



**20
21**

DATING & SEXUAL VIOLENCE PREVENTION WORKSHOP

Welcome!

Please introduce yourself in the chat box!

- Your name
- Your organization
- Your occupation
- What you hope to learn today



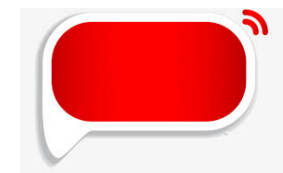
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CHILDREN, YOUTH, FAMILIES & SCHOOLS

Prevention Works! Foundations for Preventing Dating and Sexual Violence among Adolescents

Katie M. Edwards, Ph.D.
University of Nebraska-Lincoln
Emily A. Waterman, Ph.D.
Bennington College

Before We Begin

- Workshop (other than breakouts) recorded
- We will have two 10-minute breaks
- Please make sure to mute yourself
- Use the chat feature for questions & comments
- There will be breakout sessions (unmute)
- We will have three 10-minute Q&A sessions



Who are we?

Katie M. Edwards, Ph.D.

- Associate Professor
- Director, Interpersonal Violence Research Laboratory
- Community-engaged research focuses on causes, consequences, and prevention of sexual and related forms of violence
- PI on CDC, NIH, DOJ, and NSF-funded projects

Emily A. Waterman, Ph.D.

- Faculty member in Developmental Psychology, Bennington college
- Faculty Affiliate, Interpersonal Violence Research Laboratory
- Research focuses on adolescent development the prevention of sexual and dating violence

Today's Agenda

- What are the definitions, rates, causes, and outcomes associated with dating and sexual violence (DSV)?
- What are the foundations on which effective DSV prevention initiatives are built?
- What initiatives are effective at preventing DSV?
- How do you determine if your DSV initiative is effective?
- What are the most effective ways to support survivors of DSV?
- How can I learn more and/or collaborate with others?



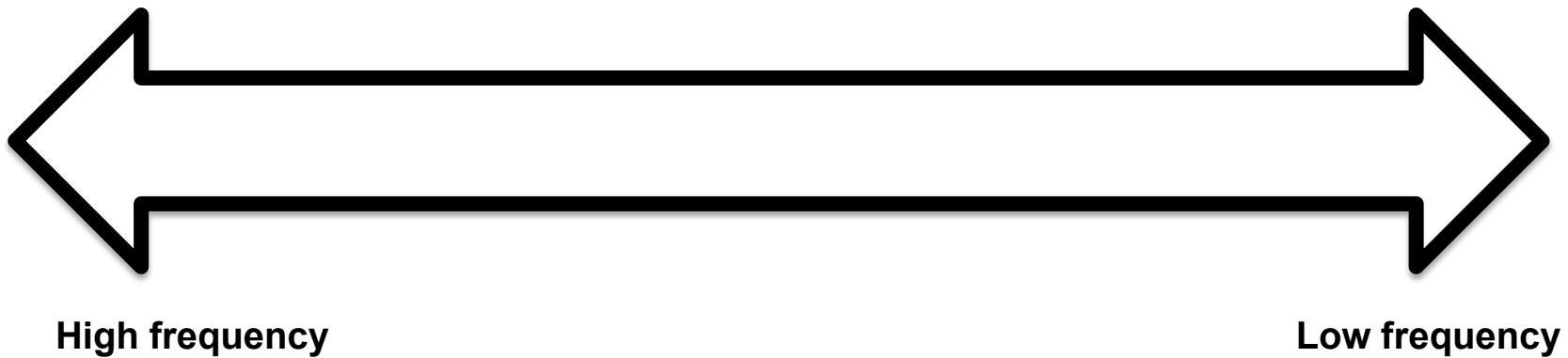


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What are the
definitions, rates,
causes, and outcomes
associated with DSV?

Terminology

- Dating violence
- Sexual violence





About **1 in 4 women** and **1 in 10 men** experienced contact sexual violence, physical violence, and/or stalking by an intimate partner and reported an IPV-related impact during their lifetime.





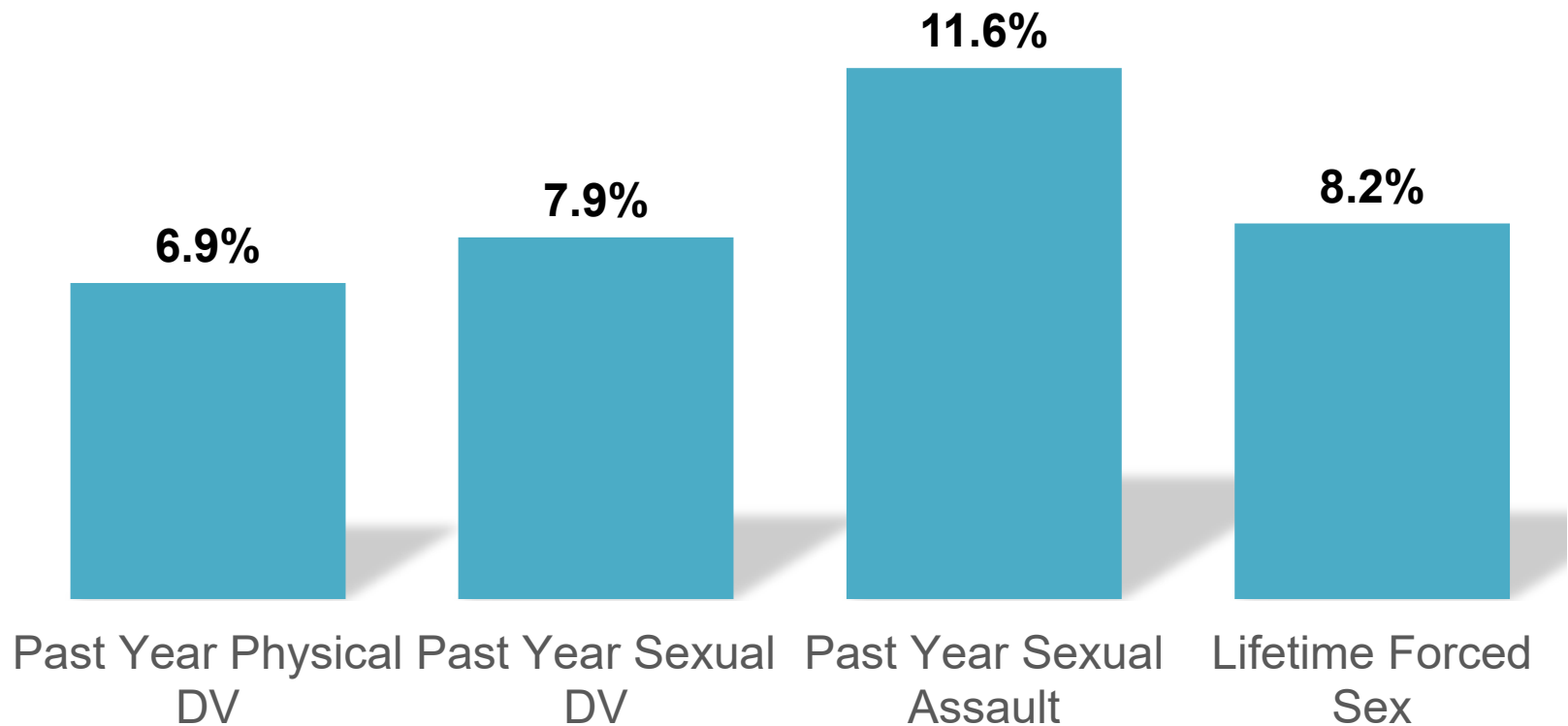
1 in 5 women
experienced completed
or attempted rape during
her lifetime.



