

Welcome, this web conference will begin soon

**Beyond the Individual:  
Outer level strategies to prevent sexual and  
intimate partner violence in school settings**

# Meet your facilitator

**Ashleigh Klein-Jimenez**  
Project Manager  
she/her/hers





prevent  
connect

## **PreventConnect.org**

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[PreventConnect.org/email](https://PreventConnect.org/email) – email group

[Learn.PreventConnect.org](https://Learn.PreventConnect.org) – eLearning

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# PreventConnect

- ▶ Domestic violence/intimate partner violence
- ▶ Sexual violence
- ▶ Violence across the lifespan, including child sexual abuse
- ▶ Prevent before violence starts
- ▶ Connect to other forms of violence and oppression
- ▶ Connect to other prevention practitioners

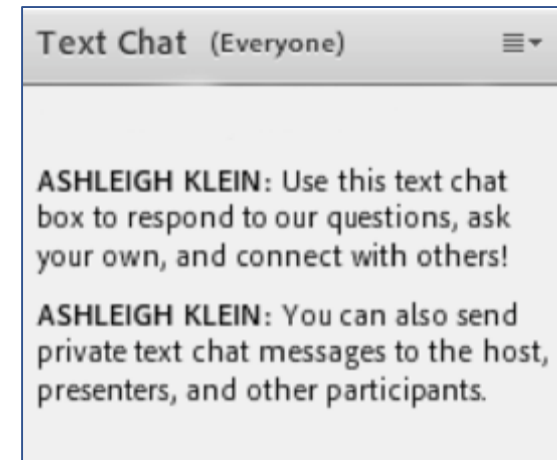
# Objectives

- ▶ Identify community-level strategies for school-based and community settings
- ▶ Identify collaborative partners to advance outer level prevention work
- ▶ Provide an example of a multilevel school-based prevention program

What benefits do you see in going “beyond the individual” in prevention?

Text Chat Question

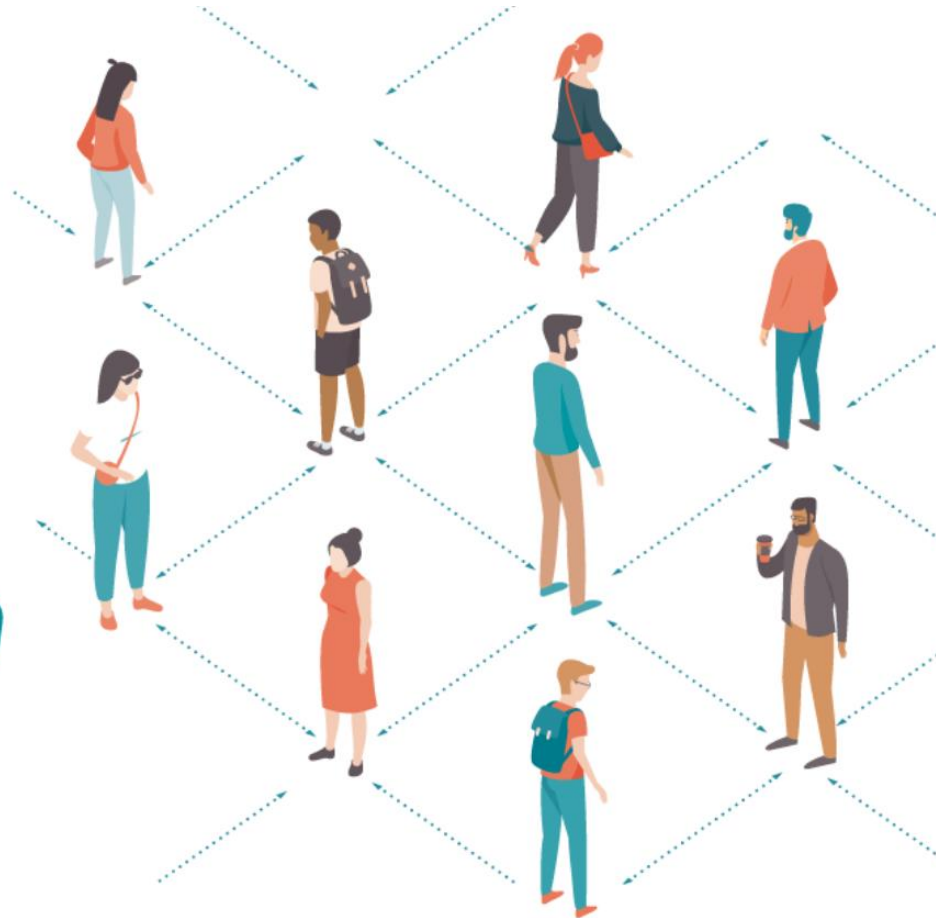
Use the Text Chat feature to answer the question.



# Community-Level Prevention

*PODCAST EPISODE:*

*What is  
Community-Level  
Prevention, Anyway?*



<https://www.nsvrc.org/blogs/what-community-level-prevention-anyway>

# Community-Level Prevention

- Impacts the entire community
- Do not need to participate to be impacted
- Community-based DOES NOT EQUAL community-level

**SCHOOL AND DISTRICT POLICIES TO INCREASE  
STUDENT SAFETY AND IMPROVE SCHOOL CLIMATE:**  
PROMOTING HEALTHY RELATIONSHIPS AND PREVENTING TEEN DATING VIOLENCE



Produced by



National Program Office for  
*Start Strong: Building Healthy Teen Relationships*  
and  
Break the Cycle

Support for these Policies and Appendix was provided by a grant from the Robert Wood Johnson Foundation as part of  
*Start Strong: Building Healthy Teen Relationships*.

