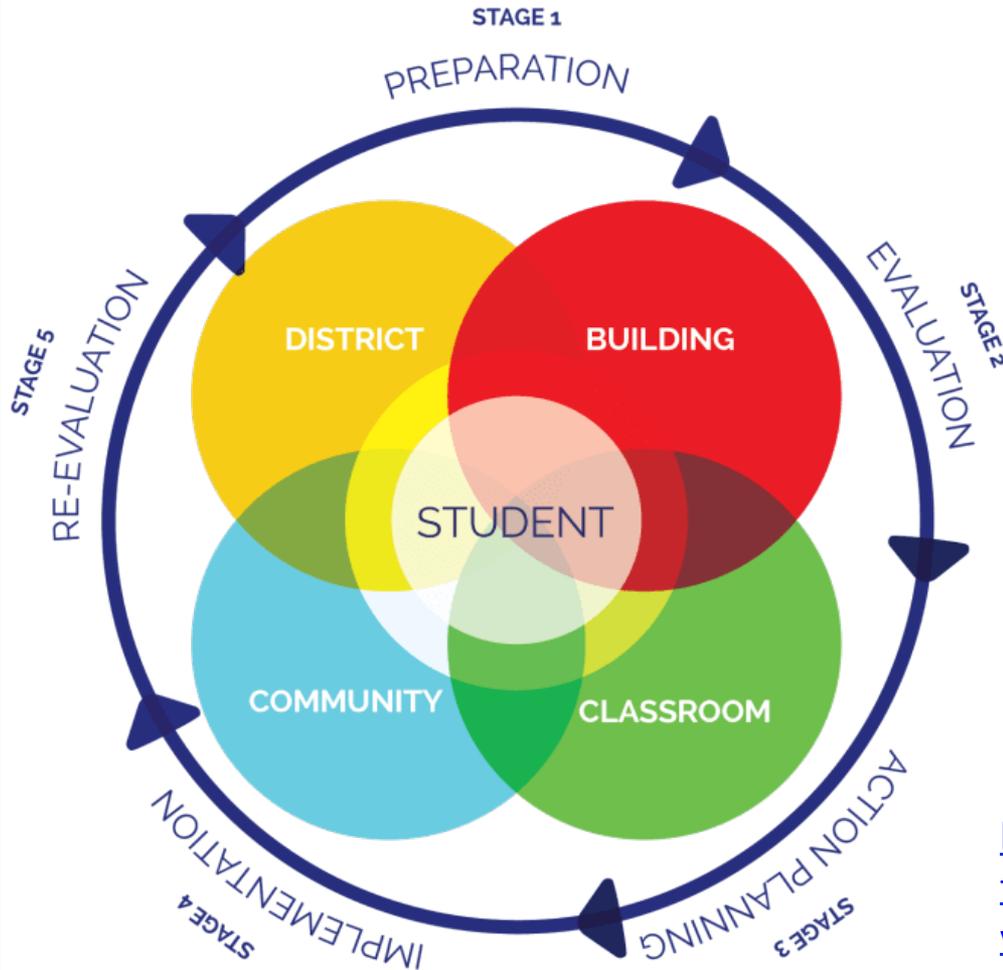
THRIVE

About our guests

Danielle Tuft,
she/her/hers
Violence and Injury Prevention-Mental
Health Promotion Branch, Colorado

Derek McCoy,
he/him/his
Project PAVE

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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

Hot Spot Mapping

What is it?

- Data-informed approach to identify spaces and develop recommendations for change
  - Usually identified as "hot" vs. "cold"
  - Can both change negative spaces and promote positive ones

Shifting Boundaries Program:
Example of Student "Hot Spot" Mapping #1
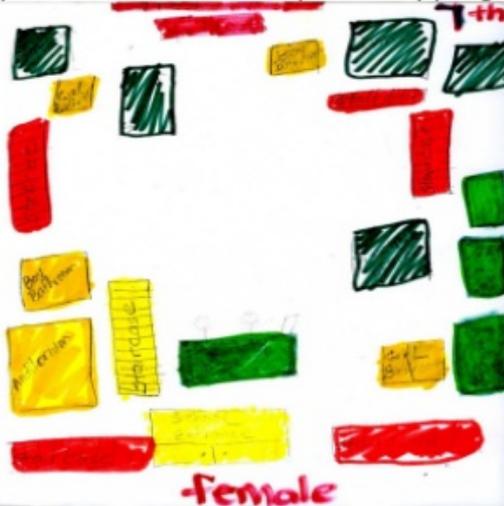
http://www.preventconnect.org/2013/05/shifting_boundaries/

What is it? (cont.)

- Can impact a range of community level risk/ protective factors:
  - Community Disorganization
  - Community and School Connectedness
  - Youth-Adult Connectedness

