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Forward and Acknowledgements

FORWARD

This toolkit is one of three training and prevention resource toolkits created by a unique collaborative of intervention and prevention partners. The target groups for the three toolkits are persons with disabilities, students on college campuses, and school-aged children and youth and the agencies/staff serving them. These groups were initially identified in the West Virginia Sexual Violence Prevention Plan 2010-2020 after an in-depth assessment of those in the state who are most vulnerable to sexual victimization. Additionally, the training needs of the service providers positioned to provide effective training and prevention programs were identified in the plan.

Initial plans were for the toolkits to be solely compilations of prevention resources. However, the Key Players in Sexual Violence Prevention committee recognized the critical training needs of service providers for the targeted populations. They subsequently took on the added challenge of partnering with staff from the West Virginia Foundation for Rape Information and Services and allied professionals to develop and incorporate basic information on sexual violence and victimization that trainers and prevention program educators should know (*Section B*), as well as information on issues specific to the particular target populations (*Section D*). Three work groups were formed to create *Section D* for their respective toolkits,

research and review numerous training and prevention resources (*Section E)*, and review and adapt sample policies and procedures (*Section F)* to both address and prevent sexual violence with their target populations. Each work group identified criteria for selecting the resources to be included in their toolkit. As work on the toolkits progressed, *Sections A* and *C* were added. This collaborative "birthing" process took the committee and its work groups 2 ½ years, with the toolkits finalized during the summer of 2012.

It is the hope of those who worked on this project that the users of this toolkit will review and utilize all toolkit sections in order to provide more effective and comprehensive training and prevention programs.

ACKNOWLEDGEMENTS

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Creating three toolkits was a major undertaking and involved the expertise and assistance of numerous individuals. The West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Foundation for Rape Information and Services (WVFRIS) recognize and appreciate the individuals listed below for their contributions.

Project Partners

The development of the three toolkits was a responsibility of the:

WVDHHR, *Michelle O'Bryan*, Program Director, WV Violence and Injury Prevention Program; *Anne Silbernagel*, Violence Against Women Coordinator

WVFRIS, *Nancy Hoffman*, State Coordinator

Project Coordination

Nancy Hoffman served as Project Coordinator.

Kristin Littel served as Project Consultant.

West Virginia Key Players in Sexual Violence Prevention

This committee, in collaboration with the West Virginia Foundation for Rape Information and Services, provided direction to the three toolkit work groups and reviewed all materials. Additionally, each committee member served on a least one work group. Committee members are denoted below with an asterisk (*).

TOOLKIT WORK GROUPS

Members of the three work groups finalized the narrative sections and reviewed the resources and policies that were included in their toolkits. Their commitment and dedication to creating useful and user-friendly

resources is both commended and appreciated.

Toolkit Coordinators and Authors

Coordinators for each toolkit are denoted below with a (✪). Primary authors of the toolkits are denoted with a (⚜). Contributing authors are denoted with a (+).

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User's Guide

OVERVIEW

As the field of sexual violence training and prevention education has evolved, particularly during the last 15 years, it has become clear that those doing this work must have specialized knowledge to be effective. Thus, a key reason that the *West Virginia Sexual Violence Training and Prevention Resource Toolkit for Working with School-Aged Children and Youth* was developed to enhance and standardize the core knowledge of individuals like you who are providing this education in West Virginia. The knowledge base offered in the toolkit provides a solid foundation for trainers and prevention educators to engage in the work of effective sexual violence training and prevention programming.

This toolkit is a repository of basic information, comprehensive yet concise, for you and others working with school-aged children and youth. It speaks to the multi-faceted nature of this work. In addition to developing and presenting educational sessions, initiating dialogue, coordinating trainings and otherwise engaging and mobilizing your schools on this topic, you must be able to respond to students who disclose victimization and connect them to resources. You also need to actively encourage administrative leadership to embrace comprehensive practices that support the awareness and prevention of sexual violence in their schools.

The toolkit was designed to help prepare you for your role of educating students, their parents and caregivers, and school staff about sexual violence and its prevention. In West Virginia's K-12 schools, persons responsible for designing and implementing sexual violence training and prevention programs typically have other fulltime responsibilities and, in most instances, have little or no background in the field of sexual violence. The toolkit's focus is to fill this gap, thereby increasing the likelihood that you and other trainers and prevention educators will be successful in carrying out your tasks.

You can initially use this toolkit to facilitate your orientation to this complex, challenging and rewarding work. As a training aid, the toolkit addresses the multi-faceted capacity-building needs of trainers and prevention educators. Reviewing the toolkit can assist you in:

- Understanding the extent of this problem and the need for training and prevention education;
- Thinking comprehensively about what the response to and prevention of sexual violence against school-aged children and youth entails;
- Increasing your knowledge of key points you need to know prior presenting trainings and prevention programs;
- Building your comfort and competency in facilitating dialogue on this topic;
- Responding appropriately when individuals disclose victimization; and
- "Doing no harm" in your programming efforts (e.g., by learning how to respond appropriately to disclosures of victimization).

You can also use the toolkit when planning training and prevention education strategies (see below for more on how the

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toolkit can be used in this regard). Lastly, the toolkit is a reference source for you to help address issues and challenges that arise in the course of your presentations.

F.Y.I. Acquiring new knowledge and putting it into practice is a process. *Keep in mind that you are not expected to "know" the information in the toolkit all at once.* Instead, you can work through toolkit sections at your own pace, building your knowledge base as you go and considering how new information fits into your programming efforts.

Note that you will see this "FYI" at the beginning of most toolkit sections, to encourage you <u>not</u> to get overwhelmed by the intensive amount of information presented.

ORGANIZATION

The toolkit is organized into six sections as summarized below. See the toolkit's *Table of Contents* for specific topics covered in each section.

A. Are You Ready to Do This? This section offers a self-assessment tool to help you (1) assess your readiness for presenting sexual violence training and prevention programs, (2) identify your strengths and areas for improvement, and (3) identify sections of the toolkit that can help you build upon your strengths and address your informational needs. This short survey can be completed in just a few minutes.

B. What You Need to Know. This section provides an introduction to the key issues that toolkit creators identified as critical for any sexual violence trainer or prevention educator to know. It includes general information on (1) sexual violence, (2) how to respond when someone has been victimized, and (3) preparing to present and evaluate trainings and prevention programs.

C. Primary Prevention of Sexual Violence. This section offers basic information on the public health concept of primary prevention and its relevance to the elimination of sexual violence. It challenges you to look beyond the "one-time presentation" and suggests ways to implement a comprehensive approach. It includes an opportunity for you to test your knowledge on this topic.

D. Getting Started. This section explores sexual violence issues specific to the target population of this toolkit: school-aged children and youth.

E. Resources. This section provides resources that were reviewed and selected by the toolkit work group as promoting promising practices for sexual violence trainings and prevention programs or as useful supplements for working with school-aged children and youth.

F. Sample Procedures. This section offers sample procedures related to issues that can impact sexual violence prevention and intervention for school-aged children and youth. You are encouraged to review these samples carefully and make adaptations as appropriate to your program's mission, services and target audiences.

F.Y.I. Be sure to periodically check www.fris.org for toolkit.

F.Y.I. Explanations of terms can be found throughout the various sections of the toolkit. Two important initial explanations are:

■ Although both males and females are victims of sexual violence, most reported and unreported cases involve female victims (Rennison, 2002; Tjaden & Thoennes, 1998, 2006) and male offenders (Greenfeld, 1997). Thus, victims are often referred to in this toolkit as females and offenders as males. This use of terms is

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not intended to minimize the fact that male sexual victimization and same gender sexual violence do occur.

- The terms "sexual violence" and "sexual assault" are generally used in this toolkit to encompass sexual assault, sexual abuse and other forms of sexual violence, unless otherwise specified.

Schools are strongly encouraged to partner with their local rape crisis centers in preparing and implementing training and prevention programs. Not only are center staff trained specifically to provide these programs and will do so at no cost, they also have many of the resources identified in the toolkit.

IDEAS FOR PROGRAMMING

This toolkit can help you develop the various components of your program. For example, it can aid you in:

- Identifying key education issues for students, parents/caregivers and staff;
- Ensuring that your prevention approach is mainly based on a public health model of primary prevention;
- Identifying considerations for working with different groups of students;
- Thinking about how to engage school and local allies to help implement activities;
- Considering which resources and policies might be useful to your efforts;
- Thinking about ways to keep programming fresh and interesting (e.g., by using several resources at a time and rotating their use from year to year);
- Recognizing that you can be the catalyst for systemic change when you advocate for effective policies with school administration;
- Developing an overall strategy of diverse and ongoing training or prevention activities, to reach the widest audience

possible and have the greatest positive impact;
- Strategizing how to tie the different components of programming together (e.g., seek to have a policy mandating training for school staff and then utilize the toolkit's materials to develop that training);
- Developing the details of programming;
- Preparing to be an effective presenter;
- Creating materials for public awareness and publicity; and
- Deciding how to assess the impact of your programming efforts and how to use the results to improve your programs.

The toolkit can help you in developing the content of your educational sessions and workshops, and can provide handouts and presenter talking points. These sessions should target a variety of constituents—students as well as their parents/caregivers and school staff. Some options:

Train-the-trainer sessions: You can coordinate training for staff and student peer educators (as appropriate to the grade level) for those who are involved in sexual violence training and prevention programming at your school. Agendas for such training programs could start out with a self-assessment, provide a general introduction to sexual violence intervention and prevention and presenting programs, offer an overview of primary prevention, and then move into issues specific to K-12 schools. Information about resources, policies and procedures relevant to your school can be reviewed and discussed. Almost any of the issues discussed in the toolkit could also be a topic for a weekly meeting discussion, a staff professional development meeting or an educator's supervision meeting.

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Educational sessions or workshops: You can coordinate and present presentations for any number of groups, such as:

- Male students only;
- Female students only;
- A mixed gender audience;
- New students;
- Students leaders;
- Student athletes;
- Students participating in clubs and organizations;
- Students in particular courses (health, social studies, etc.);
- Students participating in special services programs;
- Administrators;
- Teachers at all levels;
- Health and guidance staff;
- Special education staff; and
- Parents and caregivers.

Depending upon your target audience and the scope of your responsibilities, consider what type of programming would be most beneficial to present across schools in a district or to specific schools.

It is important that participants in training and educational sessions have the opportunity to translate information they receive into practice, through interactive activities that promote skill-building (e.g., role play). See Section *E. Resources* of the toolkit for potential resources.

There are other ways beyond training and educational presentations to get prevention and intervention messages out to schools, to encourage dialogue on the issue, and to engage personal involvement in responding to and preventing sexual violence. The toolkit provides information that can assist you in:

- Creating written materials to support programming messages;
- Crafting public service announcements;
- Preparing articles for school publications;
- Writing proposals to school administration, requesting adoption of certain policies to respond to and prevent sexual violence;
- Preparing for events designed to address and prevent sexual assault at strategic times and places during the year (during Sexual Assault Awareness Month, prior to school breaks, around school-sponsored activities and athletic events, etc.)
- Preparing a variety of activities to expand the impact of your efforts (coordinating information tables at back-to-school nights, incorporating violence prevention into the school character building activities, etc.); and
- Publicizing relevant milestones (e.g., your program is a year old), media campaigns, partnerships, products (e.g., pins, notebooks and pens), etc.

The toolkit also provides information to help you evaluate your program and consider how to use evaluation results to improve your efforts.

These are just some ideas for programming. Use your own creativity, input from your constituents (students, parents/caregivers and school staff) and your knowledge of your specific school to figure out the best ways to incorporate toolkit material into your programming effort.

REPRODUCTION OF MATERIALS

The non-commercial use and adaptation of this toolkit to increase knowledge about sexual violence prevention programming and/or to use as a supplement or guide to training or professional development is permitted.

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Toolkit Credits

Please credit any material used from this toolkit to the **West Virginia Key Players in Sexual Violence Prevention, a partnership of the West Virginia Foundation for Rape Information and Services and the West Virginia Department of Health and Human Resources (2012).**

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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 <u>and</u> 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.

F.Y.I. 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.

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A1

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.
I have very little knowledge on this topic.

This statement is true.
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

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A2

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 lot of knowledge on this topic.

17. I am knowledgeable about victimization issues and responses specific to:	
17a. Students with disabilities. (See *B3. Responding to Disclosures of Sexual Violence*)	1 2 3 4 5
17b. Students experiencing sexual harassment. (See *B1. Sexual Violence and Related Crimes* & *D2. Data on Sexual Violence Against Children and Youth*)	1 2 3 4 5
17c. Students experiencing bullying and/or electronic aggression. (See *B1. Sexual Violence and Related Crimes* & *D4. Bullying and Electronic Aggression*)	1 2 3 4 5
17d. Students experiencing dating violence/abuse. (See *B1. Sexual Violence and Related Crimes* & *D5. Teen Dating Abuse*)	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. Continuum for the Prevention of Sexual Violence* & *C3. Impact of Primary Prevention on Sexual Violence*)	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. Impact of Primary Prevention on Sexual Violence* & *C4. Socio-Ecological Model's Application to Sexual Violence Prevention*, as well as the *User's Guide*)	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. Preparing to Present Sexual Violence Training and Prevention Programs*)	1 2 3 4 5
21. I can identify key issues specific to *school-aged children and youth* that I should be aware of as I prepare to develop and implement training and prevention programming. (See *B4. Preparing to Present Sexual Violence Training and Prevention Programs* & *D6. Features of Successful Sexual Violence Training and Prevention Programs*)	
21a. I can describe features of successful *K-12 school* sexual violence training and prevention programming. (*D6. Features of Successful Sexual Violence Training and Prevention Programs*)	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. Preparing to Present Sexual Violence Training and Prevention Programs* & *D7. Talking About Tough Topics*)	1 2 3 4 5
21c. I can identify barriers to sexual violence training and prevention for *K-12 schools*. (See *D8. Barriers to Success for School Sexual Violence Training and Prevention Programs*)	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. Promoting Students' Connectedness to School*)	1 2 3 4 5
22. I can describe ways to create training and prevention programming that is culturally competent. (See *B4. Preparing to Present Sexual Violence Training and Prevention Programs*)	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. Preparing to Present Sexual Violence Training and Prevention Programs* & *D6. Talking About Tough Topics*)	1 2 3 4 5
24. I can evaluate the effectiveness of sexual violence training and prevention programs. (See *B5. Program Evaluation*)	1 2 3 4 5
25. I can identify resources that could be useful in planning and implementing sexual violence training and prevention programs *at my school*. (See *D6. Features of Successful Sexual Violence Training and Prevention Programs* & *E. Resources*)	1 2 3 4 5
26. I can identify policies and procedures that could be adapted for *use by my school* to help respond to and prevent sexual violence. (See *F. Sample Procedures*)	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.

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A3

B. What You Need to Know

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West Virginia Sexual Violence Training and Prevention Resource Toolkit for Working with School-Aged Children and Youth

B1

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B2

INTRODUCTION

Presenting prevention programs and trainings on sexual violence involves more than making a presentation. For example, with most other prevention topics, just sharing the message and the consequences of not heeding the warning are enough for effective programs. Simple, powerful messages alone such as "don't drink and drive;" "wear seatbelts;" and "smoking can cause cancer" have changed behaviors and saved lives.

Sexual violence training and prevention work is different. Sexual violence involves the most intimate of personal violations and is the most underreported violent crime. In doing sexual violence presentations, the presenter must have sufficient knowledge to address not only the prevention or training content, but also be able to provide crisis intervention and support to those in the audience who disclose sexual victimization. Rape crisis center staff report that disclosures of victimization occur at many of the awareness/prevention programs they present.

The following is a brief overview of the key issues that the creators of this toolkit believe are critical for anyone presenting sexual violence trainings and prevention programs. It is divided into the following main sections:

- Sexual violence and related crimes (*B1*);
- Background information (*B2*);
- Responding to victim disclosures (*B3*);
- Preparing to present sexual violence training and prevention programs (*B4*); and
- Program evaluation (*B5*).

You are encouraged to learn more about these issues through the West Virginia Foundation for Rape Information and Services (WVFRIS) at www.fris.org and by partnering with your local rape crisis centers

when coordinating prevention programs, trainings and activities.

F.Y.I. Note that many of the topics covered in this section of the toolkit were adapted from the following sources:

- *WV S.A.F.E. Training and Collaboration Toolkit—Serving Sexual Violence Victims with Disabilities*, available through www.fris.org;
- Training modules of WVFRIS and West Virginia's rape crisis centers; and
- Information provided through WVFRIS web pages at www.fris.org.

F.Y.I. Remember that acquiring new knowledge and putting it into practice is a process. *You are not expected to "know" the information in the toolkit all at once*. Instead, you can work through toolkit sections at your own pace, building your knowledge base as you go and considering how new information fits into your programming efforts.

After a sexual assault, victims should be encouraged to go to a local hospital emergency department for medical care and evidence collection. Forensic evidence can be collected in West Virginia within 96 hours of an assault, whether or not a report is made to law enforcement. However, if abuse or neglect of a child or an incapacitated adult is suspected, it must be reported to the state Department of Health and Human Resources at 800-352-6513. (Also see *B3. Responding to Disclosures of Sexual Violence* in this toolkit.)

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B3

B1. Sexual Violence and Related Crimes

Sexual violence is broadly defined by the World Health Organization (Krug et al., 2002) as any sexual act or attempt to obtain a sexual act (as well as unwanted sexual comments or advances or acts to traffic) directed against a person's sexuality using coercion. For the toolkit's purpose, this overview of sexual violence is focused on those acts which are considered crimes in West Virginia. Examples of crimes of sexual assault and abuse include:

- Rape—sexual intercourse against a person's will;
- Forcible sodomy—anal or oral sex against a person's will;
- Forcible object penetration—penetrating someone's vagina or anus, or causing that person to penetrate her/himself, against that person's will;
- Unwanted sexual touching;
- Sexual contact with a person who lacks the capacity to give consent;
- Incest (sexual contact between family members); and
- Any other nonconsensual sexual contact.

The related issues of sexual harassment, stalking, sexual violence in dating relationships, and harassment/sexual solicitation involving use of the computer/Internet are also discussed in this overview.

