



Moving Upstream

Virginia's Newsletter for the Primary Prevention of Sexual & Intimate Partner Violence

Not Perpetrating Is Not Enough: *Adding a Promotion Paradigm*

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Virginia Sexual & Domestic Violence Action Alliance

The goal of one day creating “a world free of sexual violence and intimate partner violence” can be found within the mission statements of many organizations committed to addressing sexual violence/intimate partner violence (SV/IPV). While such a vision is important, it does not express what qualities we WANT in that world. Articulating a goal for our work that goes beyond conveying an absence of harm is crucial. How do we want people to relate to one another in intimate contexts? How would such changes be linked to the way people relate in non-intimate contexts, or the manner in which people more generally perceive their own sexuality and gender? How would social policies and community institutions differ from their current forms – beyond increased abilities to identify and address potential incidents of violence and hold perpetrators accountable? We must begin answering these questions if we want to see our work expand.

Defining the qualities and behaviors we want to see in intimate relationships has been somewhat explored by those doing healthy relationship work. However, the movement to end SV/IPV has not thoroughly considered other “positives”, except perhaps within the burgeoning discussion about healthy sexuality which is still on the fringes of the work (see Moving Upstream, Volume 1, Issue 3 and Volume 2, Issue 1 for more information). But rather than review the potential merits of working toward healthy relationship/sexuality, the purpose of this article is to examine how SV/IPV prevention fits into the more fundamental agenda of fostering happy, healthy people and thriving communities. For this article, we will use the term “Promotion” to describe approaches seeking to advance such strength-based agendas.

In the context of SV/IPV prevention, promotion can be thought of as one category in a larger range of approaches. This range can be expressed more concretely as a continuum that starts with approaches designed to stop a single potential incident of SV/IPV, and fans out to include approaches intended to more broadly reduce the prevalence of SV/IPV and promote related positive outcomes (See Figure 1). The categories of Risk Reduction, Primary Prevention, and Promotion can be thought of as soft divisions on this continuum, helping to break it into manageable chunks while highlighting meaningful distinctions between the goals of these approaches. Strategies under the Risk Reduction category respond to factors that increase risk for victimization or perpetration. The shared aim of strategies within the Primary Prevention category is to change or eliminate the factors that increase the likelihood of perpetration. The common purpose of Promotion strategies is to develop and support factors that protect against SV/IPV while also facilitating a much broader range of related positive outcomes.

Risk reduction, primary prevention, and promotion are defined differently across various disciplines. The explanations of these terms herein were developed specifically for people working against SV/IPV, and this article is in no way attempting to suggest that approaches in one category are better than another. This continuum and its categories are only meant to clarify the many paths a program could take toward stopping SV/IPV. Detailed descriptions of each category follow this paragraph.

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Funder's Forum Virginia Department of Health's SV prevention website!

Go to <http://www.vahealth.org/civp/sexualviolence/index.asp> to browse a variety of sexual violence and teen dating violence prevention resources. Featured links include: BRFSS Fact Sheet on Sexual Violence 2005-2006 released October 2007; the new CDC publication Preventing Child Sexual Abuse Within Youth-serving Organizations; resources for schools to prevent and respond to violence; archives of the VDH list server with information about upcoming trainings, new resources and job opportunities in the field of sexual violence; Men Ending Violence homepage; and the recent article in *The Prevention Researcher* about primary sexual violence prevention.

Promising Practices From the Beginning: *Applying Developmental Assets to End Sexual Violence*

Jen Rauhouse, Executive Director and Founder
Peer Solutions in Phoenix, AZ

Peer Solutions is an Arizona-based nonprofit established in 1996. Our principles are rooted in our Vision and Mission Statements.

Vision: Internalize respect in thought, reflect it in action, and spread it to others, resulting in an increase of peace in our hearts, homes, schools, workplaces and communities.

Mission: To cultivate positive social change by uniting schools, families and communities through *Stand & Serve*, an asset-based, peer-facilitated program fostering peace, respect, empathy and ownership of the solution.

Our *Stand & Serve* programs unite elementary through post secondary students, families and communities by hosting weekly meetings with on-going outreach campaigns, peer education trainings, service projects and summer programs. (More information: www.PeerSolutions.org). From the beginning our organization has applied a Developmental Assets approach as a means to ending sexual violence. We engender asset rich communities, positive social change and primary prevention.