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Community Engagement and Participation
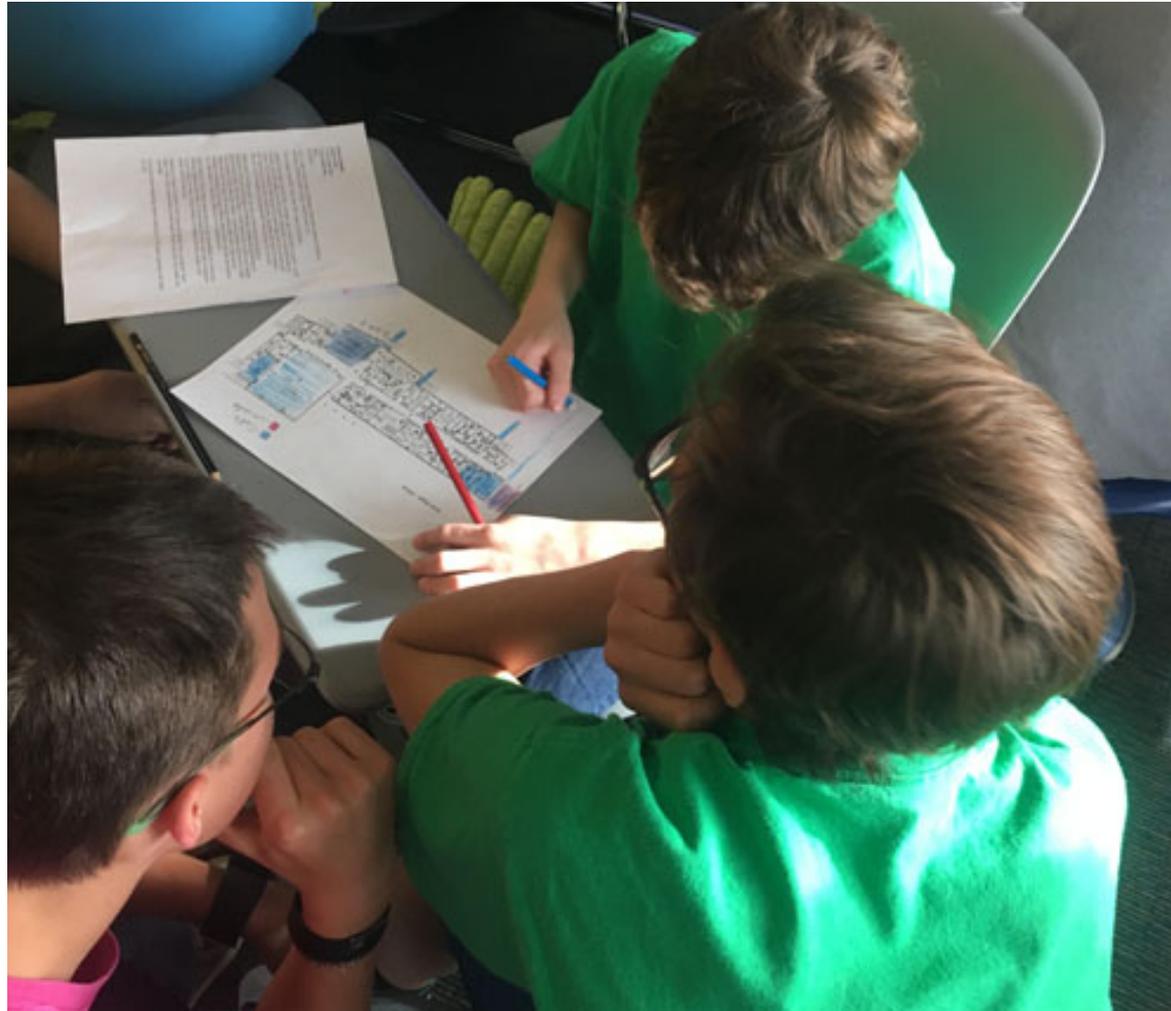
Eagle County Charter Academy middle school students map out safe and unsafe spaces in their school.

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Text chat question

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

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Hot Spot Mapping for Sexual Violence Prevention in CO

- Started February 2017 in schools and communities across Colorado

- Using guidance developed as a part of Shifting Boundaries Curriculum

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6 Elements of Implementation

Buy in and youth recruitment

Mapping activity and discussion

Analyze results and create master map

Identify recommendations

Present results and recommendations to stakeholders

Implement recommendations

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Step 1: Buy in and Recruitment

Identify stakeholders

- decision makers to help get project started
- influencers to move final recommendations forward

Recruit large, diverse set of young people

- leaders to drive the project
- participants across all activities

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- Prior to this, shared space will need to be identified and a map must be created
  - This is a key space to involve young people. Let them define their "community"

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Step 2: Facilitate Activity (cont.)

- Facilitate activity and discussion
  - Will likely happen multiple times before enough data is collected
  - Discussion questions can be adapted for community context (i.e. inclusive of digital spaces, experiences of particular populations, etc.)

