DIRECTORS FORUM

May 18, 2021

"Prevention requires us to shift from a movement based on sharing information to one that shifts power. Building a strategy around social change – to make safety the default for all communities, and to help people understand how systems perpetuate oppression and violence – is very challenging work." – Colleen Yeakle, ICADV

Examples include:

- Workshops series to explore and practice skills related to healthy sexuality, equity, communication, or other qualities important to young people's developmental needs.
- Bystander intervention program that trains students and faculty to interrupt oppressive language and implements campaigns and/or policies to create a healthy and non-violent community climate campus-wide.
- Community-led projects that identify specific root causes of violence and long-term, sustainable strategies to build power in marginalized communities.

Primary prevention efforts change conditions (laws, norms, rules, etc.) so perpetration is less likely to happen. They are designed to shift attitudes, behaviors, and norms that support and perpetuate the root causes of violence and promote healthy behavior and communities.

Secondary prevention efforts occur immediately following an instance of violence to reduce short term harms, while tertiary prevention efforts are the long-term responses to violence aiming to minimize the lasting consequences and promote resiliency.

Often referred to as our advocacy direct services, aim to improve short- and long-term outcomes for survivors (and perpetrators).

Examples include:

- On-going individual advocacy.
- Guidance and support in the legal system, especially around obtaining a protective order.
- Advocacy or therapeutic play groups for children who witness violence.
- Support groups.
- Offender management/treatment programs.

Examples include:

- Community events such as a walk, fundraising gala, or survivor speak-out.
- Classroom sessions that present SA/IPV statistics, myths vs. facts, information about "date rape" drugs, how to support friends, and what students should do if they have experienced sexual assault or dating violence.
- Large group presentation (auditorium style) about warning signs and safety tips.
- A workshop for parents on what child sexual abuse is, how to identify signs of potential abuse, and how to make a report or access services.

Awareness and education programs increase people's understanding of sexual and intimate partner violence. These strategies provide definitions, highlight the services offered in a community, describe the impact of violence, provide a scope of the prevalence, give information for how to help survivors, outline reporting options, etc.

Risk reduction strategies focus on changing the behavior of the prospective victim by helping people "avoid" experiencing victimization. While individuals can make an investment in their personal safety, ultimately only perpetrators are in control of violence occurring. These strategies do not change the problem of violence and can sometimes reinforce victim blaming attitudes.

Examples include:

- Workshop or educational materials on personal safety strategies such as the buddy system, watching your drink, and carrying keys in your hand.
- Self-defense classes for women.
- Bystander intervention programs that focus on intervening when violence is already in progress or likely to occur.

Best practice strategies will be saturated, theory driven, address multiple levels of the social-ecological model (SEM), rooted in anti-oppression, address risk and protective factors, and informed by community needs/resources.

SEM (Social Ecological Model)

The SEM allows us to address the factors that put people at risk for or protect them from experiencing or perpetrating violence (risk and protective factors) and the prevention strategies that can be used at each level to address these factors.

Each level in the social ecological model can be thought of as a level of influence and also as a key point for prevention. It offers a framework for program planners to determine how to focus prevention activities. In order to prevent violence, it is important to implement programs and policies that can reduce risk factors and increase protective factors at each of the different levels in the model

Individual

- School-based programs that help students develop social, emotional and behavioral skills to build positive relationships
- In-home programs that teach parents skills for age-appropriate
infant and toddler care
- An after-school program that provides tutoring to increase academic performance

Relationship

- A peer program that teaches youth how they can promote positive norms for dating in their circle of friends
- Relationship workshops where couples work with other couples on respectful communication strategies
- An art program that increases emotional support to children by pairing elders from a senior center with children from a preschool program

Community

- A city develops safe recreational areas for residents
- Community associations work with the mayor's office to develop a series of after-school programs for youth
- A school district creates, implements, monitors, and evaluates a policy to prevent bullying behavior

Society

- Statewide legislation that provides tax incentives to businesses that partner with school districts to provide learning-based technology and other academic resources in disadvantaged communities
- Legislation to encourage employers to offer family-leave options and flexible schedules to both men and women

Activity: Speedy Town

Speedy Town is a place where residents drive very badly which results in a lot of accidents, injury, and expense.

- Why do we think that members of Speedy Town are such bad drivers?
- What are the community conditions and norms that enable dangerous driving?
- What changes would your team recommend to make Speedy Town a safer place for pedestrians and drivers? Please add your top 2-3 changes to the Jamboard.

Helpful tool

We encourage you to think about where your strategies for Speedy Town falls along the SEM. It is important to have multi-layered strategies that engage multiple levels of the SEM.

- What is the larger change you would like to see in society (mainstream media, laws)?
- What change can be made in your community that would help make the societal shift recognized?
- What are changes will be needed in your personal relationships for the community and societal change to happen?
- What personal changes in your attitude and perspective can be demonstrated to help support the relationship, community, and societal changes?

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Q&A

- How does primary prevention complement and connects with intervention services?
- We talked a little bit about this when we discussed the SEM, but can you describe a bit more what "community-level" strategy means and why this feels like a challenge sometimes?
- What are some examples of community-level strategies?
- What does the CDC mean when it uses terms like "layered approaches"?

Closing

Prevention Connection Zoom: June 1, 2021 from 2:00 - 3:30 pm. You can register here: https://us02web.zoom.us/meeting/register/tZMrdeGhpj0uHNXvUvhASDVPUGoGXi57bAhe

Violence Prevention in Action ECHO: July 14, 2021 from 10:30 am - 12:00 pm. You can register here: https://echo.zoom.us/meeting/register/tJwocuGuqjgoGtIZWn6X4uF9ERmau-oCW3Qc

Quarterly Prevention Meeting: August 27, 2021 from 11:00 am - 12:30 pm. Registration and more information will come later.

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If you'd like to receive email updates about prevention from the Action Alliance, VDSS, and VDH, sign up for our prevention list here: bit.ly/VAprevlist

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Looking for a way to support prevention, you can contact Senators Kaine (Contact Tim | Services | U.S. Senator Tim Kaine of Virginia (senate.gov) and Warner (Contact Page - Mark R. Warner (senate.gov) and ask for them to pass VAWA reauthorization