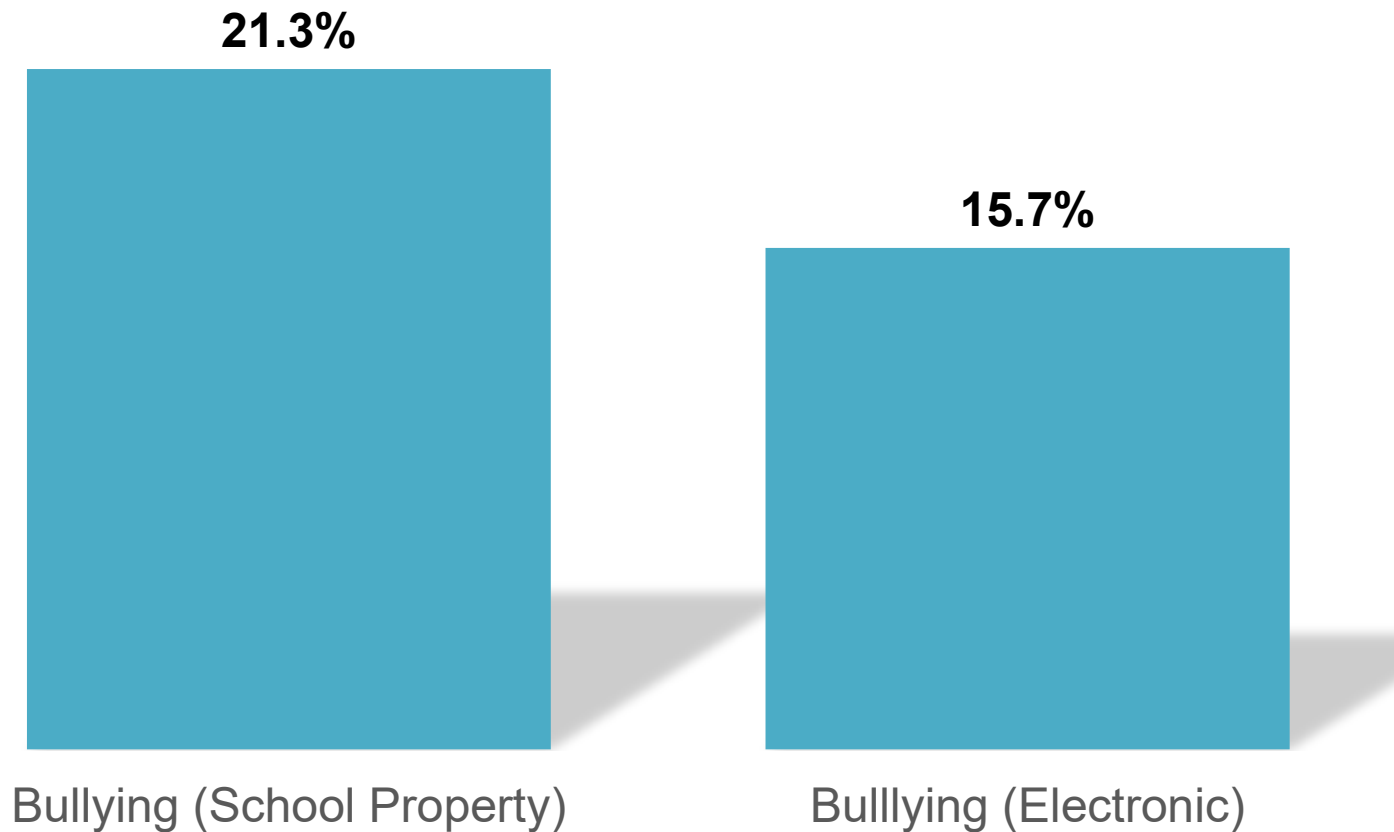
1 in 14 men
was made to penetrate someone
(completed or attempted) during
his lifetime.



Dating and Sexual Violence among Nebraska High School Students



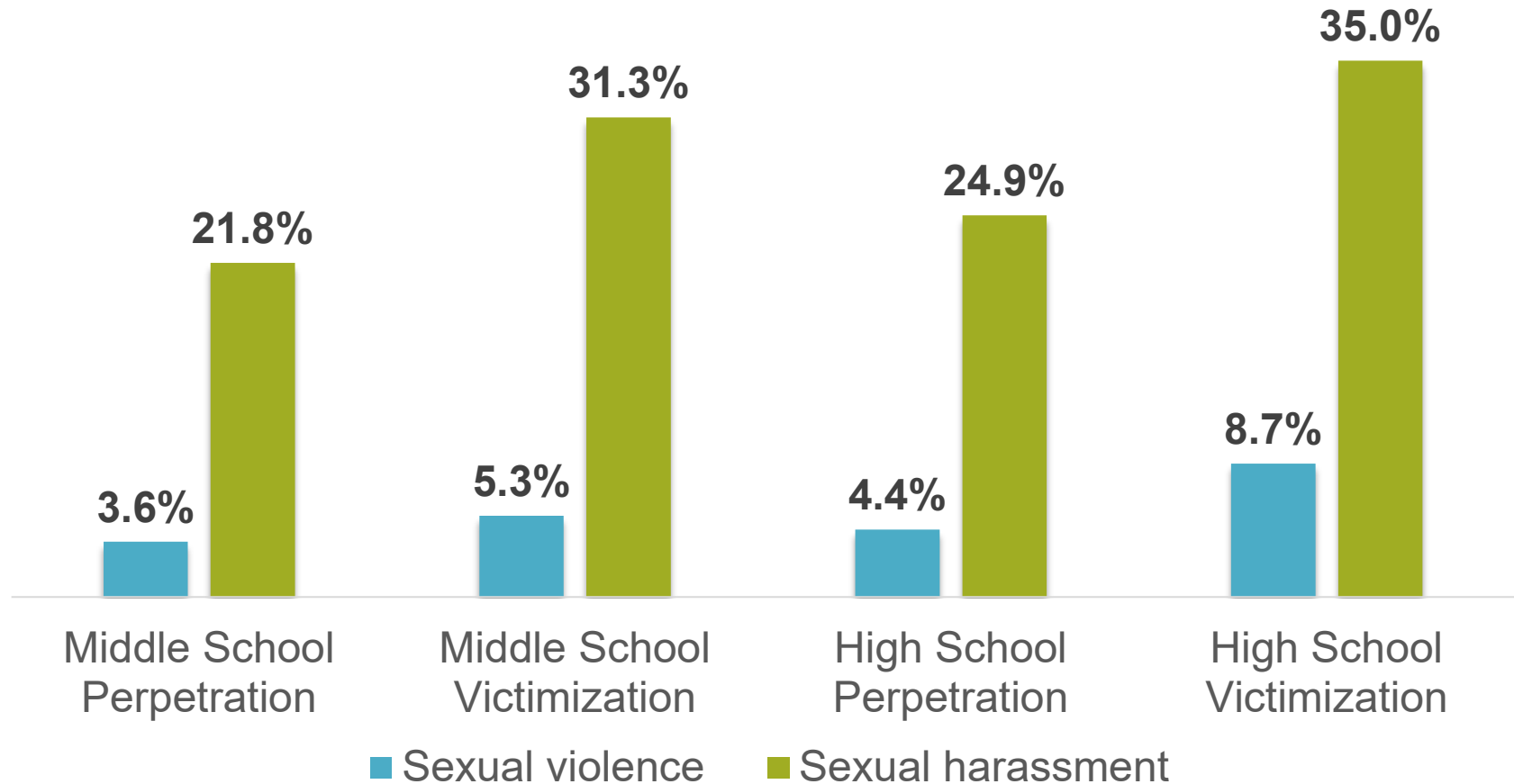
Bullying among Nebraska High School Students



Sexual Harassment

- 83% of middle and high school girls have been sexually harassed
- 78% of middle and high school boys have been sexually harassed

Past 6-month sexual violence among middle and high school students



Did You Know?

Boys and girls can be victims and perpetrators of dating and sexual violence.

Victimization and perpetration sometimes co-occur in relationships.

Sexual and gender minority youth are at increased risk to experience dating and sexual violence.