What first led me to the developmental assets approach was my work in Minneapolis at a day treatment facility for juvenile recidivists including hard core gangsters from Chicago, and middle school girls that were being prostituted/victimized. The facility was amazing but I still felt a profound lack of empathy for these young people. Why were they here? Hello! They had lights in their eyes and an understanding of life few possessed. They were not bad - something bad had happened when they were younger and no one was there to help. Almost every issue our students are facing, including family violence/child abuse, homelessness, substance abuse, eating disorders, self-injury, poor school performance, teen pregnancy, suicide, depression, and oppression, can be linked to sexual violence. What I needed was a scientific theory to show what they needed was love and support, not further denigration and abuse.

In 1989, I moved to Arizona to obtain teacher certification. I believed that if I were with the students every day and able to reach them sooner, I could provide the ongoing support they needed to be productive and happy members of society regardless of circumstances. A friend of mine had a relative who worked at the Search Institute in Minneapolis. He knew my plans and sent me a book about resiliency - how it takes one adult to change a child's life. There were also these things called Developmental Assets. They were supposed to be what kids needed to be successful in life, even if there was a history of harm. When I read the book and reviewed the assets, I intuitively knew this was an answer to ending sexual violence. Here was some science to back it up and legitimize the approach.

How Peer Solutions Implements Developmental Assets:

The Search Institute has identified 40 Developmental Assets, and has conducted extensive research to show that the more of these Developmental Assets youth experience in their family, school, and community life, the less likely they are to get involved in risk behavior patterns and the more likely they are to participate in positive behaviors. (Mannes, 2007) There are internal and external asset categories. Addendum 2 outlines our implementation examples.

We believe our program is making a difference for generations. We are committed to effective programming and will do whatever we can/is needed to create the deepest, longest lasting change. We are convinced that if we cultivate assets, we can stop bad things from happening and if bad things do happen, we will be there immediately with empathy, validation and resources that work to mitigate the harm to our young people, families and communities. We learned that only the person committing the act of violence can actually prevent that act. We do not put it on our students to prevent their own victimization. We say no to negative, fear based, emotional appeal type approaches. Developmental Assets help deal with the above in a positive way and they are fun to implement.

Adding a Promotion Paradigm (continued from Page 1)

Risk Reduction: Risk reduction emphasizes changing individual motivation or social norms related to potential victimization (often where the risk is more pronounced) rather than focusing on changing individual motivation or social norms related to a person’s decision to perpetrate SV/IPV. For instance, self-defense classes help women enhance their ability to fend off a would-be perpetrator. Likewise, “bystander intervention” programs facilitate the ability of people to recognize the warning signs of SV, and intervene when this risk becomes apparent. The self-defense courses and bystander intervention programs can effectively interrupt or block some incidents of SV, but they are not designed to change the perpetrator’s motivation for committing SV, nor the social norms supporting it. (Part of this description was adapted from Potter, Krider, & McMahon, 2000).

Primary Prevention: Primary prevention addresses the development of attitudes, skills, environments, and policies to stop SV/IPV perpetration from occurring in the first place. The term “primary prevention” is defined differently across different disciplines. Perhaps the defining characteristic of primary prevention in anti-SV/IPV work is its focus on inhibiting first-time perpetration of SV/IPV. Addressing first time perpetration often means using strategies that target youth, or “developmental stage[s] where lifelong behaviors are shaped... [where people are learning] how to perform their socially influenced gender roles, and how to act-out their gender-based sexual scripts” (Lee, Guy, Perry, Sniffen, Alamo-Mixson, 2007). Primary prevention activities ultimately seek to counteract factors that would advance a person further down a developmental trajectory toward perpetrating SV/IPV. The goal of primary prevention approaches can also be furthered by promoting factors associated with the positive antitheses of SV and IPV. It has been argued that respectful, consensual sexual interactions and healthy relationships are the philosophical foils to SV and IPV, respectively. Thus, activities that seek to foster these positive outcomes are largely working toward the same primary prevention goal of stopping first-time perpetration of SV/IPV.