Sexual Violence Laws

You should be aware that sexual assault and sexual abuse are the two major classifications of sex offenses in West Virginia (*WVC§61-8B*).

Sexual abuse occurs when a person subjects another to sexual contact without her/his consent, and that lack of consent is due to physical force, threat or intimidation. *The three levels of sexual abuse in West Virginia are:*

- **1st Degree**: Sexual contact without the victim's consent due to forcible compulsion, the victim is physically helpless, or the victim is younger than age 12 and the perpetrator is age 14 or older.
- **2nd Degree**: Sexual contact with someone who is mentally defective or mentally incapacitated.
- **3rd Degree**: Sexual contact with a victim under age 16 without her/his consent.

Sexual assault is sexual intercourse or sexual intrusion without consent. *West Virginia's three levels of sexual assault include:*

- **1st Degree**: The perpetrator inflicts serious bodily injury, uses a deadly weapon, or the perpetrator is over age 14 and the victim is younger than 12 years old and is not married to that person.
- **2nd Degree**: Sexual intercourse or intrusion without consent and lack of consent is due to forcible compulsion or physical helplessness.
- **3rd Degree**: Sexual intercourse or intrusion with someone who is mentally defective or mentally incapacitated, or when someone age 16 or older assaults someone less than 16 who is at least 4 years younger than the perpetrator and not married to him/her.

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B4

Explanation of Terms: WV Sexual Abuse and Sexual Assault Laws
(see www.legis.state.wv.us)

Forcible compulsion: (a) physical force that overcomes such earnest resistance as might reasonably be expected, under the circumstances; (b) threat or intimidation, expressed or implied, placing a person in fear of immediate death or bodily injury to him/herself or another person or in fear that he/she or another person will be kidnapped; or (c) fear by a person under 16 years of age caused by intimidation, expressed or implied, by another person who is at least four (4) years older than the victim. For the purpose of this definition, "**resistance**" includes physical resistance or any clear communication of the victim's lack of consent.

Married: for the purpose of this article, in addition to its legal meaning, includes persons living together as husband and wife regardless of the legal status of their relationship.

Mentally defective: a person suffers from a mental disease or defect which renders that person incapable of appraising the nature of his/her conduct.

Mentally incapacitated: a person is rendered temporarily incapable of appraising or controlling his/her conduct, as a result of the influence of a controlled or intoxicating substance administered to that person without his/her consent or a result of any other act committed upon that person without his/her consent.

Physically helpless: a person is unconscious or for any reason is physically unable to communicate unwillingness to an act.

Sexual contact: intentional touching, either directly or through clothing, of the anus/any part of the sex organs of another person, or the breast of a female or intentional touching of any part of another person's body by the actor's sex organs, where the victim is not married to the actor and the touching is done to gratify the sexual desire of either party.

Sexual intercourse: any act between persons involving penetration, however slight, of the female sex organ by the male sex organ or involving contact between the sex organs of one person and the mouth or anus of another person.

Sexual intrusion: any act between persons involving penetration, however slight, of the female sex organ or of the anus of any person by an object for the purpose of degrading or humiliating the person so penetrated or for gratifying the sexual desire of either party.

Bodily injury: substantial physical pain, illness or any impairment of physical condition.

Serious bodily injury: bodily injury which creates a substantial risk of death, which causes serious or prolonged disfigurement, prolonged impairment of health, or prolonged loss or impairment of the function of any bodily organ.

Deadly weapon: any instrument, device or thing capable of inflicting death or serious bodily injury and designed or adapted for use as a weapon or possessed, carried or used as a weapon.

Note that while some of these terms are not the most sensitive choice of language, they currently define the law and influence charging decisions. Prevention educators and trainers are urged to avoid use of legal terms such as "mentally defective" in their presentations as their use could increase a victim's reluctance to seek assistance with safety, healing and justice.

The *West Virginia Code* also describes additional sex offenses:

- Use of minors in filming sexually explicit conduct (*WVC§61-8C-2*);
- Distribution and exhibiting of material depicting minors engaging in sexually explicit conduct (*WVC§61-8C-3*);
- Sexual abuse by a parent, guardian, custodian or person in a position of trust to a child; a parent, guardian, custodian or person in a position of trust to a child allowing sexual abuse to be inflicted on that child; and displaying of a child's sex organs by a parent, guardian or custodian (*WVC§61-8D-5*);
- Sending, distributing, exhibiting, possessing, displaying or transporting of material by a parent, guardian or custodian depicting a child engaged in sexually explicit conduct (*WVC§61-8D-6*); and
- Incest—engaging in sexual intercourse or sexual intrusion with one's father, mother,

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brother, sister, daughter, son, grandfather, grandmother, grandson, granddaughter, nephew, niece, uncle or aunt (*WVC§61-8-12*).

See *Child Sexual Abuse* below for more discussion of sex crimes involving minors.

 Here are some basic sexual assault statistics that may be useful as talking points for your presentations.

■ About one in six women and one in 21 men in West Virginia indicated they were victims of an attempted or completed rape, according to the 2008 *West Virginia Behavioral Risk Factor Surveillance System Survey* (West Virginia Bureau for Public Health).

■ According to the 2004 U.S. Department of Justice's *National Crime Victimization Survey*, 15 percent of sexual assault and rape victims were under age 12, 29 percent were age 12 to 17, 44 percent were under age 18, and 80 percent were under age 30. Ages 12 to 34 were the highest risk years; in particular, girls ages 16 to 19 were four times more likely than the general population to be victims of rape, attempted rape or sexual assault (RAINN, 2009).

■ According to the West Virginia State Police 2010 Incident-Based Reporting System, 86.1 percent of sexual assault victims knew their offenders: 48.1 percent of sexual assaults were committed by an acquaintance, 7.4 percent by an intimate partner, 30.6 percent by other family members, and 4.5 percent by a stranger. In 9.4 percent of these cases, the relationship between victim and offender was unknown.

■ National studies indicate that only 14 percent to 39 percent of all sexual assaults are ever reported (Kilpatrick, 2000).

Note that studies from which the data is extrapolated may define sexual violence differently and examine only certain forms, such as rape or sexual assault.

Also note that the statistics about prevalence and incidence only tell part of the story. The impact of sexual victimization on individuals' lives can be profound, potentially leading to serious short- and long-term physical, mental/emotional, sexual and reproductive health problems. Victimization can also affect those close to victims—family, friends, coworkers, classmates, etc. (See *B3. Responding to Victim Disclosures*.)

CRIMINAL JUSTICE RESPONSE

With criminal offenses such as sexual abuse and sexual assault, the county prosecuting attorney makes the decision whether or not to prosecute the case and what level of offense is charged. An offense is considered either a misdemeanor or a felony. With a misdemeanor, the lesser charge is punishable by fines and/or up to one year in a county jail. A felony is a more serious charge, punishable by at least one year in a state prison. A 1st degree sexual abuse offense is a felony, whereas 2nd and 3rd degree sexual abuse are misdemeanors. All degrees of sexual assault are felonies.

There is no statute of limitations for felony sex offenses in West Virginia. There is a one-year statute of limitation for misdemeanors, so 2nd and 3rd degree sexual abuse must be charged within one year after the offense was committed (*WVC§61-11-9*).

Once a crime of sexual abuse or sexual assault is reported to law enforcement, a criminal investigation may begin. Law enforcement makes the initial determination of what charges to file against a suspect. However, at the time an indictment is sought, the prosecuting attorney makes the decision as to what charge(s) should be brought in connection with a case.

To charge a suspect with sexual abuse or sexual assault, sufficient evidence that the

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crime occurred is needed. Law enforcement seeks to help reconstruct details about the crime during an investigation. Physical evidence on victims' bodies can be collected for approximately 96 hours after the crime occurred—and potentially longer if evidence has not been destroyed by washing or showering, if the actual time of the assault is unknown, and/or if there are visible physical injuries. (See *B3. Responding to Disclosures of Sexual Violence* for information on forensic medical examinations for victims.) Evidence may also be found at the crime scene, on the suspect's body/clothes and at other locations. To support evidentiary findings, investigators seek statements from victims, suspects and witnesses.

Be aware that victims may be reluctant to report sex offenses to law enforcement. Some of the most common reasons are self-blame, fear of retaliation, fear of rejection by family/friends, and unwillingness to deal with the humiliation, loss of privacy and negativity they perceive might accompany criminal justice system involvement (Office on Violence Against Women, 2004). In order for victims to make informed decisions about reporting, it is helpful for them to:

- Receive information about what they can expect when reporting and during any subsequent investigation, the benefits of reporting, and appropriate contact information;
- Discuss their concerns; and
- Become aware of other resources and civil legal options for assistance.

Rape crisis center advocates are available to provide this information to victims, support them throughout their involvement in the legal system and help them in obtaining other assistance. Victims can contact their local rape crisis center directly or by calling 1-800-656-HOPE. (See *D8. Resources for Victims.*)

CIVIL LEGAL REMEDIES

Whether or not there are criminal charges filed, civil legal remedies may also be available to sexual assault victims. The Victims Rights Laws Center at www.victimrights.org/ is a resource to learn about various civil legal issues that can arise in these cases (e.g., related to privacy, safety, employment, education, housing, immigration and public benefits). Victims can also seek monetary compensation for damages related to a sexual assault through a civil lawsuit.

It is helpful to have a general sense of what happens in a criminal or a civil case, so you can explain the processes if needed (International Association of Forensic Nurses, 2010; Brandl et al., 2007). The following may be useful:

Under criminal law, when a person is a victim of another person's criminal act, the crime is considered to be committed against the community and not against an individual victim. Thus, prosecution represents the state rather than victims in criminal cases.

Certain restrictions are placed on prosecutors, in order to protect the rights of the accused. For example, the accused has the right to have an attorney, to not be subjected to unlawful search or seizure, to confront witnesses, and to not be forced to testify against oneself. Prosecutors are required to share any information with the defense that might prove that the accused is not guilty or less culpable of a criminal act.

Civil cases occur when private individuals or states file lawsuits against an individual, corporation or the government for harm/loss that has occurred. A civil lawsuit may list one or more torts (civil wrongs or injuries), including assault, negligence, infliction of emotional distress, false imprisonment or wrongful death. Sanctions usually include the injured party

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receiving monetary compensation. Sometimes other awards can be made, but imprisonment cannot be imposed. Note that the burden of proof in a civil case is a "preponderance of the evidence," a lower standard than required in a criminal case (in which guilt beyond a reasonable doubt is the standard).

Child Sexual Abuse

There is no one universal definition of child sexual abuse (American Psychological Association, 2011). However, "a central characteristic of any [child] abuse is the dominant position of an adult that allows him or her to force or coerce a child into sexual activity" (American Psychological Association, 2011). Each state has its own legal definition of sex offenses against children.

Generally speaking in West Virginia, **child abuse** involves a *parent, guardian or custodian of a child who knowingly or intentionally inflicts an injury upon that child*; and **sexual abuse of children** includes, but is not limited to, *sexual intercourse, sexual intrusion and sexual contact* (West Virginia Department of Health and Human Resources, Child Protective Services, 2008) (See *WVC§61-8B, 8C and 8D*). Note that not all sexual violence committed against children is child sexual abuse as described above. Teenagers, for example, can experience sexual assault perpetrated by their peers.

Examples of child sexual abuse include:

- Sexual touching and fondling of a child's sexual body parts;
- Forcing a child to touch another person's sexual body parts;
- Exposing a child to adult sexual activity or pornographic material;
- Having a child undress, pose or perform in a sexual manner;

- Taking pornographic pictures of a child;
- Voyeurism ("peeping" into private areas to watch a child);
- Exposing oneself to a child;
- Attempted or actual oral, anal or vaginal penetration;
- Sexualized talk;
- Making fun of a child's sexual development, preferences or organs;
- Masturbating in front of a child;
- Forcing overly rigid rules on dress or forcing a child to wear revealing clothes;
- Stripping to hit or spank, or getting sexual excitement out of hitting; and
- Having the child engage in sexual activity with animals.

While child sexual abuse can be isolated to a single event, many children are sexually abused in some way over a period of years.

A child who is being sexually abused may display symptoms such as:

- Sleep disturbances/nightmares;
- Excessive clinging or crying;
- Bedwetting;
- Depression and/or anxiety;
- School problems;
- Running away;
- Hostility or aggression;
- Sexually transmitted diseases;
- Change in eating habits;
- Fear/dislike of particular adults/places;
- Drug/alcohol problems;
- Withdrawal from family, friends or usual activities;
- Frequent touching of private parts;
- Sexual behavior inappropriate to the age of the child;
- Physical symptoms involving the genital, anal or mouth area; and
- Any dramatic change in behavior/development of new behaviors.

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Note, however, that the presence of such symptoms is not necessarily reflective of child sexual abuse.

Common emotional responses of children to sexual abuse include:

- *Fear* of the abuser, of getting into trouble or getting a loved one into trouble and/or of not being believed;
- *Guilt* for not being able to stop the abuse, for believing they consented to the abuse, and/or for telling/keeping the secret;
- *Shame* about the abuse and/or their body's reactions;
- *Confusion* due to their emotions (e.g., because they love the abuser);
- *Anger* at themselves and/or the abuser and others who failed to protect them;
- *Sadness* at being betrayed by someone they trusted; and
- *Isolation* because they feel alone and have trouble talking about the abuse.

To support a child when abuse has occurred (also see *B3. Responding to Disclosures of Sexual Violence*):

- Stay calm. Don't panic or overreact. Believe the child.
- Assure the child that she/he is not to blame for what happened.
- Let the child know it was brave to tell you and you are glad she/he told.
- Protect the child immediately from the suspected offender.
- Report the abuse at once to the West Virginia Department of Health and Human Resources, Child Protective Services (1-800-352-6513) or a law enforcement agency.
- Get a medical exam for the child, even if the child appears to be unhurt.
- Connect the child with a counselor.

Drug Facilitated Sexual Assault

In West Virginia, someone who is drunk or drugged cannot give consent to sex. Perpetrators may intentionally drug their victims or prey on persons who have been voluntarily drinking in order to have sexual intercourse with them. If a person has sex with someone who is in such an incapacitated condition, it is sexual assault.

Sexual assaults are often linked to the abuse of drugs, primarily alcohol, that decrease inhibitions and make the user incapacitated. In addition to alcohol, the **drugs most often used to facilitate sexual assaults** are GHB, Ecstasy, Rohypnol (a benzodiazepine), Ketamine and Soma, although other benzodiazepines and sedative hypnotics are used as well. These drugs cause unconsciousness—an effect that is quickened and intensified when the drugs are taken with alcohol. They can also cause intense sleepiness, memory loss, nausea, lack of coordination, slurred speech, loss of inhibition, confusion, seizures and death. **Victims may be unconscious during all or parts of the sexual assault and, upon regaining consciousness, may experience anterograde amnesia**—the inability to recall events that occurred while under the influence of the drug.

Victims often are reluctant to report drug facilitated sexual assault because of a sense of guilt, embarrassment or perceived responsibility because they lack specific recall of the assault. Many of the drugs used in committing sexual assaults are rapidly absorbed and metabolized by the body, thereby making them undetectable in routine urine and blood drug screenings.

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Signs that a person may have been drugged include:

- Feeling more intoxicated than usual for the amount of alcohol that was consumed;
- Waking up feeling very hung over, experiencing memory lapse and not being able to account for periods of time;
- Remembering taking a drink but not being able to recall what happened for a period of time after consuming the drink; and
- Thinking sex occurred, but not being able to remember any of the incident.

If individuals think they have been drugged and sexually assaulted, it is important to encourage them to get help immediately, go to a safe place, preserve evidence, and go to a hospital emergency department as soon as possible for a forensic medical examination.

To preserve evidence prior to the exam, they should <u>not</u> urinate, shower, bathe, douche or throw away clothes that they wore during the incident. They should also save other materials that might provide evidence (e.g., a glass that held the drink).

The first urine after the assault needs to be collected in a clean container for drug toxicology testing. Preferably the urine should be collected at the hospital. The likelihood of detecting the drugs used to commit the sexual assault lessens each time the person urinates. (Also see *B3. Responding to Disclosures of Sexual Violence.*)

Sexual Harassment

Sexual harassment includes unwelcome sexual advances, conduct of a sexual nature and requests for sexual favors. According to the Equal Opportunity Employment Commission, it must explicitly or implicitly affect a person's employment, unreasonably interfere with school or work

performance or create an intimidating, hostile or offensive school or work environment. During the 2010-11 school year, 48 percent of students in grades seven through 12 experienced some form of sexual harassment (Hill & Kearl, 2011). Nearly two-thirds of college students experience sexual harassment at some point during their college years (Hill & Silva, 2006).

Sexual harassment can be:

- **Verbal** (e.g., making sexually degrading jokes or sending unwanted sexually harassing e-mails and text messages);
- **Physical** (e.g., standing in someone's way to sexually intimidate them); or
- **Non-verbal** (e.g., displaying sexually explicit pictures or making sexual gestures).

It can include offering benefits (e.g., better grades or a work promotion) in exchange for sexual favors or making threats after sexual advances are rejected.

Sexual harassment is a violation of federal and state discrimination laws in qualifying settings. Federal laws apply to certain work sites (Title VII of the Civil Rights Act of 1964) and school settings (Title IX of the Education Amendment of 1972). West Virginia law (*WVC§5-11, Legislative Rule Title 77*) addresses certain work settings. In addition to unwanted sexual conduct, hostile or physically aggressive behavior may also constitute sexual harassment under state law if the harassment is based on gender.

To report sexual harassment, victims should follow their school/workplace complaint policy, reporting the behavior to the proper authority using the written procedures of their school/workplace.

If the harassment continues after a reasonable amount of time following a report, victims may

have the right to file a formal complaint with the West Virginia Human Rights Commission at www.wvf.state.wv.us/wvhrc/ (for qualifying schools/workplaces), the West Virginia Equal Employment Opportunity Office at www.eeo.wv.gov (for state employees), the U.S. Equal Employment Opportunity Commission at www.eeoc.gov/ (for qualifying workplaces), or the Office of Civil Rights, U.S. Department of Education at www2.ed.gov/about/offices/list/ocr/index.html (for schools receiving federal financial assistance).