Minority Stress Model

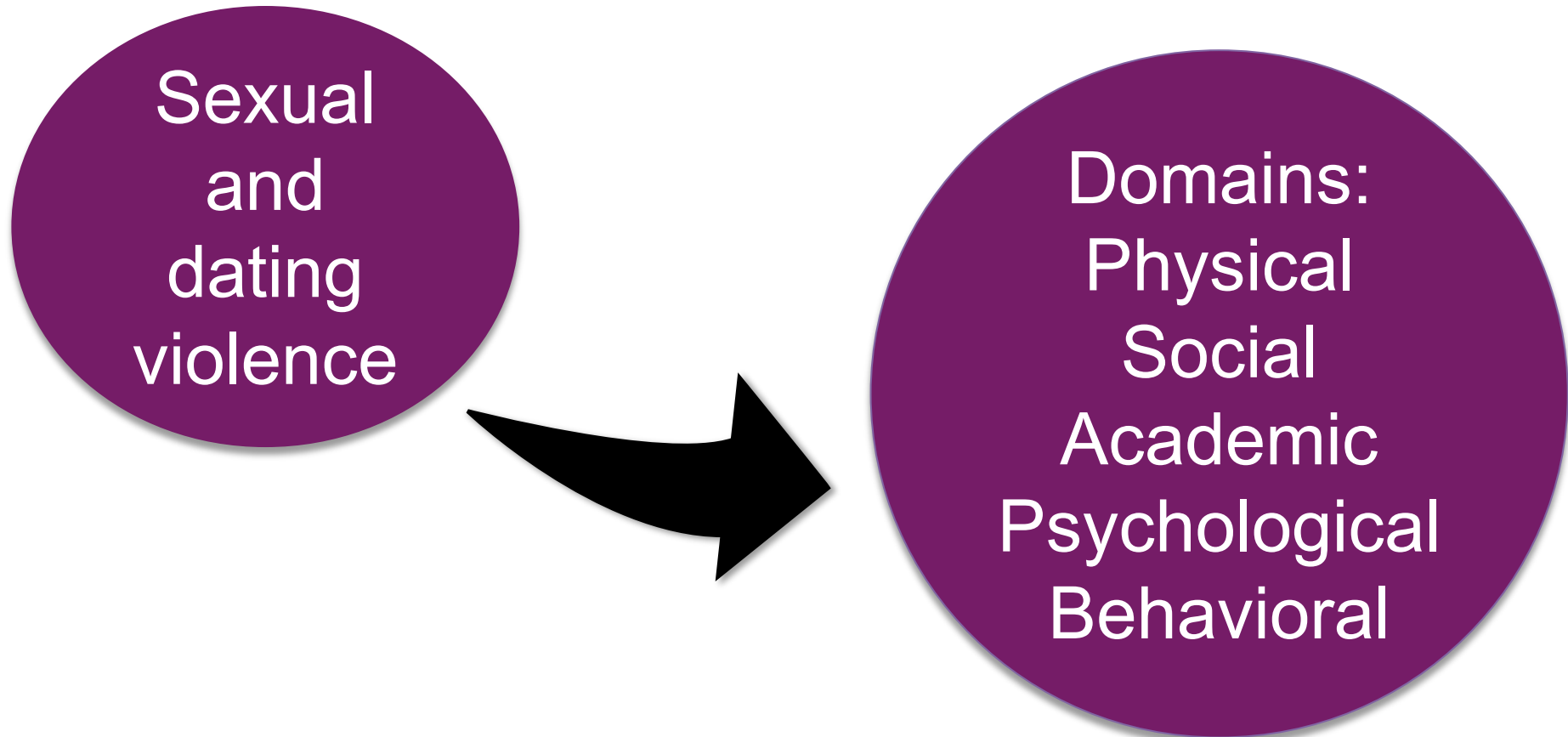




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Consequences of Dating and Sexual Violence



Academic Outcomes

- Higher academic-related stress
- Lower academic efficacy and poorer grades
- Higher drop-out rates





Recent estimates put the cost of rape at \$122,461 per victim, including medical costs, lost productivity, criminal justice activities, and other costs.



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Good News!

PREVENTION = KNOWLEDGE + SKILLS + ACTION

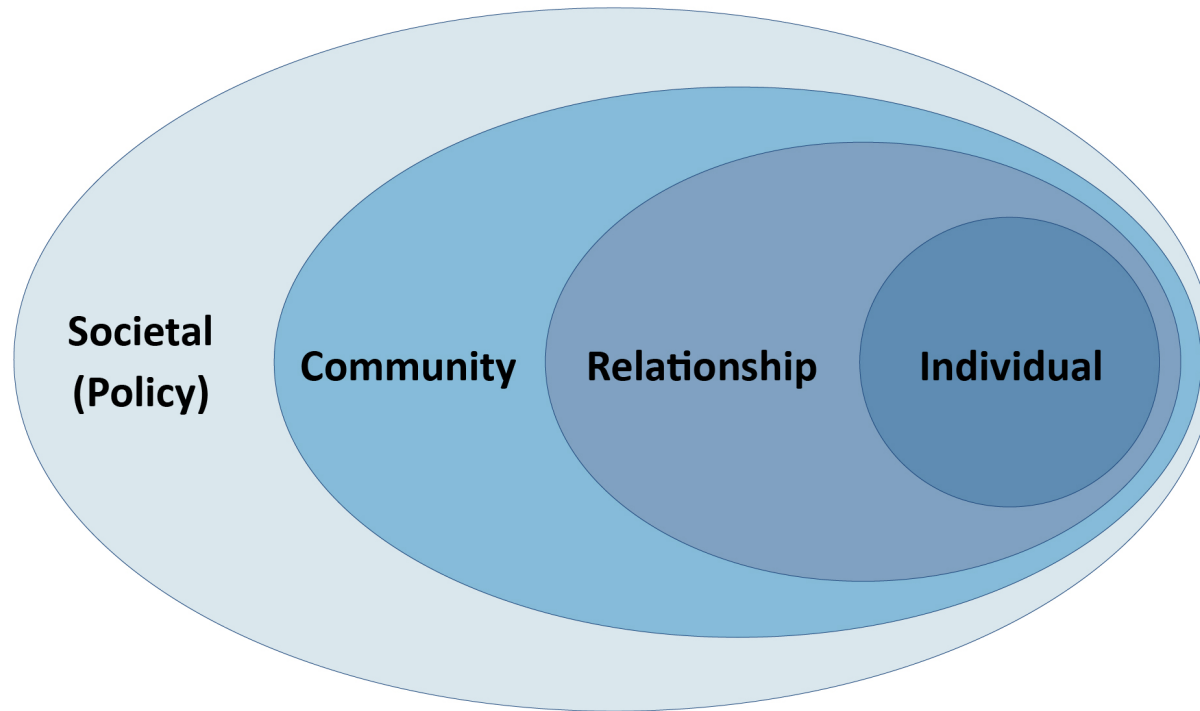




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Social Ecological Model



Risk Factors for Sexual Violence Perpetration

Individual

- **Examples:** alcohol & drug use, acceptance of violence, history of victimization or perpetration

Relationship

- **Examples:** family violence, association with sexually aggressive, hyper-masculine, delinquent peers, poor parent-child relationships

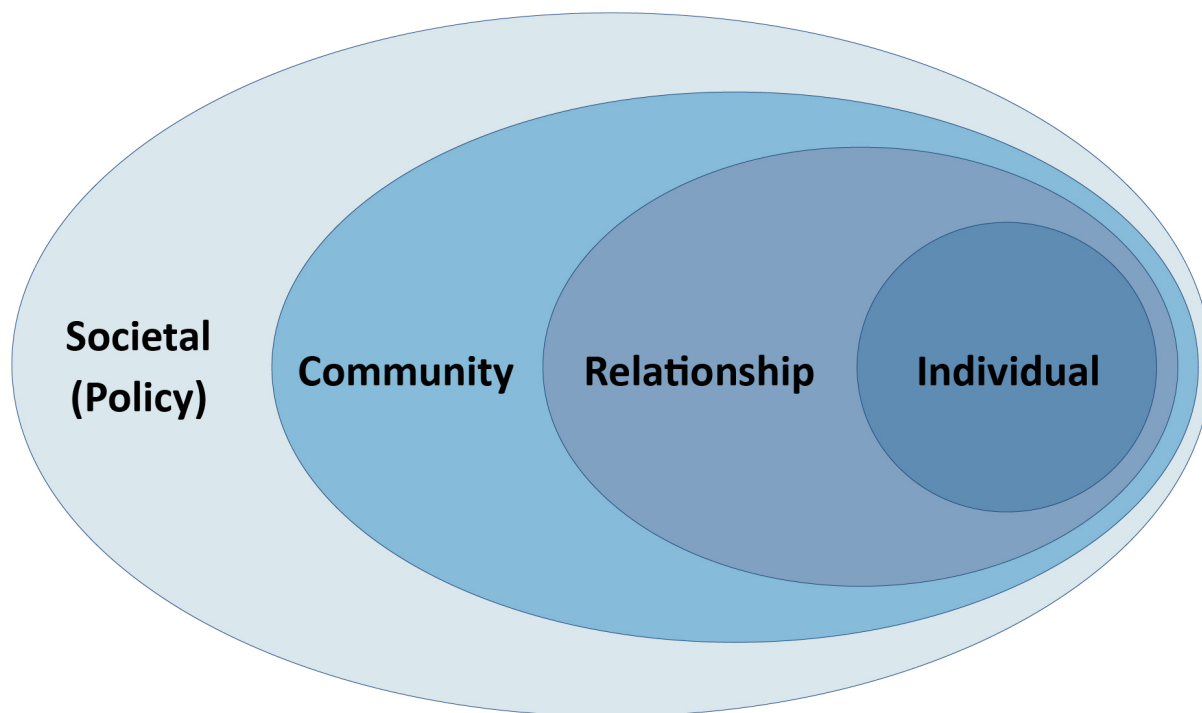
Community

- **Examples:** poverty, lack of employment opportunities, general community tolerance toward sexual violence

Societal

- **Examples:** societal norms that support SV, weak laws and policies related to SV and gender equity, and high levels of crime and other forms of violence

In small groups...



What do you see as risk and protective factors for violence?

Summary

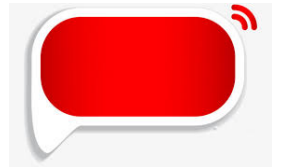
- Risk and protective factors for dating and sexual violence exist at all levels of the social ecological model
- Prevention initiatives can target different levels of the social ecological model



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Questions & Answers





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Break 10 minutes



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What are the foundations
on which effective DSV
prevention initiatives are
built?