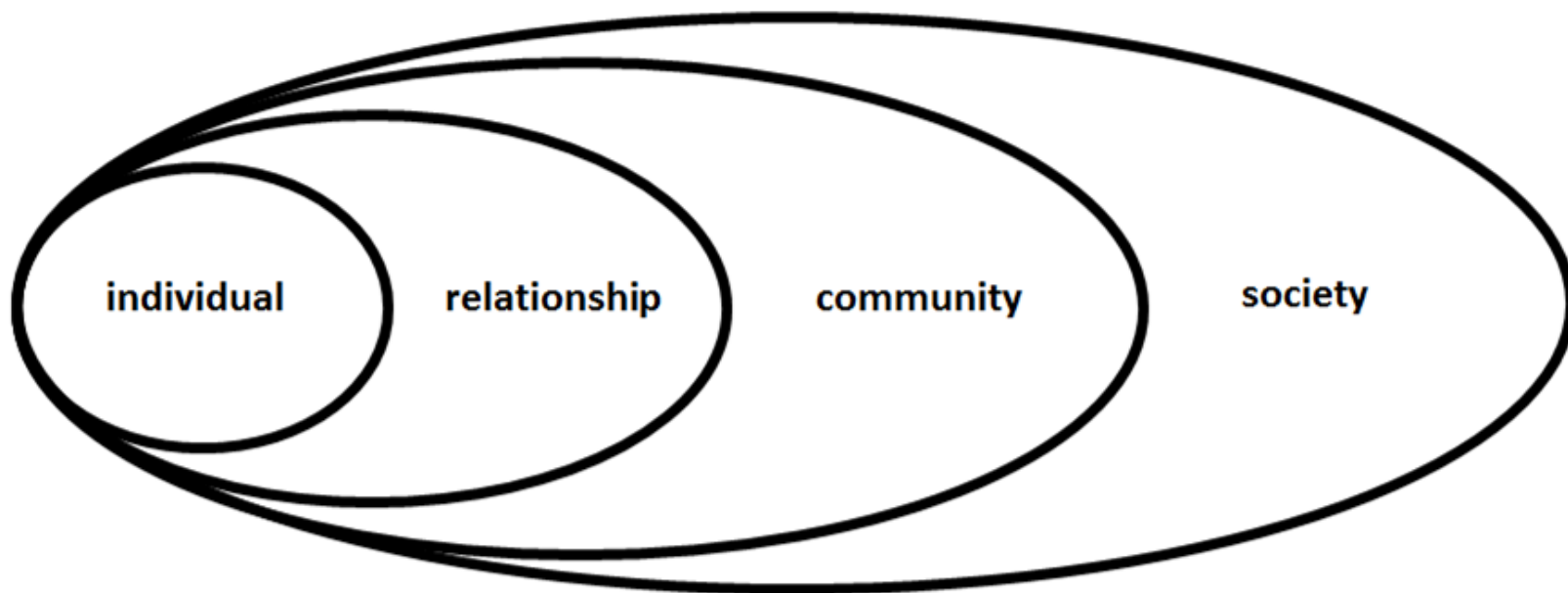
<http://startstrong.futureswithoutviolence.org/wp-content/uploads/school-and-districtpolicies-and-appendix.pdf>



RR/PP

QUIZ

## Social Ecological Model



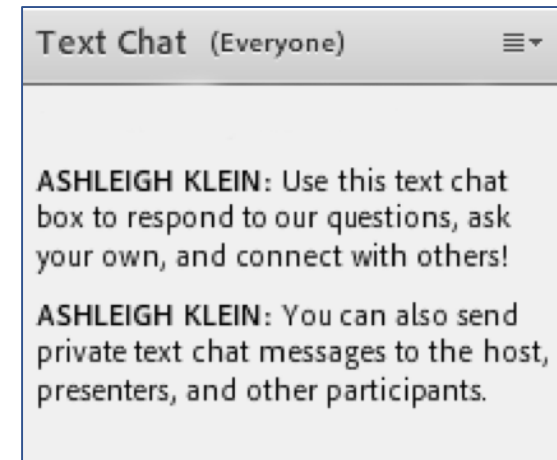
A way to look at a comprehensive prevention approach for many different health issues.

Adapting prevention work during a pandemic – an opportunity to strengthen our outer level work

# What are you doing to take care of your communities?

## Text Chat Question

Use the Text Chat feature to  
answer the question.



# Lessons from the past - 1989 San Francisco Earthquake



*This moment in time calls upon us to purposefully restore humanity for all. When we work together, care for ourselves and each other, and stay connected to the core values that guide us, social transformation is possible.*

- Arlene Vassell, National Resource Center on Domestic Violence

<https://vawnet.org/news/redefining-we-building-beloved-communities>

# Challenges

- ▶ Supporting survivors
- ▶ In-school programming
- ▶ In-person SAAM events cancelled
- ▶ Community's focus is elsewhere
- ▶ What works online and what doesn't?

# Opportunities

- ▶ Virtual engagement
- ▶ Time to research, plan, expand knowledge
- ▶ New partnerships and collaborations
- ▶ Make connections to system issues, health disparities, inequities

# Program examples

Shifting Boundaries and changing physical environments to prevent violence

# What we know



STOP SV		
	Strategy	Approach
S	Promote <b>Social Norms</b> that Protect Against Violence	<ul style="list-style-type: none"><li>• Bystander approaches</li><li>• Mobilizing men and boys as allies</li></ul>
T	<b>Teach Skills</b> to Prevent Sexual Violence	<ul style="list-style-type: none"><li>• Social-emotional learning</li><li>• Teaching healthy, safe dating and intimate relationship skills to adolescents</li><li>• Promoting healthy sexuality</li><li>• Empowerment-based training</li></ul>
O	Provide <b>Opportunities</b> to Empower and Support Girls and Women	<ul style="list-style-type: none"><li>• Strengthening economic supports for women and families</li><li>• Strengthening leadership and opportunities for girls</li></ul>
P	Create <b>Protective</b> Environments	<ul style="list-style-type: none"><li>• Improving safety and monitoring in schools</li><li>• Establishing and consistently applying workplace policies</li><li>• Addressing community-level risks through environmental approaches</li></ul>
SV	<b>Support Victims/Survivors</b> to Lessen Harms	<ul style="list-style-type: none"><li>• Victim-centered services</li><li>• Treatment for victims of SV</li><li>• Treatment for at-risk children and families to prevent problem behavior including sex offending</li></ul>



# What is the problem?



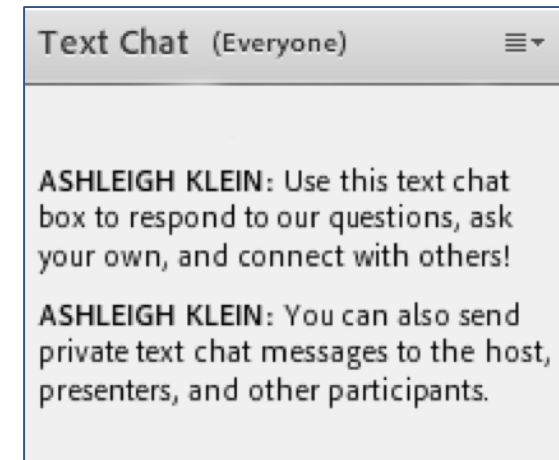
What are some strategies to address the problem?



# What strategies can you think of to address the problem?

Environment, Policy & Procedure,  
Education & Training

Use the Text Chat feature to  
answer the question.