Related Issues

DATING VIOLENCE

Sexual violence can occur in dating situations. **Dating violence is the act/threat of violence by one partner in a dating relationship toward the other partner**. Teens and young adults can experience the same types of abuse in relationships as adults:

- **Physical abuse**—intentional use of physical force with the intent to cause fear or injury, such as hitting, shoving, biting, strangling, kicking or using a weapon;
- **Emotional abuse**—non-physical behaviors such as threats, insults, constant monitoring, humiliation, intimidation, isolation or harassment; and
- **Sexual abuse**—action that impacts a person's ability to control her/his sexual activity or the circumstances in which it occurs, including rape, coercion or unwanted sexual contact.

Violence in dating relationships can escalate in frequency and intensity from early incidents of emotional abuse to increasingly severe physical and sexual violence. Teens often report electronic aggression—receiving threats by text messages or being stalked on social networking sites such as Facebook (see *Cybercrimes* below).

In addition to physical and emotional harm, dating violence for adolescent girls can be associated with an increased risk of substance use, unhealthy weight-control, sexually risky behaviors, pregnancy and suicidal thinking (Molidor, Tolman & Kober, 2000). Students experiencing dating violence may skip class to avoid an abuser, have difficulty concentrating, fail academically and/or drop out of school. The most serious acts are often committed during or after the breakup of the relationship, when the offender experiences a loss of control over his partner. Abuse almost always reoccurs in a relationship. It seldom just goes away.

A national survey found that approximately 12 percent of high school students reported experiencing physical violence in a dating relationship (Centers for Disease Control—CDC, 2000). Approximately one in five female high school students report being physically and/or sexually abused by a dating partner (Silverman et al., 2001). Adults who use violence with their dating partners often begin doing so during adolescence (Foshee et al., 1996). Studies suggest that the rates of dating violence among gay, lesbian, bisexual and transgender youth are comparable or even higher than those for heterosexual couples (Elze, 2002; Freedner et al., 2002).

You can educate individuals about potential warning signs of an abusive dating partner. For example, an abuser might frequently check his partner's cell phone or email without permission, constantly tell his partner what to do and put her down, be extremely possessive, jealous and insecure, be moody, have an explosive temper, be financially controlling, and try to isolate his partner from family or friends.

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STALKING *AND* HARASSMENT

Stalking or harassing behaviors might occur before or after a sexual assault. The Stalking Resource Center defines **stalking as a course of conduct directed at a specific person that would cause a reasonable person fear**. Under this definition, stalking can include a variety of behaviors, including harassment. However, **West Virginia law (*WVC §61-2-9a*) differentiates stalking from harassment**:

- To be charged with stalking in West Virginia, someone must repeatedly (two or more times) <u>follow</u> another person, knowing or having reason to know that the conduct causes the person followed to reasonably fear for his or her safety or suffer significant emotional distress.
- To be charged with harassment, someone must repeatedly (two or more times) <u>harass or make credible threats</u> against another person.

> F.Y.I. *Note that the term stalking is used henceforth in this toolkit to refer to stalking and harassment.*

There is a strong link between stalking and other forms of interpersonal violence. The Bureau of Justice Statistics' 2006 *Supplemental Victimization Survey* found that nearly three in four stalking victims knew their offenders (Baum et al., 2009). Another national survey found that 81 percent of women who were stalked by a current or former partner were also physically assaulted by that partner and 31 percent were also sexually assaulted by that partner (Tjaden & Thoennes, 1998). Yet, it is important to recognize that stalking can and does occur in the absence of a relationship.

Many behaviors may constitute stalking. For example, stalkers might repeatedly follow victims on their way to school or repeatedly wait for them outside of their schools, homes or offices. They may slash tires, vandalize property and threaten victims and their loved ones, and use weapons. Some send gifts and cards to intimidate their targets. Stalkers may approach, confront and even harm victims, perhaps in violation of a protective order. They may use technology to stalk (see *Cybercrimes* below). They may call and make threats or hang up each time their victims answer. Some monitor victims' phone calls or computer use. Some use the Internet and cell phone texting to defame the reputations of their victims. Some enlist others to assist them.

Depression, anxiety and insomnia rates are higher among stalking victims than the general population (Blauuw et al., 2002). Victims' employment could suffer because of lost time from work, frequent interruptions or disturbances by stalkers, or lost productivity due to anxiety, fear or other causes related to the stalking behavior. If victims are in school, their academic performance could be affected. Some victims feel that they have to move to end the stalking.

While stalking victims may or may not be in imminent danger, the potential always exists. Therefore, it can be useful for victims to develop a safety plan (see *B3. Responding to Disclosures of Sexual Violence*). Stalking that occurs in response to the recent ending of an intimate relationship tends to escalate and can be extremely dangerous for victims (Tjaden & Thoennes, 1998).

BULLYING

Sexual violence prevention educators are sometimes asked by schools to address bullying in their education sessions as part of the spectrum of youth violence. **Bullying typically includes the following elements** (Farrington & Ttofi, 2010; CDC, 2011):

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- Attacks or intimidation with the intention to cause fear, distress or harm that is physical (e.g., hitting or punching), verbal (e.g., name calling or teasing), and/or psychological or relational (e.g., social exclusion);
- A real or perceived imbalance of power between the bully and the victim; and
- Repeated attacks or intimidation between the same children over time.

Bullying can occur both in person and through technology (CDC, 2011). Bullying using technology is commonly termed cyberbullying or electronic aggression (see *Cybercrimes* below).

Bullying is a pervasive problem:

- About 20 percent of high school students completing a 2009 nationwide survey reported being bullied on school property in the year preceding the survey (Eaton, 2010; CDC, 2011).
- During the 2007-2008 school year, 25 percent of public schools reported that bullying among students occurred on a daily or weekly basis. More middle schools reported daily or weekly occurrences of bullying than primary and high schools (Robers, Zhang & Truman, 2010; CDC, 2011).
- In a national survey of students ages 12 through 18 (DeVoe & Murphy, 2011), about 28 percent of students reported being bullied at school during the 2008-09 school year.

F.Y.I. Children with disabilities may be at a higher risk of being bullied than other children (Rigby, 2002).

A person can be a bully, a victim or both (CDC, 2011). The U.S. Department of Health and Human Services, U.S. Department of Education and U.S. Department of Justice (n.d.) offer **warning signs for children who are being bullied and for children who bully others** (although they may also be indicative of other issues and problems).

Warning signs of a child being bullied:

- Comes home with damaged or missing clothing or other belongings;
- Reports losing items such as books, electronics, clothing, or jewelry;
- Has unexplained injuries;
- Complains frequently of feeling sick;
- Has trouble sleeping/bad dreams;
- Has changes in eating habits;
- Hurts him/herself;
- Is very hungry after school from not eating lunch;
- Runs away from home;
- Loses interest in being with friends;
- Is afraid of going to school or other activities with peers;
- Loses interest in school work or begins to do poorly in school;
- Appears sad, moody, angry, anxious or depressed upon coming home;
- Talks about suicide;
- Feels helpless;
- Often feels not good enough;
- Blames self for problems;
- Suddenly has fewer friends;
- Avoids certain places; and
- Acts differently than usual.

Warning signs of a child bullying others:

- Becomes violent with others;
- Gets into fights with others;
- Frequently is sent to the principal's office or detention;
- Has extra money or new belongings that cannot be explained;
- Is quick to blame others;
- Won't accept responsibility for actions;
- Has friends who bully others; and
- Needs to win or be best at everything.

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Children and youth who are bullied are more likely than other children to be depressed, anxious, feel lonely, have low self-esteem, feel unwell and think about suicide (Limber, 2002; Olweus, 1993). They may fear going to school, using the bathroom and riding on the school bus (National Education Association, 2003). They also may be physically injured while being bullied. For bullies, bullying behavior can escalate into violence later in adolescence and adulthood, as well as result in substance abuse and academic problems (Smokowski & Kopasz, 2005). For students who witnesses bullying, bullying creates a climate of fear and disrespect in schools and negatively impacts student learning (National Education Association, 2003).

Smokowski and Kopasz (2005) noted several factors that can increase the risk of a youth engaging in or experiencing bullying. Those more likely to engage in bullying may be impulsive, have been the recipients of harsh parenting, and have attitudes accepting of violence. Those more likely to be bullied may have friendship difficulties, poor self-esteem, and have a passive and nonassertive manner (CDC, 2011). However, the presence of these factors does not mean that a person will definitely become a bully or a victim (CDC, 2011).

There are number of **promising elements of school-based programs that prevent bullying** (Farrington & Ttofi, 2010; CDC, 2011):

- Improving student supervision;
- Using school rules and behavior management techniques to detect and address bullying;
- Providing consequences for bullying;
- Having and consistently enforcing a whole school anti-bullying policy; and
- Promoting cooperation among different professionals and between school staff and parents.

CYBERCRIMES

Cybercrimes are criminal activities facilitated through the use of technology. Technology used is not limited to computers and the Internet, but can extend to a broad range of electronic devices and media (e.g., telephones, fax machines, TTY/TTD equipment, cameras, webcams and spycams, and computer software and hardware such as global positioning systems, caller ID systems, computer monitoring software, and keystroke logging systems and software). Three forms of cybercrimes are discussed in this section because they are sometimes a component of or connected with sexual violence (preceding it or occurring in the aftermath):

- The use of the Internet to lure potential victims;
- The use of technology to bully; and
- The use of technology to stalk.

Online sexual solicitations. Sexual predators can victimize youth online using several strategies. Examples of strategies include (Wolak, Mitchell & Finkelhor, 2006):

- Requests to engage in sexual activities/talk or give personal sexual information that were unwanted or made by an adult;
- Solicitations involving offline contact with the predator or attempts/requests for offline contact;
- Unwanted exposure to sexual material; and
- Harassment.

Teenagers are particularly at risk for solicitations, as they often are unsupervised on the computer and are more likely than younger children to be involved in online discussions regarding companionship, relationships or sexual activity (National Center for Missing and Exploited Children,

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2011). Sexual predators also use the Internet to lure adult victims.

Cyberbullying is "willful and repeated harm inflicted [by bullies] through the use of computers, cell phones and other electronic devices" (Hinduja & Patchin, 2010). The term is used almost exclusively to describe behaviors of and toward children and teens. **Electronic aggression** is another term used to describe any kind of aggression perpetrated through technology, such as Internet and cell phone harassment or bullying (Hertz and David-Ferdon, 2008). The Internet creates opportunities for bullying to occur through e-mails, instant messaging, chat room exchanges, website posts, creating web pages, videos or profiles on social networking sites, taking pictures and distributing them, and uploading videos and posting them on-line for the world to see. The cell phone—via phone calling, texting, taking/distributing photos/videos, and connecting to the Internet— is another popular tool for bullies.

The Pew Internet Survey (Lenhart, 2007) found that almost one-third of teens had experienced cyberbullying. In a national survey of students ages 12 through 18 (DeVoe and Murphy, 2011), about 6 percent of students reported they were cyberbullied (either in school or outside of school) during the 2008-09 school year. Hinduja and Patchin (2010) noted that youth who experience cyberbullying may feel depressed, sad, angry and frustrated as well as be afraid or embarrassed to go to school. They also indicated that cyberbullying might be connected to low self-esteem, family problems, academic problems, school violence and delinquent behavior. In extreme cases, cyberbullying may also evoke suicidal thoughts in victims.

Cyberstalking, for this document's purposes, is the willful and repeated use of any form of electronic or technological media and/or devices by stalkers to threaten, harass or intimidate. It has been called the adult form of cyberbullying (Roe, 2011). Cyberstalkers may target adults and/or minors, both those they know as well as strangers. With their technology arsenals, stalkers can easily gather information and spy on victims, impersonate them, intercept and monitor their communications with others, and embarrass, insult, harass and exploit them. They may use technology alone or in combination with other tactics (e.g., following) to stalk their victims. As a consequence of victimization, individuals may experience sleep and eating disturbances, nightmares, hyper-vigilance, anxiety, shock and disbelief, and a feeling of helplessness and loss of personal safety (National Center for Victims of Crime, 2010; WVFRIS, n.d.).

Victims of cybercrimes may need assistance in:

- Identifying the full extent of the problem;
- Developing a plan to address their concerns;
- Dealing with the psychological trauma resulting from their victimization;
- Planning for safety; and
- Obtaining additional information and referrals for service.

Education may be needed for all parties involved to recognize the seriousness of the situation and look at ways to reduce the risk of future incidences. In the case of minor victims, parents/guardians and school systems may need to be involved.

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B2. BACKGROUND

Why does society tolerate sexual violence? Why would victims be blamed by others for being sexually violated? Why do individuals commit sex crimes and what is being done to prevent convicted sex offenders from reoffending? While these questions demand rather complex answers, this section briefly explores the role of gender biases in supporting sexual violence and the phenomena of victim-blaming. It also offers very basic information on sex offenders.

Gender Bias

Gender bias is prejudice in treatment or action toward other persons on the basis of their sex (www.legal-explanations.com). In the United States, the women's rights movement of the last century ushered in dramatic advances in the political, legal, social and economic status of females. However, bias against females can still be found in almost any arena.

For example, in mainstream media, women much more so than men are bombarded with unrealistic images of what they should look like (ultra thin, sculpted faces, smooth skin regardless of age, big breasts, etc.) and messages regarding the extreme lengths they should go to obtain and maintain that look (dieting, cosmetic surgery, etc.). In government, the vast majority of elected officials are males despite the fact that females represent more than half of the population. In politics and the press, female politicians and news correspondents are often judged on their beauty, clothing and demeanor rather than their intelligence and skills, and criticized for placing careers over family in a way that most male politicians and reporters never have to endure. In schools, girls are underrepresented in math and science related classes, leading to female

underrepresentation in these career fields. In places of worship, women are often viewed as unequal to men and denied access to participate as clergy. In employment, women may not be paid equal to men for comparable work. In criminal and civil justice systems, stereotypes and misconceptions about girls and women can undermine investigative and judicial processes.

Girls and women are more at risk for violence throughout their lives due to gender bias. This bias underlies common beliefs in our society related to sexuality and gender roles, such as:

- What it means to be male and female in mainstream culture (e.g., it is acceptable for males to be sexually aggressive, while females are expected to set and enforce limits on male sexual behavior);
- Dating relationships (e.g., if a guy spends a lot of money on his date, he may be expecting sex in return);
- Sexual harassment (e.g., it's acceptable to tell jokes that degrade women).

Specific acts of gender discrimination may be a violation of federal and state discrimination laws in qualifying settings.

You are encouraged to examine and reject stereotypes and misconceptions you may hold related to gender. This examination can help you be more comfortable and capable in your work in dispelling the many myths that exist around sexual violence.

Victim Blaming

A key reason for a victim's reluctance to report or seek help following an act of sexual violence is society's tendency to blame the victim. **Victim blaming in essence removes the responsibility for the violence from the offender and places it upon the victim.**

Sadly, it is common for a victim to experience some degree of victim blaming from her family, friends, classmates, school faculty/staff, fellow employees, criminal justice officials, health care providers, etc. Some examples of myths that people believe that support victim blaming include:

- If a woman wears revealing clothing, flirts with or walks home with the perpetrator, she is enticing him, so it can't be sexual assault.
- If a woman is out alone at night, she deserves what she gets.
- If a woman did not physically resist the perpetrator's advances or there was no "real" threat of physical harm, then it cannot be sexual assault.
- If an individual has dated/had sex previously with the perpetrator, it can't now be sexual assault.
- A woman might fabricate a sexual assault to seek attention or revenge.

Victim blaming is intricately linked to gender bias against girls and women. However, gender bias and victim blaming impact male victims as well as females. Male victims may be even less likely than female victims to seek help following a sexual assault because of the general perception that this crime only happens to females. If a male was sexually assaulted by another male, a common assumption is that it occurred because they are homosexuals or he appears feminine or weak. If a male was assaulted by a female, the public may question why he just didn't enjoy the sex instead of complaining about it.

The blame that victims receive from others often erodes their confidence and develops into self-blame, which can manifest into feelings of guilt, shame, anxiety, depression, lack of trust and isolation. **Just as damaging, victim blaming can lead to backlash and retaliation against victims**—

for example, a victim might be labeled a "slut" by peers after being sexual assaulted by a classmate or sexually harassed by a teacher or employer. If the incident is reported, a victim may be subjected to retaliation not only by the offender (e.g., stalking), but also potentially by school/work administrators (e.g., to do "damage control" to their institution's reputation) and others (e.g., she may be harassed if the offender is a popular public figure such as an athlete or elected official). In addition, the media often adds to the damage by portraying victims in a negative light (e.g., by quoting a witness as saying that the victim was wearing a revealing blouse and flirting with men).

Why do people blame the victim? Some thoughts and theories include:

- ***Men and women are socialized to believe stereotypes that support gender discrimination, including gender-based violence.*** To question these assumptions is to challenge dominant culture and risk backlash.
- ***The "just world" hypothesis focuses on the belief that the world is a fair and just place and that good things happen to good people while bad things happen to bad people.*** People want to believe that as long as they behave appropriately, nothing bad will happen to them. This belief leads to the view that victims must have done something to encourage or deserve their attacks and, therefore, are to blame. This way of thinking allows those who blame victims to feel a false sense of security because they view themselves as good. Along the same lines is the "invulnerability theory." Basically, in an effort to not have to think about their own vulnerability, people believe that victims did something to deserve their assaults. If people can avoid doing that particular action, they

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think that they will not be vulnerable. (Bullet adapted from Rape Crisis Information Pathfinder, n.d.)

- **_People often believe that sexual violence is caused by uncontrollable sexual desire_**, which leads them to conclude that the way a person looks or behaves can elicit irrepressible sexual arousal on the part of others.

- **_People often find it difficult to comprehend that a person, especially someone they know, is capable of sexual violence_**. They would rather believe that only a person who fits the traditional stereotype of a sex offender (e.g., a knife-wielding stranger who jumps out of the bushes at night) could commit such a crime than accept the unsettling fact that most incidents of sexual violence involve a victim and perpetrator who are often in the same social circle.

- **_People are not educated about the nature of sexual victimization_**. For example, they don't necessarily understand that a delay in reporting sexual assault to law enforcement or a victim's controlled reaction does not mean that the victim is fabricating the assault. Some people maintain victim blaming attitudes simply because they have not been taught about the realities of sexual victimization and have not had the opportunity to counter their assumptions and biases with facts.