Levels of Prevention

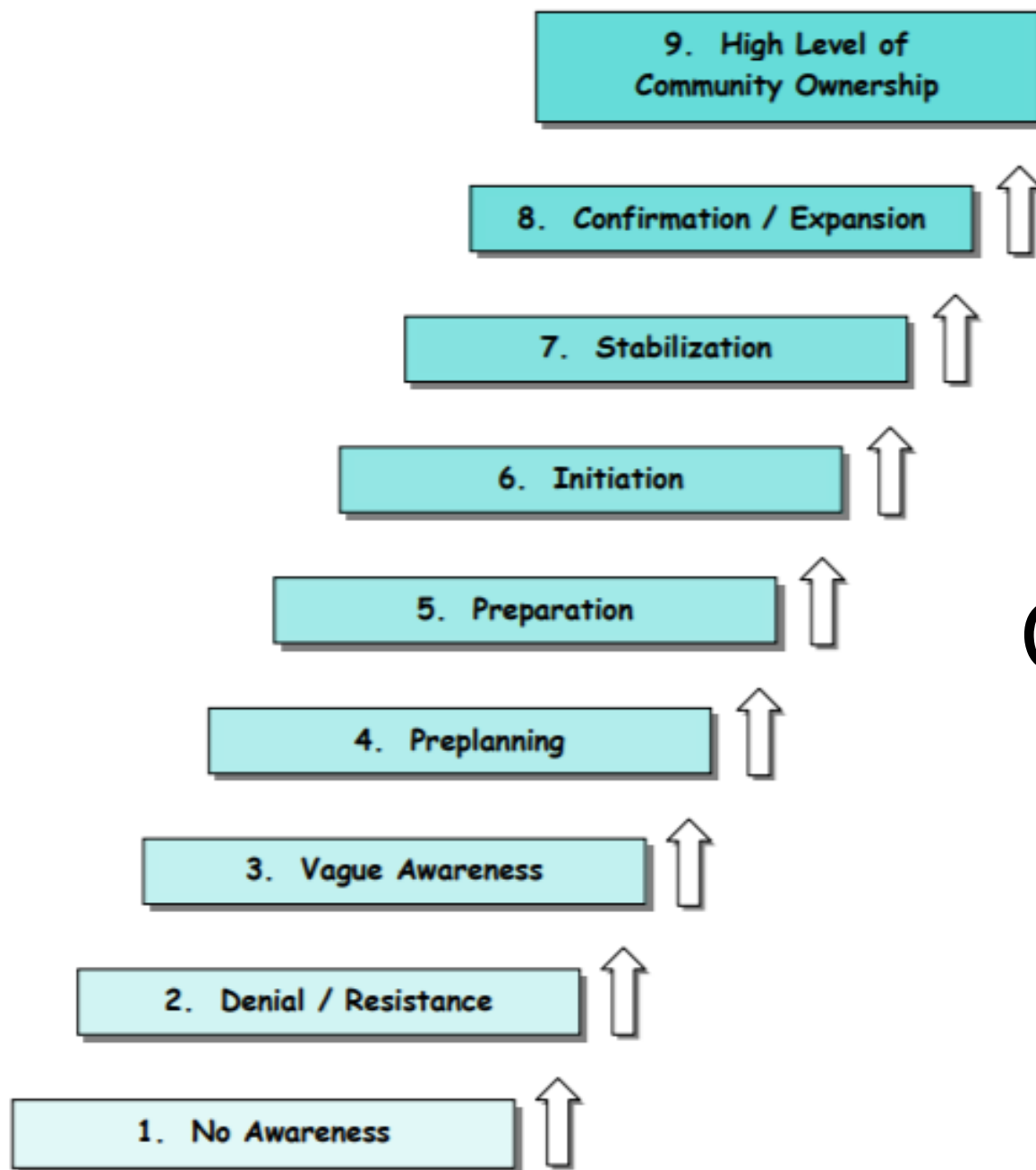


Community Needs Assessment

- What is the scope of a problem in your community?
- What solutions have already been tried?
- How do different groups see the problem?
- What risk and protective factors exist?
- What resources exist to address the problem?
- Community needs assessment resources
 - <https://go.unl.edu/nsvrc>
 - <https://go.unl.edu/samhsa>

How to Use a Needs Assessment

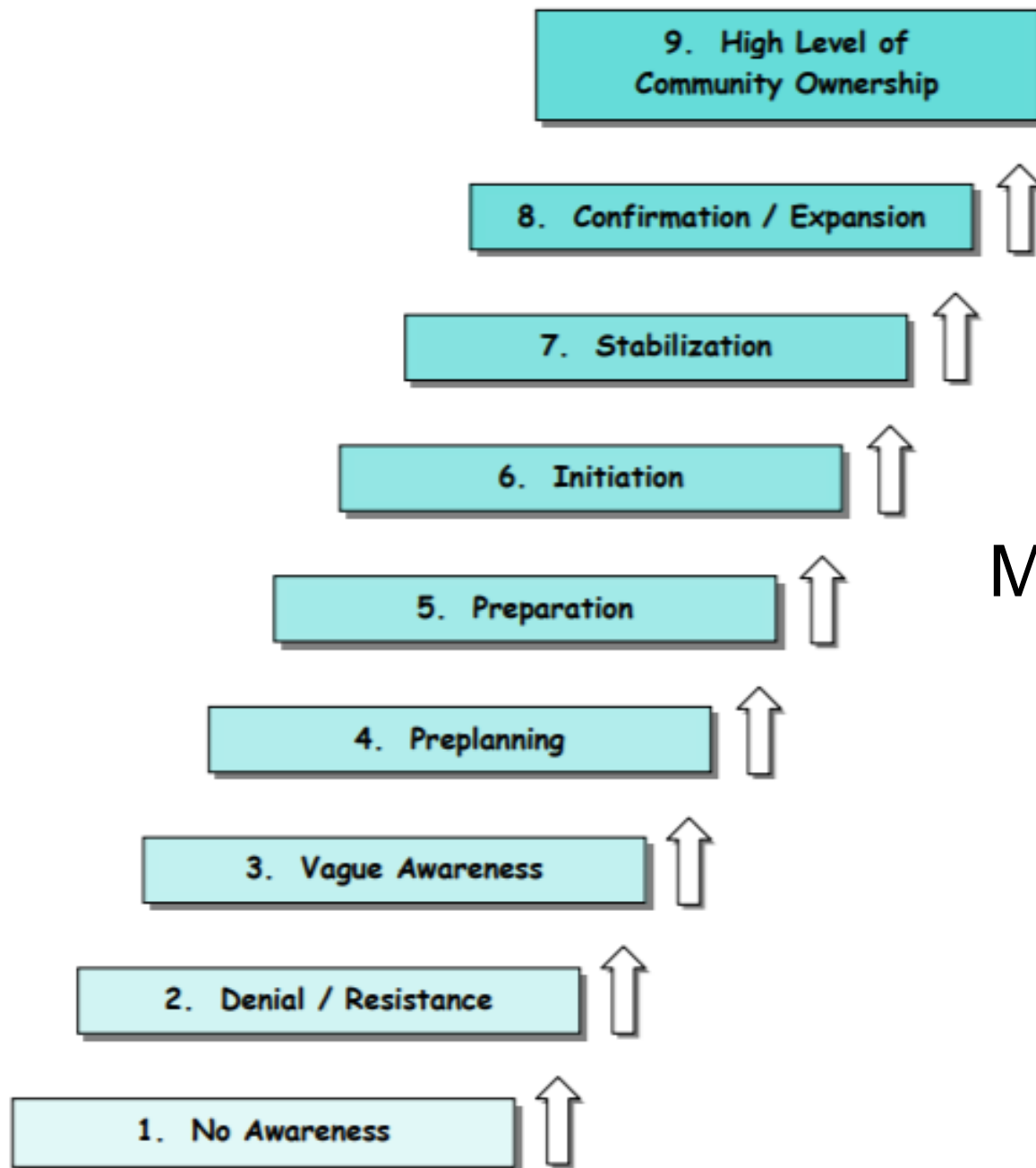
- Foundation for strategic planning
- Input for adaptation and choice of prevention or response strategies
- Foundation for building a coordinated community response
- Making the case for needed resources



Stages of Community Readiness

Dimensions of Community Readiness

- Community efforts
- Community knowledge of efforts
- Leadership
- Community climate
- Community knowledge
- Resources



Match Prevention Strategies to Stage of Readiness!