# Shifting Boundaries

## **SHIFTING BOUNDARIES:**

### **Lessons on Relationships for Students in Middle School**

by Nan D. Stein, Ed.D.

with Kelly Messersmith, Natalie Russ, and Bruce Taylor, Ph.D.

with contributions from the New York City Department of Education:  
Elayne Konstan, Lois Herrera, Eric Pinet, Marion Thomas,  
Nicole Yarde, Michele Singer, Rhonda Paganetti,  
Neil Rothberg, Zahidali Rothman, and Olinde Hairston;  
the 50 Substance Abuse Prevention/Intervention Specialists who  
worked with us in this research project, and Dr. Catherine Skayton  
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December 2016

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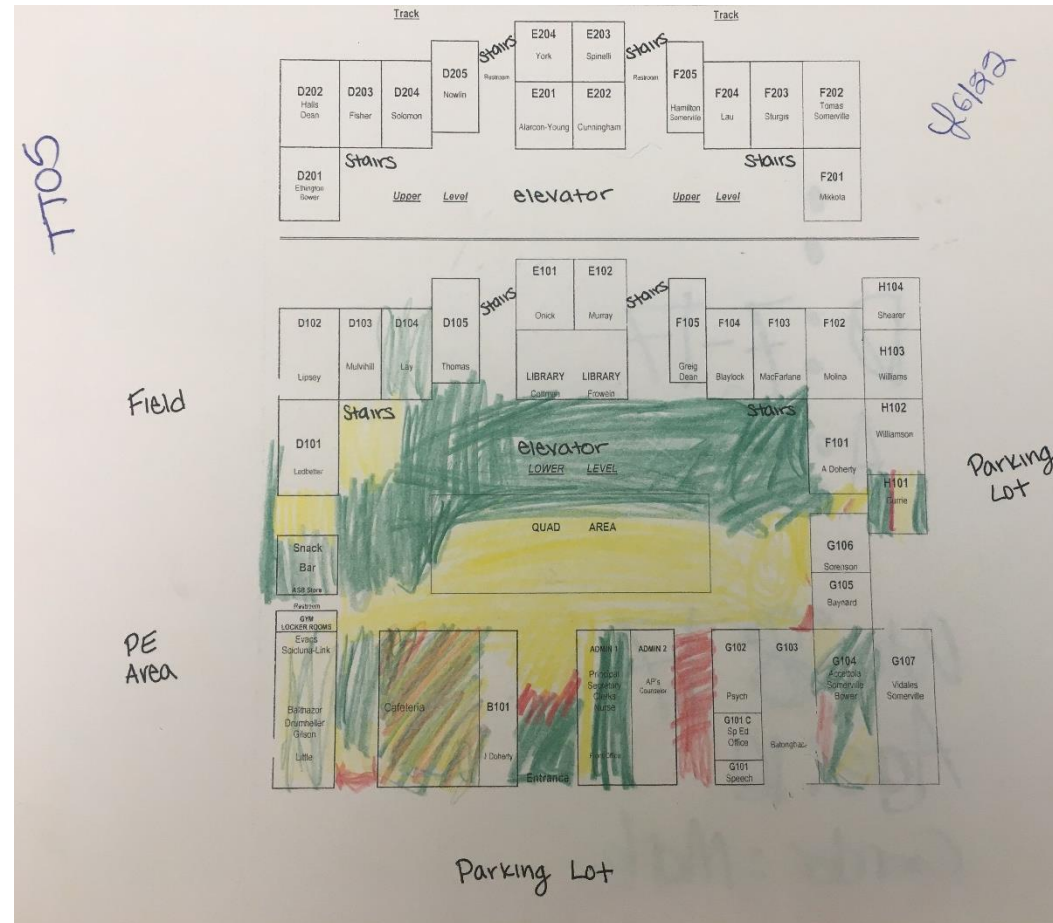
Copyright © 2016 Nan D. Stein, Kelly Messersmith, Natalie Russ, & Bruce Taylor

# Shifting Boundaries Components

Respecting  
Boundaries  
Agreement (RBA)

“Hot spot  
mapping”

Posters

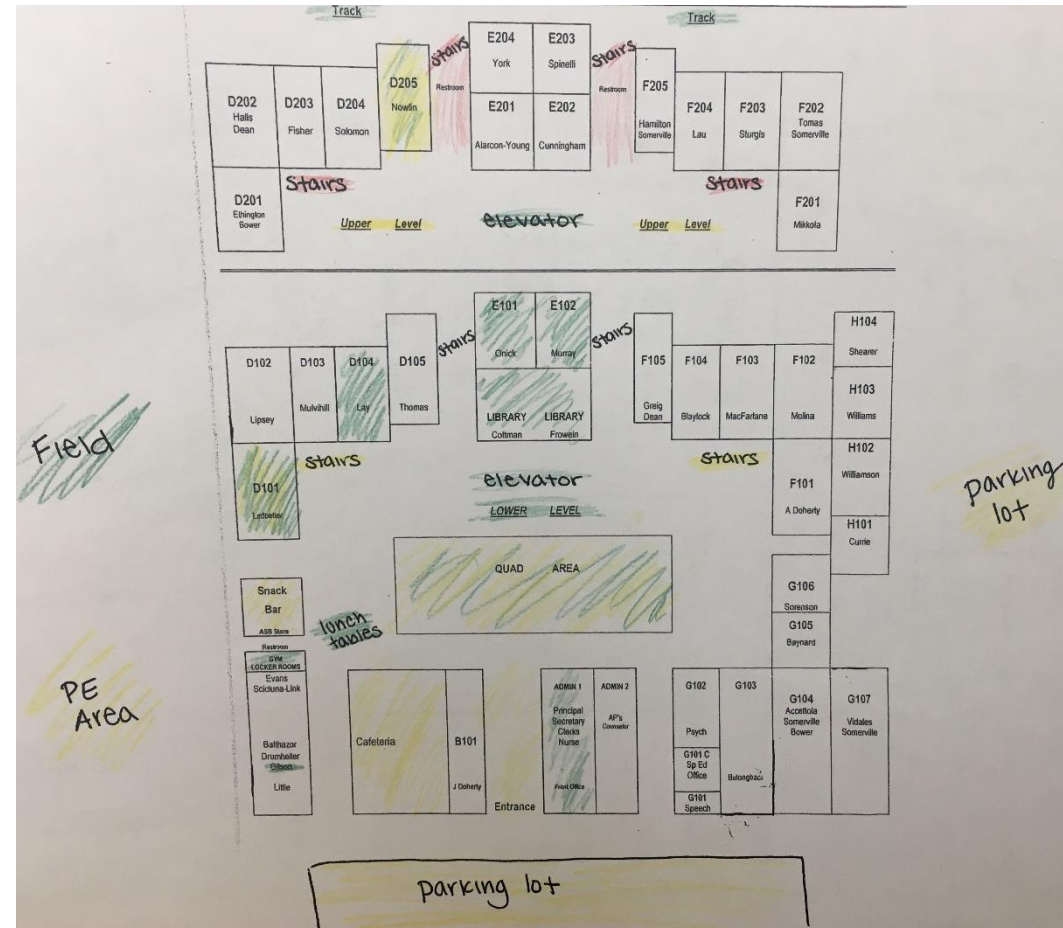
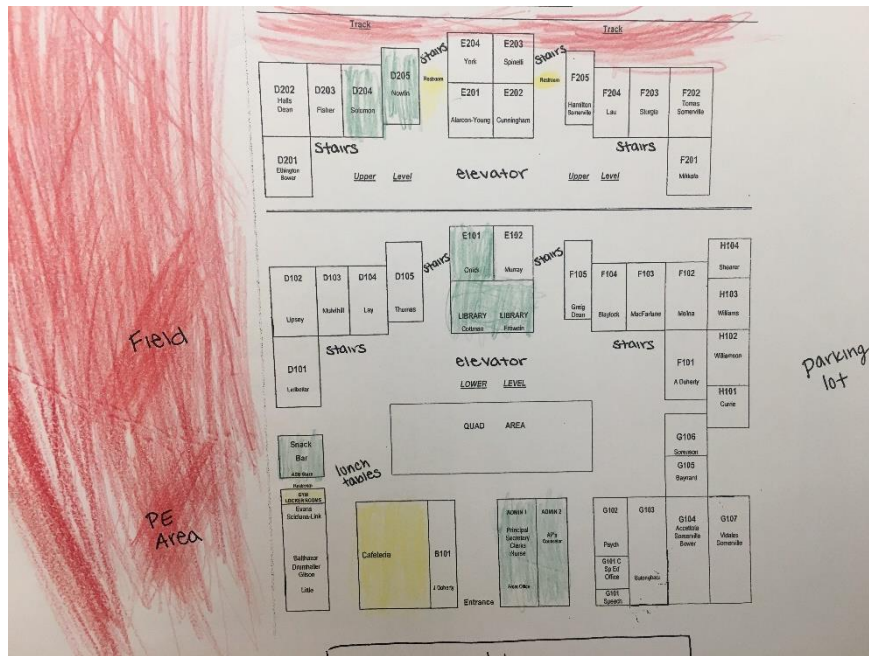