Promotion: Promotion approaches begin with the aforementioned notion of working toward positive outcomes in order to avert negative outcomes. However, promotion approaches are much more concerned with the positive outcomes in and of themselves. In anti-IPV/ work, risk reduction and primary prevention are principally focused on overcoming SV/IPV. By its nature, promotion seeks to create thriving individuals and communities, and is less directly tied to the specific goal of anti-SV/IPV work. However, when this promotion paradigm is applied to anti-SV/IPV work it raises two important points. First, it encourages us to set goals that relate to well-being and happiness, moving beyond the neutral objective of safety and allowing us to more easily articulate what we deem unacceptable against a backdrop of positive reference points. (See Moving Upstream, Volume 2, Issue 1 for a discussion of how this concept applies to healthy sexuality and sexual violence prevention). Second, the promotion paradigm helps us understand how our desired outcomes are linked to “other” often broader, positive outcomes. The remainder of this article will further explore this connection.

Positive Youth Development

Positive youth development (PYD) is perhaps the most extensive promotion approach currently in existence, and it provides an excellent example of how promotion approaches can link “our” anti-SV/IPV work to fundamental issues of human development and engendering

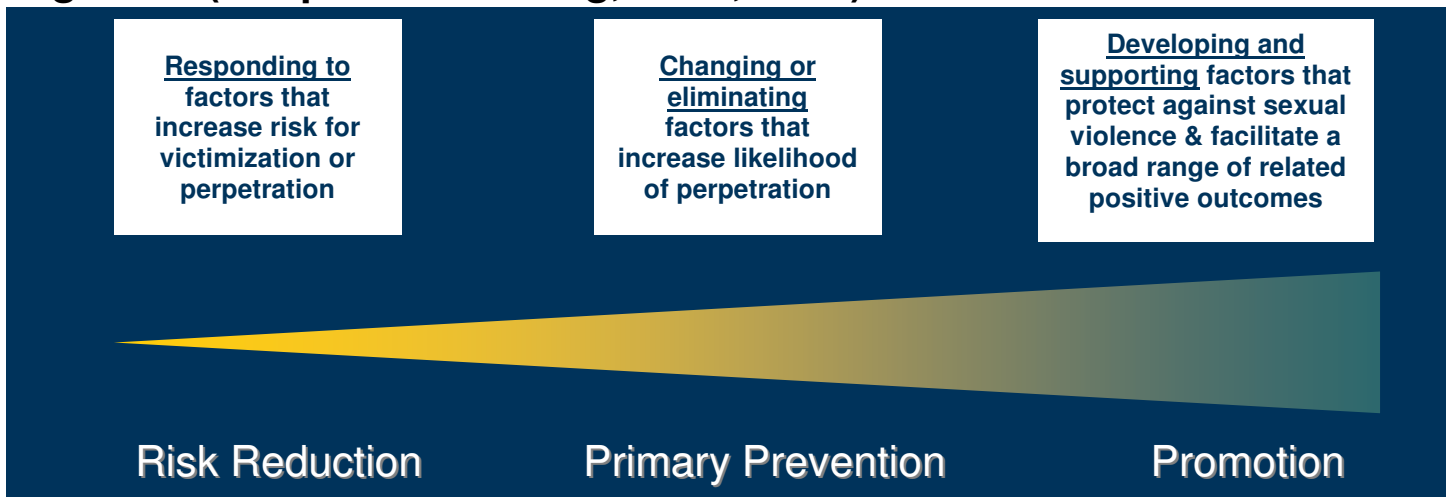
(Continued on Page 4)

“When we talk about doing good things as a means to ending bad things, people like it, listen, and are actively supportive.”

- Jen Rauhouse



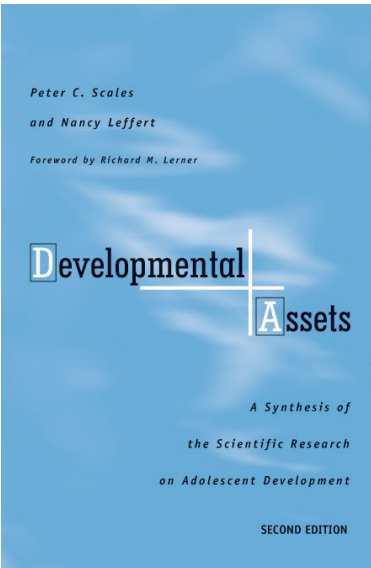
Figure 1: (Adapted from Lang, et al., 2007)





Adding a Promotion Paradigm (continued from Page 3)

“Even if we were able to inhibit all of the risk factors for perpetration, we would still need to cultivate buffers against backsliding, and instill positive practices amongst people and communities to keep them strong and thriving.”



