



Fostering School Environments that Prevent Teen Dating Violence and Sexual Harassment

Wednesday, October 31, 2018 11 AM-12: 30 PM PT/2 PM-3:30 PM

AK: Hi Everyone! Welcome to the web conference today, we will start at the top of the hour.

TV: Hi everyone! I'm also with PreventConnect and CALCASA in Our Sacramento office!

TV: You can download the PowerPoint slides for this session here: <http://www.preventconnect.org/wp-content/uploads/2018/10/Fostering-School-Environments-that-Prevent-Teen-Dating-Violence-and-Sexual-Harassment.pdf>

TV: For audio over the phone, please call 866-866-2244, passcode 9053509#.

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

AA: You can download the PowerPoint slides for this session here: <http://www.preventconnect.org/wp-content/uploads/2018/10/Fostering-School-Environments-that-Prevent-Teen-Dating-Violence-and-Sexual-Harassment.pdf>

YB: I'm the new Prevention Coordinator here.....Do anyone have any ideas that could help me gather more people to join the CAT??? Any suggestions are welcomed!! Thanks in advance

CC: Author, nonfiction

ML: I checked other and I am a violence and prevention student at UNI

AC: tribal

VDLF: Tri DV/SA/HT agency (Stand Up Placer, Auburn, CA)

TP: evaluation research

JT: I am a Youth (DV) Advocate and co-coordinate prevention efforts with a team

TV: Hi Rebekah! This web conference will be recorded and available on our website at <http://www.preventconnect.org/2018/10/fostering-school-environments-that-prevent-teen-dating-violence-and-sexual-harassment/>

YB: Hi Melanie Fitch...Are you having trouble getting volunteers???????

TV: View the guest profiles here: <http://www.preventconnect.org/2018/07/preventconnect-web-conference-guest-profiles/>

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

YB: @Jessi Taylor.....was it easy for you to get more people to join the YCAT team??

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

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

ML: there is a lot of this in a group research paper we are doing

BE: Youth Violence Prevention Manager Pima County Health Department

LS: But where is the replicable version of the building-level version of Shifting Boundaries?

AS: Hi Laurie, can you share more what you mean?

LS: I contacted Nan Stein and she said there is no additional document that actually leads preventionists through the building-level process - we have the document that details some activities to do with students, but even that has very little guidance

LS: How do people replicate Shifting Boundaries?

JT: Hi YeaCarah, we have a small Prevention Team that does education and outreach. Its slowly expanding to about 5 people, plus interns. We are a small agency

MF: are each student assessed or just those that come with a concern

YCB: Thanks Jessi....we are very small with 7 people including me. We're having trouble getting others involved with the program, but many need the volunteer work/hours.

SW: People Against Rape is even smaller. I am the only prevention person. Has anyone had luck getting interns to help with Prevention and Education efforts?

LS: How do people quantify the maps? We always struggle with that, because kids do them all so differently, as shown in yours as well.

HS: I'm the Youth Advocate for our center, and I'm the only one who does prevention deliverables/work as well. It's a struggle.

YCB: I have two interns, but still need more people to assist with the events that are planned. ANY SUGGESTIONS????

EG: Elaine Ginter, Program Director for Bright Horizons in the Sandhills of North Central Nebraska

KDJ: Laurie, I make a grid on the map and then tally how many students colored them yellow green and red

LS: Thanks, Kirstyn! That's pretty similar to what we do, that's good to know!

NS: hi- this is nan stein here. as for implementing the building level interventions of Shifting boundaries- you use the 2 activities of the 3 that are included in the free pdf of the lessons of SB - that being "mapping safe and unsafe spaces" and the "respecting boundaries agreement" - the 3rd of the 3 building wide interventions consist of posters which we make available on my web page of the Wellesley web site- go to wconline.org and then put in my name and you will find the zip files for the posters. but the key here is as Mina is explaining, the agency staff (rape/DV etc.) must have conversations first with the school admins - about conducting the mapping and RBAS.

LS: Okay, that's the whole intervention? Just the activities and the posters? I want to make sure I'm not missing something.

JT: Heather Summerlot, I had a lot of the same issues when I started. We then received a grant that mandated three of us to begin prevention work so we started a micro team focused on it. From there, we have invited any other advocates to join as they were able. There are still only a couple of us that do the primary outreach and education

NS: as I was saying- you cannot implement the building wide interventions without the agreement and involvement of the school staff. In fact, in our CA schools, the building wide interventions must be implemented first before the lessons

KDJ: Laurie, my pleasure! And when I hand in the results to the school, I give them a compilation where the color scales are on a gradient that starts with green and transitions through green and red

HS: Jessi, that's awesome. I wish our center had that, as of now it's just me.