# Types of Questions

- *Where and when do you feel most safe while at your school campus?*
- *Please explain why you feel most safe in these areas.*
- *List up to 3 school staff that you feel safe around. Why?*
- *Describe any locations in or around the school that you feel unsafe and why? (Optional)*



# Hot Spot Mapping

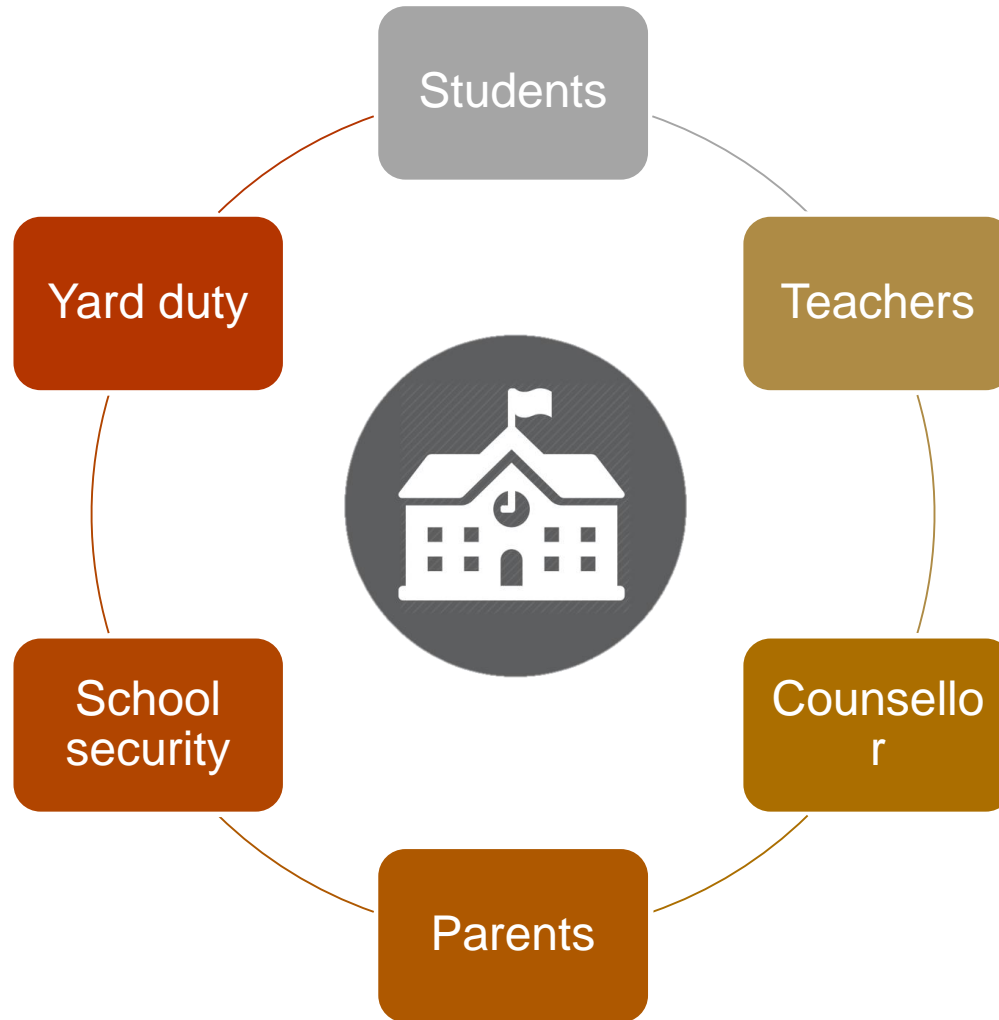


# Implementing School-wide Interventions

- ▶ Address RBA and *SB* curriculum with school administrators and staff.
- ▶ Revise school policies and protocols on dating violence and sexual harassment.
- ▶ Increase awareness, prevention, and reporting of dating violence and sexual harassment on campus.

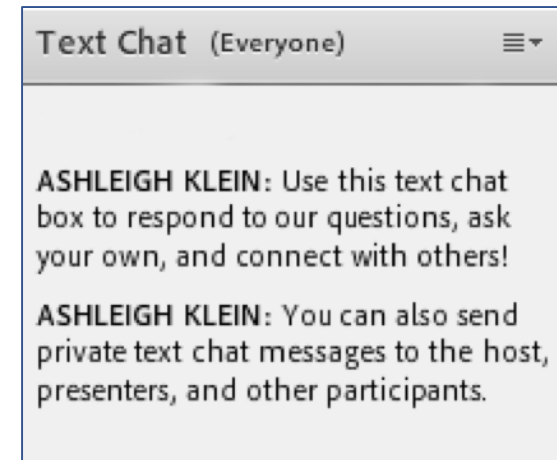


# Important Partnerships



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

Use the Text Chat feature to answer the question.