“When we boost any of the pertinent assets, we increase the likelihood that people will make a range of healthier choices”

a greater social good. PYD has been defined as “a process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent” (National Youth Development Information Center, 1998). The PYD field has identified 5 corresponding “competency” areas: Health, Personal/Social, Knowledge, Vocational Awareness, and Citizenship. Competencies of the Personal/Social are perhaps the most relevant to anti-violence work, and are further defined as:

“Intrapersonal skills: the ability to understand emotions and practice self-discipline; & Interpersonal skills: working with others, developing and sustaining friendships through cooperation, empathy, and negotiation, and developing judgment skills and coping systems” (www.nydic.org/nydic/programming/whatis/tasks.htm).

Those of us doing anti-SV/IPV work should be able to intuitively recognize some of the more obvious links between these Personal/Social competencies and the goals of primary SV/IPV prevention. A program instilling these intrapersonal and interpersonal skills could both increase the likelihood that the participants will grow up to be generally productive and responsible adults, while also setting the stage for internalization of messages about respect, communication, and happiness in the context of intimate relationships. Youth would grow up to have a better perspective of themselves in a social context, and part of that understanding would translate to the ability to have mutually satisfying - and by definition, non-violent - experiences of sexuality and intimate relationships. The Search Institute, an international leader in the PYD field, has further developed this concept of competencies through its Developmental Assets Framework.

Developmental Assets Framework

The Search Institute’s Developmental Assets Framework describes 40 qualities young people need to become healthy, caring, and responsible adults. Synthesized from research findings across numerous disciplines, the Developmental Assets Framework accounts for both individual factors and envi-

ronmental circumstances impacting the development of youth. These environmental circumstances, or External Assets, are “relationships, activities, and structures that create a positive environment for young people through support, empowerment, boundaries and expectations, and constructive use of time” (Mannes, 2007). The individual factors, or Internal Assets, are “values, skills, and beliefs that young people need to fully engage with and function in the world around them as a result of a commitment to learning, positive values, social competencies, and a positive identity” (Mannes, 2007). Figure 2 shows a selected sample of the 40 Developmental Assets. The complete list of assets, with descriptions, can be accessed at www.search-institute.org/assets.

Consistent with the aforementioned rationale of a promotion paradigm, the Search Institute’s research shows that Developmental Assets have the power to both protect and promote. They found that more assets (internal and external) present in the lives of youths directly relate to a lower likelihood of anti-social behavior, suicide, and violence. Conversely, youth with fewer assets are at greater risk for these negative outcomes. Furthermore, Search found that a greater number of assets present in the lives of youths directly relate to the extent to which they experience qualities needed to thrive in society, such as academic success, valuing diversity, and exhibiting leadership skills. The results also showed that youth with fewer assets were less likely to experience these positive “thriving” outcomes. It is important to note that all of these correlations held across various racial and ethnic groups.

For primary SV/IPV prevention work, we can view the Developmental Assets as “levers” for change – an identified set of factors that, if activated, can simultaneously impact risk, safety, and success in groups of youth. While these “levers” might be somewhat broader than those we are used to (e.g., rigid gender roles and inequalities, unhealthy sexuality norms, norms about relationship privacy, acceptance of violence/coercion as means to an end, etc.), they are nonetheless linked. This link can become especially evident if we use some of these Developmental Assets to help articulate protective factors against the perpetration of IPV/SV. Additionally, we might see even greater potential in the Developmental Assets Framework if we examine the ways in which our work to end SV/IPV is connected to the more universal goal of fostering happy, healthy human beings.

