Starting a School-based Prevention Program
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Our Future is Bright
In a Community Where Love Doesn't Hurt
What Is Prevention?

Prevention is...

- An on-going process, requiring leadership and commitment
- Integrated into community infrastructure

Prevention is not...

- A one-time program or event
- One skill-building session
- One protocol
A New Kind of Prevention?

- Previously we called things prevention that are actually risk reduction
  - Self-defense
  - Red Flags
  - Safety tips
  - Good Touch / Bad Touch
  - Others?
Primary prevention will require true social change

- Process of changing the attitudes and beliefs that lead to specific behaviors
- An acknowledgement that we can’t just accept the world the way it is and expect that the problems will go away

(Ex: Moving to the Head of the River)
A New Kind of Prevention?

- Activities are directed at the general population (or a subset of the general population) designed to actively promote healthy, non-violent relationships.

- Seeks to reduce the overall likelihood that anyone will become a victim or a perpetrator by creating conditions that make violence less likely to occur.
So, this Assumes…

- IPV is learned and can be unlearned
- IPV has a gendered component
- IPV intersects with other oppressions
- Violence and its acceptability are culturally constructed

*Primary prevention of IPV = social change*
Factors at each level of the social ecology contribute to the perpetration of IPV in our society.
An Example: A Comprehensive Approach

Individual level
- Curriculum/content, counseling, mentoring

Relationship level
- Support programs, mentoring, parent training

Community level
- Social norms, community education, policy changes

Societal level
- Media campaigns, policy changes
Making the case for schools
Making the Case for Working in Schools (articles)

School-based Violence Prevention Programs – A Resource Manual
http://www.ucalgary.ca/resolve/violenceprevention/English/index.htm

(See Handout #1)
Making the Case for Working in Schools (articles)

Nan D. Stein, Ed.D:

- Gender Violence in Elementary and Secondary Schools
- School Interventions, Not Zero Tolerance, Prevent Gender Violence
  www.wcwonline.org/o-rr25-1c.html

(See Handouts #2,3)
Youth are at an increased risk for experiencing bullying, sexual harassment, and teen dating violence.

Bullying typically increases throughout elementary school, reaching a peak in middle school, and declining in high school (Nolin, Davies, & Chandler, 1995).

The literature has clearly shown the link from childhood bullying behavior to adolescent sexual harassment and adult domestic violence (Stein, 1995).
Making the Case for Working in Schools – look at the research

- Adults who use violence with their dating partners often begin doing so during adolescence, with the first episode typically occurring by age 15

- Schools provide an ideal environment for teaching youth about respect and healthy relationships. (Foshee / Safe Dates, 2004)

- Addressing programs to children when they are school-aged could prevent violence later when they are adolescents. (University of Calgary/RESOLVE, 2002)
Gender appears to be one of the first dimensions of identity that young children perceive in themselves and others.

According to Kohlberg’s theory, gender stereotyping among both boys and girls ages 5-7, often entails a preference for the “male” role because it is more exciting and powerful.

Labels such as “Tomboy / Sissy” or “Daddy’s girl / Momma’s boy” help to reinforce this.
Making the Case for Working in Schools – start early

- Early childhood teachers recognize that integrating an anti-bias approach into existing curriculum is as fundamental and as far-reaching as teaching children how to read.

- An anti-bias curriculum differs from multicultural curriculum – it addresses more than cultural diversity by including gender, racial, and physical ability differences.

- It directly addresses the impact of stereotyping, bias, and discriminatory behavior in young children’s development and interactions. *(Louise Derman-Sparks and the A.B.C. Task Force, Washington, DC, 2001)*
Making the Case for Working in Schools – longer programs

- Evaluations have found that attitudes towards violence undergo a significant improvement immediately after a program but often return to pre-intervention levels a few months afterwards (Anderson et al. 1998; Davis and Liddell 2002).

- There seems to be a rebound effect in which initial positive changes are not sustained over time.

- In addition, attitude change does not guarantee behavior change. Thus, more intense and lengthy programs have been shown to produce positive and lasting changes.
How to Begin??

Existing Data
Vs.
Collect Your Own
According to the 2011 Florida Youth Risk Behavior Survey

14% - bullied on school property

12.4% - ever been electronically bullied

9.3% - hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months.

