



A. Are You Ready to Do This?

INTRODUCTION

This toolkit provides essential information for you, as a sexual violence trainer or prevention educator working with school-aged children and youth. Presenting information on sexual violence requires more than just being knowledgeable on the subject content. You need to be prepared to respond to the full range of reactions to doing training and prevention work, such as enthusiastic and critical responses to your presentations, complex discussions on the issues (victimization and perpetration) and disclosures of victimization (addressing what to do, where to go and how to help). Doing sexual violence training and prevention work in K-12 schools requires you to have *multiple layers of knowledge* about sexual violence and sexual violence prevention programming, both in general and as they specifically relate to students in the schools you serve.

You are encouraged to review the toolkit in its entirety to build your knowledge base. You are also encouraged to think about how you can best utilize this toolkit to maximize the positive impact of your training and prevention efforts with students, parents/caregivers and school staff.

This self-assessment tool is designed to help you identify your strengths as well as the areas in which you need to build your knowledge base, as you prepare to present effective sexual violence trainings and prevention programs for school-aged children and youth. *This self-assessment tool is solely for your individual use.* It is meant to help you:

- Assess your readiness to do sexual violence training and prevention work with school-aged children and youth and those who serve them;
- Identify any related gaps in knowledge you may have; and
- Indicate the sections of the toolkit that provide information to fill those gaps.

If the assessment tool helps you identify specific areas where you require additional knowledge, you can focus on the sections of the toolkit that address those areas.

You are also encouraged to seek guidance and information as needed from your supervisor and others doing this and similar work in your school and in the local community (such as the local rape crisis centers). The West Virginia Foundation for Rape Information Services (WVFRIS) can also be a source of guidance and information.



It is likely that even those of you who are experienced in this work will identify areas in which you could expand your knowledge. Those of you with less experience may find that you need to build your knowledge on the majority of toolkit topics. The purpose of the toolkit is not to overwhelm you but provide a reference tool for you to learn what you need to know to effectively do sexual violence training and prevention education. Acquiring new knowledge and putting it into practice is a process—you are not expected to “know” the information all at once. Instead, work through toolkit sections at your own pace, building your knowledge base and considering how new information fits into your programming efforts.

SELF-ASSESSMENT TOOL: READINESS FOR PRESENTING SEXUAL VIOLENCE TRAINING AND PREVENTION PROGRAMS IN K-12 SCHOOL SETTINGS

This self-assessment tool is designed to help you evaluate the depth of your knowledge and your comfort level with different issues as you prepare to present sexual violence training and prevention programs for school-aged children and youth and those who serve them. It is important that you answer each item honestly. Additional instructions on how to use this tool are provided at the end.

Consider your current level of knowledge, skill and readiness for each item, and then rate each statement according to the following scale. (Circle one for each.)

1-----2-----3-----4-----5
 This statement is not true. This statement is true.
 I have very little knowledge on this topic. I have a great deal of knowledge on this topic.

Sexual Violence Knowledge	
1. I can describe different forms of sexual violence. (See B1. Sexual Violence and Related Crimes)	1 2 3 4 5
2. I can explain how gender bias and victim blaming reinforce society's tolerance for sexual violence. (See B2. Background: Gender Bias, Victim Blaming and Sex Offenders)	1 2 3 4 5
3. I can provide current information on the prevalence of sexual assault in the general population. (See B1. Sexual Violence and Related Crimes)	1 2 3 4 5
4. I can provide information on the prevalence of sexual violence against school-aged children and youth. (See D2. Data on Sexual Violence Against Children and Youth)	1 2 3 4 5
5. I can provide information on the risk factors for sexual victimization among school-aged children and youth. (See D3. Risk and Protective Factors for Sexual Violence)	1 2 3 4 5
6. I can provide information on the risk factors for perpetration of sexual violence in the general population. (See C4. Socio-Ecological Model's Application to Sexual Violence Prevention & D3. Risk and Protective Factors for Sexual Violence)	1 2 3 4 5
7. I can cite state laws related to sexual violence against school-aged children and youth. (See B1. Sexual Violence and Related Crimes & D10. Dealing with Disclosures of Sexual Victimization of Children and Youth)	1 2 3 4 5
8. I can describe reporting requirements and options for children and youth who have experienced different forms of sexual violence. (See B3. Responding to Disclosures of Sexual Violence & D10. Dealing with Disclosures of Sexual Victimization of Children and Youth)	1 2 3 4 5
9. I know whether I am a mandated reporter of sexual violence against children and youth. (See B3. Responding to Disclosures of Sexual Violence & D10. Dealing with Disclosures of Sexual Victimization of Children and Youth)	1 2 3 4 5
10. I can provide detailed information on school policies and procedures regarding sexual violence and reporting. (See school policies/procedures)	1 2 3 4 5
11. I can describe civil legal options available to victims of sexual violence. (See B1. Sexual Violence and Related Crimes)	1 2 3 4 5
12. I can discuss reasons why school-aged children and youth may be reluctant to disclose and/or report sexual violence. (See B1. Sexual Violence and Related Crimes & D10. Dealing with Disclosures of Sexual Victimization of Children and Youth)	1 2 3 4 5
13. I can describe the potential impact of sexual violence on victims. (See B3. Responding to Disclosures of Sexual Violence & D2. Data on Sexual Violence Against Children and Youth)	1 2 3 4 5
14. I could provide crisis intervention and support if someone disclosed sexual victimization during or after one of my presentations. (See B3. Responding to Disclosures of Sexual Violence & D10. Dealing with Disclosures of Sexual Victimization of Children and Youth)	1 2 3 4 5
15. I can explain the purpose and benefits of a forensic medical examination. (See B3. Responding to Disclosures of Sexual Violence)	1 2 3 4 5
16. I am knowledgeable about the specific resources available at my school and in my community for child and youth victims of sexual violence. (See B3. Responding to Disclosures of Sexual Violence & D11. Victim Resources)	1 2 3 4 5