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LOWER LEVEL

Cafeteria

B110

B111

B112

LOWER B POD

B113

B114   B115

WOMENS

Bathrooms

MENS   A107

LOWER A POD

A106   A105   A104

D130   D133

WOMENS
BATHROOM

LOWER D POD   D134

MENS
BATHROOM

AUDIO
LAB   D136   D135

A102

Welcome Center   Gym
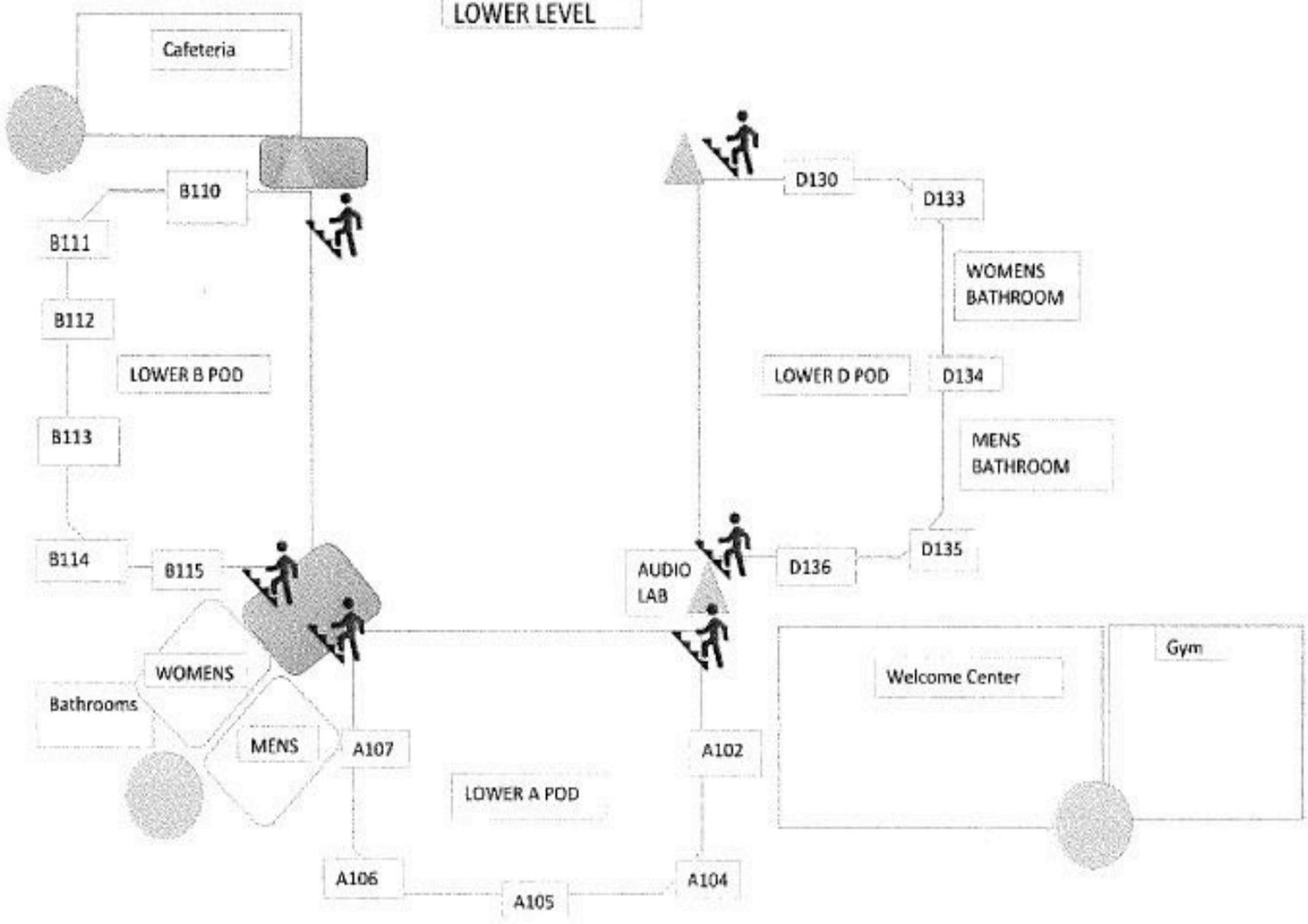
KEY

Stairwell

Hallway

Entrance/Exit

Basement

Types of questions

- *Where and when do you feel most safe while at your school campus?*

- *Please explain why you feel most safe in these areas.*

- *List up to 3 school staff that you feel safe around. Why?*

- *Describe any locations in or around the school that you feel unsafe and why? (Optional)*

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Step 3: Analyze Data

- Bring together collected data and review. This may mean creating a master map

- Consider a follow-up discussion with participants

- Ensure reasons why a space is both "safe" and "unsafe" are understood.
   - What needs to be changed or what can be replicated?

Image source:
http://www.easyfreeclipart.com/map-clipart.html
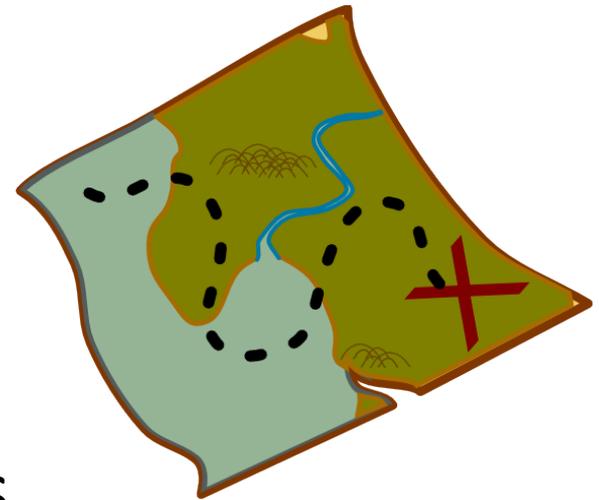
Step 4: Identify Recommendations

- This step may be infused into Step 1 or 2

- Have young people help identify and prioritize recommendations

Image source:
http://ncnatts.org/guideline-letter-recommendation-student/

- Remember: recommendations should be community level change.

  - E.g. implementing a practice school-wide where all teachers greet students at the door by name

Image source: https://www.wbsd.org/Page/8971

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Step 5: Present Results

- Bring together all stakeholders
  - Encourage young people (& support them) to present results to adult partners.
- It helps to have stakeholder buy-in, a process for results sharing, and expectations of action prior to this step.