# Dating Matters: A comprehensive program to prevent teen dating violence



## A Comprehensive Teen Dating Violence Prevention Model

- Multiple, coordinated prevention strategies across the social ecology
- Reduce the risk for teen dating violence and promote healthy teen relationships
- Engages local public health sector as leaders
- Builds on evidence-based and evidence-informed interventions

# Youth Programs

- ✓ Classroom-based in middle school
- ✓ Social-emotional learning
- ✓ Healthy relationship skills-based
- ✓ Health Educator or Teacher-Facilitated



## Dating Matters

CDC-developed

### 6<sup>th</sup> Grade (7 sessions)

- General healthy relationship skills

### 7<sup>th</sup> Grade (7 sessions)

- Dating relationships
- Social media/technology
- Sexual coercion
- Substance use

## Safe Dates

Evidence-based

### 8<sup>th</sup> Grade (10 sessions)

- Effective for dating violence at 4 years follow-up

# Parent Programs

- ✓ **Community-based facilitators**
- ✓ **In-person or at-home sessions**
- ✓ **Parent-child communication**
- ✓ **Positive parenting**
- ✓ **Dating violence education and safety**



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## Parents Matter! for Dating Matters

Evidence-based, CDC-Adapted

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### 6<sup>th</sup> Grade (6 sessions)

- In-person groups

## Dating Matters for Parents

CDC-Developed

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### 7<sup>th</sup> Grade (6 sessions)

- 3 in-person sessions
- 3 at-home sessions

## Safe Dates for Families

Evidence-based

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### 8<sup>th</sup> Grade (6 booklets)

- Mailed home to parents
- Effective for physical dating violence

# Training for Educators

- ✓ 1-hour online training
- ✓ For teachers, coaches, mentors, other youth-serving professionals
- ✓ CEUs available



**DATINGMATTERS®**  
UNDERSTANDING TEEN DATING VIOLENCE PREVENTION

[Launch Training ↗](#)

DATING MATTERS®: UNDERSTANDING TEEN DATING VIOLENCE PREVENTION TRAINING FOR EDUCATORS is a free, online course available to educators, school personnel, youth mentors, and others dedicated to improving teen health. Follow a school administrator throughout his day as he highlights what teen dating violence is and how to prevent it through graphic novel scenarios, interactive exercises, and information gathered from leading experts.

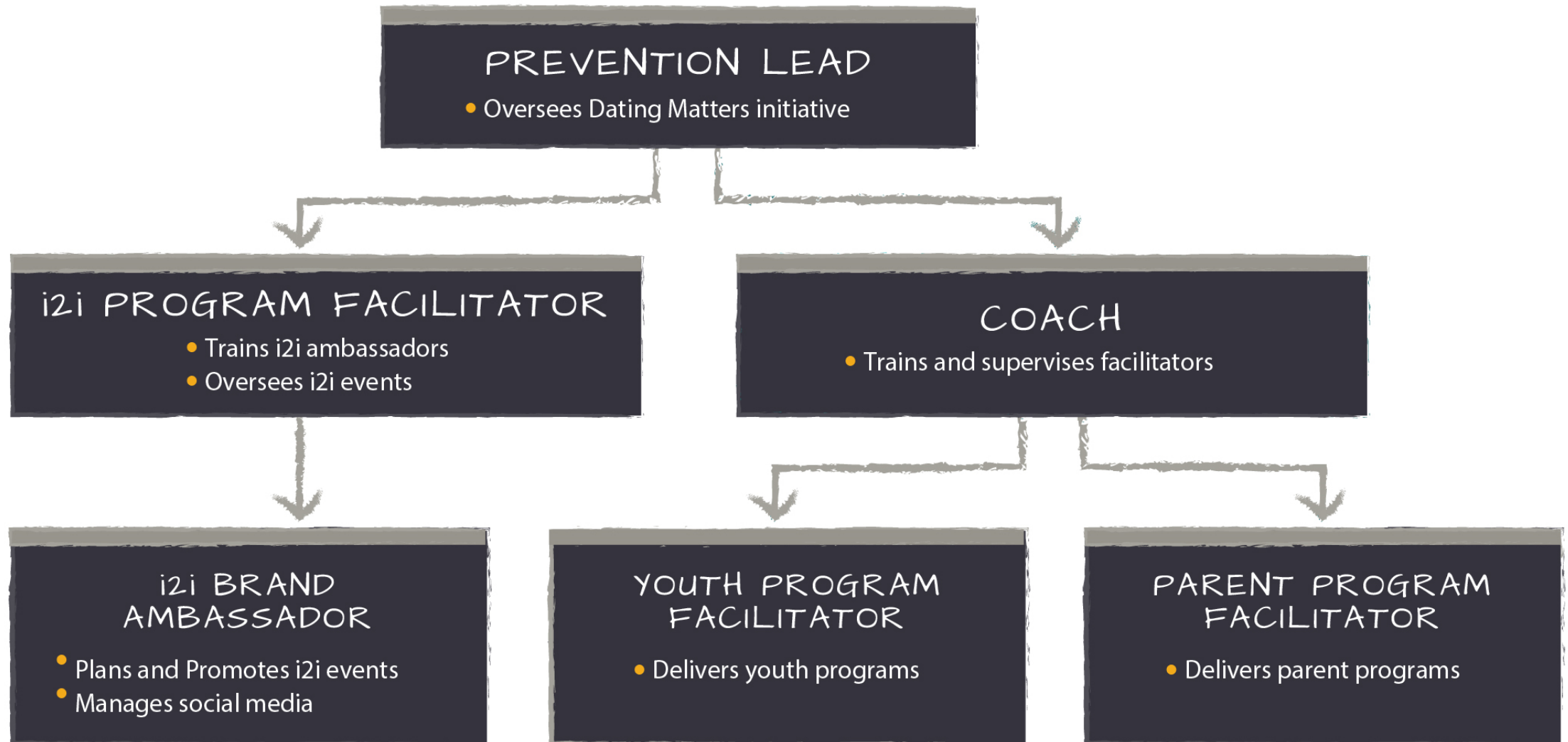
The banner features a dark grey background with white and teal text. At the bottom, there are two groups of stylized cartoon characters. On the left, three male teenagers are standing; one is holding a skateboard. On the right, three teenagers (two girls and one boy) are standing, one holding a smartphone. The overall style is modern and clean.