7.2% - ever been physically forced to have sexual intercourse when they did not want to.
Data – Collect Your Own

✓ “Violence Here and Now” from *Making Allies, Making Friends* (page 190 – copyrights!)
✓ Safe Schools Survey

*(See Handouts #4,5)*
Where to begin??
Making the Case for Working in Schools

1. Teen Dating Violence Bill
2. Jeffrey Johnson Stand Up for All Students Act
3. Revised Health Standards
The Six Pillars of Character

1) Trustworthiness
2) Respect
3) Responsibility
4) Fairness
5) Caring
6) Citizenship

(See Handout #6)
School Advisory Council – join!

- Sit on the School Advisory Council *(SAC)* of the school you plan to work with as it gets you immediate access to the administrators and faculty of the school.

- All SAC’s are required to have members from the community in addition to parents of students.

- Provides you with the opportunity to have direct input with development of the school’s *CIP (Continuous Improvement Plan)* and presents a unique opportunity to educate SAC members on primary prevention.
Choose your materials
Classroom programs ideally consist of the following components:

- classroom curriculum* - should specifically address the gendered nature of violence and harassment along with skills-based training that incorporates problem solving techniques, conflict resolution, bystander approach, etc.

* “curriculum” may not be the best choice of wording
Classroom programs ideally consist of the following components:

- policy development to ensure consistent responses by all staff to incidents and reports of bullying and harassment
- staff training (to include school administrators, counselors, teachers, clerical staff, custodians, cafeteria workers, bus drivers, aides, and coaches)
- parent education, and support services
Successful Prevention Initiatives:

- Break the Cycle
- Choose Respect
- Expect Respect Project
- Family Violence Prevention Fund
- Love is Not Abuse
- May I Kiss You
- Prevent-Connect list serve
Successful Prevention Initiatives:

- See It and Stop It
- Stand and Serve
- Stop Bullying Now
- Teaching Tolerance
- That’s Not Cool
- White Ribbon Campaign (Canada)
Existing Material for Elementary Schools:

- **Anti-Bias Curriculum: Tools for Empowering Young Children** - Louise Derman-Sparks and the A.B.C. Task Force

- **Quit It! (K-3) & Bully Proof (4-5th)** – Wellesley College (Nan Stein)

- **The Bully Proof Kit** – Human Relations Media

- **Too Good for Violence** – Mendez Foundation

- **Second Step: A Violence Prevention Curriculum** – Committee for Children
Existing Material for Elementary:

- **Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity** - Nancy Schniedwind & Ellen Davidson
- **Don’t Laugh at Me** - Operation Respect
- **Safe and Drug Free Schools & Communities** ([http://www.sdfsc.esc2.net/](http://www.sdfsc.esc2.net/))
Middle & High School Material:

- Expect Respect – Barri Rosenbluth
- Don’t Laugh at Me - Operation Respect
- Making the Peace; Making Allies, Making Friends; Days of Respect; Young Women’s Lives; Young Men’s Work - Paul Kivel
- Safe Dates - Vangee Foshee
- Gender Violence / Gender Justice; Flirting or Hurting? - Wellesley College (Nan Stein)
- MVP Playbook - Mentors in Violence Prevention Program (Jackson Katz)
- The Teen Relationship Workbook - Kerry Moles
- Texas Council on Family Violence – Teen Dating Violence Prevention Toolkit
Material You Choose

Due to the fact that there is little evidence-based curricula available to address IPV prevention at the elementary level, we developed our own materials that are “evidence-informed”.

Material should address risk & protective factors such as respect, communication skills that include conflict resolution, establishing healthy boundaries, building allies, and leadership development.
Prepare Your Prevention Plan
Goals – Individual Level of SEM

- To increase awareness of the root causes of Intimate Partner Violence (IPV) and demonstrate an increase in attitudes that support gender equality.

- To increase student’s willingness to engage in positive bystander behavior in situations of bullying, sexual harassment, gender stereotypes, and IPV.
Goals – Relationship Level of SEM

- For students to become actively involved in efforts to educate their peers on the root causes of IPV
- To increase family involvement and support of student’s IPV prevention activities
- To increase school personnel’s awareness of the prevention project and the importance of supporting IPV prevention activities in the school
Prevention Plan

Staff training of school personnel at all levels are essential to establish a safe and violence-free climate.