TV: **Text Chat Question:** What are some school-wide changes that you'd like to implement to support sexual and domestic violence prevention?

RH: We have implemented bystander interventions that have been pretty successful

BC: norms change where students accept harassing behaviors as normal

MF: More education on the topics

DO: I would like to see more education w/the kids to know what to do in situations that come up.

LS: yes, we do everything in collaboration with admin, counselors, and teachers... I just thought there were more steps maybe

BC: where students stop accepting harassing behaviors as normal.

RR: Administrative support for changes proposed by my youth leaders.

DH: more funding to implement SV prevention clubs, teacher trainings, and to change the sexist and women-shaming dress codes

MF: People talking about it and not trying to push it under a rug.

SW: Jessi Taylor, would you mind sharing what grant your agency got?

CB: Signs making students aware of Title IX administrators in schools

RDR: having health or other classes to talk about emotional intelligence and relationships in MS

BC: Youth Leading Change that Affects Them

NS: as on my web page are some of the articles that my co-PI Bruce Taylor and I have published- in those articles, we explain the implementation that we did in our 10 yrs. of research. that's the best place to find what we mean by any of this! there are also some brief overviews of the research which explain the 3 building wide interventions.

YCB: More education on topics that the students are currently experiencing now and how NOT to be a bystander, but a "upstander"

LB: Social Norms campaigns. Credited Bystander courses for HS and college (we have a few colleges doing this!)

RR: Staff training on sexual harassment (including prevention) and consistency in adult intervention

AB: Policy Changes-Revisions to the code of conduct and integration of TDV prevention into comprehensive health education

KDJ: awesome point Randy!! I always wonder after I leave a school if the staff will continue the work

JT: I do not recall what the name of it was, we had received it a few years back and it was written into our roles to do more primary prevention on top of advocacy.

YCB: Randy that a good idea!! The staff does need more training on DV, Human trafficking, shelter etc.

DS: Is shifting boundaries a free curriculum? Where can you order it? Is it easy to self-teach?

VDLF: Excited about the possibility of implementing Shifting Boundaries, and also looking into the Curriculum: Coaching boys into men. Has anyone had success with that?

TV: Hi Desiree! You can find more materials on Shifting Boundaries and our past wed conference on Shifting Boundaries here: http://www.preventconnect.org/2013/05/shifting_boundaries/

LS: we do tons of training for kids on identifying harassment and bystander intervention, and training for teachers

SW: Thanks, Jessi Taylor. Per our grants right now, no other employee can do prevention work so it is a struggle.

ML: That is what I plan on doing in my presentation. I believe the parents should be involved in the programs.

AR: I am the Coaching Boys to Men coordinator with my agency. It is a great program and the coaches and athletes really get on board with it

YCB: I go into the schools and being that I'm not from this area I didn't know about a lot of services here. Speaking with the students and many adults here, they don't know anything about the organization that I'm employed with. The school could give out information as a resource, but don't!

VDLF: That's great to hear, Alexander!

AR: It can be difficult to get the initial contact, but once into the school it seems to be successful.

MF: The focus needs to really be on boys, who are more often the perp. The solution should be found at the source of the problem.

DS: What is RBA

YCB: @Alexander--a lot of the schools aren't open for the program and give many excuses on why they don't think the program would work! But I inform them that I'm at other schools and they think the program is awesome.

TV: Hi Debra! RBA is the Respecting Boundaries Agreement in the Shifting Boundaries program.

KDJ: Debra it is a document included in the program--Respecting Boundaries Agreement I think

LM: Safe Dates at the individual level, would complement youth strategies

TV: **Text Chat Question:** How have you gained buy-in for working in and with schools?

Pat Reyes: Alexander Reagle - What agency are you with?

JT: Has anyone had experience with the Safe Dates Curriculum? We have struggled getting into some schools with it, or with teaching Healthy Relationships in general

KDJ: I teach Safe Dates almost exclusively Jessi

RS: Would someone explain Yard Duty?

DS: using our county's DV stats

RS: What was the website to find the maps For NAN STEIN?

AR: YeaCarah, I definitely get that resistance a lot. Once one area school buys in though, it seems like more at least attempt to.

CB: It really starts with building positive relationships. I also showed them how I could help them expand on meeting their state standards with the presentations and information we have to share for FREE.

RM: Sometimes it helps to offer something brief, like a one-time presentation for staff or a presentation in a health class, to help create those relationships within a school, that can turn into a more in-depth partnership.

AR: Pat, I work for the Domestic Violence Services of Southwestern PA

JDL: the most effective tool for buy in is having and maintaining a strong relationship with school counselor and principle; it helps with coordinating events in addition to the clubs and school activities.

