



Building a Foundation for
Sexual and Intimate Partner
Violence Prevention

Monday, January 31, 2022
11 AM-12:30 PM PT
2-3:30 PM ET

SB: I certainly didn't!

RP: Nah

SH: definitely didn't.

TJ: knew minimal

AKJ: Text chat question: What does prevention look like to you?

MP: education

AC: Community outreach

AB: Outreach

KM: Social connectedness and empathy

DB: awareness

LL: Community education and support for young people

OW: Talking about the reality of situations

KJ: education

EB: Youth and community leadership

MI: education and training

KR: Community Programming/Education

SH: educating at risk populations to look for "red flags"

KK: Learning skills.

LB: Awareness, education, outreach, supports.

KB: Peer education on college campuses.

SF: Teaching children about consent & healthy relationships.

MJ: increased protection, decreased risk of GBV.

CN: changing social norms.

SB: Improved outcomes.

TP: Community education & outreach

JT: Changing social norms.

SW: Providing educations in various languages.

KS: Outreach and education to younger folks

A: Educating people on the right to autonomy.

J: Knowledge

RP: Building resilience

SK: Education and making DV contact info accessible privately for victims.

MB: community resources

SD: Talking to our kids

LRR: Education, training, collaboration,

NP: Education and training

JT: Centering cultures of origin and root cultures.

CL: Dismantling misconceptions.

LB: Working with police stations!!

CP: information sharing.

MP: open communication about uncomfortable topics with children and teens.

RG: Prevention means to me: taking a holistic approach to meet the community where they are at, and taking any measure needed to reduce and prevent further harm.

RS: Connection, education and training, collaboration.

SS: Teaching Consent Early with students.

LH: Community, provision of resources, changing norms, teaching the youth, dismantling systems of oppression.

BA: empowering people to advocate for themselves.

AS: educate and prevention.

HH: creating awareness and early education.

AL: when I think of prevention, I think of skill-building, bystander intervention, positive norm-setting through action and conversations, changing culture, small contributions by lots of people.

JS: @Alberto love that vision!

MZ: Love this intro so much! *clapping*.

GS: Empowering others and ourselves to lead a healthy life by education and giving them strategies to improve facets of their lives.

KB: Holistic, community-focused, culturally responsive and inclusive approach to prevention...understanding the tiers of prevention (primary, secondary, tertiary).

SS: Lost sound.

SS: It's back.

KK: One of my daughters was sexually assaulted in college. It occurred off campus.

HL: sharing location, being aware of red flags, avoid vulnerabilities.

DL: As a survivor of IPV, I have spent many years empowering others that they can "escape" the cycle of violence.

RP: I started out as a youth peer educator teaching sex ed and healthy relationships to my peers after high school!

LH: Growing up hearing about the high rates of assault against people with disabilities and worrying that I was going to be assaulted. Questioning as a teen why we have to live in an environment where violence against others is so common and why more isn't being done to prevent it.

SS: Childhood trauma and abuse, that led to me wanting to help other children be able to be heard and helped. Too often victims are not believed.

DON: Adults tend to pretend children don't know what sexual abuse and dv is and have a misconception that kids are too young to learn about such topics.

AL: I don't think there's a single woman in my family who didn't experience some form of sexual or dating/domestic violence. It was part of our family fabric. But we fight so that it's not anymore.

AOD: AmeriCorps: Prevention Ed for Red Cross lead to working in nonprofit that lead to where I am now.

SH: got involved in a feminist collective in college. did Take Back the Night and saw my mother walk up to the mic and found out my mother was sexually assaulted when she was younger.

GS: Educating others with what I have learned and by providing them to be a good role model.

SK: My personal journey with DV was a long time ago and I still learn things every day! I think it is important to remember that you can't always tell who is in this type of situation and you may think someone "looks" fine, there is far more to violence than just bruises

JK: Childhood trauma for me. I broke the cycle and now work at social services.