Figure 2 (Copyright © 1997, 2007 by Search Institute):

External Assets	Internal Assets
<p><u>Support:</u></p> <ul style="list-style-type: none"> - Family Support - Positive Family Communication - Other Adult Relationships - Caring Neighborhood - Caring School Climate - Parent Involvement in Schooling <p><u>Empowerment:</u></p> <ul style="list-style-type: none"> - Community Values Youth - Youth as Resources - Community Service - Safety 	<p><u>Positive Values:</u></p> <ul style="list-style-type: none"> - Caring - Equality and Social Justice - Integrity - Honesty - Responsibility - Restraint <p><u>Social Competencies:</u></p> <ul style="list-style-type: none"> - Planning and Decision-Making - Interpersonal Competence - Cultural Competence - Resistance - Peaceful Conflict Resolution
<p><u>Boundaries & Expectations:</u></p> <ul style="list-style-type: none"> - Family Boundaries - School Boundaries - Neighborhood Boundaries - Adult Role Models - Positive Peer Influence - High Expectations 	

Protective Factors for SV/IPV

For the purposes of this article, protective factors are conditions or characteristics that decrease the likelihood of SV/IPV perpetration and/or promote healthy relationships and healthy sexuality. There is very little scholarly or practice-based work addressing protective factors for SV/IPV. Researchers have provided evidence of a few factors that might act as “buffers” against choosing to perpetrate SV/IPV, but there seem to be very few studies that take the “next step” of describing factors that foster healthy relationships and healthy sexuality. (Though Peggy Sanday’s work, which describes the flexibility and egalitarian nature of gender roles within certain “rape-free” cultures, might be a good starting point for this kind of inquiry.)

Because of this knowledge gap, VSDVAA recently launched a long-term statewide project to articulate a set of protective factors according to the aforementioned definition. We are basing this work on the experience of program staff across the state, the Developmental Assets Framework, and the limited research that exists on risk and protective factors for perpetration of SV/IPV. One of the most interesting points to come from this process was our realization that the Developmental Assets Framework complemented both our practice-based knowledge and the small body of SV/IPV research on this topic.

Because of these connections, the Developmental Assets Framework proved to be an extremely useful tool in articulating many of the protective factors. For example, one of the only controlled empirical studies on SV/IPV protective factors indicates that positive emotional connection to adults could be a buffer against the perpetration of SV (Borowsky, Hogan, and Ireland, 1997). This finding meshes neatly with the broader principles found in several of the External Asset categories (see list above), particularly the following five assets (Copyright © 1997, 2007 by Search Institute):

Family Support: Family life provides high levels of love and support.

Positive Family Communication: Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

Other Adult Relationships: Young person receives support from three or more non-parent adults.

Community Values Youth: Young person perceives that adults in the community value youth.

Adult Role Models: Parent(s) and other adults model positive, responsible behavior.

Likewise, our practice-based knowledge tells us that a person is less likely to perpetrate SV/IPV when they recognize the humanity in others, regardless of personal differences. The concept that authentic empathy, fairness, and consideration for others act as protective factors corresponds to the theme of the following four assets (Copyright © 1997, 2007 by Search Institute):

Caring: Young person places high value on helping other people.

Equality and Social Justice: Young person places high value on promoting equality...

Interpersonal competence: Young person has empathy, sensitivity, and friendship skills.

Cultural competence: Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

Thriving People & Communities: The Universal Goal

Karen Pittman, one of the pioneers of PYD, once asserted, “Being problem-free is not the same as being fully prepared.” Applying this axiom to SV/IPV work means understanding that even if we were able to inhibit all of the risk factors for perpetration, we would still need to cultivate buffers against backsliding, and instill positive practices amongst people and communities to keep them strong and thriving. Most prevention workers understand that in order to significantly impact harmful behaviors, norms, and policies, it is usually most effective to both demonstrate the harm and present a well-conceived positive alternative. The positive alternatives usually presented by



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Applying Developmental Assets to End SV (continued from Page 2)

You might already be using an asset-based approach, and this provides evidence to show what you are doing is working. It is also an excellent, non-threatening way to get into schools. When we talk about doing good things as a means to ending bad things, people like it, listen, and are actively supportive.