Counter victim blaming myths and stereotypes with facts and straight talk. In addition to directly challenging individuals who are justifying violence, there are other venues to address victim-blaming, such as letters to the editors of local news publications, online posts, media campaigns, professional trainings, educational presentations, planned community dialogues, etc. Ultimately, you want to:

- Increase understanding of the realities of sexual victimization; and

- Engage community members in dialogue about their roles in sexual violence prevention and effective responses if and when sexual assault occurs.

Encourage community members to become part of the solution (elimination of sexual violence) rather than the problem (victim blaming and perpetuation of the violence).

Sex Offenders

(Partly drawn from the Center for Sex Offender Management publications, through www.csom.org)

POWER AND CONTROL

The primary motivation for sex offenders to commit sexual violence is generally not sexual gratification, although that may be part of it. More commonly, **offenders use sexual violence as a tactic to overpower, control and/or humiliate another person.** They often have a need to compensate for their own feelings of inadequacy, anger and powerlessness. By humiliating victims, their anger is discharged and their feelings of strength and capability are validated. Offenders' dehumanizing acts may help them gain a temporary sense of control, while leaving their victims feeling devastated, traumatized and powerless.

A critical component of sexual violence education is to include information about the dehumanizing nature of the crime and the fact that sexual violence is not typically about the offender's need for sex, but instead his need for power and control. With this understanding, a victim will more likely receive the respect and support she deserves and the offender will be held accountable for his criminal behavior.

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NO TYPICAL PROFILE

(Drawn from CSOM, 2010; Gilligan, 2008)

There is no profile of a typical sex offender (Becker & Murphy, 1998; Hunter, 2006; Marshall, 1996; Talbot, Gilligan, Carter & Mason, 2002). Instead, sex offenders vary from one another in terms of demographics, range of offending behaviors and patterns, motivations, intervention needs, and levels of risk they pose to the community (Carter, 2008). Sex offenders can be adults or juveniles, young or old. The vast majority of sex offenses are committed by males, but females do commit these crimes (FBI, 2005; Schwartz & Cellini, 1995). Sex offenders vary in their marital status, socio-economic levels, levels of education and family ties. Some have been victims of sexual abuse, but many have not—being sexually abused does not cause people to become sex offenders. They may offend against adults or children, males or females, or both. Their sex crimes can range from non-contact offenses such as flashing or voyeurism to contact offenses such as fondling or rape. Most commit multiple sex crimes against multiple types of victims with whom they have varying types of relationships (Denver Police Department, Victim Assistance Unit, 2011). They may have a long criminal history or none at all.

LIKELIHOOD OF REOFFENDING

(Drawn from CSOM, 2010)

Between 12 and 24 percent of convicted sex offenders are known to have repeated sex crimes, as indicated by a new charge or conviction for a sex offense (Hanson & Harris, 2004; Hanson & Morton-Bourgon, 2005). However, these rates likely are underestimated since most sex crimes are not reported. There is usually no single factor that makes someone more likely to reoffend, but rather a combination of factors that might include problems in relationships, difficulty in

dealing with emotions such as anger, having antisocial values, hostile attitudes toward women, or being sexually attracted to children. Treatment may help sex offenders develop skills to manage their behavior, which can reduce their chances of reoffending. But whether they will be successful depends on whether they are motivated to change their behaviors (Aos, Miller & Drake, 2006).

SENTENCING

(Drawn from CSOM, 2010)

The courts can impose a variety of sentences for sex offending behavior, depending upon the offender, the facts of the case and state laws. While some offenders are sentenced to prison or jail, others are sentenced directly to community supervision (e.g., probation). Depending on their age and conviction, some are on the sex offender registry for their lifetimes, others for 10 years, and some not at all. For those sentenced to prison or jail, some are released with parole or probation supervision, while others are released with no supervision. When they are under community supervision, sex offenders are required to abide by certain restrictions and rules, such as the following:

- No contact with their victims;
- No or limited contact with minors;
- Participation in sex offender-specific treatment;
- Limited or no Internet access;
- No use of alcohol or drugs;
- Restrictions on where they can live and work;
- Restricted movement within the community and within and across state lines; and
- Reporting to a probation/parole officer as required.

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F.Y.I. **In every state, law enforcement agencies must maintain registries of certain convicted sex offenders** (e.g., including data such as offenders' names, addresses, photographs and crime or conviction). For public access to the West Virginia sex offender registry, go to www.wvstatepolice.com/. The State Police administers the registry, as per the stipulations of the *Sex Offender Registration Act (WVC§15-12*). In addition to updating the registry on a daily basis, the State Police is required to distribute registrant data to the FBI and local entities in the county that the registrant resides, owns or leases property that he/she regularly visits, or is employed or attends a school/training facility.

B3. RESPONDING TO DISCLOSURES OF SEXUAL VIOLENCE

Given the prevalence of sexual assault, it is likely you will interact with victims of sexual violence in the course of presenting prevention programs and trainings, whether in small group settings such as a classroom presentation or at larger group events. Many victims have never told anyone about their experiences. It is critical to be prepared for disclosures of victimization when conducting presentations.

F.Y.I. **The response of the first person to whom someone discloses is often a significant factor in how the victim will cope from that point forward.**

The first responder's words and actions can have a tremendous impact on the victim. Reacting to a disclosure with judgment and blame may lead the victim to think that the violence was her fault and lead her to suffer through her traumatic reactions alone. Conversely, responding with support, compassion and accurate information about sexual violence, traumatic reactions and available resources may empower the victim to seek further assistance and begin the process of healing.

This section offers basic information on:

- Coordination with other first responders;
- Health consequences related to sexual violence;
- Traumatic reactions to sexual violence;
- State requirements related to suspicions/disclosures of victimization;
- Initial response to a victim in a group setting;
- Crisis intervention; and
- Planning for safety.

Coordinated Response

The coordination of interventions among those involved in the immediate response to disclosures of sexual assault is critical to helping victims. As a prevention educator or trainer, you should identify community agencies with whom you might be working. Completing this task will help ensure that you can connect individuals who disclose sexual assault to the services they might require (to address their need for safety, crisis intervention, medical care, mental health care, preservation and collection of evidence, legal remedies, support, advocacy, etc.). Once identified, it is helpful to initiate working relationships with these responders and formalize procedures for coordination.

There may be several professionals/agencies in a community involved in the immediate response to a sexual assault, but at a minimum they usually include:

- Advocates from your local rape crisis center;
- Emergency medical staff (often sexual assault nurse examiners or SANEs); and
- Law enforcement representatives.

In addition, prosecutors are sometimes involved in an advisory capacity during immediate response.

A sexual assault response team (SART) may exist in your community to promote a coordinated response in sexual assault cases. Check with your local rape crisis center to see if there is a SART and how to get involved as a team member. (See www.fris.org for more information on SARTs.)

Health Consequences

Sexual victimization has many potential health consequences for victims. Some victims sustain physical injuries during the

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violence. Many fear their victimization will lead to pregnancy and sexually transmitted infections, including HIV. Some develop gynecological and sexual problems as a result of their victimization. As discussed below, emotional trauma from their victimization can lead to physical, emotional and cognitive problems. The health consequences of sexual victimization can profoundly impact individuals' capacity to lead productive and healthy lives.

Traumatic Reactions

Understandably, experiencing sexual violence causes emotional trauma for many victims. **Examples of factors that may influence whether a person's emotional reactions to sexual violence are traumatic** include: severity and frequency of the event; personal history (e.g., if there was a prior victimization); individual coping skills, values and beliefs; and the level of support from family, friends and/or professionals (Santa Barbara Graduate Institute et al., n.d.). Traumatic reactions may include one or more of the following **symptoms** (Santa Barbara Graduate Institute et al., n.d.):

- **Physical:** e.g., eating/sleep disturbances, sexual dysfunction, low energy and chronic, unexplained pain.
- **Emotional**: e.g., depression; spontaneous crying; feelings of despair and hopelessness; anxiety and panic attacks; fearfulness; compulsive and obsessive behaviors; feelings of being out of control, irritable, angry and resentful; emotional numbness; and withdrawal from normal routines and relationships.
- **Cognitive**: e.g., memory lapses (especially about the sexual violence), difficulty in making decisions, decreased ability to concentrate, hyperactivity and impulsivity.

Additional symptoms—intrusive re-experiencing of the trauma, emotional numbing and avoidance, and hyper-vigilance and overreactions—are key indicators of **post-traumatic stress disorder** (PTSD). Nearly one-third of rape victims develop PTSD during their lifetimes (Kilpatrick, Edmunds, & Seymour, 1992). **PTSD symptoms specific to survivors of sexual violence are also known as rape trauma syndrome** (RTS). Phases of RTS include (Burgess & Holmstrom, 1974):

- **Acute phase**: Occurs immediately after the assault and usually lasts a few days to several weeks. Common reactions include being openly emotional, being controlled/without emotion and experiencing shock, disbelief and/or disorientation.
- **Outward adjustment phase**: Individual resumes what appears to be her "normal" life, but inside is suffering from considerable turmoil. Primary coping techniques include: minimization (pretends that "everything is fine" or that "it could have been worse"); dramatization (cannot stop talking about the assault—it dominates her life and identity); suppression (refuses to discuss or acts as if it did not happen); explanation (analyzes what happened); and flight (tries to escape the pain by moving, changing jobs, changing appearance, changing relationships, etc.).
- **Resolution phase**: The assault is no longer the central focus of the individual's life. She may recognize that while she will never forget the assault, the pain and negative impact usually lessen over time.

If not addressed, emotional trauma can result in lasting negative effects for victims, such as substance abuse, compulsive behavioral patterns, self-destructive and impulsive behaviors, inability

to make healthy professional or lifestyle choices, dissociative symptoms, feeling permanently damaged, a loss of previously sustained beliefs, and feelings of ineffectiveness, shame, despair and hopelessness (Santa Barbara Graduate Institute et al.). It can also contribute to sexual problems, the inability to maintain close relationships or choose appropriate friends and partners, social withdrawal, and feelings of being constantly threatened and hostile towards others (Santa Barbara Graduate Institute et al.).

F.Y.I. It is important to be prepared to help victims understand their reactions to sexual violence (including how it can cause traumatic reactions and the potential impact of the trauma) while affirming that it is possible to heal.

You can also assist victims in identifying available resources for support in dealing with emotional trauma. Rape crisis centers have specially trained staff to assist victims in dealing with this trauma and to help them restore a sense of control, dignity and self-respect in their lives. *To contact a rape crisis center near you, call 1-800-656-HOPE.*

State Requirements Related to Disclosures of Victimization

In West Virginia, a victim can decide whether or not to report sexual violence to law enforcement, <u>unless</u> the situation meets the criteria for mandatory reporting. If a mandatory report is required, encourage the victim to initiate the report and offer assistance in reporting. Fulfill all mandatory reporting responsibilities.

MANDATORY REPORTING

In West Virginia, state law (*WVC§9-6-9*) **has identified individuals who must report suspected abuse or neglect of <u>adults</u> who**

are incapacitated or of emergency situations where adults who are incapacitated are at imminent risk of serious harm. These mandated reporters include:

- Medical, dental and mental health professionals;
- Christian Science practitioners;
- Religious healers;
- Social service workers;
- Law enforcement officers;
- Humane officers (Each county sheriff designates these officers to investigate complaints of inhumane treatment of animals. In their work, humane officers may witness or suspect the abuse of incapacitated adults or children.);
- State or regional ombudsmen (an advocate for residents of nursing homes, board and care homes, and assisted living facilities); and
- Employees of nursing homes or other residential facilities.

An adult who is considered "incapacitated," according to state law, is someone who cannot independently conduct daily life sustaining activities due to a physical, mental or other infirmity (note the incapacity can be temporary as in the case of someone under the influence of alcohol or someone with an injury that will heal, such as a broken leg).

Abuse, neglect or an emergency situation involving an adult who is incapacitated should be reported immediately to the local Department of Health and Human Resources (DHHR), Adult Protective Services (APS), *or* the 24-hour hotline provided for this purpose (800-352-6513). If it is suspected that a crime has occurred (e.g. a sex offense), report to the local law enforcement agency.

The oral report to DHHR should be followed with a written report within 48 hours, using

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DHHR's forms or forms your organization has developed for this purpose.

Mandatory reporters of suspected or observed mistreatment of a _minor_ in West Virginia include:

- Medical, dental or mental health professionals;
- Religious healers and members of the clergy;
- Christian Science practitioners;
- Social service workers;
- School teachers and other school personnel;
- Child care or foster care workers;
- Humane officers (see above);
- Emergency medical services personnel;
- Peace officers or law enforcement officials;
- Circuit court and family court judges;
- Employees of the Division of Juvenile Services and magistrates;
- Youth camp administrators or counselors, employees, coaches or volunteers of an entity that provides organized activities for children; and
- Commercial film or photographic print processors.

Reports should be made immediately to DHHR, Child Protective Services (CPS) *or* 800-352-6513 (same as above number). In any case it is believed that the child suffered serious physical abuse or sexual abuse or sexual assault, the reporter shall *also* immediately report, or cause a report to be made, to the State Police and any law enforcement agency having jurisdiction to investigate the complaint. If the mandatory reporter is a staff member or a volunteer of a public or private institution, school, entity that provides organized activities for children, facility or agency, the reporter should immediately notify the person in charge of that institution school, entity, facility or

agency, or a designated agent thereof, who may supplement the report or cause an additional report to be made.

The oral report to DHHR should be followed with a written report within 48 hours if so requested.

F.Y.I. In addition to the above mandatory reporters, *any person over the age of 18 who receives a disclosure from a credible witness or observes child sexual abuse or sexual assault* is required to immediately report or cause a report to be made to DHHR, the State Police, or the law enforcement agency having jurisdiction to investigate the report.

INFORMED CONSENT AND GUARDIANSHIP/CONSERVATORSHIP

It is critical to respect the right of victims of sexual violence to make their own decisions, to the extent possible (unless a situation meets the criteria for mandatory reporting). Help ensure that victims' decisions are well-informed by offering them information about their options (about reporting, having a sexual assault forensic medical examination, seeking support and counseling, Crime Victims Compensation Fund, etc.) and the potential impact of their decisions.

A West Virginia resident over the age of 18 is presumed to be competent to make her own decisions unless a court determines otherwise. If a person is declared to be legally incompetent, the circuit court may determine she is a "protected person" and appoint a guardian/conservator to make decision on her behalf. A **guardian** is responsible for the personal affairs of a protected person. A **conservator** is responsible for managing the estate and financial affairs of a protected person. The terms and conditions of a court appointment

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indicate the scope of the guardianship or conservatorship.

Who should be contacted for help? If abuse or neglect of a protected person by a guardian/conservator is suspected, report suspicions to DHHR at 800-352-6513. If it is suspected that a crime has been committed against a protected person, call local law enforcement. If it is suspected a protected person is in imminent danger, call 911. If it is suspected that a guardian/conservator is not acting in the protected person's best interest, contact the circuit court that appointed the guardian/conservator or a private attorney for information on options. In cases in which DHHR is the appointed guardian, contact DHHR.

CONFIDENTIALITY

Maintaining confidentiality is a key to developing trust with victims. **Information should not be released about victims without their informed, written consent** (except in cases requiring mandatory reporting).

Special conditions regarding release of information and informed consent exist for minors and some "incapacitated" adults (*WVC§9-6-9*) **with cognitive disabilities.** Minors are typically unable to legally provide informed consent. Therefore, when the victim is a minor, the written release of information should be signed by the minor where possible and her/his non-abusive parent or guardian. Emancipated minors and minors who are married, however, can make most of their own decisions and do not need a signature of their parent or guardian (*WVC§49-7-27*). With adults who are incapacitated, the issue is whether they are competent to give consent. If an adult victim is not capable of providing consent to release information, the written release should be signed by the adult where possible and the non-abusive guardian, if one exists.

Release of information forms should be time-limited and specific.

Initial Response to a Victim in a Group Setting

In a group setting in which interpersonal violence is being discussed, it is helpful to acknowledge that there may be people in the room who have experienced violence and request that everyone in the group be mindful of this fact. Let group members know how to contact you (or another appropriate professional such as a victim advocate from the rape crisis center) if anything related to the discussion disturbs them or motivates them to disclose an experience of victimization.

If a person discloses sexual victimization during a training or educational presentation, attempt to acknowledge the disclosure without stopping the presentation. A sincere comment (e.g., "I am so sorry that you had to go through that experience and I would be happy to talk with you after this presentation") validates the disclosure and offers support without shifting the presentation's focus to their victimization.

Most disclosures will occur after a presentation. One individual may want to talk about the assault; another may just want referral information. Find a safe place where the person can talk without fear of disclosing personal information to others. You do not need to ask questions about the details of the incident; only ask about the person's immediate needs. Answer questions and provide referral information. Do not judge or tell her what she should do. Offer assurance that she can heal and that there are people who can help her in the recovery process.

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Customizing Your Response

Your response to a victim must be adapted to that person's needs and circumstances. Keep in mind that a victim's experiences and reactions to sexual violence may be affected by multiple factors, such as (Office on Violence Against Women, 2004):

- Age/developmental level;
- Gender and/or gender identity;
- Existence of a disability;
- Language and communication needs;
- Ethnic and cultural beliefs and practices;
- Economic status, including homelessness;
- Immigration and refugee status;
- Sexual orientation;
- Military status;
- History of prior victimization;
- Past experiences with responding systems (medical, criminal justice, victim advocacy, etc.);
- Whether the violence involved alcohol and/or drugs;
- Prior relationship with the offender, if any;
- Whether the assault was part of a broader continuum of violence and/or oppression (family violence, gang violence, hate crimes, trafficking, etc.);
- Whether physical injuries were sustained and the severity of the injuries;
- Whether the victim was engaged in illegal activities at the time of the violence or has outstanding criminal charges;
- Whether the victim was involved in activities prior to the violence that traditionally generate victim blaming (drinking alcohol); and
- Capacity to cope with trauma and the level of support available.

F.Y.I. Because there are so many variables that can affect a victim's experience of and reaction to sexual violence, it is critical to **ask each victim: "Is there anything I should know that will enable me to better assist you?"** Listen carefully to what she has to say, observe her verbal and non-verbal cues, and let her guide you in how to best support her in healing.