JS: To prepare for college we had a police officer come to our school and explain all the ways women should protect themselves. All I remember is "Never get in a car." Helpful!

KS: My mother was a victim of IPV, and I witnessed it as a child (10 years). I was able to get into the work after working at other nonprofits and have teaching experience - it all kind of came together.

KT: I had a friend who was murdered by her boyfriend in high school. The next school year, when the opportunity raised to become a peer educator for teen dating violence, I went to it no questions asked, because I wanted to make sure others didn't have to experience the same thing.

JW: In my undergrad my final capstone was on healthy relationships and sexual violence prevention in our rural community. It's such an underdiscussed topic and we owe it to our spaces and the people who fill them to work to make a difference.

SB: My first true sense of purpose that lead me to this path to prevention began during the summer after my freshman year of college as I discussed sexual assault with a group of 4 3 friends and each one eventually admitted they had been sexually assaulted at some point in their life but had never disclosed it to anyone in our friend circle because they felt ashamed/embarrassed. It was then that I realized this work would always be a part of my mission in some way.

AL: Sexual violence also afflicted a lot of my peers in the LGBTQ community. And it often happened in the shadows, outside the mainstream of how my high school, later university and community talked about these issues.

NP: As a child and teenager I knew people who had been sexually assaulted. Later on it was closer to home and I knew that I had to do something.

TV: Learn more about the Moving Upstream story on PCAR's eLearning module "Prevention Education Bootcamp" <https://campus.nsvrc.org/>

TV: Text chat question: What do broken bridges represent in your communities? What is needed to repair the bridge?

AY: As a long time homicide investigator of the Manila Police having handled numerous rape with homicide/robbery with rape cases and faculty of the graduate school

MP: trust the systems, know they will be heard and believed their stories.

IK: Conversations with boys and men about masculinity and what it means to be a man; conversations with youth about sex, sexuality, pleasure, and consent.

HH: lack of prevention education and community engagement.

LH: Silence, isolation, devaluing of people with disabilities, toxic masculinity, systems of oppression, not teaching the youth and having higher standards of behavior.

SK: communication between all entities dealing with this issue like police, attorneys, DHHS etc and reducing the stereotype of victim blaming and putting the responsibility of the offender getting arrested on the victim.

OW: A broken connection between the community and the topic and how to talk about it.

SB: The biggest broken bridge is the lack of faith in the criminal justice system for survivors.

CH: Community trauma work is needed.

S: the way SV is so prevalent it is normalized.

RP: Generational and historical trauma.

JA: I know the broken bridges in general/in our society, but I think I'm not even sure how to know which specific ones are the biggest in my community?

EM: Past community trauma that the community has experienced.

CS: small community and lack of confidentiality.

AT: I think in many communities language barriers are much like broken bridges. Within the system it can be difficult to help educate them in prevention or be able to communicate with the Court/County Programs.

KS: access to equitable services rural isolation social norms.

YT: lack of resources for underserved communities.

SB: Greater input from survivors in the entire criminal justice response to interpersonal violence.

TJ: willingness to communicate and ask for help.

SH: the terms that funders put on our clients to qualify for programs (you basically have to have nothing).

NP: The repair to the bridge in my community is for the judicial system to BELIEVE! Stop victim blaming and more trauma inflicted on the victim regarding interrogation, etc.

JB: Resistance to conversations that threaten patriarchy.

MP: long processes, they don't get justice and the systems protecting criminals instead of victims.

MJ: More academic partnership and consultation between public health GBV prevention researchers and program managers would help.

SB: White supremacist patriarchy.

KM: Toxic masculinity, lack of trauma-informed care, systemic racism, class divides, underserved homeless population, lack of crisis intervention services.

EZ: Law Enforcement wanting to work with DV agency to create better communication over dv and sexual assault assistance we provide.

JK: poverty, cycles not broken. Everyone deserves to be heard, have empathy and breaking cycles.