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Step 6: Implement Recommendations

- Develop plan for implementation

- Re-engage key influencers and decision makers

- Most Colorado partners have not reached this stage yet

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Text chat question
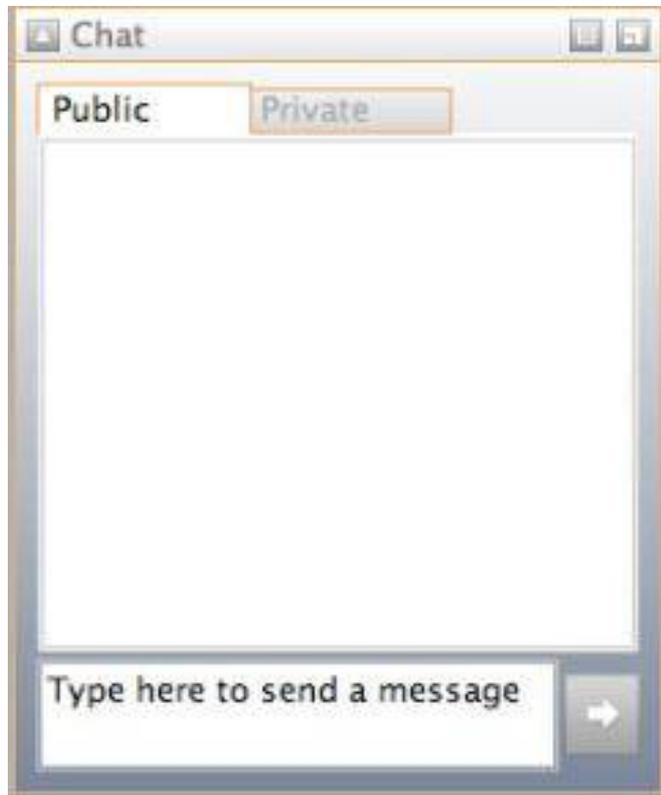
What type of environmental changes could be made to address safety concerns at schools in your communities?

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Success to Date

- Broad stakeholder investment and interest
- Effective way to engage and involve young people in public health

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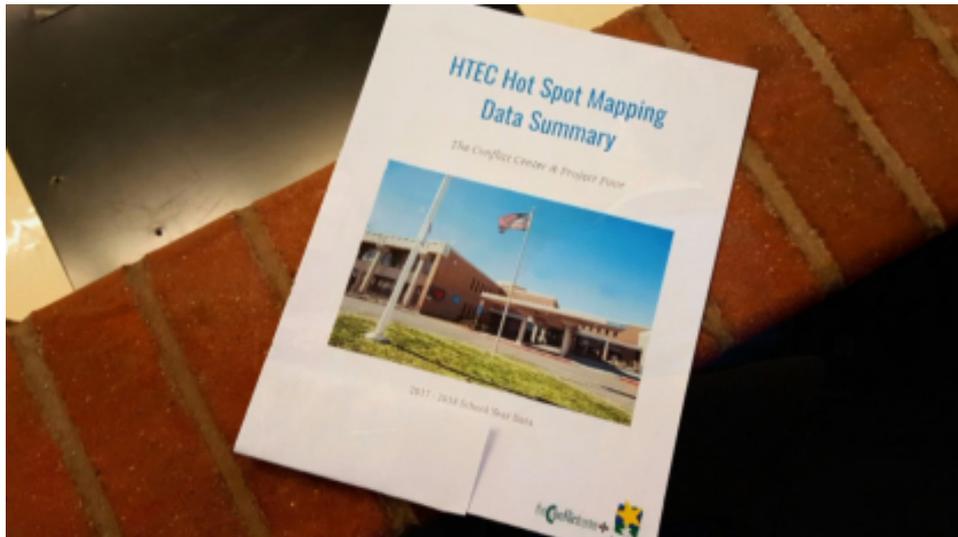
Success to Date (cont.)

- Easy to adapt and possibilities for implementation are endless

- Local partners have found it an easy strategy to incorporate into existing work
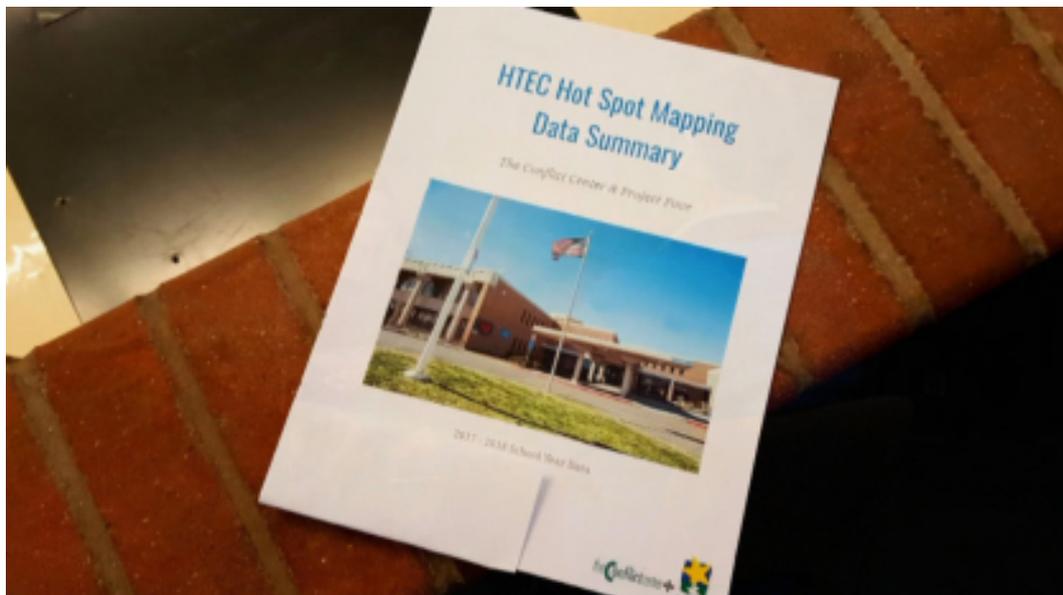
Next Steps

- Anticipate the initiative will continue with new partners

- Consider other youth engagement across the state

- Frame hotspot mapping as continuous process for improving school climate

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About our guests

Victoria Dickman-Burnett,
she/her/hers
Education and Community-Based Action
Research,
University of Cincinnati