I have been talking with folks from one end of the country to the other and it is clear we all want the same thing, to end sexual violence. It takes everyone. We are all Peers, We are all the Solution. A special thank you to those of you that have supported this work including Brad Perry, the entire CDC Prevention Crew, Gayle Stringer, Marc Mannes, Carol Hensell and many more! If you have any questions please call 602-225-0942 or email Jennifer@PeerSolutions.org. It is only fitting that I conclude with some quotes from *Stand & Serve* members and their families.

- “It makes me feel important and that I can help people.”
- “I try to understand others culture & that there are issues underneath.”
- “I feel that being a part of this club, we’re able to better children’s lives in the future because we give them the mind set and tools to be a contributor to society.”
- “She has been more open and trustworthy.”
- “He is better able to deal with conflict by choosing other avenues.”
- “She is more involved in school and community than before.”

Adding a Promotion Paradigm (continued from Page 5)

those of us doing SV/IPV work tend to be very specific to “our” issue, such as teaching skills for healthy relationships and consensual sexual interactions, or proposing a school policy creating incentives for students who work to raise awareness about healthy relationships. There is nothing wrong with presenting positive alternatives that are specific to SV/IPV – in fact, this specificity might be exactly what a community needs, particularly if they are struggling to even acknowledge the existence of SV/IPV in their midst (a problem still facing many communities across the country). However, it might also be helpful for us to consider positive alternatives that are more universal in nature.

Many of the core values underlying healthy relationships and healthy sexuality are linked to wider, more fundamental values, such as happiness, respect, cooperation, the right to self-determination, and a range of basic human rights. Our work to end SV/IPV and promote healthy relationships/healthy sexuality can be seen as part of a larger effort to activate these values and develop thriving people and communities. This perspective reveals at least two helpful insights.

First, we can more easily appreciate commonalities with other types of organizations (e.g., mentoring programs, healthy family programs, fatherhood initiatives, various social justice organizations, etc.) since they are also part of this larger effort to improve the quality of life for future generations. This appreciation can provide an impetus for new partnerships – a concept that has been previously addressed in *Moving Upstream*, Volume 2, Issue 1. Secondly, working from this perspective more accurately mirrors the interrelated nature of the real world. SV/IPV is not as compartmentalized as we sometimes want it to be. The forces influencing whether or not a person perpetrates SV/IPV or whether a person engages in healthy relationships/sexual interactions, negotiate a complex web of assets and deficits stretching throughout the individual and their social environments. When we boost any of the pertinent assets, we increase the likelihood that people will make a range of healthier choices. For example, when we promote caring connections between key adults and kids, we help to both foster that child’s ability to practice empathy toward intimate partners and increase the likelihood he/she will experience higher self-esteem and excel in school.

Our ability to impact the deficits on this existential web and prevent harm have been steadily improving. There is a growing body of work elucidating SV/IPV risk factors and identifying the most effective means for counteracting them. Complementary to this work, we must also develop a better understanding of protective factors and assets in order to also promote a range of positive outcomes. The missions of our agencies are, of course, specific to SV/IPV, so as we explore the promotion paradigm it would seem sensible to identify strength-based goals that are linked to interpersonal relationships, sexuality, gender, and/or social equality. It seems clear, though, that adding a promotion paradigm to SV/IPV prevention work is an important step toward expanding our philosophical base and multiplying our effect. Addendum 1 provides some tangible program examples to this end, as well as a side-by-side contrast to the more familiar approaches of Risk Reduction and Primary Prevention across the social ecology. Works cited in this article can be found in Addendum 2.

Addendum 1: Strategies grid (adapted from Lang, Cashman, and Perry, 2007)

	Individual	Relationship	Community	Society
Promotion	Facilitated discussions on how attitudes about sexuality are shaped; Activities in which each person learns how to connect to their own experience of sexuality	Promoting connections between boys and caring adults in their community (e.g., Joe Ehrmann's <i>Building Men For Others</i> program)	On-going collaboration between <i>Stand & Serve</i> members, their families, <i>Peer Solutions</i> staff, and the schools to create caring, successful communities	Promote and enforce full implementation of Title IX
Primary Prevention	Build men and women's skills for challenging normative sexual scripts and practicing affirmative consent	Men holding each other accountable for sexist behaviors	CALCASA's <i>Men of Strength</i> social marketing campaign	From the R.E.A.L. Act: "[Mandate] teaching skills for making responsible decisions about sex including how not to make unwanted verbal, physical and sexual advances"
Risk Reduction	Build men and women's skills to recognize and intervene in high risk situations	Training for parents of youth with sexual behavior problems to help them overcome or cope manage the problems	Rules governing social functions and the serving of alcohol for Greek members allowed in private areas of the house)	Work place sexual harassment policies

Addendum 2: References for “Not Perpetrating Is Not Enough: Adding a Promotion Paradigm”

Borowsky, I., Hogan, M., and Ireland, M., (1997). Adolescent Sexual Aggression: Risk and Protective Factors
Pediatrics, 100(6): e7.