# i2i YOUTH COMMUNICATIONS PROGRAM

- Reinforces messages with near-peer ambassador program
- Social media
- Community events



# The Dating Matters Implementation Team



# The Guide to Implementation

## DATINGMATTERS<sup>®</sup>

STRATEGIES TO PROMOTE HEALTHY TEEN RELATIONSHIPS

### GUIDE TO IMPLEMENTATION



## Contents

<b>How to Use This Guide</b> .....	<b>3</b>
<b>Phase 1: Understanding the Dating Matters Model</b> .....	<b>5</b>
What Is Dating Matters? .....	5
What Are the Components of Dating Matters? .....	6
The Dating Matters Toolkit .....	8
<b>Phase 2: Assessing Capacity to Implement Dating Matters and Engaging Partners</b> .....	<b>9</b>
Identifying and Engaging Partners and Stakeholders .....	9
The Dating Matters Capacity Assessment and Planning Tool .....	10
Developing a Community Advisory Board .....	11
<b>Phase 3: Preparing for Implementation</b> .....	<b>12</b>
Creating a Logic Model .....	12
Creating an Implementation Action Plan .....	14
Budget and Staffing Plans .....	14
Recruiting Schools and Parent Participants .....	19
Guidance for Adapting Dating Matters .....	20
<b>Phase 4: Planning for Evaluation and Sustainability</b> .....	<b>25</b>
Program Monitoring and Evaluation .....	25
Informing Policy and Using Indicators Data to Inform and Advance Dating Matters .....	33
Ensuring Sustainability .....	33
You're Ready to Implement Dating Matters! .....	37

# Learn More about Dating Matters:

<https://www.cdc.gov/violenceprevention/datingmatters>



**About Dating Matters**  
Overview and components



**The Science**  
Development and building evidence



**Success Stories**  
Dating Matters at work in communities



**Get Started**  
Dating Matters Toolkit



**Publications and Resources**  
Links to research articles and resources

Our Approach +

Child Abuse & Neglect +

Elder Abuse +

Intimate Partner Violence -

Dating Matters® -

About

Get Started

Science

Success Stories

Publications and Resources

Definitions

Data Sources

Risk and Protective Factors

Consequences

Prevention Strategies

Additional Resources

Featured Topic: Teen Dating Violence

Publications +

Sexual Violence +

Suicide +

Youth Violence +

Funded Programs and Initiatives +

Social Media +

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## DATINGMATTERS®

STRATEGIES TO PROMOTE HEALTHY TEEN RELATIONSHIPS

### What is Dating Matters?

Dating Matters®: Strategies to Promote Healthy Teen Relationships is a comprehensive teen dating violence prevention model developed by CDC to stop teen dating violence before it starts. Dating Matters is an evidence-based teen dating violence prevention model that includes prevention strategies for individuals, peers, families, schools, and neighborhoods. It focuses on teaching 11-14 year olds healthy relationship skills before they start dating and reducing behaviors that increase the risk for dating violence, like substance abuse and sexual risk-taking.

**ABOUT DATING MATTERS**  
Overview and components

**THE SCIENCE**  
Development and building evidence

**SUCCESS STORIES**  
Dating Matters at work in communities

**GET STARTED**  
Dating Matters Toolkit

**PUBLICATIONS AND RESOURCES**  
Links to research articles and resources

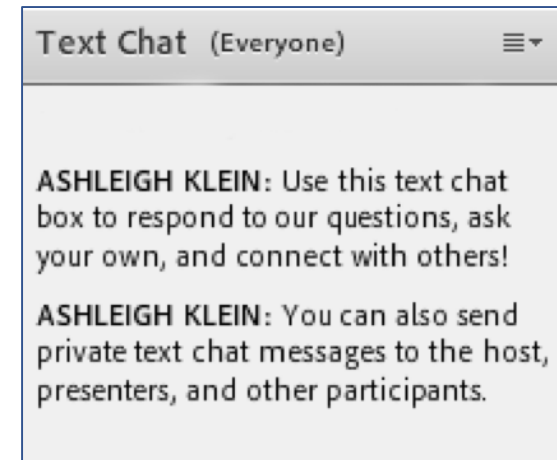
**Promotional Brochure**

Coming soon!

Information about how Dating Matters works in communities

**What partners do  
you need to  
implement a  
comprehensive  
program like Dating  
Matters?**

Use the Text Chat feature to  
answer the question.

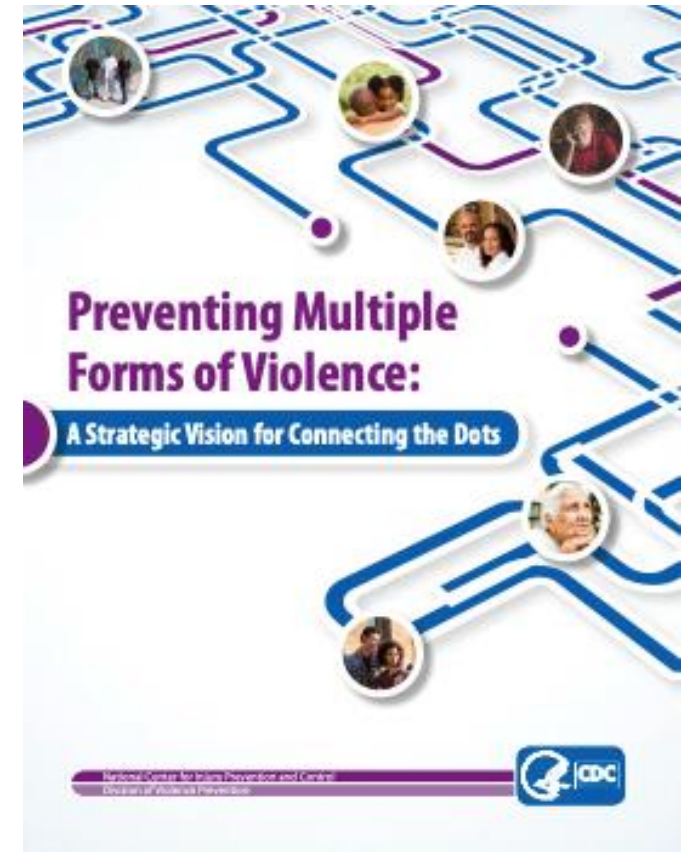
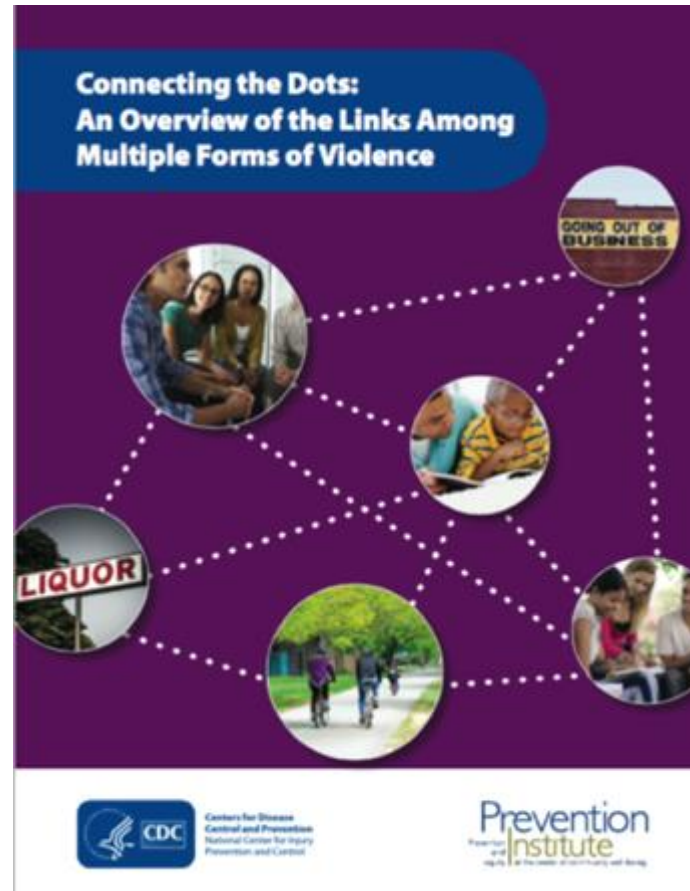