KL: working with Department of Education coordinated school health coordinators, school administrators and conducting trainings at teacher professional development days. Also, hosted conferences and invited school staff to learn about the programs.

AB: We have been implementing Safe Dates in schools since 2012

JT: For us, the schools we have been able to collaborate with are because we have some kind of connection with a counselor, principal, etc. already. We have had lots of meetings- but anything we propose also then has to go through the school board for review.

DO: Working with the social worker, principal, community partners such as ASAP, Help Council, etc.

KDJ: We're fortunate here. I contact the counselor and they are always great about getting us scheduled

YCB: Alexander, I've given the name of the contact person whom they could speak with at the local office and still getting a lot of resistance. I even give the name of the other schools and NOTHING! I'm trying to get things rolling but it's so hard. No one wants to volunteer anymore

GF: Work with school staff at all levels, including nurses, teachers, counselors and administrators. Partnering with school coalitions, partnering with other community organizations.

RM: It can also help to reach out to schools after there has been a reported concern, to offer intervention or crisis support, and over time the working relationship can shift into prevention work

SW: Ross, not sure if this is what your question was but a yard duty is a staff member who is observing students during recess and drop off times. They may be walking around campus or

attending to the cross walks or parents who are dropping and picking up students

BC: If a school won't let me in, I offer presentations on Anger Management and Conflict Resolution to start them off, which I lead classes in the Office on Youth. Then once they like that and trust me, they will let me present on Healthy Relationships and consent, etc.

LL: We try to sit down with the teachers beforehand to walk through the program-- I often offer schools that are resistant to observe at another school before coming in to talk with their students.

GV: We are a small, somewhat rural community. We have board members that are very well connected, and they are proactive about promoting our organization and the work that we do. We've had a strong partnership with our local high school and middle school, and are invited several times a year to share our information and talk about teen dating violence prevention.

YCB: @jessi the board has approved the program years ago and I sought out for other schools, but for the most part a lot of schools had lost an hour of schooling and I've spoken with one of the schools myself and got them onboard.

HS: How do you recommend even getting into the schools for basic presentations? Email after email and call after call I get no response.

AB: With schools having limited resources in high risk urban areas, school incentives can be helpful.

YCB: @Heather I'm getting the same issues

DH: Reaching out to specific teachers is helpful. Health teachers are often interested. Or talking to the admins about presenting at a staff meeting so you can introduce yourself and agency services.

AA: The CDC has a data summary and trends report available on their website on data from 2007-2017 <https://www.cdc.gov/healthyouth/data/yrbs/pdf/trendsreport.pdf>

GF: Creating student buy in can be helpful, social media campaigns, tabling where young people go. If students show interest schools can be more open to new organizations.

KDJ: Deavn, good point!! The Health teachers are usually coaches, who are HAPPY to have the week off during their sports seasons

SC: @Jessi Taylor - we are implementing Safe Dates here in Anchorage. We've started with youth-serving agencies to reach youth outside of the school.

AR: Heather, after a couple of unsuccessful attempts, I will sometimes go into the office to speak to someone. It's a lot harder to ignore a face-to-face encounter

HS: They don't teach Health in our schools, only "Personal Fitness" and still aren't getting any response.

YCB: @Alexander I've done the appointments to do face-to-face and still was told no due to the time that the school lost

BC: try running multi sessions after school with a club or GSA

YCB: Thanks Bunny!!! I haven't tried that one

HS: Alexander, I've attempted this and they simply say the staff member isn't in at the time. We live in a very conservative district and they aren't very interested in giving DV/SV prevention much time out of their day. The majority of personal fitness classes simply show one 15-minute video on it and that's all they do.

KDJ: @YeaCarah, are you providing schools with the common core req. that are met by your programs? It sometimes helps to show that it's not a waste of time, and its information the teachers will have to cover anyway

LL: Another way to gain buy-in may be to align your program curricula with state and national education standards-- that seemed to help with our schools where the school felt like they weren't taking information away from their mandated lesson plans but could supplement/validate our presence being there

YCB: @Kristian Yes, I have. We are a part of the school board and the have everything needed for me to go into the schools. This was done before me and I'm trying to keep the flame going.

ML: There are several school access points. At the top are school board meetings & members, superintendents, professional development or curriculum specialists. I have found that working with school counselors is a very good way to get inside schools.

LB: Heather, you may reach out to San Diego police. They have an excellent DV/SV program and that is a very conservative area. They may have someone who can speak to the obstacles and how they overcame them.

BC: Some people even offer lunch groups in a multi session for school referred "rascals"

YCB: @Melodie Thanks those things are covered. Not too sure what the issues are

DS: great idea, with the lunch program!