AL: this is such a great metaphor... and it's frustrating because in my community it's beyond the bridge... it's not just the bridge but the road that leads to the bridge and the intersections leading up to the broken road that leads to the fallen bridge ☹️

AKJ: @Alberto !!!!!

AY: Corruption and "mispriority" in govt as well as in the police force created mistrust and hopelessness in the ability of the govt and the police to prevent/combat violent and or major crimes from happening and the absence of community-based organization related to crime and violence.

SK: so true

AKJ: Guante, from 2014 poem "How to Explain White Supremacy to a White Supremacist": <https://guante.info/2020/11/22/nottheshark/>.

AKJ: Text chat question: In your communities, what do you see as root causes of violence? What pollutants are in the soil?

OW: A rural silent rule of silence on violence along with an older mentality of victim blaming.

SD: Racism, Oppression, Sexism.

SD: poverty.

MS: Poverty. Housing insecurity.

SB: Poverty, Disparity.

AR: inter-generational transmission of poverty, crime, violence, etc.

IK: Masculinity being linked to dominance being taught to young children.

JK: poverty, education, mental health.

JT: White supremacy, transphobia, patriarchy, capitalism.

TP: Living in Rural area and some mostly it's the uneducated and living in poverty.

KS: poverty, oppression, sexism.

KM: Intersectional oppression.

SH: poverty, housing issues, lack of support, embarrassment.

LH: All forms of oppression. Lack of respect for our fellow human beings.

MB: Poverty.

NP: Racism, sexism, poverty.

VM: poverty, intergenerational trauma, lack of supports/education.

DG: Capitalism.

JW: Isolation - my community struggles to move forward because they're so rooted and lost to the poverty and intergenerational issues in our area.

LB: white supremacy oppression (colonialism).

SS: People that are in an emotional state of mind. Dealing with the issues they have with drugs, alcohol, gambling as a bad coping skill. Frustration.

CW: generational trauma, racism, classism, toxic masculinity.

YT: Housing, Poverty, crime, mental health.

ASG: poverty, intergenerational norms.

KS: "rural" identity and social norms.

SK: It's just hard to break through the "good ole boys" club in connecting and communicating.

VM: Toxic Masculinity.

SD: Lack of mental healthcare.

LH: Ableism.

CC: Poverty, racism, sexism, lack of resources in communities where the children and families are predominantly POC.

KP: poverty, lack of services, the lack of consequences, attitudes around violent behavior.

EM: poverty, lack of affordable housing, livable employment opportunities, lack of mental health.

AT: those who do not try to educate their children and other family members on SV and DV due to the old idea of boys will be boys and girls should act a certain way.

AL: lack of access to healthcare... mental health resources, support, care.

SK: stigma around sex in general and having conversations about healthy experiences.

MP: education (or lack of), "traditions" protect "the family honor" over the victims, people knowing or believing they will get away with it because rape can be hard to prove.

JS: What's in the soil - not sitting with discomfort, seeking constant pleasure / distraction.

AKJ: The Body is Not an Apology Instagram:
<https://www.instagram.com/p/CEAvf65qNVm/>.

AOD: Racism, sexism, classism, transphobia

KJ: rural area in poverty. older generation mentality of keeping home life private.

MJ: I don't understand how root causes explain (or are explained by) risk and protective factors which are associated with gender-based violence.

KT: I think root causes would be the risk factors.

AY: Various factors like different culture where millions of inhabitants in one region still practice the old theory of "an eye for eye"... presence of many vices like drugs, alcohol and gambling. drug related crimes is rampant in our country.

OW: My community still needs a hypothetical then push into the 21st century where we understand and encourage neighbors in the community to become vocal about their needs and past.

SP: limited technology, limited transportation, food deserts, education (teaching the tests not the content), lack of history thus it repeats repeatedly, lack of respect from the top down.