1-----2-----3-----4-----5

This statement is not true.
I have very little knowledge on this topic.

This statement is true.
I have a lot of knowledge on this topic.

17. I am knowledgeable about victimization issues and responses specific to:	
17a. Students with disabilities. (See B3. <i>Responding to Disclosures of Sexual Violence</i>)	1 2 3 4 5
17b. Students experiencing sexual harassment. (See B1. <i>Sexual Violence and Related Crimes & D2. Data on Sexual Violence Against Children and Youth</i>)	1 2 3 4 5
17c. Students experiencing bullying and/or electronic aggression. (See B1. <i>Sexual Violence and Related Crimes & D4. Bullying and Electronic Aggression</i>)	1 2 3 4 5
17d. Students experiencing dating violence/abuse. (See B1. <i>Sexual Violence and Related Crimes & D5. Teen Dating Abuse</i>)	1 2 3 4 5

Sexual Violence Training and Prevention Programming	
18. I can explain the differences among primary, secondary and tertiary prevention programs. (See C2. <i>Continuum for the Prevention of Sexual Violence & C3. Impact of Primary Prevention on Sexual Violence</i>)	1 2 3 4 5
19. I can explain how a primary prevention approach can be used to counteract the root causes of sexual violence. (C3. <i>Impact of Primary Prevention on Sexual Violence & C4. Socio-Ecological Model's Application to Sexual Violence Prevention</i> , as well as the <i>User's Guide</i>)	1 2 3 4 5
20. I can identify key issues I should be aware of as I prepare to present sexual violence training and prevention programs. (See B4. <i>Preparing to Present Sexual Violence Training and Prevention Programs</i>)	1 2 3 4 5
21. I can identify key issues specific to <i>school-aged children and youth</i> that I should be aware of as I prepare to develop and implement training and prevention programming. (See B4. <i>Preparing to Present Sexual Violence Training and Prevention Programs & D6. Features of Successful Sexual Violence Training and Prevention Programs</i>)	
21a. I can describe features of successful <i>K-12 school</i> sexual violence training and prevention programming. (D6. <i>Features of Successful Sexual Violence Training and Prevention Programs</i>)	1 2 3 4 5
21b. I can comfortably discuss sex and sexual violence in front of a group of students or adults. (See B4. <i>Preparing to Present Sexual Violence Training and Prevention Programs & D7. Talking About Tough Topics</i>)	1 2 3 4 5
21c. I can identify barriers to sexual violence training and prevention for <i>K-12 schools</i> . (See D8. <i>Barriers to Success for School Sexual Violence Training and Prevention Programs</i>)	1 2 3 4 5
21d. I can describe how promoting students' sense of connectedness to their schools can be a tool for sexual violence intervention and prevention. (See D9. <i>Promoting Students' Connectedness to School</i>)	1 2 3 4 5
22. I can describe ways to create training and prevention programming that is culturally competent. (See B4. <i>Preparing to Present Sexual Violence Training and Prevention Programs</i>)	1 2 3 4 5
23. I can communicate how the development of healthy sexuality reduces the risk of violent and abusive behavior. (See B4. <i>Preparing to Present Sexual Violence Training and Prevention Programs & D6. Talking About Tough Topics</i>)	1 2 3 4 5
24. I can evaluate the effectiveness of sexual violence training and prevention programs. (See B5. <i>Program Evaluation</i>)	1 2 3 4 5
25. I can identify resources that could be useful in planning and implementing sexual violence training and prevention programs <i>at my school</i> . (See D6. <i>Features of Successful Sexual Violence Training and Prevention Programs & E. Resources</i>)	1 2 3 4 5
26. I can identify policies and procedures that could be adapted for <i>use by my school</i> to help respond to and prevent sexual violence. (See F. <i>Sample Procedures</i>)	1 2 3 4 5

If you answered 1, 2 or 3 for any of the above statements, you are encouraged to review the specific sections of the toolkit indicated in parenthesis at the end of each item.

Contact the West Virginia Foundation for Rape Information and Services (www.fris.org) if you would like more assistance with general issues related to presenting sexual violence training and prevention education programs.