Maribeth Geaman,
she/her/hers
Findlay City Schools

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About our guests



Izzy
She/her/hers

Background

Structured Ethical Reflection

- A process in which action research teams **reflect upon their shared values**

- Created a grid that offers guiding question for the process

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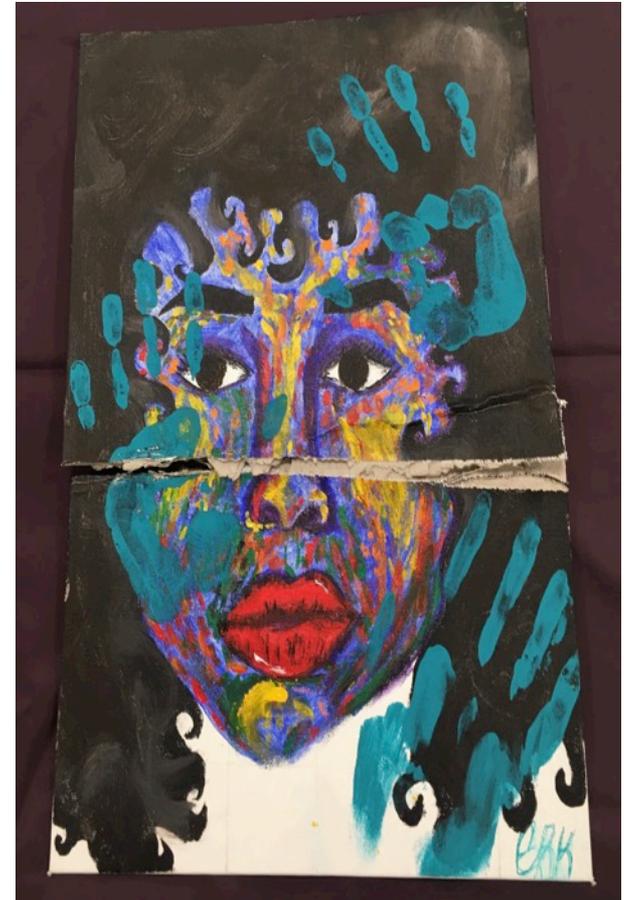
|	Respect for Others	Compassion	Courage	Empathy	Equity	Justice	Gentleness	Integrity	Trust	Flexibility
Partnership	How am I demonstrating that I am listening to my partner and that I am open to new ideas?	How might we build a partnership on compassion?	Am I willing to step outside of my comfort zone and be open and vulnerable in my discussions with my partner?	In what ways are we creating norms of empathy in our partnership, both within and without?	In what ways are we ensuring our partnership is equitable?	In what ways are we centering our partnership around the idea of justice?	How might my partner and support each other and encourage self care?	How might I exhibit integrity in our partnership to foster its growth?	How might I work to foster a deeper trust as this partnership develops?	What can I do to ensure that I am open to changing/adapting plans as needs arise?
Curriculum Development	How can our curriculum show respect for students as learners and participants?	How are we incorporating compassion as a central facet of the curriculum?	What risks are we taking in developing the curriculum?	How are we incorporating empathy, both for the students and as a learning outcome, into our curriculum?	How does the curriculum take into account the full range of student needs?	How are we centering justice as we develop the curriculum?	How can our curriculum incorporate ways to encourage self-care as students engage in difficult subjects?	How can our curriculum foster integrity?	How are we building upon a foundation of trust for stakeholder as we curriculum?	How is our curriculum adaptable?
Gaining Permission from Administration	How am I pushing myself to show respect in this stage beyond "respect for authority"?	How am I showing to those in positions of power?	How am I willing to advocate for the project when disagreement with the administration present challenges to the integrity of the project?	How am I trying to understand the challenges administrators face?	How might I center myself in the value of equity in a context in which it may be lacking?	How am I acknowledging the power imbalance that exists within interactions with the administration?	How am I practicing gentleness with gate-keepers while still advocating for myself?	How am I open with the administration about the nature of this project?	How am I trusting that the administration is looking out for the best interest of students?	How am I willing to adapt based upon recommendations and restrictions from the administration?
Gaining Parent Permission	How am I being respectful of parents' time and positionality?	What does compassion look like in the process of gaining parent consent?	How am I approaching difficult conversations with parents and not shying away from uncomfortable moments?	What efforts am I making to understand parent perspectives when we disagree?	How am I taking different parent needs into account?	How am I interacting with parents in a way that is mindful of power imbalances?	How can I practice gentleness in discussions with parents?	How am I showing integrity and openness in our interactions with parents?	How can I be transparent with parents to develop mutual trust?	How am I being flexible in my interactions with parents and what concessions am I making to meet parents where they are and make them more comfortable whenever possible?
Introducing Students to Material/Pre-Briefing	How am I having an open conversation with students and treating	How am I providing resources and support the students as they	How am I willing to address the complexity and severity of	How am I trying to adapt to the students perspectives as they voice	How am I accommodating students' different needs during this conversation	How am I considering larger contexts that create inequalities and	How I mindful of the difficulty of these conversations and helping	How Am I transparent with students about the process and	How am I open with students about the nature of this project	How do I respond and adapt to student needs as we prepare them to discuss sexual assault?