AL: Yas, Stephanie! !!!!!!!

AL: yes

LRR: Well Said. Stephanie!

JS: Stephanie yesss

AKJ: root causes create conditions for risk factors is how I think of it..

SH: yup

SK: I remember from school!

SH: food pyramid

YT: yes

JM: yes

MI: i am

MS: yes

TJ: food pyramid

DV: yes

THU: nutrition

JW: "healthy" eating models!

RS: yes

SK: taught us ways to have a balanced diet

SJ: yes

VM: yes

MP: yes

HL: yes

JK: yes

JS: yes

AS: yes

SH: generally yes

TJ: yes

DT: yes

MJO: yes

LB: Yes

MI: yes i do

NP: yes

SS: yes

MZ: yes

SP: yes

CH: y

JT: Not from these!

KK: yes

JW: Not at all!! Its so different for everyone!

SS: Yes

AW: yes

AOD: yes

CP: yes

SK: yes

DV: yes

KT: eh, mostly

RS: Yes

SK: generally

SF: I know what that means for me at least

SJ: yes

LRR: yes

CS: yes

HP: yes

KH: yes

IS: yes

AB: es

TP: yes

DT: yes

CS: yep

HP: yes

VM: yes

AW: yes

JK: yes

MZ: yes

SJ: yes

J: Yes

MDM: Yes and yes

TP: Yes

KK: yes

SP: yes but it's unattainable.

SH: I know I do!

IS: yes

AB: yes

TJ: yes

SSA: no

DV: I have and did

BS: yep

AOD: yes

KH: agreed

HW: yes

LH: The food pyramid which then changed to the balanced plate. Yes. I know what a healthy meal is. The issue is the time, money, resources to prepare the meal.

SP: no

LRR: I feel good when I eat that way

SS: Most likely

HL: yes

SMRL: Yes

RS: yes

JS: I see where this is going haha!

SS: I do eat that way. I do feel good

AS: not all the time

SH: nope

HL: no

AOD: no

SMRL: No

VM: no

J: No

HW: no

TJ: no

CB: no

MZ: nope

SSA: nope

LRR: Yes

AB: no

SS: No

SJ: no

KH: nope

BS: nope

SP: nope

MJO: ☐☐

RS: No

JS: nerp

DV: Most of the time

JK: no

KK: yes

TP: yes 99

MDM: Yes I do

.

HW: sometimes.

JW: Nope ☹

IS: yes

MI: no, sometimes

S: no

DF: no

HP: no

CP: working on it

AM: Health is subjective - treats are part of the joy of life.

LH: No, don't have the money, resources, and time to prepare food that way.

AL: Taco Bell during Real Housewives of Salt Lake City on Sundays... please don't take that away from me.

JT: No but I'm ethically opposed to prescriptive western nutrition standards driven by the diet industry!

AM: yes Julia!

DV: no to that plate.

DG: Easy, perfect meal.

TV: @Amanda, yes! Food is pleasure, is culture, is family, is community, etc.

LRR: It's all about balance.

SH: depends on time and money.

TJ: learning to make this change when I have been raise to eat different.

DG: If I support those places...Never corporate, only mom and pop restaurants.

JW: Yes Tina!! Those habits are so hard to break.

KK: The road to hell is paved with "good intentions"

MJ: Maybe we live in a food desert or don't have enough money to buy the food we want. And food deserts result from racist public policy and laws.

AL: they built a Popeye's down the street from my house and I know I'm being tested.

AM: 100% Monte.

JS: @Alberto, you are cracking me up 🤔

LH: Yes, Alberto! I just had 3 biscuits from them in the past day!

KT: Also, the food pyramid is very whitewashed as well, and might discount folks cultural foods.

SB: Can we get a copy of that link to this graphic in the chat please?

KE: And, would the Doctor actually follow the "rules" he's imposing on Fred? If the doctor can't follow that eating plan... how do we expect Fred to do so?