AR: Heather, I understand that, we are in a very similar area. I don't really have in-class programs as I work with athletic teams mostly. Other members of the staff try reaching out to different departments though, even if it isn't a health class.

DS: I do my main deliverables at our county's youth homeless shelter

KH: I have found that it is easier to push in during health classes so that core instruction isn't lost. Most health/PE teachers can include it in their curriculum.

HS: We don't have a youth homeless shelter, or really any places that youth gather together other than at school.

YCB: @Desiree we have a shelter here that's a part of my organization and it's hard getting the adults to come to the classes that goes to the shelter

KH: Do any of you have a local Boys and Girls Club?

HS: No :(

YCB: Yes, but that didn't go over well.... they are getting ready to replace the ED there, so there is no way for me to get in right now.

DS: Sometimes I use church youth groups

SS: We have been presenting to all middle school students in our very small, rural school district - and just recently, this year, will be presenting to the high school - once a month. We are meeting with the students when the health teacher/athletic director and coach when he goes to his monthly athletic director's meeting.

DS: Most of my YCAT are from a local youth group.

YCB: My next stop is my church and I going to speak with someone on tonight

SS: We also meet with all freshman - for a one-week period

YCB: I'm in the elementary, middle, high and alternative schools

YCB: still not enough

SS: I feel like there should be a regular class on these topics...taught year-round that students can get credit for

MF: powerful

YCB: Right Susan!

HS: That would be nice, Susan.

DO: Yes, a class like that would be beneficial to students

LB: I got the sense that the uptick in violence reporting is a negative outcome, and I see it as more of a positive, because victims come forward.

BC: over how you keep it positive, instead of saying "don't

BC: *love

TV: **Text Chat Question:** What questions do you have for Alaina and Mina?

BC: how do you train youth facilitators; how often do they meet

LM: where did you find implementation materials for Shifting boundaries?

GF: How do you get parents to attend parent education events?

LB: How did the facilitators get faculty to buy into the prevention program?

DS: Will you still be talking about how you do evaluation of the different components (including the policy work)

BC: Feed parents and have youth present what they have learned through art, skits, etc.

KH: Will there be a way to watch this again?

CS: What adaptations (if any) did you make to Shifting Boundaries?

YCB: @Alaina and Mina I am having troubles getting more schools involved with the DV program to come into the schools...Do you have any suggestions on what I could do to get more people involved from the schools?

DO: Parent involvement is so hard to get at our school. We can't get parents to take this serious & come to any presentations we have at our school.

TV: @Linda, here is the Shifting Boundaries information from Nan Stein's website: <https://www.wcwonline.org/Active-Projects/dating-violence-prevention-programs-in-public-middle-schools>

LB: I work for San Francisco Unified School District. I would like to learn more about how to bring this to our district.

TV: We also did a PreventConnect web conference with Nan Stein on Shifting Boundaries. You can find more information here: http://www.preventconnect.org/2013/05/shifting_boundaries/

TV: Additional materials and the recording will be available here: <http://www.preventconnect.org/2018/10/fostering-school-environments-that-prevent-teen-dating-violence-and-sexual-harassment/>

SS: Check out WSCADV website...they have resources called Love Like This...to address the positive

TV: Here is the WSCADV Love Like This: <https://wscadv.org/resources/love-like-this/>

BC: we would get 90 people at Family Nights that way

TV: @YeaCarah, you're welcome!

BC: I also attend band and chorus events and games so they see me

LB: When I taught, the greatest parental attendance was for sports. It might be productive to sneak in some of the prevention info there.

YCB: Thanks Letitia

BCS: We've been encouraged to "fly under the radar" with parents because the school system is worried we will get a lot of pushback if there were more focus on our work in schools aside from the letter we send prior to our lessons. Do you have any thoughts on this? We would love to involve parents more but the County School system recommended not doing more outreach

KL: Have you implemented the program with community agencies such as boys and girls clubs?

YCB: @Kristian...The B&G are in search of a new Exc. Dir at this point. so that's an issue

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

AA: 2013 recording: http://www.preventconnect.org/2013/05/shifting_boundaries/

DS: thank you, great new ideas!

JK: Thank you from Vera House, Inc.!

PG: thank you!!!

DO: Thank you!

SW: Thank you all!

RJ: Great job everyone!

HS: Thank you!

AS: Thanks for joining us!

VDLF: Thank you for offering this great web conference!!

KH: great information! thanks!!

YCB: THANKS EVERYONE for the feedback!!!

GV: Thanks so much!

LB: I appreciate your making the resources available. Great job.

LM: excellent webinar!

CC: thank you!