Curriculum

Participatory

Interdisciplinary

Adaptable

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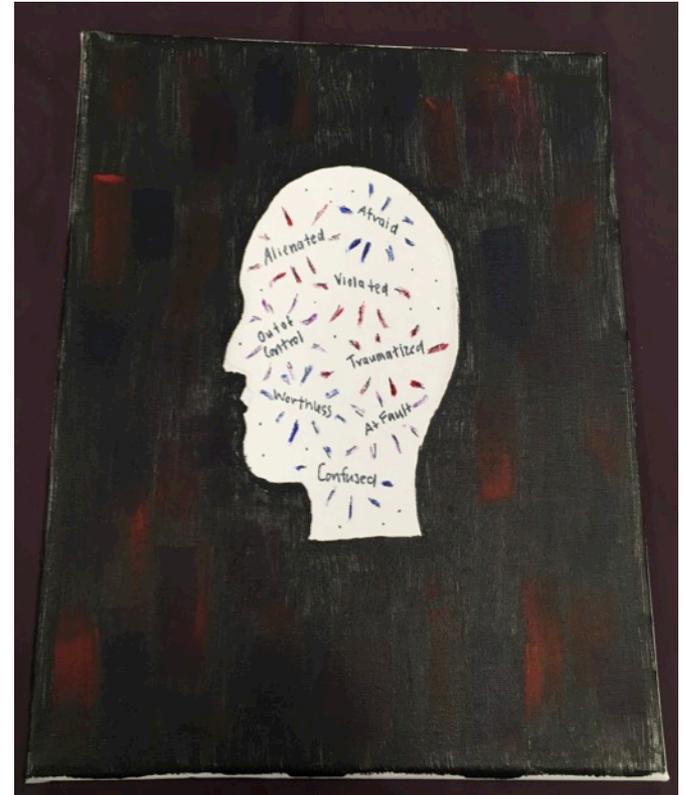
Learning Objectives

Sexual Assault Learning Objectives

1. Understanding Sexual Violence
2. Helping a Friend Who Discloses
3. Understanding the Difficulties Survivors May Face
4. Understanding Affirmative Consent
5. Understanding How Sexual Violence May Be Normalized By Society

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Learning Objectives

English Learning Objectives

1. Recognizing the craft of writing in the novel
2. Discussing the use of literary devices
3. Recognizing the use of point of view, voice, and tone
4. Understanding audience when writing
5. Understanding genre when writing

Program
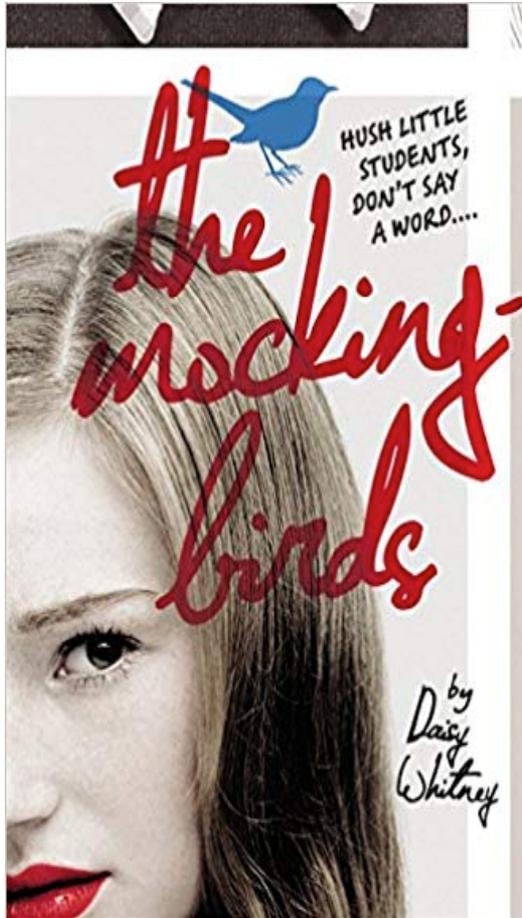
- Read *The Mockingbirds* by Daisy Whitney
- Completed journals about the novel
- Direct instruction about sexual violence
- Photography
- Artwork
- Action planning

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Text chat question

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

Chat

Public | Private

Type here to send a message

Action Planning

- Changing norms and making sexual violence a community issue
  - Youth action council
  - School climate surveys
  - Poster campaign around the school
  - Advocating for health class to address the issue

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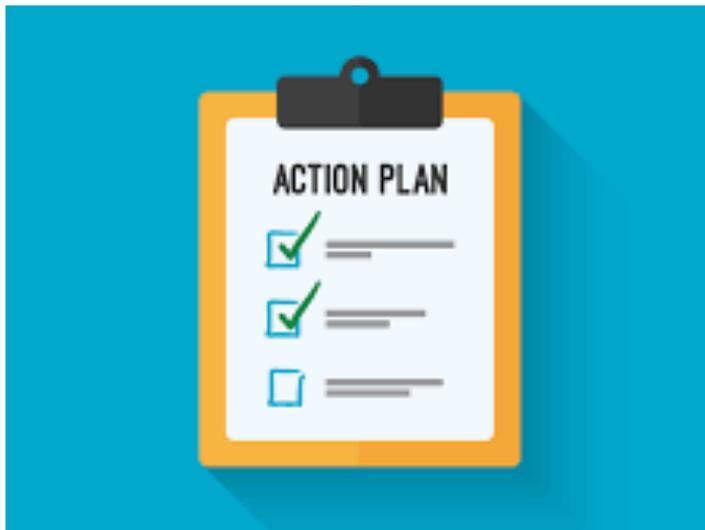
How do *YOU* define sexual assault?

Definition: Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient (https://www.justice.gov/ovw/sexual-assault)

In Ohio, ages **12 -17** make up **33%** of sexual assault cases, *more than any other age group*

1 in 6 women
1 in 33 men
experience *sexual assault* in their lifetime

Every 98 seconds, an American is sexually assaulted

FOR MORE INFORMATION...

Looking for more information or support?