Staff training is also essential to promote a systems approach by enhancing school policies/protocols that address issues of bullying, harassment, and TDV.

Our goal is to foster a school-wide climate which reinforces the IPV prevention message.
Your Prevention Plan

- The goal of your Project should align with your school districts’ anti-violence initiative, with the Safe and Drug Free Schools Program, the Developmental Guidance Program, and Character Education Initiatives.

- Collaborate with school personnel to develop and implement an age-appropriate, flexible prevention program that can be sustained and replicated throughout the district, utilizing school personnel, community, and youth volunteers.
Prevention Plan

- When possible, groups should include females and males from multiple racial and ethnic groups as well as multiple cultural backgrounds.

- Material should be constructed with input from students, teachers, staff, and family members to ensure that the programming provided is what will best serve the needs of the school community.

- Parent education can also be included in the project via dissemination of information through the PTA, school newsletters, school website, automated telephone communication system, etc.
Implement Your Prevention Plan
Elementary School Strategy

- Our plan is to work in elementary schools with all 5th grade students to address the Individual Level of the SEM by building a foundation of understanding on what violence is.

- The violence prevention program will focus on developing healthy peer relationships and reducing incidents of bullying and harassment by changing the youths’ attitudes, behaviors, and beliefs relating to these issues.
Definitions

“Violence is anything that denies human integrity, and leads to hopelessness and helplessness” – Martin Luther King Jr.
Preparation

- Brochure/flyer
- Permission slips
- Parent letters
The Unity Club Pledge

I pledge to be non-violent to myself, my friends, my family, or anyone else. I will respect all people regardless of gender, race, or culture. I will stand up for others because we are all the same in our hearts! We will hang together and make this world a better place.
5th Grade Violence Prevention Material

- Unit 1 – Icebreakers, Safety Visualization, What is Violence, Defining Respect
- Unit 2 - Group Agreements; Where Does Violence Come From
- Unit 3 – Bullying
- Unit 4 – Bystanders
- Unit 5 – Stereotypes
- Unit 6 – Gender Violence / Wrap-up
5th Grade Violence Prevention Curriculum

Follow up Sessions (Optional):
- Culture
- Racism
- Becoming Allies
Group Agreements

- Respect others
- Hands and feet to yourself.
- No name calling or put-downs
- No gossip or rumors
- Be a good listener: try and make eye contact, don’t interrupt, and speak one at a time
- Speak for yourself – use “I” statements
- Everyone gets a turn
- Right to “pass”
- Say “ouch” when someone says or does something hurtful (silence is permission).
Exercises

- Bully Power Shuffle
  (“Don’t Laugh at Me Teacher’s Guide: Grades 6-8”, Operation Respect, 2000, Page 75; adaptations for setting and content.)

- Agree / Disagree
Valentine’s Day – 5th Grade

To ___________________

Something I like or admire about you is __________________________________________

Hope you have a fun day!
Sustainability

❖ Develop a “Recommended Reading List” for youth that will address issues such as respect, bullying, racism, equality, etc. that is age-appropriate.

❖ Secure funding to purchase these materials for school Media Centers so students will have a variety of reading material with positive messages to choose from.
This program can really help the community end violence.

Thanks a lot for teaching me about bullying.

I am a little more respectful.

I’m going to miss all of you because when you were here I felt safe.

Dear Sunrise thank you guys so much for helping me. Before I was mean - I kind of am but not like I was before. So thank you very much. oxoxo.
5th Graders Comments

😊 Thank you for showing me that everyone should be treated equally and I promise you that I will change my actions.

😊 I liked going to my safe place.

😊 What I liked the best was the skin color painting.

😊 You should do this with next years 5th graders because it really gives you a good attitude and you can calm down.

😊 Thank you for changing my attitude... well you did a little bit.
Middle School Strategy

Students are encouraged to join the Violence Prevention Club for 3 years when they reach Middle School to continue addressing these issues in more detail at a developmentally appropriate level.

In Middle School they would continue to work at the Individual Level of the SEM but also begin to address the Relationship Level by learning about bystander intervention.