Crisis Intervention

Many incidences can trigger crisis responses for a sexual violence victim—traumatic reactions to the assault itself, disclosing the assault, memories of the assault (e.g., hearing a song that was on the radio at the time of the assault), events connected to the assault (e.g., the release of an offender from prison after 25 years) and unresolved trauma related to an assault (e.g., having weekly Sunday meals with an offending relative). **Crisis intervention attempts to stabilize a person's reactions to an immediate problem.** Crisis intervention is sometimes referred to as "emotional first aid" designed to "stop the emotional bleeding." Crisis management rather than resolution is the goal.

The response to a victim in crisis may include:

- Helping to calm the victim so she can make rational, informed decisions;
- Ensuring the victim's immediate safety/planning for short-term safety;
- Determining if the victim needs any accommodations;
- Addressing medical concerns and encouraging her to seek needed care;
- Discussing reporting options and encouraging evidence collection, if appropriate;
- Addressing specific concerns and helping to prioritize their urgency;

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- Telling the victim what you can/cannot do for her (including your mandatory reporting requirements);
- Providing contact information for the local rape crisis center, explaining services and connecting her, with her permission, with an advocate; and
- Providing additional information and referrals as needed.

Those who are providing crisis intervention can offer a safe environment for victims to express their feelings, identify, prioritize and plan to resolve their concerns, obtain needed information and referrals, and ultimately develop healthy coping strategies to deal with traumatic reactions. Rape crisis centers in West Virginia have 24/7 hotlines that offer crisis intervention for victims of sexual assault. *To contact a rape crisis center near you, call 1-800-656-HOPE.*

Preservation of Evidence

If victims disclose having been sexually assaulted, steps should be taken to preserve evidence <u>if</u> they are considering reporting the crime to law enforcement and/or having a forensic medical exam. Once victims are safe, it is important to preserve any potential evidence that may help in the investigation and prosecution.

To preserve potential forensic evidence, victims are generally advised:

- Do not shower, bathe or clean any body parts. Do not douche, brush teeth or comb/brush hair.
- Do not go to the bathroom.
- Do not eat or drink anything.
- Do not change clothes. Extra clothing should be taken to the hospital to replace any items law enforcement may take to test for evidence. If clothing must be changed prior to going to the hospital, remove

carefully, place each item in a separate <u>paper</u> bag and take to the hospital with you.
- Do not touch, straighten or clean anything at the crime scene area.

Even if the victim is uncertain about reporting the crime, she can still be encouraged to preserve evidence and get medical care.

In West Virginia, licensed medical facilities can provide care and collect evidence without reporting the assault to law enforcement, if the victim wishes (except in mandatory reporting cases). The evidence will be collected and stored for at least 18 months. With no statute of limitations on felony sexual assaults, the victim can later decide to report the crime to law enforcement and the evidence can then be retrieved. If the victim does not want a forensic medical exam to collect the evidence, medical care is still important to treat physical injuries and address possible exposure to sexually transmitted diseases and pregnancy.

It is equally important to address the emotional trauma that results from sexual violence (see *Traumatic Reactions to Sexual Violence* above).

Planning for Safety

Safety planning for a sexual violence victim is a thoughtful, deliberate process in which a helper and a victim together create a plan to enhance safety for the victim. Each victim's safety concerns are unique. Short-term safety planning may be a component of responding to a victim in crisis; longer-term planning is usually done when a victim has more time and is not in crisis.

Safety planning with victims in crisis:

- Ask if they have immediate/pending safety concerns for themselves, their family, pets or service animals.
- Ask them if you can help in developing a plan of action to address their immediate safety needs. The plan should identify:
  - Specific steps victims can take to address immediate safety concerns;
  - Supportive persons who can help with safety and their roles;
  - Specific safety strategies that may prove difficult to achieve and accommodations needed to reduce or eliminate barriers;
  - Any essential items that victims need if they flee their current locations; and
  - Referrals to community resources to meet their urgent needs.
- Encourage the victim to seek the assistance of the local rape crisis center to develop a longer-term plan for safety and other assistance as appropriate.

To contact a rape crisis center near you, call 1-800-656-HOPE.

Whether assisting victims with short- or longer-term safety planning, it is important to be aware of a resource that may be available to them. **A victim of sexual violence or stalking in West Virginia can request a protective order through magistrate court**—a *Personal Safety Order (PSO) for victims in non-domestic relationships* or a *Domestic Violence Protective Order (DVPO).* Filing fees may be waived. These are civil remedies; *there is no obligation to file a criminal report in order to obtain a PSO.*

The petition may be filed by any person for themselves, or by a parent, guardian or custodian on behalf of a minor child or incapacitated adult (as described on page 23). Upon filing the petition, if a magistrate

finds reasonable cause to believe the offender committed the sex crime or stalking offense, then a temporary order can be issued. Under a PSO, the magistrate can order the offender to "stay away" —from the victim's home, work, and school; refrain from contact, whether direct or indirect; not interfere with the victim and, if the victim is a minor, any siblings or minors in the home. Under a DVPO, additional remedies can include temporary custody, possession of the residence and/or financial support.

If a Victim Has a Disability

Given that almost 19 percent of West Virginia's population has a disability (U.S. Census, American Community Survey, 2010), **it is likely you will interact with people with disabilities during your prevention presentations or trainings, including those who have been sexually victimized**. Sexual violence victims may have a cognitive, sensory or mobility disability or mental illness, or any combination of disabilities. Like other victims of sexual violence, victims with disabilities may feel powerless, vulnerable and afraid. However, many factors can complicate their ability to disclose the assault to others, reach out for help and/or access services. Knowing that persons with disabilities are at an increased risk for victimization and how to effectively interact with persons with disabilities will make your trainings and prevention programs more relevant to all audience members.

Commonly cited risk factors for sexual victimization for persons with a disability include (Ticoll, 1994; Day One et al., 2004):

- Negative public attitudes towards persons with disabilities may lead sex offenders to view them as easy targets;
- Gender—like victims in the general population, females with disabilities have

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a higher risk of victimization than males with disabilities;

- Type of disability—risk may be higher for persons with certain physical and cognitive disabilities, developmental disabilities and severe mental illnesses;
- Reliance on others for care, assistance and management of personal affairs;
- Communication barriers;
- Social isolation;
- Lack of resources/knowledge of resources;
- Lack of accessible transportation;
- Poverty; and
- Lack of knowledge about sexuality and healthy intimate relationships.

Potential barriers to seeking help for persons with disabilities include: lack of accessibility to services (e.g., due to reliance on an abusive caregiver to access resources); situational factors (e.g., lack of a needed service in the community); fear of perceived consequences (e.g., retaliation by an offender, loss of independence or negative reactions by family); and socialization and education (e.g., to be compliant or manipulated to feel blame). Added barriers can be created by physical/programmatic inaccessibility of services themselves.

When interacting with a person with a disability (Adaptive Environments, Inc., 1992; Ward and Associates, 1994):

- Keep in mind that a disability may influence the person's ability to communicate.
- Remember that a person with a disability is entitled to the dignity, consideration, respect and rights you expect for yourself.
- Use terminology that places the person before the disability (e.g., "a person with epilepsy" rather than "an epileptic").
- Take the time to listen and understand

the situation.

- Be honest if you do not understand the message a person is trying to communicate. Ask for suggestions to improve the interaction.
- If someone with a disability is accompanied by another individual, address the person with the disability directly. Don't speak through the other person.
- When interacting with a person who uses a wheelchair, sit at her level. Do not touch the wheelchair. If you inadvertently bump into the wheelchair, excuse yourself.
- If you offer assistance and the person declines, do not insist.
- Empower victims with disabilities to make their own choices about what they need to heal, to the extent possible. Avoid "fixing" the situation for them.

If a victim discloses having a disability, it is helpful to identify her concerns related to if and how the disability may affect her reactions to the assault, her safety or her ability to access services, and what accommodations would be useful. An accommodation is a modification to goods, services and structures that allows for inclusion and participation by a person with a disability.

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B4. Preparing to Present Sexual Violence Training and Prevention Programs

This section discusses several broad issues to consider when preparing to present programs on sexual violence:

- A general approach to prevention;
- Healthy sexuality, healthy relationships, and encouraging bystander intervention;
- Tips for facilitating training and prevention activities;
- Cultural competency;
- If you have a history of sexual victimization;
- Including details of survivors' experiences in a presentation; and
- Program evaluation.

Discussion of issues specific to the population you are serving can be found in other sections of this toolkit.

Presentation Skill Building Resource

Massachusetts Coalition Against Sexual Assault and Domestic Violence, Jane Doe, Inc. (2006). *The Power of Education: Presentation Skills Training.* This curriculum provides a framework for enhancing presentation skills and techniques. (See *E. Resources* for more on this manual.)

Approach to Prevention

(CDC, 2004. Also see *C. Primary Prevention of Sexual Violence* in this toolkit.)

In the public health field, sexual violence prevention efforts exist on a continuum (primary, secondary and tertiary prevention).

- **Primary prevention** takes place before sexual violence occurs in order to prevent initial perpetration or victimization. Primary prevention is the focus of several resources in this toolkit. (Also see *E.*

Resources).
- **Secondary prevention** encompasses immediate responses after sexual violence to deal with the short-term impact of violence.
- **Tertiary prevention** includes the long-term responses after sexual violence to deal with the lasting consequences of the violence and sex offender treatment interventions.

Together these efforts seek to bring about change in individuals, relationships, communities and society through strategies that promote the factors associated with healthy relationships and healthy sexuality, and counteract the factors associated with the initial perpetration of sexual violence.

Collaborating to Enhance Prevention Efforts

The primary prevention of sexual violence cannot be accomplished in isolation. Rather, it "takes a village" for a community to embrace intolerance for sexual violence. Part of the role of a sexual violence prevention educator is to collaborate with others to disseminate and promote prevention messages, reach a target audience and engage them in prevention work, and create an infrastructure that rejects sexual violence and supports healthy sexuality and respectful relationships. If effective prevention efforts for your target audience are already underway in your community, tap into those rather than starting from scratch. Collaborative efforts can help you and others accomplish much more than can be done alone.

When planning prevention program strategies, don't forget to identify potential collaborators, then plan the details of making the collaborations a reality. There may already be structures in place in your

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community to help support collaboration, such as a violence prevention taskforce. If so, use it to extend and enhance your efforts. At a minimum, reach out to the local rape crisis center to discuss partnering opportunities. The center will have access to many of the resources listed in *Section E* of this toolkit.

Characteristics of Effective Prevention Programs

Nation et al. (2003) found the **following nine characteristics to be associated with effective prevention programs**:

- Comprehensiveness;
- Use of varied teaching methods;
- Exposure to a sufficient dose of activities to have an effect;
- Activities that are theory driven;
- Activities that foster positive relationships between children and adults;
- Programming that is appropriately timed for participants' developmental level;
- Activities that are socio-culturally relevant;
- Use of outcome evaluation; and
- Programming implemented by staff who are sensitive to the issue, competent and have sufficient training, support and supervision.

Tips for Facilitating Training and Prevention Activities

Often times as a trainer or prevention educator, your programming will call for you to facilitate dialogue among participants and guide their conversations to ensure they stay focused on the topic at hand.

General tips for facilitators include (PREVENT, n.d.):

- *Clarify purpose of session and roles*: At the start of the session, explain the purpose of the session to participants, your role as facilitator and their role as participants.
- *Create a non-threatening and friendly environment*: Consider how the environment encourages participation, interaction and dialogue.
- *Manage participation with serious play:* Consider fun activities and approaches to engage participants without pushing them beyond their comfort zones.
- *Encourage all participants to participate*: Communicate clearly about the process for the session to engage and maximize participation.
- *Ask open-ended questions*: Be prepared to ask questions that will likely elicit various perspectives and stimulate thinking.
- *Use probes*: Follow up your facilitation questions with probes to clarify and add depth to responses such as: "Why?" "Can you talk more about that?"
- *Stay on track*: The facilitator should be easy-going but firm, stay on track and maintain leadership without threatening or detracting from interactions.
- *Seek opportunities for learning:* If a participant asks a question that you are unable to answer, let them know that you will follow up with them either at the next session or another time.
- *Competently close your session/workshop*: Consider asking participants to recap what they learned (What), how they reacted to the session/workshop (Gut), how they interpreted what they learned (So What), and how they will take what they learned and apply it to their work (Now What).

You will need to keep in mind the age and developmental level of your audience, as

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these factors can impact how you will present issues and the depth of conversations you should anticipate.

Cultural Competence

You will likely interact with people of many different cultures when presenting sexual violence prevention programs and trainings. Culture refers to "integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious or social groups" (such as sororities and fraternities, communities of Deaf persons, populations with different sexual orientations, military personnel and their dependents, etc.) (Anderson et al., 2003). Most individuals belong to several cultures, although they may identify more with one culture than another. Being culturally competent implies that you/your program have the capacity to function effectively within the context of the cultural beliefs, behaviors and needs presented by specific individuals and their communities (U.S. Department of Health and Human Services, 2001).

To be culturally competent in your programs, it is important that you:

- Be aware of your cultural values;
- Acknowledge and accept different cultural beliefs and values, especially those which influence a person's understanding of sexual violence and prevention;
- Create an environment that maximizes learning for people of all cultures and promotes open/honest communication; and
- Adapt program strategies to fit the cultural context of your target audience.

It is essential that all activities in your presentation strategy—from collecting and analyzing data about the target population and issues you will be addressing, designing and implementing programs, and evaluating your efforts—take cultural issues into account (CDC, 2004).

A few key points regarding culture issues to keep in mind:

- *Learn about the demographics of your audience prior to program implementation*. Just because you are not aware of a specific cultural group in your community does not mean they do not exist! You can reach out to those populations, as well as others as applicable, to gather information about cultural issues relevant to sexual violence and prevention.

- *If you are not part of the culture of an audience you are educating, seek input from people who are part of that culture to help ensure that the program is relevant and appropriate*. Consider enlisting the help of someone representing that population to assist in presenting the program.

- *Target your programs to your audience as much as possible*. Targeted education is more complicated than simply creating a brochure in another language. It involves really considering the different ways cultures talk and think about sexual violence and prevention (CDC, 2004).

- *Recognize that you and your audience can learn from each other.* For example, a participant may be able to emphasize a key point through a personal example. Engage the audience in a way that encourages the sharing of knowledge about different cultures and experiences.

- *When seeking feedback from your audience on the usefulness of the program, ask questions related to cultural competency*. Methods might include satisfaction surveys, follow-up focus group discussions and individual interviews. You can also informally solicit feedback at the end of a program (What did you like best? What would you do to improve the program?).

Some cultural practices reinforce sex discrimination against females, particularly in places where girls and women have few rights. For example, in some developing countries, it is acceptable for a female who has been raped or whose husband was unfaithful (and as a result, is thought to have brought shame to the family) to be killed to restore the family's honor. Some cultures consider genital mutilation a rite of passage from childhood to womanhood. It is important that you are prepared to discuss the historical and cultural context of such practices and how they influence perceptions of and reactions to violence for those within that culture. At the same time, if an individual discloses that she was the victim of such gender-based violence tolerated by her culture, the appropriate response is to support her in identifying her options (what she wants to do in response, if anything) and available resources, and then support her in her choices. (Also see *B2. Background*.)

Being culturally competent and developing a culturally competent program is a complex task, albeit one that will allow your program to be vastly more effective in reaching out to your target populations. One resource for more information on this topic is the *Cultural Handbook* (Warrier, 2005). It is available through www.futureswithoutviolence.org and was written for those who work with victims of domestic and sexual violence.

Promoting Healthy Sexuality and Healthy Relationships

One tactic a sex offender may use in a dating violence situation, or in a situation involving sexual abuse by a person in authority, is to take advantage of the victim's lack of knowledge or distorted perspective about what is a healthy intimate relationship.

Effective prevention programs help individuals identify healthy sexuality in a relationship and provide basic information to them on this topic. Armed with this knowledge, individuals can better understand how an offender might try to manipulate or trick someone to do something sexual they do not want to do or to remain in an abusive relationship. Prevention programs can reduce perpetration by teaching about boundaries in healthy relationships and taking responsibility for one's own actions. It is critical to reaffirm that the offender, not the victim, is always responsible for sexual violence.

According to the World Health Organization, **sexual health is a state of physical, emotional, mental and social wellbeing in relation to sexuality.** It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. A sexually healthy person **(**McLaughlin, Topper & Lindett, 2009):

- Knows her/his body parts and that sexual feelings are healthy and normal.
- Knows the choices she/he has about what to do with her/his sexual feelings.
- Knows about sexual pleasure.
- Knows the different sexual acts and how she/he feels about them.
- Knows how to be sexually responsible.
- Knows which behaviors could cause a pregnancy and sexually transmitted diseases and how to reduce the risk of both.
- Knows what consent is; how to get it; how to ask for it; and how to give it.
- Knows how to make decisions about sex and sexuality.
- Knows how to communicate about sexuality and relationships.

- Knows that she/he is sexual and deserves information about sexuality.
- Knows that she/he has the right to ask questions about sexuality.
- Knows her/his sexual rights.

Programs designed to respond to and prevent sexual violence can stress that the positive attributes of healthy sexuality naturally create a buffer against violence and abuse (Perry, 2006).

For example, individuals in a healthy relationship would likely (Perry, 2006):

- View each other as deserving of respect;
- Recognize and value each other's contributions to the relationship;
- Respect differences of opinion;
- Be honest about their feelings and actions; and
- Enjoy each other's company.

Perry noted that safety can be thought of as a by-product of such healthy relationship components—by promoting these components, education programs can prevent violence and foster more satisfying relationships between people.

Addressing Bystander Intervention
(Tabachnick, 2009)

A bystander intervention approach explores how the behaviors of others—such as friends, families, teachers, classmates and witnesses that surround any act or pattern of abuse—**offer opportunities to prevent violence before it occurs**. This approach has been employed to combat a variety of social problems including drinking and driving, racism and intimate partner violence. It can be an essential component of sexual violence primary prevention efforts.