TV: <https://medium.com/wehearthealthliteracy/useful-theory-social-ecological-model-62d7fb1e8e88>.

SB: Thank you Tori!

TV: You're welcome Shalonna! 🤔

MJ: Blaming ourselves for being unable to afford to eat 'healthy' food consistently also comforts wealthy corporate interests that coerce to accept a system that increases risk we and our kids have to eat unhealthy food. Blaming ourselves for eating bad food is practically an ad campaign and keeps us from talking about changing laws and rules that regulate our kids' food, esp. in schools.

JW: That's such an awesome point Monte!

TV: Centering Survivors for Transformative Change: Exploring Economic Supports to Prevent Sexual and Intimate Partner Violence with FreeFrom:

<http://www.preventconnect.org/2021/09/centering-survivors-for-transformative-change-exploring-economic-supports-to-prevent-sexual-and-intimate-partner-violence-with-freefrom/>.

TV: Yes, Monte!

AKJ: Text chat question: What are things in your environment that promote or prevent violence?

SD: Education/prevent.

AM: Lack of access to free resources.

LB: economic security, community care/mutual aid.

S: housing shortage.

SH: discrimination.

KT: Adulthood.

CH: Social clout, racism, cones of silence, lack of education.

SK: media depictions, depending on good or bad cab either promote or prevent.

AH: high unemployment/promote.

KK: Culture.

JW: Isolation, generational trauma and expectations, poverty, social pressures/expectations on different environments (LGBT).

DV: promote/ lack of community services for our youth.

GS: People and their beliefs, mental health status, financial status, employment, etc.

KA: Laws.

DM: high cost of living.

RP: Capitalism.

MP: strong support system, education, access to information.

SP: increased unemployment and poverty.

KS: something that can promote AND prevent is faith institutions.

SD: promote/ incarceration rates.

CH: white supremacist compound
lack of youth resources low income common language use.

TP: Community Services offered throughout the towns to promote the social aspects of being welcomed.

MW: city environment, relatively easy access to guns.

SH: transportation.

JK: poverty, culture.

DV: prevent/ police presence, accountability of parents, collaboration with the teachers and parents.

HH: lack of real face to face social connection vs having face to face social connection that is healthy.

KM: Promote/lack of access to subsidized housing.

JN: Prevent violence: parental involvement at home, and age appropriate education
Encourage violence: cultural norms of male privilege and toxic masculinity
Poverty, drug abuse problems.

MJ: Racist, violence policing, inflated rent, no fair access to credit, lack of universal Medicare, lack of universal child care, voter suppression, intolerance normalized by some faith-based groups & commercial sports . . . long list of factors . . .

AY: We have thousands of rural areas in our country where people think and feel that govt do not exist...they live and eat their existing organic agricultural product they do not have access to various govt programs.

SP: insufficient gun laws.

TP: MCCC has billboards in our 5 county area showing who to contact for help with sexual abuse. My colleague and myself our going into middle schools to teach about boundaries, respect, and relationships. In the high schools we are introducing the Green Dot program and how they can be active bystanders.

SP: something that promotes violence are the laws that do not take guns away from (before conviction) abusers if the gun owner is a hunter or has a job that guns may be used.

AKJ: VetoViolence info on social norms <https://vetoviolence.cdc.gov/violence-prevention-basics-social-norms-change>

AKJ: metoo. act too.: <https://metoomvmt.org/take-action/act-too/>

KH: Powerful!

AKJ: 5 Key Norms:

<https://www.preventioninstitute.org/blog/together-we-can-change-norms-prevent-sexual-violence-and-harassment>

SP: "they had a tough childhood"

DR: they say, they are not harassing you, "it is all in your imagination."

SD: "boys will be boys"

DR: no one believes you when you tell someone is harassing you.

MP: "you should be flattered someone like you that way"

MP: likes

TV: These are great examples of how these norms come to life in our everyday lives and language.