Lang, K., Cashman, S., Perry B., (2007, June.). *Re-Imagining Prevention: Exploring Prevention and Promotion Frameworks and Principles*. Workshop presented at Centers for Disease Control & Prevention’s Annual RPE Grantee Meeting: Atlanta, GA.

Lee, D., Guy, L., Perry, B., Sniffen, C., Alamo Mixson, S. (2007) Sexual Violence Prevention. The Prevention Researcher, 14(2), pp. 15-20

Mannes, M. (2007, April). *Applying Search Institute's Developmental Assets Framework to Primary Sexual & Domestic Violence Prevention*. Training presented at VSDVAA’s Promoting Protective Factors to Prevent Sexual & Domestic Violence Conference: Richmond, VA.

Potter R., Krider J., and McMahon P., (2000). Examining elements of campus sexual violence policies: Is deterrence or health promotion favored? Violence Against Women, 6(12): 1345–62.

Addendum 3:

How *Peer Solutions* implements Developmental Assets

The Search Institute has identified 40 Developmental Assets, and has conducted extensive research to show that the more of these Developmental Assets youth experience in their family, school, and community life, the less likely they are to get involved in risk behavior patterns and the more likely they are to participate in positive behaviors (To view complete list, go to: www.search-institute.org/assets). Below are implementation examples for Peer Solutions' *Stand & Serve* project. Compare these examples with the descriptions of the Developmental Assets found at the website mentioned above. All Developmental Assets are Copyright © 1997, 2007 by Search Institute.

External Asset Categories

Support: STAND & SERVE members receive on going support from Peer Solutions staff, school, family and community members. Together we foster a caring environment on campus and in our neighborhoods including “*relationships based on respect, equality and trust?*” (Krug & Krug). Addresses assets 1-6.

Empowerment: This category includes assets 7-10, Community Values Youth, Youth as Resources, Community Service and Safety. Almost every activity Peer Solutions implements, addresses these assets. STAND & SERVE members are valued and awarded for their efforts, are positive role models and participate in year round, school, family and community activities.

Boundaries and Expectations: Peer Solutions staff serve as positive adult role models. S&S members model and teach healthy behaviors, boundaries and skills to cultivate respect while facilitating weekly after school peer projects with elementary and middle school students. Addresses assets 11-16.

Constructive Use of Time: STAND & SERVE members participate in weekly activities at lunch and/or after school, during the summer and on weekends. Students are involved in a wide variety of creative projects. Address assets 17-20.

Internal Asset Categories

Commitment to Learning: STAND & SERVE members are motivated by Peer Solutions staff to do their homework and value school. S&S members know school comes first and positive performance is highlighted. S&S members care about their school and encourage others to do the same. Addresses assets 21-25.

Positive Values: At the heart of activities are assets 26-31, caring for self and others, promoting equality and social justice, integrity, honesty, responsibility and restraint. STAND & SERVE members take a STAND & SERVE their communities. They actively care about others in need, address social issues monthly, teach honesty to younger students and make healthy choices. *Model goodness and others will too.*

Social Competencies: STAND & SERVE members participate in the planning, development, implementation and evaluation of activities. We empower students to have a strong sense of self, assist them to practice empathy, to trust their intuition and make healthy choices. S&S Members are widely diverse, have an equal voice and serve on the Peer Solutions Board of Directors. Addresses assets 32-36.

Positive Identity: STAND & SERVE members internalize and promote identity respect while cultivating ownership of problems and solutions. We celebrate resilient character. Finding purpose in life as agents of change, S&S members are optimistic not only about their own future, but of our collective Vision of a world of peace free from sexual violence. Addresses assets 37-36.