When considering how to stop sexual violence, we usually think of intervening in the actual assault. Yet rarely is the assault the only opportunity to intervene. Instead, there are often many comments, harassing behaviors and other forms of abuse that lead up to the sexually violent act. Thus, there really is a continuum of behaviors that could evoke different interventions. At one end of the continuum are healthy, age-appropriate, respectful and safe behaviors. At the other end are violent behaviors. Between the ends are other behaviors (e.g., those that begin to feel inappropriate, coercive or harassing). **Each situation is an opportunity for bystanders to intervene by reinforcing positive behaviors before a behavior moves further towards sexual violence.**

Just one voice speaking up can change the social norm in a situation. One child on the playground speaking up for another who is being bullied can give courage to others to rally on the victim's behalf. A fraternity brother can express his strong opposition to the plans of a few to add drugs to drinks at a party. Peer pressure to conform guides the behavior of many. **Bystanders, by intervening, can help redirect the peer pressure toward respectful social norms.**

Background
Researchers Darley and Latane (1968) theorized that, in group settings, **the responsibility for intervening is diffused among the bystanders**, such that individuals were less likely to feel responsible for taking action and more likely to think that somebody else may intervene or would call for help. They introduced **five steps that bystanders move through before they are able to take action**:

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1. Notice the event as something that falls along the continuum of behaviors that lead to violence;
2. Interpret the event as requiring intervention;
3. Decide to assume responsibility to act;
4. Choose how to help; and
5. Are confident in their capacity to intervene (and can do it safely).

Given the complexity of most interpersonal violence situations, bystanders often find these steps overwhelming and choose to do nothing. Several decades of research has detailed situational factors that may affect a person's willingness to act. These include: the presence and number of other witnesses, the uncertainty of the situation, the perceived level of urgency or danger for the victim, and the setting of the event. Bystanders' behaviors may also be influenced by their relationship to the victim and/or perpetrator, their attitudes and beliefs, their perception of social norms, their perception of the potential personal costs of their action, and their intention to act.

Types of Bystanders

In bystander theory, there are **passive bystanders** who do nothing in the face of a potentially dangerous situation and **active bystanders** who do something to decrease the likelihood that something bad will occur or get worse. Bystander intervention addresses the behaviors of others that surround an act or pattern of violence, offering an opportunity to address behaviors BEFORE violence has

been perpetrated.

If bystanders are to be active and intervene, they need to feel good about identifying potentially risky behaviors. They need to **understand the five steps to intervention** listed above. It's important that they **take an honest look at themselves and what keeps them from acting**. We all have walked away from situations or failed to "check things out" when our gut has alerted us to something concerning. What keeps bystanders silent? They need to **identify their obstacles and learn to work around them**.

Obstacles to Response

Bystander dynamics can create obstacles to action:

✓ **Diffusion of responsibility**: As previously mentioned, bystanders are more likely to help in a potentially abusive situation if they are by themselves and less likely to help when more people are around because responsibility literally diffuses.
✓ **Evaluation apprehension**: Bystanders risk embarrassment if they act and the situation turns out not to be an emergency or if a bystander does something wrong. Fear of getting embarrassed can dramatically decrease the chance bystanders will do anything.
✓ **Pluralistic ignorance**: If the bystander is not sure if the situation is an emergency, they may look around to others and see how they are

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responding. If they aren't, bystanders don't.

✓ **Cause of misfortune**: Bystanders are less likely to help if they perceive the person to be responsible for his/her own misfortune.
✓ **Other**: Bystanders may face other obstacles, such as peer influence or personal issues (shyness, fear of confrontation, safety concerns, feeling like it is not their business, etc.).

But, here is the key: **if bystanders see someone else modeling a helping behavior, they are more likely to step up and provide assistance themselves.**

Options for Responding

The Green Dot Bystander Intervention Program uses the "3 Ds" for responding, giving bystanders **options for how they can intervene**:

1. **Direct:** directly interacting with the people involved and addressing your concerns. It may be a confrontation "Hey—what are you doing?" or it may just be checking in with a friend, "Are you OK?"
2. **Distract:** diverting the attention of the people in the situation. If you see a situation and can think of a way to divert the attention of the people in the situation, distraction is the perfect option. Sometimes all a situation needs to diffuse is a small diversion.
3. **Delegate:** recognizing a potentially high-risk situation where you may be uncomfortable saying something yourself or feeling like someone else is better suited to handle it (e.g., a

friend, police or bartender). The action can be just as effective if you get someone else to do it. It also has the additional benefit of making someone else aware of what is going on and that something needs to be done.

Example of the 3 Ds: You are in the cafeteria and you see a female student getting harassed by a group of older boys. Given your obstacles, what are you most likely to do?

Distract: Go up to them and say that Mrs. Jones, the gym teacher, needs to see the girl immediately in the office.
Direct: Go up to the older boys and ask them what they are doing? Or go up to the female and tell her you want to talk to her right now.
Delegate: Seek out an adult and tell them what is happening.

Safety First

Safety is increasingly an issue for bystanders the closer they are to a situation, the fewer people that are around and the more imminent the violence. Bystanders need to consider:

✓ How can I keep myself safe?
✓ Are there others I may call upon for help?
✓ What are my available options?
✓ What are the benefits/costs for taking action?

Those facilitating bystander intervention programs should take the time to brainstorm with participants how to keep in mind and address their own safety

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when intervening. Creating a plan for their own safety may increase the likelihood they will feel more confident about intervening in these situations.

Features of Effective Bystander Intervention Programs

This list of features of effective bystander intervention programs (Powell, 2011, as cited by Prevent Connect) builds upon the nine characteristics of effective prevention programs (Nation et al., 2003):

- ✓ Bystander strategies will be most effective when they exist as **one component of a broader approach or of a multi-level program in one setting.**
- ✓ There is growing evidence to show the importance of **grounding prevention programs in sound and testable theory** that make clear the link between program activities and intended outcomes.
- ✓ **Involving the entire school community** (faculty, staff, students and parents) along with other **organizations** in the community as **partners** in identifying targets for change and designing strategies is critical to creating sustainable programs.
- ✓ The **application of gendered analysis** to program design and development will ensure the program strategies and outcomes are appropriate for all genders.
- ✓ There is concern within the broader literature regarding the importance of **tailoring programs to specific**

contexts and communities, rather than simply replicating programs in new settings. Prevention strategies must **take into account the localized norms and structures that may be relevant to violence prevention**.
- ✓ **Longer interventions (across multiple sessions)** are more effective than short (one-time) interventions, and **in-depth coverage of a smaller range of topics** is found to be more effective than shallow coverage of a large range of topics.
- ✓ **Professional educators and/or program facilitators are found to be most effective**. It is essential to train and support them in their roles.
- ✓ There is evidence to support **a mixture of single-sex sessions and mixed-sex sessions across education-based programming**. While mixed groups appear to result in greater attitudinal change for females than single-sex groups, single-sex groups appear more effective for changing behavioral intentions. For boys, mixed-sex groups appear more effective for changes to their behavior intentions.
- ✓ The literature indicates a concern that the effects of violence prevention programs may fade over time, highlighting the **importance of evaluation at various intervals** before and after participation in prevention programs.

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There is a wealth of literature, tools, programs and campaigns on bystander intervention in sexual violence. Many focus on encouraging schools to teach students, staff and parents to be proactive bystanders to prevent sexual violence, but the basic concepts are applicable to any situation. Go to www.nsvrc.org for a listing of related resources.

If You Have a History of Sexual Victimization

Many individuals who are survivors of sexual violence go on to become advocates and/or activists for ending sexual violence. **If you are a survivor and are doing training or prevention education, be sure to address your own needs related to healing.** Even if you have fully "recovered," it is still possible that unpleasant thoughts and feelings related to the violence could be triggered from time to time, especially if you are frequently talking to others about sexual violence. Self-care and knowing when to reach out for help are critical to your personal wellbeing and effectiveness as a presenter.

Some suggestions as you prepare for presentations or other program activities include:
- Practice presenting the prevention program to staff at the local rape crisis center. Allow them to provide you with emotional support if needed. Seek constructive feedback.
- Assess if you are ready to respond to individuals who disclose victimization or perpetration. Consider co-presenting with a victim advocate from the local rape crisis center—which is also a good idea since disclosures often occur during/following presentations.
- Have a personal support person at your presentations. Also, ask this person or someone else to be available to debrief with you after presentations when necessary.

It is not necessary (nor usually appropriate) for you to disclose your own victimization in the course of providing training and education programs. While there may be situations where a personal disclosure may be appropriate (see below), do not put yourself in a situation that may trigger a flashback or bring up unresolved issues. Sharing your personal experiences could also be overwhelming for audience members. If you do decide to share your experiences, be prepared to provide emotional support to audience members as some may have a personal reaction to what you have shared (Bristen & Peatow Nickels, 2008). Also, recognize that there are probably both survivors and offenders in the audience—be prepared for a variety of responses.

Including Details of Survivor's Experiences in Presentations
(Bristen & Peatow Nickels, 2008; FRIS, 2010)

As a presenter, you must consider whether or not it is appropriate and safe to disclose information about a survivor during educational and training programs.

Some related suggestions:

- You might decide to share details of survivors' experiences during a presentation in order to: cultivate empathy for survivors and what they have experienced, demonstrate the prevalence of sexual violence, breakdown myths about both victims and perpetrators, make an impact on the audience, and give the audience ideas on what they can do (e.g., to practice bystander interventions).
- Avoid sharing details of survivors' experiences merely to provide shock value, demonstrate your experience/knowledge on the issue (either as a survivor yourself or in working

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with survivors), or when statistics and/or other forms of information would be just as effective to make your point. Recognize the potential danger of these details re-traumatizing survivors or inciting offenders in the room.

■ Don't ask a survivor to share her experience if she has not worked through the trauma, has not had the time to emotionally heal or has no experience in sharing her story with a large audience. Also consider that people who know the survivor may be in the audience.

When preparing for a presentation, plan your objectives and consider (perhaps in consultation with a co-worker or advocate from the rape crisis center):

■ The intent and purpose of utilizing survivors' experiences: What are the benefits? Are there alternative solutions in creating a presentation that is interesting, factual and that will make an impact on the audience without compromising the confidentiality of survivors?

■ Who is in the audience and what do you expect to gain by utilizing a personal experience? What do you know about the audience beforehand to help determine appropriateness?

If you do decide to share details about survivors' experiences, there are several steps you will want to take to prepare.

Obtain a signed release form from the survivor to discuss the details of her experience (it is recommended that you do not ask a survivor who is currently receiving services from your organization as she may not feel comfortable declining your request). Arrange to have a support person available with whom participants can debrief if needed. Plan early in your presentation to state your

intention to use survivors' experiences, the purpose of sharing this information and its connection to your intended program outcomes, as well as identify the support person who is available to debrief with participants. Describe the basic materials to be covered in the presentation to allow participants to make informed decisions about staying in the room.

If you plan to share survivor information anonymously, examine how the details may lead an audience to deduce information about the survivor (especially in rural communities or "contained" population such as a school or group home). You may consider intentionally changing details to conceal the survivor's identity, but be sure to let the audience know you have done so. It is also a good idea to mention that many experiences have similarities due in part to the prevalence of sexual violence. Finally, inform the audience that you gained the survivor's permission to share her experience.

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B5. PROGRAM EVALUATION

Evaluation can be an essential tool in developing and maintaining the best possible trainings and prevention programs. **Evaluation enables you to determine if your programs are changing attitudes and behaviors. For prevention programs, evaluations can help determine if the changes are actually preventing sexual violence.** Both the positive feedback and constructive criticism about your program obtained through evaluation can enhance your efforts and identify ways to change your program to make it more effective. Extensive experience or expertise in evaluation is not necessary to successfully evaluate your program or utilize the data gathered about your program—instead, you simply need knowledge about different kinds of approaches and strategies used to do evaluation and practice using that knowledge. Evaluation doesn't have to be complicated or resource intensive.

This section provides you with basic information on evaluation to help facilitate evaluation planning and implementation. The three primary sources of information for this section included the *Sexual and Intimate Partner Violence Prevention Programs Evaluation Guidebook* (Valle et al., 2007), *Understanding Evaluation: The Way to Better Prevention Programs* (Meraskin, 1993) and *Evaluation 101* (Shanholtzer, 2010). For more in-depth information on this topic, see these resources.

What is Evaluation?

Evaluation is a systematic process of obtaining information to be used to assess and improve a program. In general, organizations use program evaluations to distinguish successful program efforts from ineffective ones and to revise existing

programs to achieve successful results. More specifically**, evaluation can be used to** (McKenzie, Neiger & Smeltzer, 2005):

- Prove that a program has delivered the intended services and met objectives;
- Show that the program has made an impact on a certain population;
- Improve the program implementation;
- Provide accountability to funding agencies, the community and other stakeholders;
- Increase community support for the initiative;
- Contribute to the scientific knowledge on the issue; and
- Inform policy decisions.

Program evaluation is often conducted when performance measures (e.g., x number of people attending a presentation) are not sufficient to demonstrate a program's results or when outcomes are not readily observable (e.g., prevention of violence).

Different Types of Evaluation

Various types of program evaluations exist; the type of evaluation you conduct depends on the questions you want to answer.

The main types of evaluation are:

- **Process evaluation** monitors the process of your program's implementation to find out *if your program is being delivered as intended* (Valle et al., 2007).
- **Outcome evaluation** studies *if your program is meeting or progressing towards your program goals. Is it having the intended effect?* Outcome evaluation can look at the immediate or direct effects of the program on participants, as well as longer-term and unintended program effects. This type of evaluation may also be called *impact evaluation*.

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PROCESS EVALUATION

A process evaluation assesses the extent to which the program is functioning as planned. It examines the quality of program delivery and identifies gaps between what was intended and what actually happened. If a program does not produce the intended results, it may be due to flaws in the implementation or audience selection rather than simply because the program itself is ineffective. Results of a process evaluation can help you correct these issues before the program is delivered again. Conversely, if desired outcomes are being achieved, a process evaluation can identify what was done well so successes can be replicated.

In short, process evaluation can help you document your work, monitor and improve delivery, identify barriers and challenges, ensure adherence to your implementation plan, maintain accountability and quality control, provide a context for understanding outcome evaluation results; and provide timely feedback during and after the program (e.g., for a three-part presentation, a short satisfaction survey could be completed by the audience after each part).

What do you want to know about your program's process? For each of your programs, be prepared to collect process evaluation data by asking questions such as (Fisher et al., 2006):

- What specific topics were addressed in the presentation? What amount of content (e.g., dosage) did the participants receive? What activities were utilized to deliver this material?
- What were the characteristics of participants attending this presentation? (E.g., number of people participating, age/grade level, socio-economic status, racial/ethnic composition, language

preference, etc.) Did you reach your target audience?
- Did the program follow the basic plan for delivery?
- What was the overall satisfaction level with the program? (E.g., what did the participants like/dislike about the presentation, were the facilities and tools such as handouts or presentation materials conducive to learning, and did the presenter do an adequate job?)
- What was the staff's perception of the program?

OUTCOME EVALUATION

An outcome evaluation examines program objectives and provides information about program results, ultimately to determine if your program made the difference that was intended. Outcome evaluations can look at both short- and longer-term changes in participants' knowledge, skills, attitudes, behaviors and behavioral intentions. If your ability to conduct outcome evaluation depends on available resources, consider prioritizing resources initially for those programs that involve more intense skill-building rather than one-time presentations.

For **outcome evaluation during or immediately after a program, a retrospective post-test is the least time and resource intensive of the various outcome evaluation models you could use. However, you may elect to conduct a pretest/posttest design for determining if you met your goals and outcomes.** This approach typically involves administering the same questionnaire to participants before and after a presentation or series of presentations so you can assess how individuals' knowledge, skills, attitudes and behavioral intentions changed. This comparison requires matching the pre-and post-tests through a unique identifier—for instance, a unique code might be made up of the first

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four letters of the city/ town in which participants were born and the first four letters of the first elementary school they attended. Note that one drawback to the pre-test/post-test design is that you cannot say conclusively that differences after the intervention are due to your program's efforts.

As part of your post-program follow-up, you can also have participants complete a questionnaire (e.g., three or six months after the program) to assess how they have used what they learned and what successes and barriers they have experienced. In addition to a questionnaire, **follow-up evaluation tools can include post-tests** (to assess how long change lasts/knowledge is retained), **interviews with individual participants** either in-person or by phone, **focus group discussions and site visits** to observe changed behaviors.

Some tips for outcome evaluation questions include:

- Questions on a pre-test/post-test questionnaire should pertain directly to the material presented. For example, do not ask questions about sexual assault statistics if such data is not presented.
- Questions to assess knowledge change can be true/false or multiple-choice. A sample question might read, "Is the following statement true or false? Low academic achievement is a risk factor for sexual violence perpetration."
- Questions to assess attitude change can also be true/false or multiple-choice questions. They can also be done with a Likert scale (a 5-, 7- or 10-level scale that participants use to rate their level of agreement with a statement). Scales typically range from strongly disagree to strongly agree or from not at all to very much. A sample question might read, "Using a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly

agree, respond to the following statement: I believe sexual violence can be prevented."

Questions to assess knowledge/skills change can target:

- **Willingness or intent to use the knowledge/skills gained**. A sample question for an audience of middle school teachers who received training might read, "Using a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree, respond to this statement: "I will discuss with parents ways to talk with their children about healthy dating relationships." Or you can ask participants to list three things they will take action on when they get back to their work site. To increase the chances of success, include a suggested time period within which these actions will take place.
- **Level of confidence in using the knowledge/skills**. A sample question might read, "Using a scale of 1 to 5, with one being strongly disagree and 5 being strongly agree, respond to this statement: I feel comfortable talking with youth about healthy dating behaviors."
- **Improved ability or skill**. This type of question is aimed at determining the extent to which the training boosted ability or practice. A sample question might read, "Using a scale of 1 to 10, with 1 being not at all and 10 being very much, respond to the following statement: This training has improved my ability to address sexually harassing behavior I see happening in the hallways at school."
- **Utilization**. For professionals who are already engaged in sexual violence prevention, you might ask about the extent to which the presentation contributed to the use of the particular knowledge/skills on which you provided training.