SM: Yes the shift to viewing SA & IPV as a public health issue is a bit slow going.

BA: the norm that you're supposed to get drunk and have sex at parties. like that's the only way to have fun.

EW: "Joking" or "roasting" in friend groups.

MP: ☒☒

DR: teaching "respect norms" should be taught as early as kindergarten.

MW: yes Debra!!

JW: Definitely Debra!!

SD: I agree Debra!

RS: Culture of Violence

LRR: Yes Debra

DR: may I also add that "bullying" indeed begins in kindergarten, as a first-hand experience.

AY: Growing number of people believed that criminal justice system don't work resulted to growth of vigilante groups some of which were police officers who advocated the final option strategy of eliminating violent criminals who can always buy their freedom.

BA: Hollywood has a big impact. They should start showing negotiations more.

SP: giving tickets for not wearing a seatbelt and listening to the annoying beeping makes me put my seatbelt on faster!

JS: I think seatbelts are a great example because they just made it so annoying not to comply that it ultimately changed the norm :)

AN: the switch from smoking indoors being acceptable to not being acceptable.

AKJ: Farah Tanis at "U.S. National Action Plan on Gender-Based Violence: A Listening Session on Prevention:" <http://www.preventconnect.org/2021/08/u-s-national-action-plan-on-gender-based-violence-a-listening-session-on-prevention-plan-de-accion-nacional-de-estados-unidos-sobre-la-violencia-de-genero-una-sesion-de-escucha-sobre-la-prevencio/>

TV: COLLECTIVE POWER: A Practical Blueprint for Sexual Assault Programs to Create Community Partnerships and Collaborations:
<https://www.valor.us/publications/collective-power-a-practical-blueprint-for-sexual-assault-programs-to-create-community-partnerships-and-collaborations/>

AKJ: A Safe Place to Call Home: Transforming the physical/built environment for sexual and domestic violence prevention
<http://www.preventconnect.org/2017/07/a-safe-place-to-call-home-transforming-the-physicalbuilt-environment-for-sexual-and-domestic-violence-prevention/>

AKJ: Mobilizing and organizing communities to end child sexual abuse: Lessons learned from the Just Beginnings Collaborative
<http://www.preventconnect.org/2019/01/mobilizing-and-organizing-communities-to-end-child-sexual-abuse-lessons-learned-from-the-just-beginnings-collaborative/>

AKJ: Promotoras <http://www.calcasa.org/2019/10/ya-basta-governor-newsom-signs-ab-547/>

AKJ: From Paid Leave to Rent Stabilization: Research and practice on strengthening economic security for violence prevention
<http://www.preventconnect.org/2019/08/from-paid-leave-to-rent-stabilization-research-and-practice-on-strengthening-economic-security-for-violence-prevention/>

AL: LOVE

AKJ: Back to Basics: Partnering with Survivors and Communities to Promote Health Equity at the Intersections of Sexual and Intimate Partner Violence:
<https://www.nsvrc.org/backtobasics>

AKJ: De vuelta a lo básico: Colaborando con sobrevivientes y comunidades para promover la equidad en la salud en las intersecciones de la violencia sexual y de pareja íntima <https://www.nsvrc.org/node/6034>

AKJ: A Health Equity Approach to Preventing Sexual Violence: <https://www.nsvrc.org/resource/2500/health-equity-approach-preventing-sexual-violence>

AKJ: The Prevention Track at the 2021 National Sexual Assault Conference: <http://www.preventconnect.org/2021/08/reflections-from-the-2021-national-sexual-assault-conference-prevention-track/>

SSA: Could you please expand a little on how paid leave is a preventative measure to sexual and IPV?

AKJ: Text chat question: What are you already doing to prevent violence in your communities? What are you excited to do to prevent violence in your communities?

KT: starting a podcast soon!

OW: Talking to local youth about prevention and a violence free relationship.