# Connecting the Dots

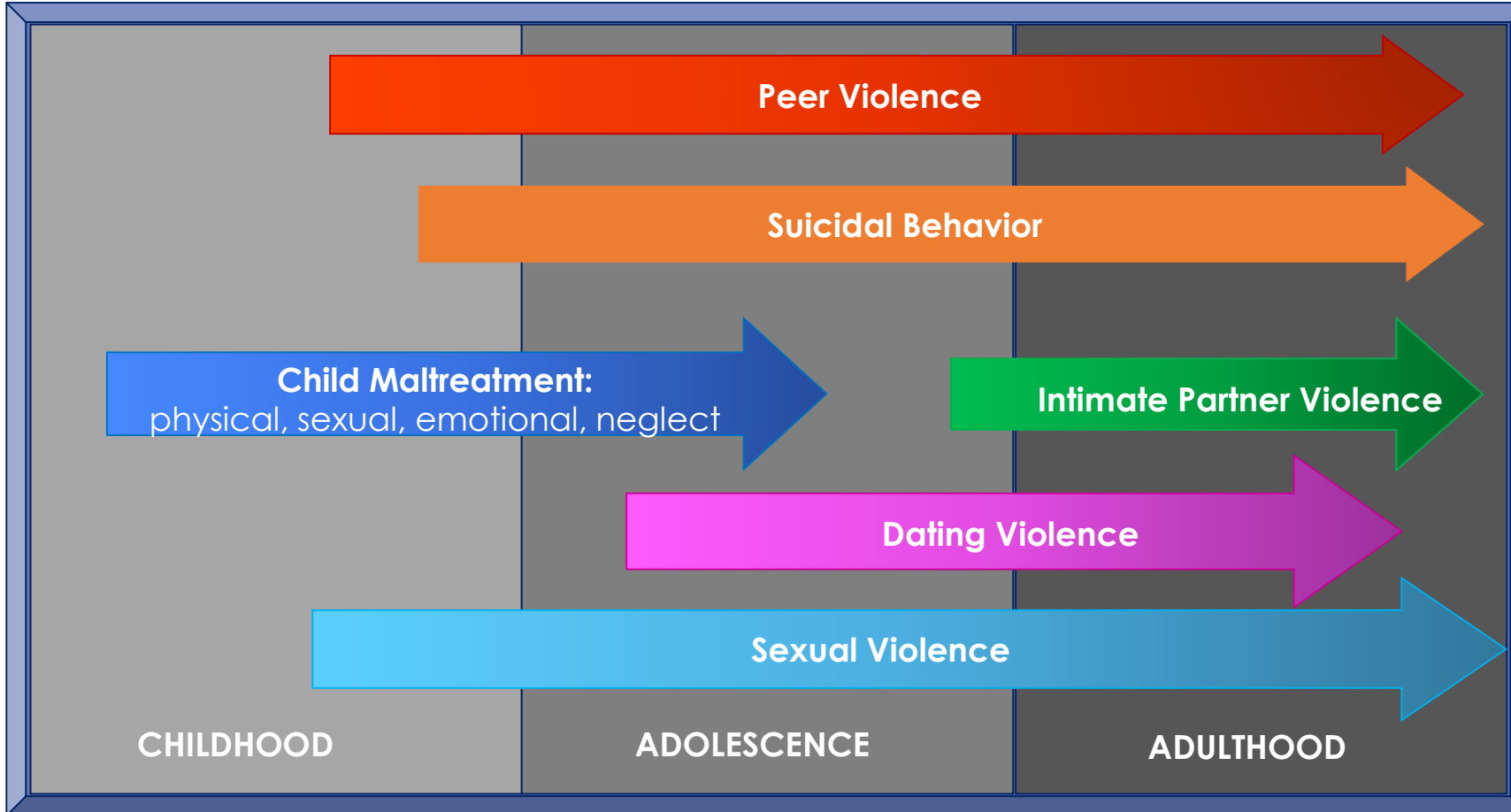
# Connect Issues

[https://www.cdc.gov/violenceprevention/pdf/connecting\\_the\\_dots-a.pdf](https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf)

[https://www.cdc.gov/violenceprevention/pdf/Strategic\\_Vision.pdf](https://www.cdc.gov/violenceprevention/pdf/Strategic_Vision.pdf)



# Different Forms of Violence




Source: Centers for Disease Control and Prevention, Division of Violence Prevention

# Linkages

- ▶ Multiple forms of violence are
  - ▶ Experienced together
  - ▶ Share common underlying factors
  - ▶ Result in common outcomes
- ▶ Exposure to one form of violence increases risk of further victimization

# Societal and Neighborhood Risk Factors




	CM	TDV	IPV	SV	YV	Bullying	Suicide	Elder Abuse
<b>Norms supporting aggression*</b>	X	X	X	X	X			X
<b>Harmful gender norms*</b>	X	X	X	X	X	X		
<b>Community Violence</b>	X			X	X	X		
<b>Lack of economic opportunities</b>	X		X	X	X		X	
<b>Low Neighborhood Support/ Cohesion*</b>	X	X	X		X		X	

NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

\*Norms are generally measured at the individual level

Source: Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). **Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence**. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute.