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Evaluation Design

(Fisher, Lang & Wheaton, 2010)

An evaluation design simply describes the type of evaluation you are going to conduct. Process evaluations can help answer the question, "What is my program doing?" Outcome/impact evaluations can help answer the questions, "Is my program achieving its goals and objectives?" and "Is my program effecting change?"

Examples of different types of evaluation designs (some of these have already been discussed):

- Logs and checklists—to collect process data (the who, what, when, where, why, how);
- Knowledge tests—to collect outcome/impact data;
- Surveys/questionnaires—to collect process and outcome/impact data;
- Interviews—to collect outcome/impact data; and
- Focus groups—to collect outcome/impact data.

Evaluation tools often include process and outcome/impact evaluation questions. See the attached *Sample Participant Questionnaire* (drawn in part from the Office for Victims of Crime) which can be customized for your use.

The data you collect may be quantitative (e.g., number of program participants) or qualitative (e.g., feedback from participants on improving a program or how the program changed their attitudes and behaviors). **Evaluations often blend quantitative and qualitative data collection.** The choice of the type of data to collect should be made with an understanding that there usually is more than one way to answer any given question (Muraskin, 1993).

Whether you are creating your own evaluation tool or using an existing measure (e.g., see Valle et al., 2007, pp.119-145 for a variety of instruments that may be useful), you will need to ensure that the tool is appropriate for your audience's developmental and literacy levels, language capacity, etc. For example, an evaluation tool for a middle school audience will likely be different from a college audience or a teacher/faculty audience. Note that participants with disabilities that impact communication may require accommodations to complete an evaluation (e.g., in alternative formats).

Planning for Evaluation

An evaluation plan ideally is developed prior to program implementation, as it can help you decide what will be evaluated (e.g., your overall program or an aspect of your program), what you want to know (e.g., how effective the program is in achieving the intended goals), how you will know the answer to your question when you see it (e.g., evidence), and when to collect the data. The plan also can help you identify the best methods for collecting, analyzing and interpreting the data you collect, as well as reporting the results of your evaluation.

Taylor-Powell, Steele & Doughlah (1996) suggest **exploring the following questions to facilitate your evaluation planning** (see Valle et al., 2007 for a related worksheet):

- What is the purpose of the evaluation?
- Who are the key stakeholders in the evaluation? What are their roles in the evaluation? How will they use the evaluation results?
- What are the specific evaluation questions to be answered?
- What information is needed to answer the questions? Where will we get this information? What specific methods will be used?

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- When will the data be collected (before, during or immediately after the program or later)?
- Who will collect the information?
- How will the data be analyzed? Who will do the analysis?
- How will the information be interpreted? Who will do the interpretation?
- Who will summarize the evaluation results?
- How will evaluation results be shared (with whom, when, where and how)?

EMPLOYING A LOGIC MODEL IN YOUR EVALUATION PLANNING

To answer some of above questions, you will need to consider the links among your program's overall goals, objectives and activities. **Creating a logic model of your program can assist you in demonstrating these links and guide you in developing evaluation questions and activities**—see the *Sample Logic Model* included in this section (drawn in part from Valle et al., 2007; Shanholtzer, 2010). Note the sample could be further developed with more details (by applying the ABCDE method described below). For further information on using logic models in evaluation, see Valle et al.

As part of a logic model, you will want to define your program's goals and objectives. A **goal** is a measurable statement of the desired long-term, global impact of the program. Goals generally address change. For example, a goal may be prevention of sexual violence among middle school-aged children. An **objective** is a specific, measurable statement of the desired immediate or direct outcomes of the program that support the accomplishment of a goal. For example, "Our program will provide primary prevention education on sexual violence to six middle schools in our service area during the school year."

The **ABCDEs of writing *measurable* goals and objectives** are offered to guide the development of goals and objectives and clarify the evaluation plan:

- **A**udience—Who is the population for whom the desired outcome is intended? (E.g., persons with developmental disabilities, campus athletes).
- **B**ehavior—What is to happen? What results are expected? (E.g., increase in participants' knowledge of traits of healthy sexuality and relationships).
- **C**ondition—By when? What are the conditions under which measurements will be made? This may refer to the timeframe and/or implementation of a specific intervention. (E.g., the overall timeframe for program implementation is the 2014/2015 school year, but change might be measured immediately after a program and again three months later).
- **D**egree—By how much? What quantification or level of results is expected? (E.g., knowledge of 10 characteristics of healthy sexuality and intention to increase healthy sexuality in 3 of 14 areas as identified by McLaughlin, Topper & Lindett, 2009).
- **E**vidence—As measured by what criterion or instrument? (E.g., a pre-test/post-test, follow-up surveys or individual interviews; could also use an established instrument such as the *Attitudes About Aggression in Dating Situations Scale*, developed by Slep et. al., 2001).

You can use the above method to identify elements of each desired outcome and then formulate goal/objective statements using the applicable elements.

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Additional Written Evaluation Resources

Puddy, R. & Wilkins, N. (2011). *Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness.* Atlanta, GA: Centers for Disease Control and Prevention. (Available at no cost through www.cdc.gov.) This document explains the continuum of evaluating the effectiveness of prevention programs, policies and practices. Advocates, researchers and policy makers can use the information in this guide to determine if they are achieving outcomes and making the intended changes.

Riger, S., Wasco, S., Schewe, P. & Campbell, R. (2002). *Evaluating Services for Survivors of Domestic Violence and Sexual Assault.* Sage Publications, Inc. (Can be purchased at www.sagepub.com/books/Book225465, paperback $59, Hardcover $104.) The website includes the following book description: "Evaluation programs that effectively measure the success of domestic violence and sexual assault services are essential not only to assure high levels of client service and continued funding, but also in evaluating how far society has come in the effort to end violence against women. *Evaluating Services for Survivors of Domestic Violence and Sexual Assault* provides comprehensive guidelines and field-tested tools for direct service evaluation programs. It also chronicles and celebrates over thirty years of progress made by the anti-violence movement. The authors offer a wealth of practical information at the same time identifying key issues and placing them in the broader context of social and political change..."

Additional Internet Resources (adapted from Shanholtzer, 2010)

- CDC's Evaluation Framework: www.cdc.gov/eval/framework/index.htm
- Community Tool Box: ctb.ku.edu/en/
- American Evaluation Association: www.eval.org/
- Coalitions Work: coalitionswork.com/
- Writing Goals and Objectives: apps.nccd.cdc.gov/dashoet/writing_good_goals/menu.html
- Basic Guide to Program Evaluation: www.cdc.gov/healthyyouth/tutorials/writinggoal/index.htm
- Kellogg Foundation Evaluation Handbook: www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx

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SAMPLE LOGIC MODEL:
MIDDLE SCHOOL SEXUAL VIOLENCE PREVENTION PROGRAM

(Drawn in part from Valle et al., 2007; Shanholtzer, 2010)

Program's Theory Base: Societal norms condone sexual violence. In such an environment, individuals learn violent behavior, acceptance of violence and victim blaming from sources such as family, peers and the media. This program seeks to positively change these social norms and influence individual attitudes and behaviors.

Outcomes: The ultimate goal of the program is to prevent sexual violence among middle school students in our service area. To accomplish that, the program's immediate/intermediate goals are to promote zero tolerance for sexual violence; develop students' knowledge, skills, behavioral intentions and behaviors that support nonviolent behaviors, specifically healthy sexuality/relationships; and decrease the likelihood of sexual violence.

Resources Available to Operate the Program: e.g., staff, volunteers, time, materials, equipment, technology, finances and partnerships.

Program Activities: 6 Middle Schools	Objectives: 2014-2015 School Year	Process Questions & Evaluation Methods	Outcome Questions & Evaluation Methods
Classroom education	Increase students' knowledge, skills, attitudes, behavioral intentions and behaviors that promote zero tolerance for sexual violence and that help develop healthy sexuality and relationships.	Are classroom activities being implemented as planned? *Observe classroom using checklists and rating scales.*	Is the program positively influencing students' attitudes, knowledge, behavioral intentions and behaviors? *Pre/post test surveys and post-program focus groups.* Is the program making a positive difference? *Observation during student role plays and follow-up surveys, interviews and focus groups.*
School staff education School policy/practice review and development	Increase school staff knowledge, skills, attitudes, behavioral intentions and behaviors that promote zero tolerance for sexual violence at school and that support students' healthy sexuality/relationships. Promote practices/policies that promote the above.	What are staff issues and concerns as trainings are implemented? *Interview staff.* Are staff satisfied with trainings? *Survey staff.* Is staff reviewing policies/practices and adjusting or developing as needed? *Review meeting minutes.*	Are trainings improving the school climate? *Follow-up surveys, interviews, pre/post test surveys and post-program focus groups.* Are there school policies/practices supporting zero tolerance for sexual violence? *Records review.* Are school events free of gender stereotyping and images of violence? *Post-training observation of events.*
Parent education (pre-K-12)	Increase parental modeling and monitoring that promote zero tolerance for sexual violence and that support students' healthy sexuality/relationships.	Which parents are reached? *Review attendance sheet.* Are parents satisfied with the information and guidance offered? *Survey parents.*	Is the program increasing parental supervision and monitoring? *Follow-up surveys, interviews, pre/post test surveys and post-program focus groups.*
Community networking	Activities promote partnerships to support students' healthy sexuality/relationships and that have zero tolerance for sexual violence.	Which agencies are included in collaborative efforts? Are collaborators satisfied with the level of partnerships? *Survey and/or interview staff and community agencies.*	Do community agencies support schools in promoting healthy relationship behaviors and having zero-tolerance for sexual violence? *Follow-up surveys, interviews and focus groups.*

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SAMPLE PARTICIPANT QUESTIONNAIRE

[This sample questionnaire, which includes both process and outcome evaluation components, can be customized for your audience and then administered at the close of a presentation. It can be one of several evaluation tools you use.]

Name of Presentation:_____ Date _____

Part 1: Participant Information
School: _____Grade _____ Age ___
Check one: __ Male __ Female

[Insert additional questions for participant characteristics you want data on here]

Part II: Please indicate the extent to which you agree or disagree with the following statements about the presentation.

1 – I strongly disagree with this statement. *4 – I agree with this statement.*

2 – I disagree with this statement. *5 – I strongly agree with this statement.*

3 – I neither agree nor disagree with this statement. NA – Not applicable

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
1. As a result of this presentation, I can [insert training/presentation objective 1 (e.g., describe traits of healthy sexuality/healthy relationships)].	1	2	3	4	5	NA
2. As a result of this presentation, I can [insert training/presentation objective 2].	1	2	3	4	5	NA
3. As a result of this presentation, I can [insert training/presentation objective 3].	1	2	3	4	5	NA

[Edit, delete and/or add questions in the above chart to fit the evaluation needs of your program. This section measures participant confidence in knowledge/skills gained; a pre-test/post-test could help verify knowledge/skills acquisition.]

Part III: Please indicate your level of satisfaction or dissatisfaction with each statement.

1 – Very dissatisfied *4 – Satisfied*

2 – Dissatisfied *5 – Very satisfied*

3 – Neither satisfied nor dissatisfied

Instructor 1: _____	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
1. Instructor's level of preparation	1	2	3	4	5
2. Instructor's knowledge of the subject	1	2	3	4	5
3. How the instructor encouraged discussion	1	2	3	4	5
4. How the instructor responded to questions and comments	1	2	3	4	5
5. Instructor's level of respect towards participants	1	2	3	4	5

Instructor 2: _____	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
6. Instructor's level of preparation	1	2	3	4	5
7. Instructor's knowledge of the subject	1	2	3	4	5
8. How the instructor encouraged discussion	1	2	3	4	5
9. How the instructor responded to questions and comments	1	2	3	4	5
10. Instructor's level of respect towards participants	1	2	3	4	5
Overall	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
11. Overall quality of presentation materials (handouts, audiovisuals)	1	2	3	4	5
12. Comfort of the meeting space	1	2	3	4	5
13. Time allotted for the material presented	1	2	3	4	5

[Edit, delete and/or add statements in the above chart to fit the evaluation needs of your program.]

14. What aspects of this presentation were most helpful and why?

_____

_____

_____

15. Identify three things you plan to do or change as a result of the education you received through this presentation.

_____

_____

_____

16. Do you have any specific suggestions for changing the presentation to make it better for future participants?

_____

_____

_____

[Edit, delete and/or add questions to fit the evaluation needs of your program.]

Thank you for completing the Participant Questionnaire.

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C. Primary Prevention of Sexual Violence

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C1

PURPOSE

This section was designed to build a basic understanding of the public health concept of primary prevention and its relevance to the elimination of sexual violence. It discusses:

- The public health's approach to sexual violence prevention (*C1*);
- The continuum for the prevention of violence (*C2*);
- The impact of primary prevention on sexual violence (*C3*);
- The socio-ecological model's application to sexual violence prevention (*C4*); and
- Applying the knowledge gained in this section (*C5*).

It is critical every sexual violence prevention educator is knowledgeable on these issues.

The World Health Organization and London School of Hygiene and Tropical Medicine (2010), concisely explained the enormity of the problem, its far-reaching consequences and the power of the primary prevention approach in addressing the problem. They noted that sexual violence, along with intimate partner violence (p. 1):

> "…affect a large proportion of the population—with the majority of those directly experiencing such violence being women and the majority perpetrating it being men. The harm sexual violence causes can last a lifetime and span generations, with serious adverse affects on health, education and employment.
> The primary prevention of these types of violence will therefore save lives and money—investments made now to stop intimate partner and sexual violence before they occur will protect the physical, mental and economic well-being and development of individuals,

families, communities and whole societies."

F.Y.I. Remember that acquiring new knowledge and putting it into practice is a process. *You are not expected to "know" the information in the toolkit all at once.* Instead, you can work through toolkit sections at your own pace, building your knowledge base as you go and considering how new information fits into your programming efforts.

F.Y.I. Note: As a supplement to this section, it is suggested that you view a series of audio-slide presentations by PREVENT of the University of North Carolina Injury Prevention Research Center (through www.prevent.unc.edu). In particular, see the following:

Module 1: Orientation to Violence Prevention (2005)

- Part 1: Moving Upstream: The Story of Prevention (30 minutes)
- Part 2: The Public Health Approach to Violence Prevention (30 minutes)
- Part 3: The Socio-Ecological Model: A Pathway to Prevention (30 minutes)

Module 2: Scope of the Problem (2007)

- Part 5: Sexual Violence (25 minutes)

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C1. PUBLIC HEALTH'S APPROACH TO SEXUAL VIOLENCE PREVENTION

The Association of Schools of Public Health (n.d.) describes public health as "the science of protecting and improving the health of communities through education, promotion of healthy lifestyles and research for disease and injury prevention." Rather than focusing on one individual at a time, it addresses the health of the whole population (PREVENT, 2005b). Public health involves an organized effort to "prevent, identify and counter threats to the health and safety of the public" (Turnock, 1997). Unquestionably, sexual violence is one of those threats.

EXPLANATION OF KEY TERMS

It is helpful to be familiar with a few prevention terms in advance:

Public health: Activities that society undertakes to assure the conditions in which people can be healthy, including organized efforts to "prevent, identify and counter threats to the health and safety of the public."

Prevention: In the public health field, violence prevention is a systematic strategy or approach that reduces the likelihood of risk of victimization or perpetration, delays the onset of adverse health problems, or reduces the harm resulting from conditions or behaviors.

Levels of prevention: Prevention efforts exist on a continuum—primary, secondary and tertiary prevention. **Primary prevention** approaches seek to prevent violence before it occurs. **Secondary prevention** approaches seek to identify those who are already affected by violence and reduce the severity of the impact. **Tertiary prevention** approaches take place after a violent event

that aim to lessen its long-term effects and reduce the chances of reoccurrence. Together, these efforts seek to bring about change in individuals, relationships, communities and society by promoting factors that buffer against violence.

Directed prevention interventions categorize approaches by the targeted audience. **Universal prevention interventions** are directed at groups or the general population regardless of individual risk for violence perpetration or victimization. **Selected prevention interventions** target those who are thought to have a heightened risk for violence perpetration or victimization. **Indicated prevention interventions** are directed at those who have already perpetrated violence or have been victimized. **Socio-ecological model of violence prevention:** This model explains the occurrence of violence and helps identify potential prevention strategies on four levels: individual, relationship, community and societal. A fifth level may also be considered: institutional. Factors at one level are often influenced by factors at other levels. Primary

Risk factors: Characteristics that increase the likelihood of a person becoming a victim or perpetrator of violence. **Protective factors:** Those factors that decrease the likelihood of a person becoming a victim or perpetrator of violence, as they provide a buffer against risk.

Bystander intervention: A strategy in the prevention field to mobilize bystanders to intervene when they see acts of violence or situations that are likely to escalate to violence. Such interventions can help redirect the peer pressure toward healthy and respectful social norms.

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The public health perspective asks foundational questions: Where does the problem begin? How could we prevent it from occurring in the first place? (Centers for Disease Control and Prevention or CDC).

Public health relies on solid evidence, drawing upon knowledge from many disciplines including medicine, epidemiology, sociology, psychology, criminology, education and economics (World Health Organization & London School of Hygiene and Tropical Medicine, 2010). This interdisciplinary approach to data reveals the where, when, who, why and how about the nature of the problem at hand (PREVENT, 2005b). That evidence can then be used to identify the extent of the problem and the factors that need to be addressed to reduce the occurrence and severity of the problem, and to guide related program and policy development (PREVENT, 2005b). Public health also emphasizes a culturally appropriate response to health problems—recognizing that cultural practices and beliefs can influence the way data on the problem should be collected and how prevention programs are developed and disseminated (PREVENT, 2005b).

From the public health perspective, sexual violence is viewed as a preventable problem. Data indicates it is caused by the interplay of multiple factors, rather than due to a single factor. Notably, this approach does not identify actions of victims as a cause of sexual violence.

Because sexual violence is a multi-faceted problem, the public health approach to sexual violence emphasizes an equally multi-faceted response involving many sectors of society (World Health Organization & London School of Hygiene and Tropical Medicine, 2010). Today, many communities are moving toward

multidisciplinary collaboration to not only intervene when sexual violence occurs, but to collectively consider how to best prevent it from occurring in the first place. Key players in this response include community-based organizations, criminal and civil justice systems, state and local health departments, schools, health care systems, social services, media, policy-making bodies and workplaces (PREVENT, 2005b).