Conducting a Community Readiness Assessment

- Handbook available here:
 - <https://go.unl.edu/ndhealth>

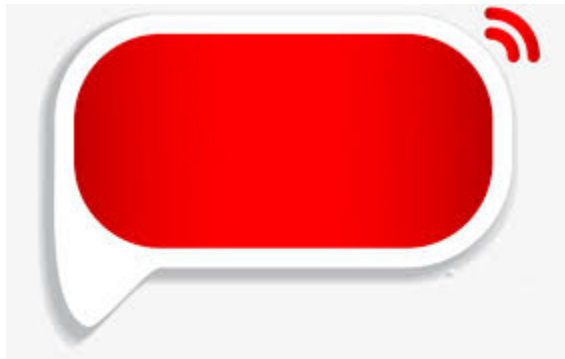


- Feel free to contact Dr. Edwards for assistance and consultation!



The Importance of a Logic Model

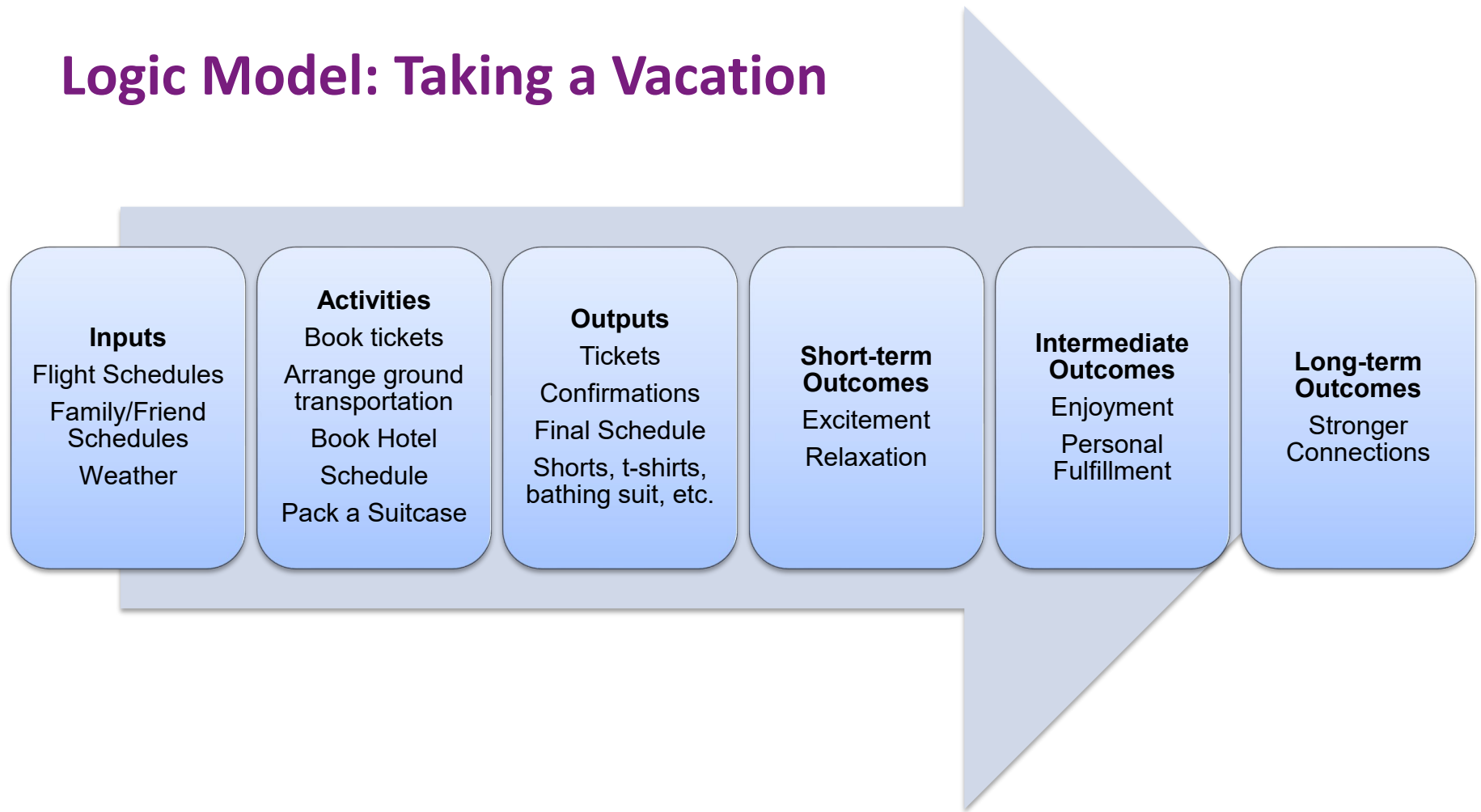
- What is a logic model?
- Why is a logic model important?



What is a Logic Model?

- A graphic depiction or road map that presents relationships between components that impact your program
- Logic models are useful:
 - Plan, allocate, and track resources
 - Inform and guide evaluation
 - Useful for process and outcome evaluation

Logic Model: Taking a Vacation



Youth VIP Logic Model




<u>Inputs</u>	<u>Activities</u>	<u>Outputs</u>	<u>Short-term Outcomes</u>	<u>Intermediate outcomes</u>	<u>Long-term Outcomes</u>
Time	Overnight camps	Number of youth participants in various in-person activities	Increased readiness to help	Increased bystander intervention skills	Reductions in sexual violence (PO)
Grant funding	Working groups		Increased sense of mattering	Increased social emotional learning skills	Reductions in dating violence (SO)
Community partners & staff	Action events	Number of adults engaged in various in-person activities	Increased future orientation	Increased understanding of social norms	Reductions in bullying (SO)
Facilities & supplies	Social media presence		Increased perceptions of positive social norms	Increased diffusion skills	
IRB approvals	Research & evaluation	Number of youth and adults engaged on social media	Increased connection to positive adult role models	Increased appreciation of and/or connection to Lakota culture	



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What initiatives are
effective at
preventing dating
and sexual violence?

What Does Not Work?

-  Brief, psychoeducational programs
-  Awareness- and knowledge-based programs
-  Fear-based programs

Effective Primary Prevention



VARIED TEACHING METHODS
Strategies should be interactive and encourage skill-building.



SUFFICIENT DOSAGE
Activities should be held frequently to have an effect and measure impact.



THEORY DRIVEN
Strategies should have scientific backing or logical rationale.



CULTIVATE POSITIVE RELATIONSHIPS
The most effective programs emphasize positive, healthy relationships.



COMPREHENSIVE
Programs are one piece of the prevention puzzle, and must be integrated with other efforts.



APPROPRIATELY TIMED
Efforts should be timed in a way to maximize impact in the lives of participants.



SOCIO-CULTURALLY RELEVANT
Programs should be tailored to cultural beliefs as well as community norms.



WELL-TRAINED STAFF
Staff should be sensitive, competent and receive adequate training & supervision.



OUTCOME EVALUATED
Evaluation is crucial to determining program efficacy and measuring outcomes.

What WORKS?



Law and
policies
(example:
alcohol outlets)



Societal



Social norms

Hot spot
mapping



Community



Healthy
relationship
skills

Engaging
bystanders



Relationships



Positive youth
development

Social/emotional
learning



Individual

Positive Youth Development



* In his 2007 book "The Good Teen," Richard M. Lerner included this additional outcome

Social Emotional Skills

- ✓ Self-Awareness
- ✓ Self-Management
- ✓ Social Awareness
- ✓ Relationship Skills
- ✓ Responsible Decision Making



Social Emotional Learning Programs

- Example: Second Step
 - <https://go.unl.edu/secondstep>
- Others are reviewed here:
 - <https://go.unl.edu/casel>



Healthy Relationship Skills

- Fourth R

- <https://go.unl.edu/fourthR>



The Fourth R
Strategies for Healthy
Youth Relationships

- Safe Dates

- <https://go.unl.edu/safedate>

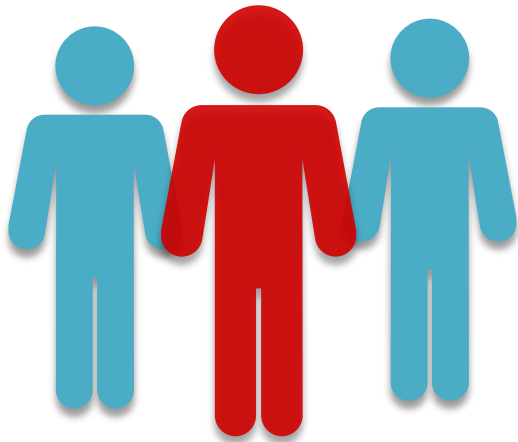


- Dating Matters

- <https://go.unl.edu/datingmatters>



Dual-Gender Programs



- Focus primarily on sexual violence
- Goals
 - Girls
 - Boys

Empowerment Self-Defense

- Recognizing the continuum of sexual violence
- Skills to respond to a potential sexual assault
 - Verbal skills
 - Physical skills
- Empowerment
 - *“I learned that I am worth defending”*