KS: Starting a Teen Ambassador Program.

SF: Starting non-violent communication within my home! Practicing it with my roommates and family

JK: listening and showing empathy. Helping with resources

AKJ: PCAR and NSVRC eLearning courses <https://campus.nsvrc.org/>

AC: Karina T: what's the name I would love to listen.

LLS: Thank you! Hopefully creating prevention training at my school.

TV: The research identified a pathway from paid family leave to reduced family stress and increased family bonding to then prevent intimate partner violence. That was incredibly simplified, so I really encourage anyone to check out that web conference recording Ashleigh shared in the chat!

BA: trying to explain policies to conservative relatives in a palatable way. Instead of some of the harmful, aggressive tactics they've been exposed to - like calling them racist or sexist.

AKJ: PreventConnect eLearning <https://www.learn.preventconnect.org/>

Preventing Intimate Partner Violence Across the Lifespan:
<https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf>

JW: I am working with schools and colleges in my area to develop prevention skills and honestly just opening doors for those conversations to happen! I am so excited to work with these kiddos, teens, and young adults to help support their safety.

TV: There's also a connection via economic supports to families, too.

AKJ: STOP SV: <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>.

AL: I'm singing Bridge Over Troubled water in my head ... this webinar was what I needed today. It was so inspiring and calls me to connect more with the meaning of the work I do in prevention.

TV: Preventing Intimate Partner Violence Across the Lifespan:
<https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf>.

STOP SV: <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>.

STOP SV in Spanish: <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package-spanish508.pdf>.

Violence Prevention in Practice: <https://vetoviolence.cdc.gov/apps/main/>.

LRR: healthy relations and dating pressure/violence prevention workshops with youth.

MM: Awesome. Thank you.

AT: I talk with my children about SV/DV and encourage them to say something if they see something or experience something. I also encourage my children to talk with their friends about these things and how they can try to prevent these things or how to handle them.

KB: Thank you!

LB: Thank you all so very much!

EW: Thank you!

AKJ: I love all of these — thank you for sharing!

KM: Thank you!

NP: I am excited that our schools mandate Teen Dating Violence & Healthy relationships are taught in Middle School & HS. We are working on doing it in more schools and working on the curriculum for Elementary. I teach it and it makes a difference. I would like it if more schools would do the same.

CS: congratulations! good luck tori!

MP: great resources, thanks!

JW: Congratulations!! Thanks for all you've done Tori!

EC: Good luck and thank you for all of your efforts, Tori!!

SS: Thank you

JK: Thanks!

MM: Thank you.

MJ: Thank you!!

AS: Thank you!!!

SB: Thank you for this amazing dialogue. Good luck Tori in the future!

MI: answer to the last question: reaching out to different student orgs on campus. But reinforcing that they can also help with prevention by educating others, at home or anyone outside their interactions in school.

OW: Thank you for this educational opportunity!

CB: Thank you.

AY: On gender-based policing all our police stations have a Women-Children Protection Desk manned by trained policewomen investigators and follow up operatives. I partnered with the business community in implementing the street watch anti-crime program in the City of Manila.

CH: Thank you! Excellent webinar with so much information!

AB: Thank you

RC: Thank you so much! :)

TC: Thank you!

KH: Thank you!! Best wishes on all future projects!

AT: thank you and good luck in your future endeavors!

MJ: ☺☺

A: Thank you so much!!

MM: Thank you all!

AL: Thank you!

LB: Thank you!

TT: thank you!

KP: Thank you all!!

AY: Thanks a lot the presentation is educating and informative.

JT: Thank you!

KM: Thank you!

NB: thank you!

CS: Thank you all!

NP: Thank you all!!

LL: Thank you so much for this webinar. IT was very informative.

MA: Thank you!

LL: Thank you so much for the great conference~

JM: Thank you.

NB: is there a link to the evaluation?

JBD: Thank you so much!!