Content will focus on the role of the bystander, sexual harassment, media influence, and leadership skills along with developing and implementing violence prevention awareness campaigns.
Middle School Clubs

Pirates of Peace Club (POP)

Cyclones Peace Zone Club
Middle School Materials

✓ Brochure
✓ Parent letter/Consent form
✓ Interview & Commitment Form
✓ “Day of Respect” training Outline
✓ Checklist
WE PLEDGE TO DO OUR BEST
TO PREVENT VIOLENCE
PREJUDICE
DESCRIMINATION
AND TO CREATE PEACE
Awareness Activities

- DVAM & SAAM
- Bulletin board, posters
- Denim Day (April)
- Peace Tree (Dec.)
- Pinwheels for Peace
- Mix it up Lunch
- Blue Day
- Valentine’s Day - cards; news show
- PSA’s
- National Bullying Prevention Week (Nov.)
POP Comments

- Pirates of Peace made me think a lot before I said things
- I think that it is very helpful and it made me more aware of things
- I thought it is an excellent program, I liked the disagree / agree activity
- I hope that this program will help everybody that’s going through any bad things in their life.
High Schools

Youth Community Action Team (YCAT)
High School Strategy

These same students would then move up to high school and join the Youth Community Action Team (YCAT) for up to 4 years to continue building individual capacity and relationships with their peers and faculty.

Through an emphasis on leadership development, students begin working at the Community Level to address some of the risk factors such as weak school sanctions against domestic and sexual violence perpetrators, social norms supportive of violence, and women’s/men’s gender role socialization.
At the high school level, the focus then moves towards:

- Challenging gender stereotypes
- Fostering healthy dating relationships
- Consent & coercion
- Developing leadership skills
- Developing and working with allies
- Educating their peers
- Educating their community
High School – YCAT

Mission: To foster a climate of respect and non-violence amongst students at our school.

- Peace
- Acceptance
- Respect
- Knowledge

www.knowyourpeace.org
Awareness Activities

Collaborate with Drama Dept, Media, and other school clubs.

- Teen Dating Violence Awareness Month (TDVAM) – Feb.
- Walk-a-Mile In Her Shoes
- Day of Silence
Other Options:

- Private Schools
- After school programs
- Summer Camps
- YMCA
- 4-H
- Girl Scouts (Silver & Gold Awards)
- Boy Scouts
Evaluate Your Project
Evaluation Methods

- Logic Models
- Detailed implementation notes for process evaluation (Group Process Notes)
- Faculty & Parent Survey for process evaluation/buy-in assessment
- Pre-post outcome evaluation
- Attendance Log
- Utilization / Dosage Log
Outcome Evaluation Strategies:

- Evaluate students after each year using pre/post surveys designed to measure whether students have learned the identified components.

- This will provide you with feedback on adaptations you could make in addition to providing useful data for the school.

- You made need to adapt your material, your outcomes, or your measurement tool.
IRB

- Your district may require you to submit an IRB before you can administer surveys.
Building Organizational Capacity

- Building organizational capacity is imperative to sustaining activities thus Sunrise established a Prevention Department where staff are cross-trained to provide community education, professional trainings, and implement primary prevention programs in the community.

- This ensures continuity of programs in case of personnel changes or unexpected schedule changes.
Building Organizational Capacity

- Add “Prevention” to the staff meeting agenda
- Include prevention of IPV during Domestic Violence Awareness and Sexual Violence Awareness Month activities
- Provide cross-training to staff of intervention-based programs
- Include primary prevention initiatives into your agency’s Strategic Plan
- Primary prevention resource library
Reasons for Success

- Agency and staff longevity /stability
- Majority of the projects are initiated by students
- Collaborate – collaborate!
- Lots of communication (and lunches!)
- Keep agencies and community informed
Lessons Learned

- Pilot test programs
- Acknowledge existing school prevention efforts
- Involve school personnel from onset
- Get administrative (district & principal) support
- Inform parents in advance of subjects
- All day training at beginning of school year
- For high school, meet after school & off site / over the summer
- Interview students for Clubs if possible
How Can We Help You?

- Share forms – let’s not reinvent the wheel!
- Provide consultation – onsite, teleconference, emails, phone calls, list serve