Skill Building



Outcomes of Empowerment Self-Defense



Knowledge about effective sexual assault defense strategies



Increase confidence to thwart a sexual assault



Reductions in sexual assault



Reductions in self-blame, depression, and PTSD

Examples

- Enhance, Access, Acknowledge, Act (EAAA)
 - <https://go.unl.edu/eaaa>
- IMpower United
 - <https://go.unl.edu/impower>

The Mask You Live In



Examples

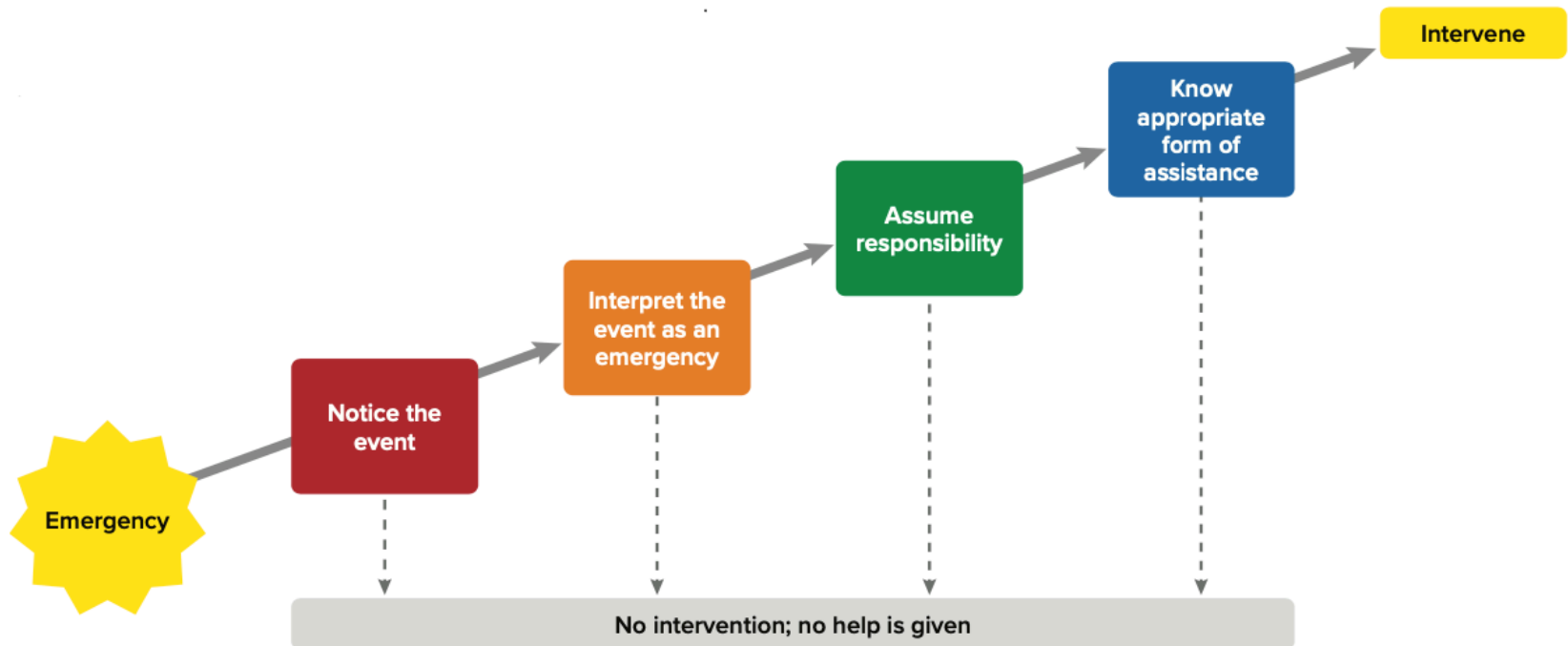
- Coaching Boys into Men
 - <https://go.unl.edu/coach>
- Men's Workshop
 - <https://go.unl.edu/menworkshop>
- Maine Boys to Men
 - <https://go.unl.edu/maine>

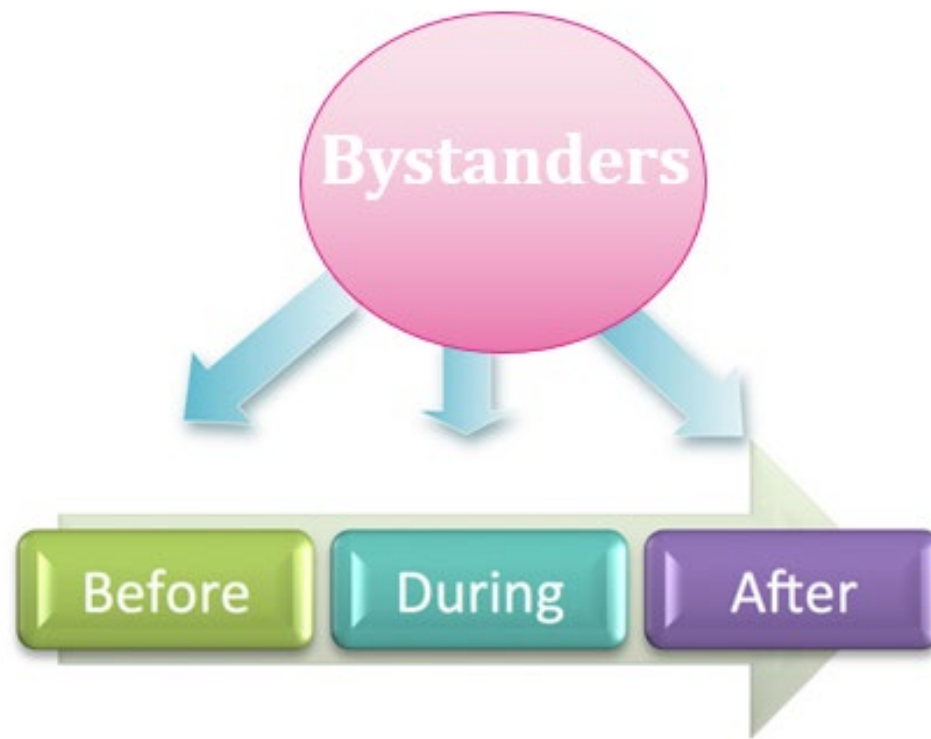




Bystanders

What is a bystander?





Tips for Bystander Intervention

Safety

Creative solutions

- Direct intervention
- Distraction

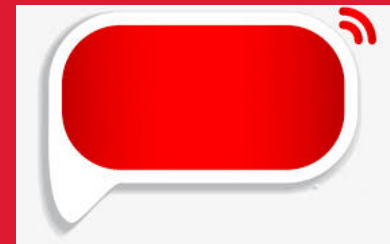
Power in numbers

Go to people



On a group text, you hear that a classmate, Taylor, was forced by Jordan to have sex. Some people are expressing concern for Taylor and others are making fun of what happened.

Scenario 1

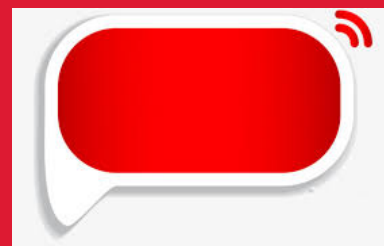


*You notice your friend
Hanna's phone is
blowing up with texts
from her partner Alex.*

*Hanna looks
uncomfortable or
upset by the texts.*

*Alex seems to be
checking in on
Hannah to see where
she is, who she is
with etc.*

Scenario 2



Bystander Intervention Training Programs with Demonstrated Effectiveness

- Green Dot
 - <https://go.unl.edu/greendot>
- Bringing in the Bystander
 - <https://go.unl.edu/bystander>
- Coaching Boys into Men
 - <https://go.unl.edu/coach>