In the community:
- Open Arms www.openarmsfindlay.com
- Family Resource Center www.frcohio.com
- Ohio Domestic Violence Network www.odvn.org

(Quick access to community resources)

Online:
- Rainn www.rainn.org
- National Sex Offender Public Website www.nsopw.gov
- Victim Connect 855-484-2846 https://victimconnect.org/crime-resources/sexual-assault/
- National Sexual Assault Hotline 1-800-656-HOPE (4673)

(Quick access to online resources)

MOCKINGBIRDS SEXUAL ASSAULT PREVENTION UNIT SHOWCASE

Location: Synergy Central at FHS

Time: 7pm

Date: April 24th

Come see what the AP English 11 class has been discussing and creating!

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Next Steps

- In the process of preparing for Year 2 of the program
  - Increasing student engagement and community partnership
  - Expanding to include more classes of students
- Planning to have a student advisory

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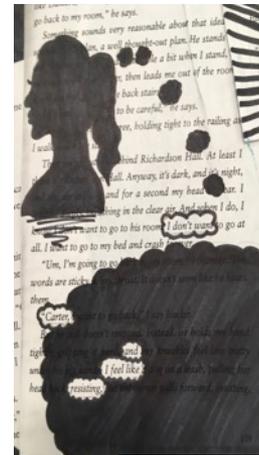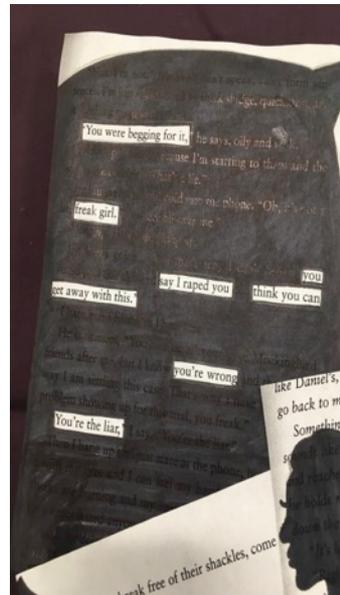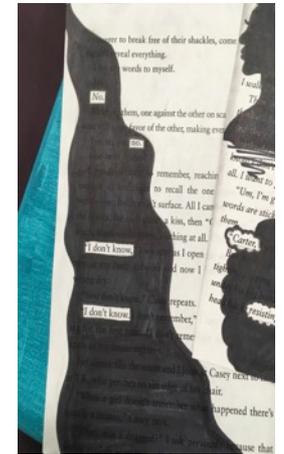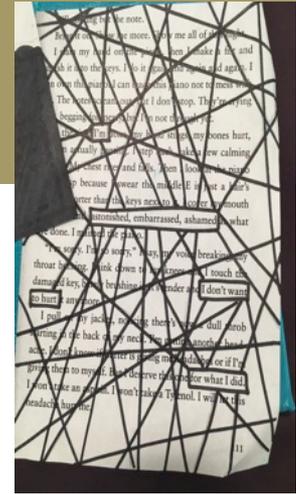
Next Steps (cont.)

- Developing an inservice training for school personnel

- Developing a class for Pre-service Teachers called "Teaching and Social Justice"

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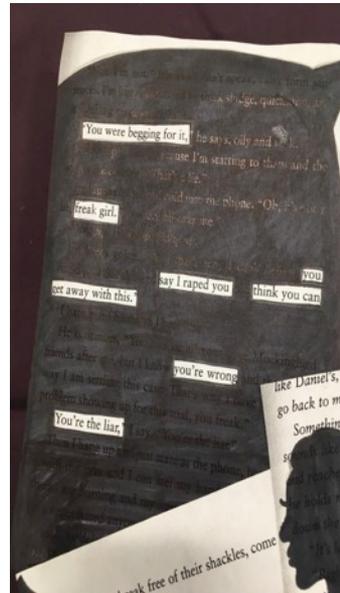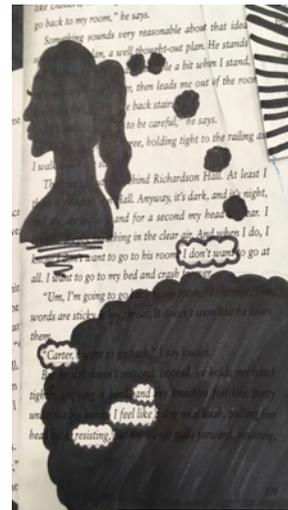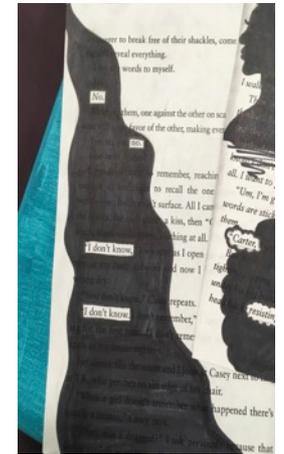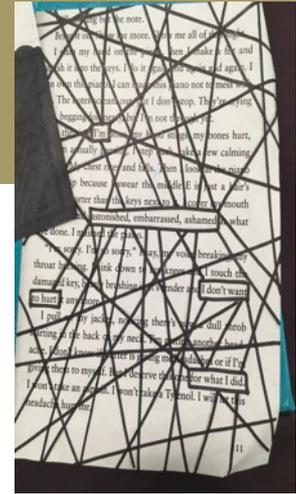
Lessons Learned: Maribeth

- It is important that everyone who works with the students be educated about sexual violence

- Students acknowledged the importance of being taught about sexual violence and often discussed how they were not taught enough