# Neighborhood and Relationship Protective Factors



	CM	TDV	IPV	SV	YV	Bullying	Suicide	Elder Abuse
<b>Coordination of services among community agencies</b>	X		X				X	X
<b>Social cohesion</b>	X	X	X		X	X	X	X
<b>Community support and connectedness*</b>	X		X	X	X		X	X

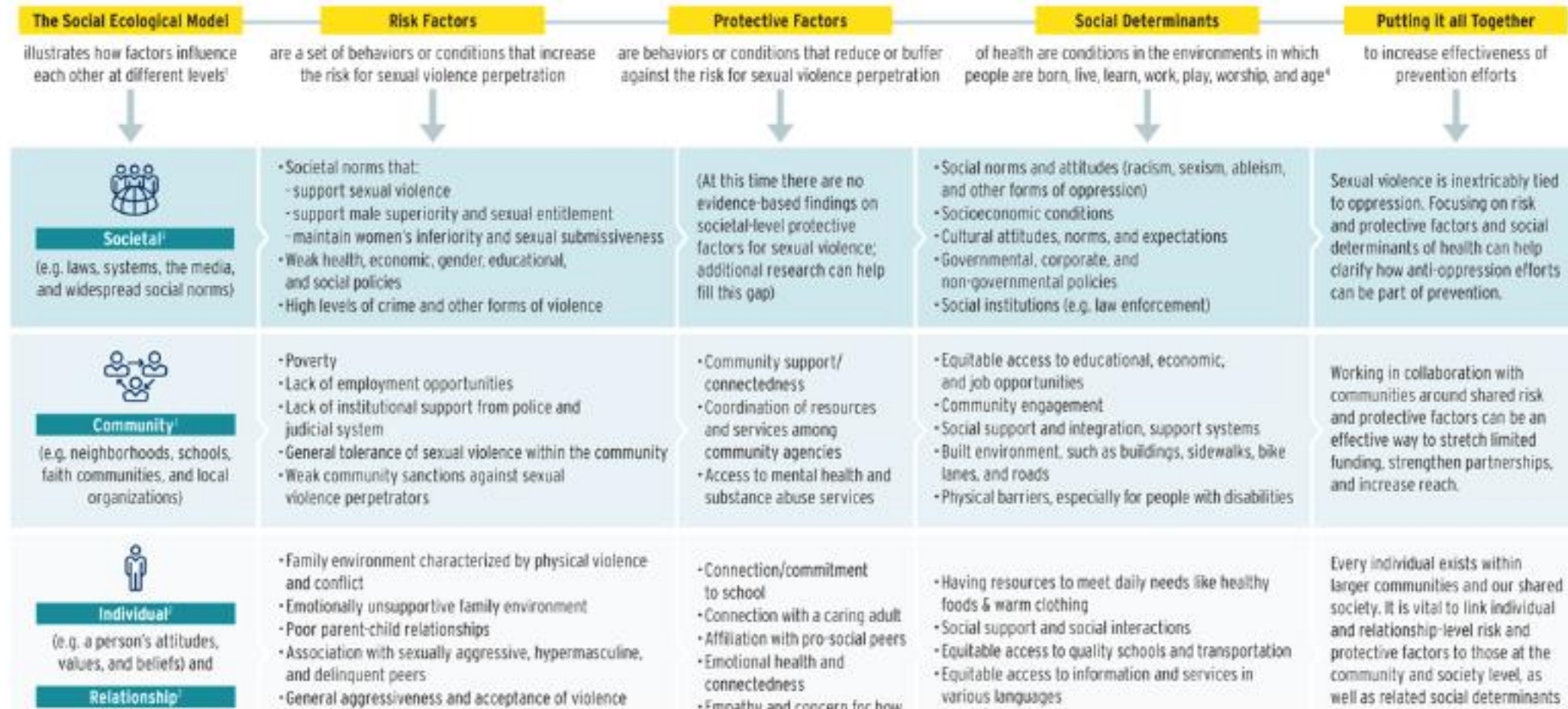
NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

\*Community support and connectedness typically measured at the individual level

Source: Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). **Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence**. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute.

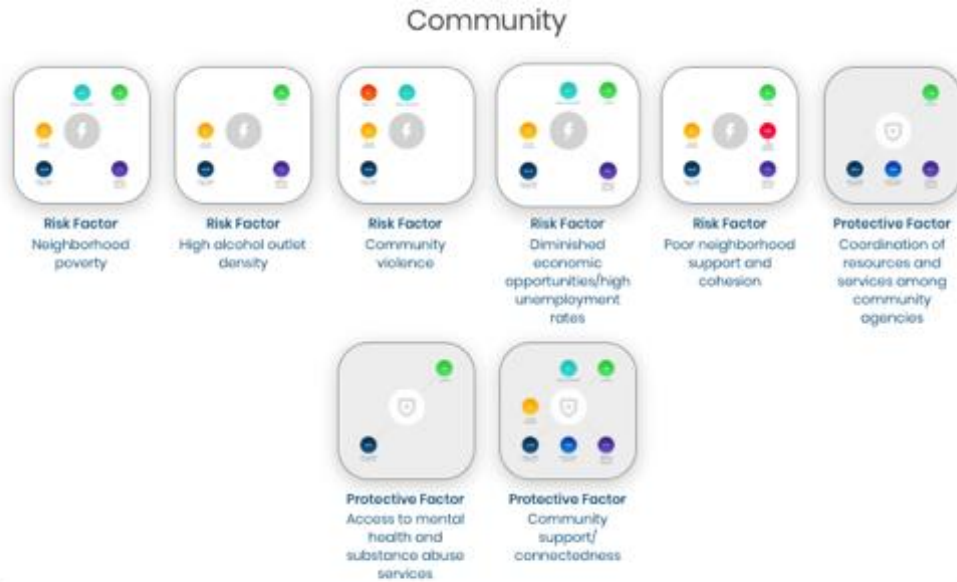
# RISK & PROTECTIVE FACTORS

This chart maps out risk and protective factors and social determinants of health along various points in the social ecological model. Understanding these factors and determinants at the societal, community, and individual/relationship levels can increase the effectiveness of sexual violence prevention efforts.



<https://www.nsvrc.org/blogs/preventionista/introducing-risk-and-protective-factors-infographic>

# Shared Risk and Protective Factors



<https://vetoviolence.cdc.gov/apps/connecting-the-dots/content/discover-connections>

# Why focus on shared risk and protective factors?

- Prevent multiple forms of violence simultaneously
- Identify strategies that address “real world” contexts of share factors
- Develop new partnerships
- Leverage resources and funding streams
- Consider a larger pool of strategies

Source: Centers for Disease Control and Prevention, Division of Violence Prevention

## Example: Sources of Strength



CONNECTEDNESS



POSITIVE SOCIAL  
NORMS

# Example: Sources of Strength



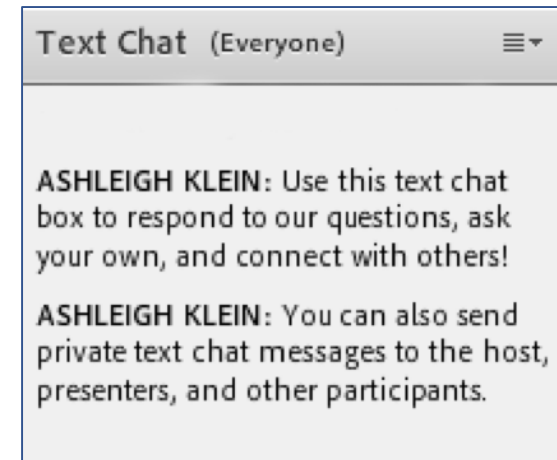
CONNECTEDNESS



POSITIVE SOCIAL  
NORMS

**What other types of violence are you seeing addressed in your school/community?**

Use the Text Chat feature to answer the question.







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