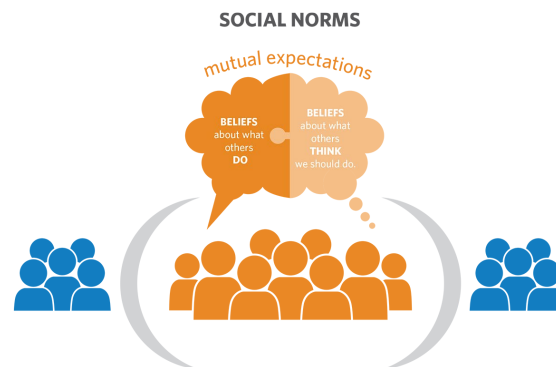


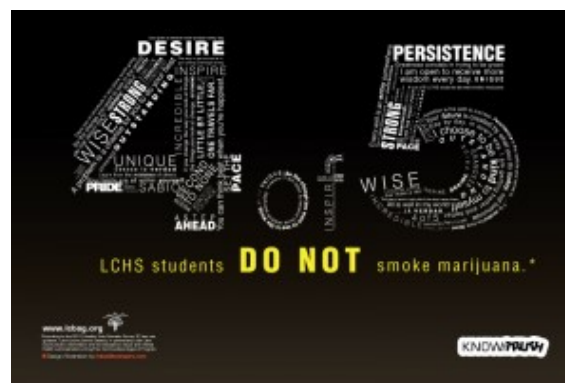
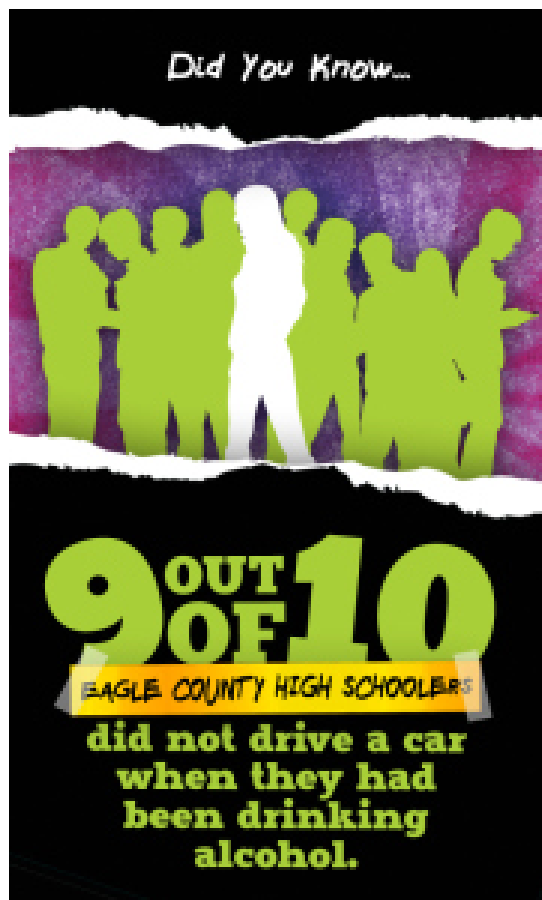


What are
social
norms?

Social Norms

- Misperceptions of social norms
 - Underestimate the good
 - Overestimate the bad
- Misperceptions predict violence perpetration, substance use, etc.

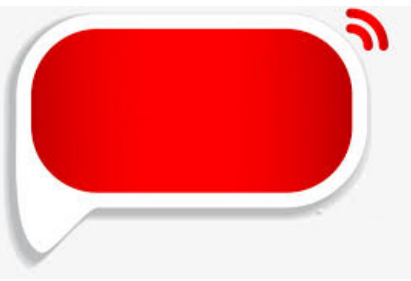




Program Examples

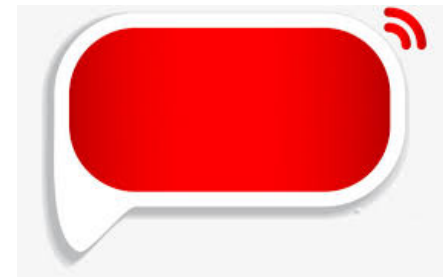
- Know Your Power
 - <https://go.unl.edu/knowpower>
- More information:
 - <https://go.unl.edu/preventconnect>

Hot Spot Mapping



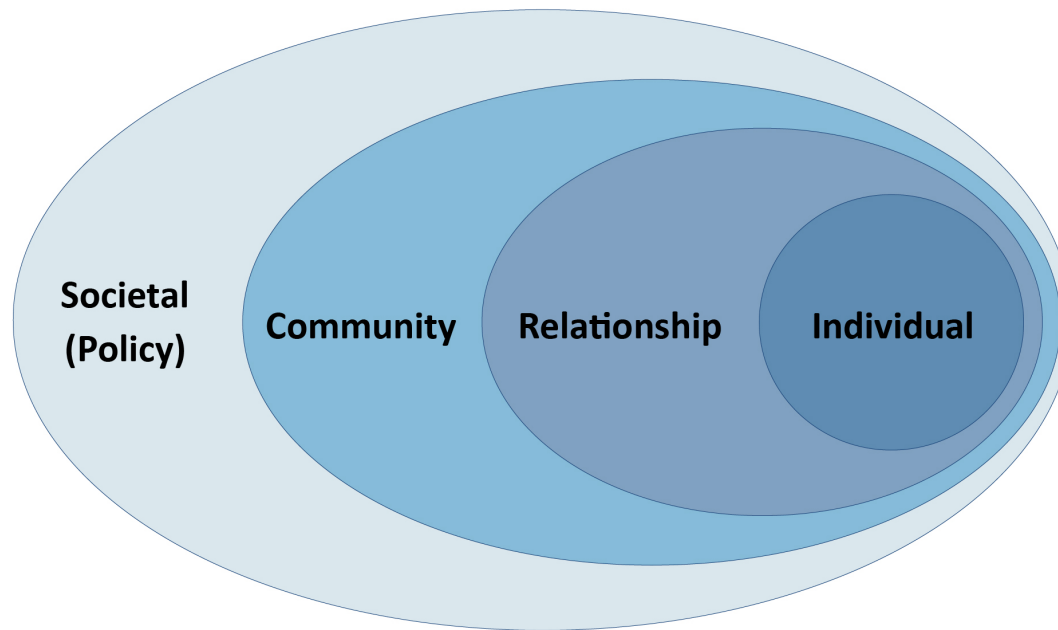
Hot Spot Mapping

- Increase awareness of hot spot areas
- Increases in bystander presence in these areas
 - School personnel
- Other ideas?



Comprehensive prevention...

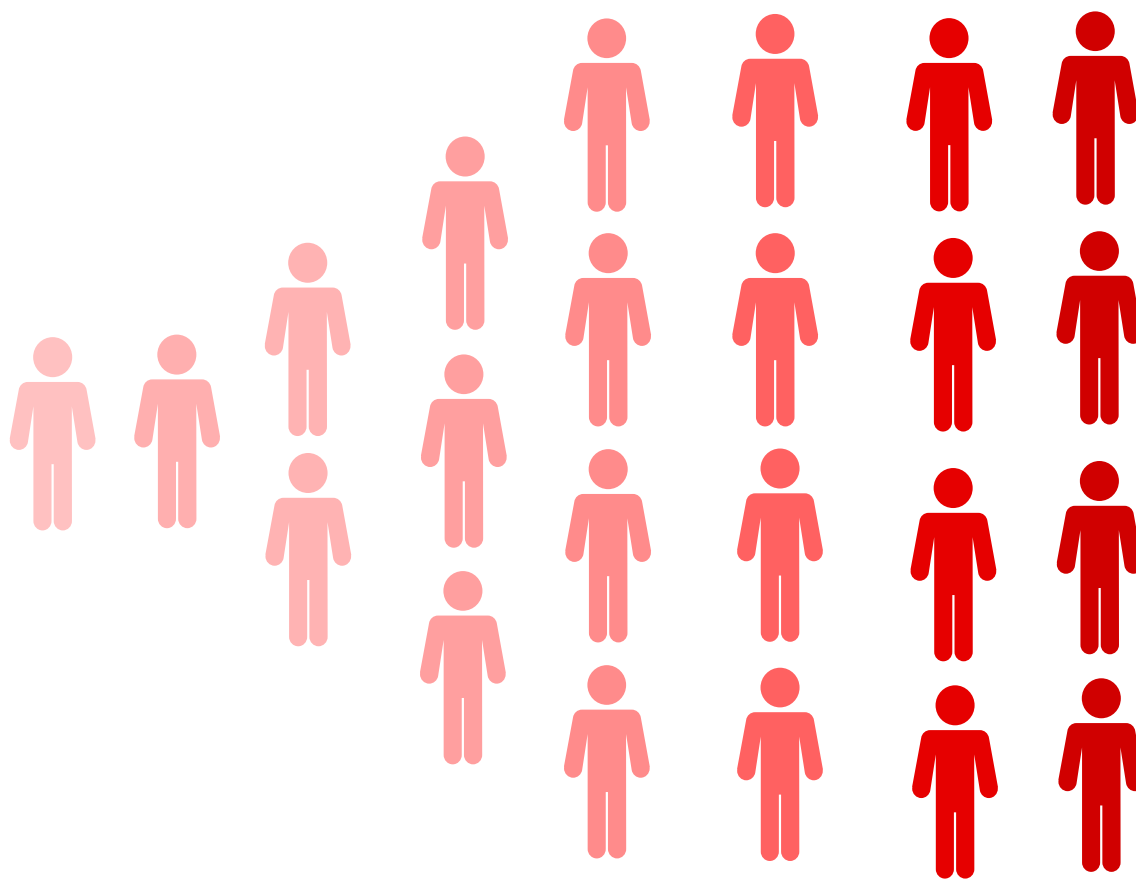
- Targets multiple layers of the social ecological model



Background

- Few sexual violence (SV) primary prevention initiatives for youth exist
- Engaging youth as leaders in development/implementation of initiatives
 - Innovative
 - Lack of understanding as to how to empower youth

Diffusion Skills



Examples of Diffusion

- Conversations
- Social media
- Being a positive bystander
- Practicing what you learn

Personal Plan of Action

Conversations

What you heard from the first speaker at the beginning of camp was called a motivational speech. Now, we want you to write your own speech so that you can communicate these ideas to others. Below are some questions to help you write your speech.