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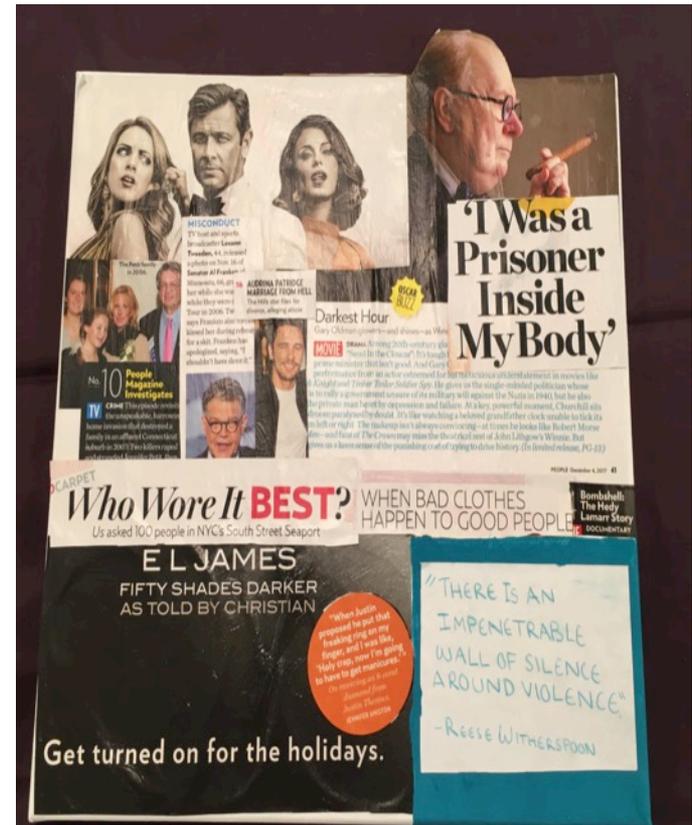
Lessons Learned: Victoria

- Many students felt the lesson that directly addressed affirmative consent was very useful

- Taking time for self-care was important

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Challenges to Date in Colorado

- Incorporating **emotional safety** or **community context** into mapping

- Identifying **shared community spaces**

- Where do **"all"** young people go or visit

- Ensuring youth involvement at **every stage**

- Accessing **enough participants**

- What to do if only 1 person identified a space as unsafe?

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Tips from Izzy, Maribeth & Victoria

- **Get the school to be a place of change**
  - expand partnership to all personnel, including gatekeepers.

- **Many students want to take action!**
  - "I knew about sexual assault beforehand but now I want to take action not just precaution."

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Tips from Danielle and Derek

- Youth and community engagement
- Stakeholder buy-in (school administration, community leaders)
- Opportunity to market SV prevention broadly
    - Operationalize the Shared Risk and Protective Factor Approach
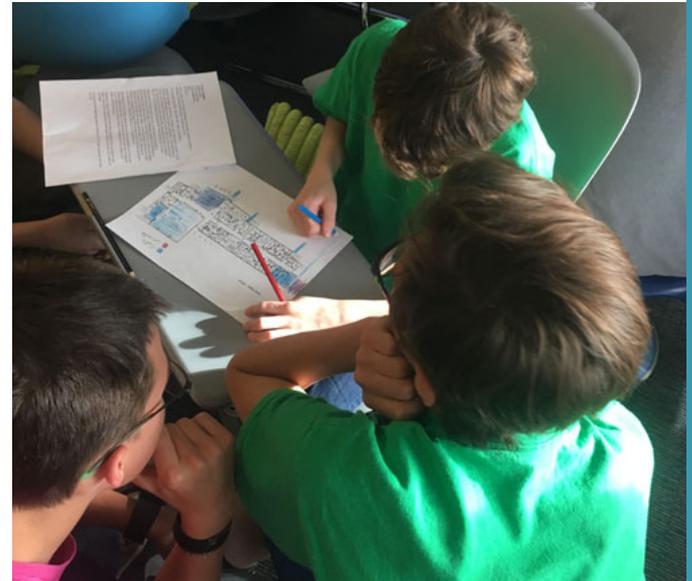
Eagle County Charter Academy middle school students map out safe and unsafe spaces in their school.

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Tools and Resources

Photo credit: Emily Barney

www.preventioninstitute.org

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Art by:

- Cecil
- April
- Beau
- Carlos
- Eliza
- Elaine

Shifting Boundaries Activity Guide

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."

Refer to Class #4 on page 18

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

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CO Youth Development Tool

https://sites.google.com/a/state.co.us/pydtool/

Colorado Youth Engagement Continuum

Colorado's Youth Engagement Continuum

Increasing Level of Community Involvement, Impact, Trust and Communication Flow

→

Increasing Ownership, Empowerment, Skills, Opportunities and Supports of Both Staff and Young People

Please note: Each level has value.

Participation		Engagement		Partnership
Outreach/Service	**Consult**	**Involve**	**Collaborate**	**Share Leadership**
Communication flows from the program or initiative to inform and/or serve young people.	Young people provide one-time or periodic feedback.	Communication flows both ways and young people provide ongoing participation.	Young people influence decision-making.	Young people share power and responsibility with adults in making decisions together.
Outcome: To establish communication and outreach channels, while sharing information and providing services to young people.	Outcome: To develop connections and learn about the needs, interests and perspectives of young people.	Outcome: To initiate partnership and increased cooperation.	Outcome: Increased trust and partnership-building.	Outcome: A strong partnership with bidirectional trust that affects broader community health outcomes.

(Adapted from CDC's Report "Principles of Community Engagement: Concepts and Definitions from the Literature and Wong, N. T., Zimmerman, M. A., & Parker, E. A. (2010). A typology of youth participation and empowerment for child and adolescent health promotion. American Journal of Community Psychology, 46, 100-114.)

Resources from Victoria

- Action Research Reading List
- Structured Ethical Reflection Worksheet Example
- Curriculum Matrix Template

- Email: dickmavl@mail.uc.edu

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![Prevention Institute logo — Prevention and equity at the center of community well-being]

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65