1. What is the problem?
2. What is the good news?
3. Why are you inspired to make a difference?
4. What are you asking your friends/peers to do about it? (think back to what you've learned.)
5. Who are at least 10 people you can have conversations with? Try to think of friends who are the most influential in your school/social group!

Social Media

YOUTH VIP

VOICES IN PREVENTION

Social media is powerful and can make a difference. Apps like Facebook, Instagram, Snapchat, and Twitter can all be used to talk about what you've learned here!

What can you commit to? What will you post on your personal social media pages each week (or more) to show that everyone has a role to play in ending sexual violence and that sexual violence is not accepted in our community? What can you post to show your peers **HOW** they can be part of this movement? Will you share statistics with them, skills that you learned, or information about Youth VIP events?

Please write out plans for 10 social media posts that you can share over the next few weeks; if you have more ideas, use the back of your worksheet!

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Being a Positive Bystander!

YOUTH VIP

VOICES IN PREVENTION

Write down a few situations where you can intervene in situations of sexual assault or harassment. What will you do with the new skills you've gained?

Situation 1:

Action 1:

•

Situation 2:

Action 2:

Situation 3:

Action 3

Situation 4:

Action 4:

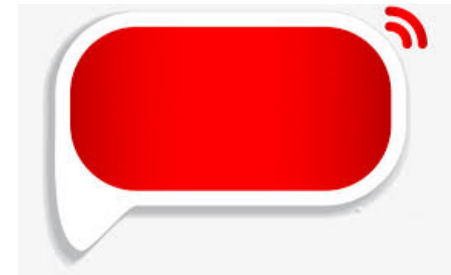
How will you practice what you learned?

What will you do each day to continue to practice these skills so you can be happy and healthy and help other youth be happy and healthy too? Write down some personal goals you have for yourself and how you will inspire other youth to have similar goals as well!

Adults as Prevention Partners

Adults matter!

- Engaging adults
 - Working alongside youth to develop & implement programming
 - Parental monitoring
 - Conversations
 - Modeling
 - What else?

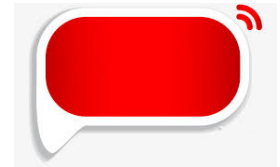




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Questions & Answers





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Break 10 minutes



What is
fidelity?
Why is it
important?

Adaptations



Green light: encouraged changes to adapt to the context



Yellow light: make with caution- consult experts



Red light: compromise the core components

Source: Etr.org



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What type of program(s)
would work best for your
community and why?





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How do you
determine if your
DSV initiative is
effective?

Evaluation Questions

- *Have program activities been implemented as intended and results in certain outputs?*
 - Process evaluation
- *Is the program effective in reaching the desired outcomes?*
 - Outcome evaluation (survey data)
- Evaluation should match your logic model

Acceptability

- Open-ended survey questions and/or qualitative interviews
 - What did you like most? Least?
 - What skills did you learn?
 - How will you put the skills you learned into action?



Outcome Evaluation

- Pre- and post- surveys
 - Knowledge, attitudes, behaviors
- Considerations
 - Guardian consent
 - Ethics committee approval
 - Use validated instruments relevant to your population
 - <https://go.unl.edu/PreventionInnovations>
 - <https://go.unl.edu/CDCEval>
 - <https://go.unl.edu/cdctools>
 - Don't try to measure everything (link to logic model)
 - Sufficient sample size
 - Resource intensive (e.g., recruitment strategies)
 - Data trustworthiness and analyses
 - Partner with researchers

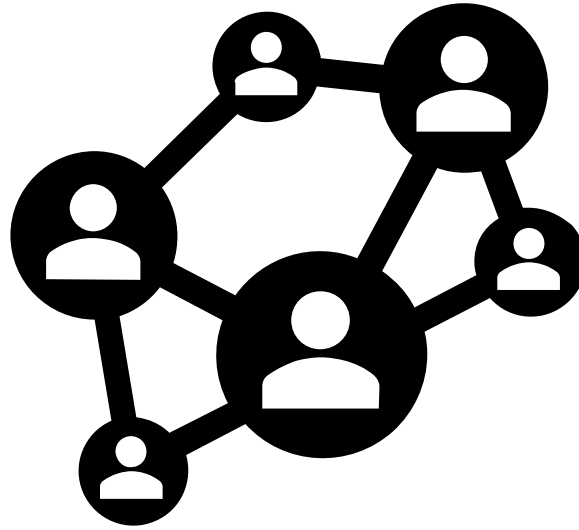
Using Data

- Identification of strengths and areas of growth
- Track changes over time as a function of initiatives
- Create targeted prevention messages
 - Social norms



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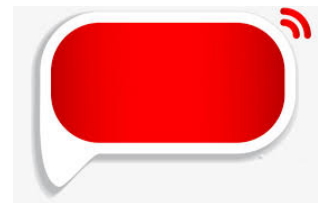
What are the most
effective ways to
support survivors of
DSV?



Social networks are very
important for recovery



What are
helpful
things to
say?



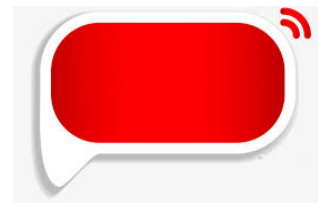
Helpful Things to Say

- 1 Pause
- 2 *Breathe*
- 3 Speak/text





What are
unhelpful
things to
say?



Responses That Are Not Empathetic



Disclosure



HEARSS

HEARING (listening in a reflective way)

EMPATHIZE

ALIGN (support the person in the way they need)

RESOURCES (list resources, if appropriate)

STICK with feelings (allow victim and you to feel what you feel)

SUPPORT yourself (honor your own emotional, physical and spiritual needs)

You Don't Have to *Say* Anything to Be Supportive!



Be present - stay in the moment



Be attentive and show you are listening



Eye contact, Fleeting



Passive/supportive face



Allow silence



Validate emotions

**SHOW YOU
CARE!**



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How do I learn more
and/or collaborate
with others?

Collaborating with Programmers and Researchers

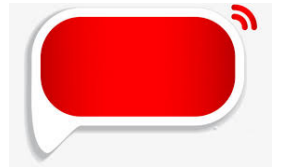
- Partner with researchers
- Partner with crisis centers
 - <https://go.unl.edu/NEcoalition>
- Technical assistance
- Access resources



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Questions & Answers



Feedback Survey

<https://go.unl.edu/PostWorkshopSurvey>



Contact Information

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Additional Resources

Shared During Live Training

- Stop SV: <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>
- Teen Dating Violence: <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>
- Preventing Bullying: <https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>
- Preventing Aces: <https://www.cdc.gov/violenceprevention/aces/fastfact.html>
- Pod Mapping: <https://batjc.wordpress.com/pods-and-pod-mapping-worksheet/>
- SD Aces And Resiliency: <https://sdcpcm.com/program/aces/>
- Aces Lifetime Impact Talk: https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en
- Consent Is Like Tea: <https://www.youtube.com/watch?v=oqbei5jgit8>
- NE Local DV/SA Programs: https://www.nebraskacoalition.org/get_help/
- Rights, Respect, Responsibility (3R): https://3rs.org/3rs-curriculum/3rs-curric-search/?_sft_topic=consent
- Women's Fund, Askable Adult Training: <https://www.omahawomensfund.org/> Or Email: lschulze@omahawomensfund.org
- SD Stronger Youth Program: <https://www.youthandfamilyservices.org/stronger-family/> Or Phone: (605) 791-5025
- FLASH, Sexual Health Education Curriculum: <https://kingcounty.gov/depts/health/locations/family-planning/education/flash.aspx>
- NE LGBTQ+ youth resources: <https://outnebraska.org>
- Healthy Relationships For Youth: <https://www.loveisrespect.org/>
- K-12 Friendly , Sexual Health Education: <https://amaze.org/>
- Bystander, Consent, & Victim Blaming Workshop: <https://www.catharsisproductions.com/programs/the-force-of-awesome-institute/>
- Bystander Scenarios: <https://nomore.org/learn/bystander-scenarios/>
- Bystander Resource: <https://www.ihollaback.org/stand-street-harassment/>
- Bystander Resource: https://www.ihollaback.org/app/uploads/2016/11/show-up_cupxhollaback.pdf
- Bystander Resource: https://www.nsvrc.org/sites/default/files/2018-02/publications_nsvrc_tip-sheet_bystander-intervention-tips-and-strategies_1.pdf