PREVENTION PRINCIPLES

(This section was adapted from several other WV FRIS toolkits and training modules.)

Three key principles discussed in this section are critical when doing sexual violence prevention work (adapted from VetoViolence):

✓ **A public health approach** to help you move from the problem of interpersonal violence to the potential solutions;
✓ **A focus on primary prevention—** strategies to stop violence before it initially occurs—to reduce the factors that put students at risk for experiencing and perpetrating violence and increase the factors that buffer students from risk; and
✓ **A social-ecological model** to explain the complex web of factors that may contribute to or buffer against violence and to develop more comprehensive programming strategies.

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C2. Continuum for the Prevention of Violence

From a public health perspective, there are three levels on the prevention continuum that focus on *WHEN* an intervention has an effect on a specific problem (PREVENT, 2005a). These three levels of prevention are primary, secondary and tertiary.

On the issue of sexual violence, you need to be aware that **each level on the prevention continuum has a different focus** (PREVENT, 2005a):

- **Primary prevention** includes approaches that take place **BEFORE** violence has occurred to prevent initial perpetration or victimization. An example is a middle-school program to prevent sexual violence in dating situations that does the following: teaches students about healthy relationships and healthy sexuality; educates parents and school staff on how to nurture these student behaviors; and encourages the development of school policies that support these behaviors and include consequences for noncompliance (Valle et al., 2007).
- **Secondary prevention** includes immediate responses **AFTER** violence has occurred to deal with the short-term consequences. Examples related to sexual violence might include crisis intervention, advocacy and medical care for a victim, SANE (sexual assault nurse examiner) programs to improve the collection of forensic evidence and the development of SARTs (sexual assault response teams) to create a collaborative multidisciplinary response.

- **Tertiary prevention** includes long-term responses **AFTER** violence to deal with the lasting consequences, with the goal of lessening the long-term effects and reducing the chances of reoccurrence. Tertiary prevention is designed to address problems through policies, programs and services for people who have already experienced a problem (e.g., those who have been victimized by sexual violence). Examples are the provision of counseling services for survivors of sexual violence, self-defense classes and sex offender treatment programs.

Violence prevention interventions can also be divided into the following three categories, based on *WHO* is at risk for victimization or perpetration and to whom primary prevention efforts should be directed (Centers for Disease Control and Prevention—CDC, 2004; PREVENT, 2005a):

- **Universal interventions** are directed at groups or the general population regardless of individual risk for sexual violence perpetration or victimization. Examples of universal interventions might include taxes on alcohol, public awareness campaigns about violence, enforcing alcohol and gun laws, and reducing media violence. In universal interventions, everyone is protected whether they experience increased risk factors and everyone shares the burden of the intervention.
- **Selected interventions** target those who are thought to have a heightened risk for sexual violence perpetration or victimization. Selected interventions might include activities targeting adolescents who use drug and/or alcohol, sexuality education for persons with intellectual disabilities, and university programs addressing high-risk components of Greek life.

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■ **Indicated interventions** are directed at those who have already perpetrated sexual violence or have been victimized. Examples of indicated interventions might be counseling services and crisis intervention for victims, incarceration of perpetrators, or school-wide discussions following school-based sexual assault.

Keep in mind that primary prevention targets universal and selected approaches, since their focus is to stop violence before it occurs (PREVENT, 2005a).

F.Y.I. In *Sexual Violence Prevention: Beginning the Dialogue* (2004), the CDC offers a matrix (page 6) with examples of interventions to prevent violence and interventions that take place after violence has happened.

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C3. IMPACT OF PRIMARY PREVENTION ON SEXUAL VIOLENCE

"There is an often quoted parable that tells of a man and woman fishing downstream. Suddenly a person comes down the river struggling for life. The fisherfolk pull her out. Then another comes and again must be rescued. This happens all afternoon and the fisherfolk are getting very tired from constantly pulling people from the river.

When they go upstream, they find that people are drawn to the edge to look at the river, but there is no safe way to do this. Many of them fall. The fisherfolk go to the community leaders and report the number of people who have fallen into the river. They also report that this is due to the lack of a protective barrier on the cliff. Community leaders build a wall behind which people may safely view the water. Some still fall, but there are many fewer victims to rescue."(CDC, 2004; PREVENT, 2005a)

The community above employed a primary prevention strategy to stop the problem from happening in the first place, instead of expending all resources and energy on rescuing people who have fallen into the river (PREVENT, 2005a). In addition to the barrier, the community might also place a warning sign near the cliff and publicize related safety tips.

Risk and Protective Factors

A primary prevention approach typically employs a variety of strategies to counteract the root causes of a specific problem (PREVENT, 2005a), addressing related risk factors and promoting protective factors:

- *A risk factor* is a behavior or condition that increases vulnerability to a specific condition (see below).
- *A protective factor* is a behavior, social influence or policy that reduces vulnerability to a specific condition or other behaviors.

The presence of a risk factor associated with sexual violence does not mean that a person will always experience violence or always become a perpetrator. Similarly, a single protective factor does not necessarily prevent violence. However**, the presence of multiple protective factors can decrease the chance of victimization and/or perpetration** (Perry)

In an earlier example of primary prevention activities that focused on reducing risk for sexual violence in teen dating situations, healthy relationships and healthy sexuality were protective factors which the programming was promoting. (See *D. Getting Started* for risk/protective factors specific to the target population of this toolkit.)

F.Y.I.   **Violence prevention is <u>not</u>** a one-time program or event, one skill-building session or one protocol.

Violence prevention is an ongoing, multi-faceted process, requiring investment of the whole school and integration into the community infrastructure.

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Awareness/outreach, risk reduction or prevention? (Curtis & Love, n.d.).

Sexual violence prevention activities are often confused with awareness/outreach activities and risk reduction efforts. But using a public health model, they clearly are different.

- Activities that raise **awareness** of sexual violence (e.g., a media campaign) can help build support for primary prevention efforts. However, awareness itself does not create the changes in attitudes or behaviors that lead to this form of violence. Outreach is connected to awareness in that it is geared to help those in the targeted population know where they can find services if they or someone they know is sexually assaulted.
- **Risk reduction** focuses on helping potential victims change their behaviors to avoid being sexually assaulted or to stop an attack in progress (self-defense classes, campaigns to inform the public about drug-facilitated sexual assault and how to reduce the likelihood of being drugged at a party or bar, etc.). Whereas risk reduction programs assume that sexual violence itself is the issue to be addressed, primary prevention seeks to change a variety of conditions (e.g., aggression, lack of empathy) that influence someone's decision to rape.

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C4. Socio-Ecological Model's Application to Sexual Violence Prevention

To prevent sexual violence, it is critical to understand *WHAT* factors influence its occurrence (CDC, 2004).
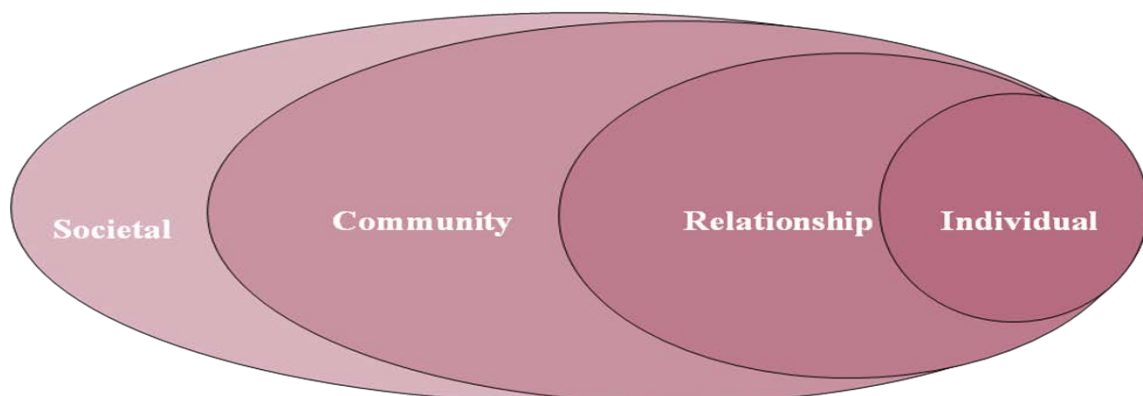
The public health approach is driven by a socio-ecological model that outlines how the health status of an individual is influenced not just by that individual's attitudes and practices, but also by personal relationships and community and larger societal factors (PREVENT, 2005c). The World Health Organization (WHO), in *World Report on Violence and Health* (Krug et al., 2002), used a variation of this model to discuss violence prevention. See below for a graphic illustration of this model, as found in Chapter 1 (p. 12) of the WHO report.

The CDC, based on the discussion in Krug et al. (2002), used this socio-ecological model to delineate specific risk factors for perpetration of sexual violence. Levels include (CDC, 2004):

■ **Individual level**—biological and personal history factors that increase the likelihood of becoming a perpetrator of violence. Risk factors include but are not limited to: alcohol and/or drug use; attitudes and beliefs that support sexual violence; impulsive and other antisocial tendencies; preference for impersonal sex; hostility towards women; and childhood history of sexual abuse or witnessing family violence (Krug et al., 2002). An individual may also be influenced by demographic characteristics such as age, income and education (PREVENT, 2005c).

■ **Relationship level**—factors that increase risk because of relationships with peers, intimate partners and family members. These relationships can shape an individual's behavior and range of experience (Krug et al., 2002).

■ **Community level**—settings in which social interactions occur (e.g., schools, churches, neighborhoods and workplaces) and characteristics of these settings that are associated with becoming perpetrators of violence. For example, the lack of workplace policies on sexual harassment can send a message that this type of violence is tolerated.

■ **Societal level**—broad societal factors that help create a climate in which violence is encouraged or inhibited. Risk factors include but are not limited to gender inequality, religious or cultural belief systems, societal norms and economic or social policies that create or sustain gaps and tensions between groups of people.

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In the "nested" model shown on C9, **risk factors work together to influence culture and behaviors related to sexual violence** (CDC, 2004). The model highlights the pivotal role that societal factors play in influencing behaviors and interactions between people and entities (PREVENT, 2005c).

Curtis and Love (n.d.) offer another way to look at the socio-ecological model that involves mapping the risk factors for perpetration of sexual violence onto a tree:

"Tree roots distribute nourishment to the trunk, branches and leaves. The **societal level issues** of oppression and norms that support inequality **correspond to the roots** because they influence every other level. In this case, the roots send information and expectations to the other parts of the tree. Additionally, these norms hold in place factors and behaviors at the other levels, just as roots anchor a tree. The other levels of the ecological model correspond to the different pieces of the tree as follows: the **community level to the trunk**, the **relationship level to the branches** and the **individual level to the leaves** of the tree. If we think about the process of creating lasting change, we can see how treating the whole system through the roots is more effective than focusing on the leaves or branches. If only the leaves, branches or trunk are treated, then the tree may still be unhealthy. We must become prevention gardeners and tend to the roots of the tree. We can work for change at the root level by addressing issues of oppression and creating equity across all groups. *If we make the roots healthy, the tree will take care of the trunk, branches and leaves.*"

Ideally, multiple prevention strategies and activities simultaneously occur at the different levels of the socio-ecological model. For example, a six-week bullying-prevention program in the elementary school focusing on bystander behavior (individual level) could occur at the same time the local rape crisis center is sponsoring an anti-bullying awareness week that promotes recognizing positive behaviors (societal level). *The key is to understand how different levels of the model can reinforce different aspects of a prevention message and to utilize multiple levels in prevention efforts.*

F.Y.I. In *Sexual Violence Prevention: Beginning the Dialogue* (2004), the CDC offers a matrix (pages 8-10) with additional examples of strategies to prevent sexual violence that address individual, relationship, community and societal influences for universal and selected populations.

Examples of approaches to sexual violence prevention based on the socio-ecological model and promotion of protective factors (*The Social Ecological Model*, Washington Coalition of Sexual Assault Programs)

✓ **Individual level programming** that promotes healthy beliefs and rejection of social norms that support oppression—educational sessions that encourage individuals to challenge violence, sexism, racism, homophobia, etc. Comprehensive sexuality curricula that promote healthy sexual relationships.

✓ **Relationship level programming** that builds skills to interrupt and address inappropriate comments and behaviors that support violence—peer or bystander programs that give students tools to change the climate of their social circles by rejecting or intervening when they hear

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or witness behaviors that support violence or sexism.

✓ **Community/institutional level programming** that reinforces the school's expectation of student conduct.

    ✓ **Societal level programming** that targets law makers to increase funding for prevention activities in schools and communities enforcing a zero-tolerance for violence.

The Sexuality Information and Education Council of the United States (2004) offers examples of **levels of the socio-ecological model if healthy sexuality were a successful part of sexual violence prevention** (National Sexual Violence Resource Center, 2012):

✓ Individuals would know that the human development process includes sexual development, which may or may not include reproduction or sexual experience;

✓ Relationships would be based on honest communication, respect and consensual sexual interactions;

✓ Individuals would express their sexuality while respecting other's rights;

✓ Communities would work to prevent sexual violence by advocating for legislation that was in line with their values related to sexuality; and

✓ Society would promote access to age-appropriate and accurate information on sexuality and work to enhance individuals' ability to create and maintain healthy relationships.

Characteristics of Effective Prevention Programs

In *What Works in Prevention: Principles of Effective Prevention Programs* (Nation et al., 2003), the below **characteristics were consistently associated with effective prevention programs**:

1. **Comprehensive**: Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.

2. **Varied teaching methods**: Strategies should include multiple teaching methods, including some type of active, skills-based component.

3. **Sufficient dosage**: Participants need to be exposed to enough of the activity for it to have an effect.

4. **Theory driven**: Preventive strategies should have a scientific justification or logical rationale.

5. **Positive relationships**: Programs should foster strong, stable, positive relationships between children and adults (for the college population, between students and mentors/authority figures as well as among students).

6. **Appropriately timed**: Program activities should happen at a developmental stage in a participant's life that can have maximal impact;

7. **Socio-culturally relevant**: Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.

8. **Outcome evaluation**: A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

9. **Well-trained staff**: Programs need to be implemented by staff members who are sensitive, competent and have received sufficient training, support and supervision.

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C5. APPLYING THE KNOWLEDGE

Questions to Consider…

Are the following primary prevention activities? (These examples are from the *Prevent Facilitator Toolkit* (2009) by PREVENT of the University of North Carolina Injury Prevention Research Center).

1. *A training program for clergy on promoting healthy, non-violent relationships among their church members.*

Yes, the above activity is an example of primary prevention because the training is designed to prevent initiation of violence through clergy outreach to parishioners.

2. *Programs for parents of adolescents to deal with dating relationships of their children.*

Yes, the above programs can be all three levels of prevention. They are **primary** if they help parents steer their children to healthy and respectful relationships. They could be **secondary** to the extent they help parents identify troubled relationships and help their teens change relationships before violence erupts or move into the early stages of violent relationships. They could also be **tertiary**, if they help parents focus on teens who have been in violent relationships and need help getting out of them or finding services for recovery.

3. *Programs run by coaches to address male roles in violence against women.*

Yes, the above programs could be primary or secondary levels of prevention. They are **primary** if coaches role-model pro-social behaviors and encourage or require athletes to model appropriate behavior for other students. They are **secondary** to the extent that coaches help athletes who have initiated violent behaviors or violence-related behaviors (e.g., treating women with disrespect) to alter their behaviors.

4. *Lectures to high school students about how to get out of a dating violence situation.*

No, but the above activities could be secondary or tertiary levels of prevention. They can be **secondary** if the focus is on helping students identify that their relationships are becoming more violent, even though violence may be just beginning or involve precursors of violence (e.g., threats). They are **tertiary** to the extent the focus is on leaving a violent relationship.

5. *Conflict resolution education for high school students.*

Yes, this could be either primary or secondary levels of prevention. It would be primary if the program is directed at helping youth develop positive, respectful behaviors. It is secondary if the program works with youth who have already exhibited violent tendencies, by helping them develop more positive interaction skills.

6. *Rape crisis hotline.*

No, this would be on the tertiary prevention level. A hotline is for helping people who have already been victimized by sexual violence.

7. *Media campaigns in the community to promote nonviolence in relationships.*

Yes, these could be primary prevention activities, if the campaigns target the formation of positive relationships and the prevention of violence from starting.

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Test Your Knowledge

Instructions: *Read each question below and circle the best answer.* (These questions are used with permission from the *Prevent Facilitator Toolkit* (2009) by PREVENT, University of North Carolina Injury Prevention Research Center).

1. Primary prevention may be defined as which of the following?

    A. Addressing the #1 violence problem in your community
    B. Stopping violence from happening in the first place
    C. Providing services to those who have already been victimized
    D. All of the above

2. Which of the following interventions could be considered primary prevention?

    A. Universal and indicated
    B. Selected and indicated
    C. Universal and selected
    D. None of the above

3. Which of the following is an example of an intervention at the primary prevention level?

    A. Providing counseling to victims of sexual violence
    B. Setting up a 24-hour crisis hotline
    C. Implementing a media campaign to promote nonviolence in relationships
    D. Conducting an anger management course with sex offenders

4. If an individual has one or more risk factors associated with the occurrence of violence, it is inevitable that he or she will perpetrate violence.

    A. True
    B. False

5. At what level of the socio-ecological model would economic policies be an influence?

    A. Individual
    B. Relationship
    C. Community
    D. Societal

6. At what level of the socio-ecological model would implementation of a school policy on sexual harassment be a possible intervention?

    A. Individual
    B. Relationship
    C. Community
    D. Societal

7. At what level of the socio-ecological model might bystander intervention training for fraternity and sorority members be a possible intervention?

    A. Individual
    B. Relationship
    C. Community
    D. Societal

Answers:
1-B; 2-C; 3-C; 4-B; 5-D; 6-C; 7-B.

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D. Getting Started

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INTRODUCTION

To help prepare sexual violence trainers and prevention educators to implement programs for school aged-children and youth, this section explores related issues specific to this population. It provides the following:

- An explanation of terms (*D1*);
- Data on sexual violence against children and youth (*D2*);
- Risk and protective factors for sexual violence (*D3*);
- Information on bullying and electronic aggression (*D4*);
- Information on teen dating abuse (*D5*);
- Features of successful sexual violence training and prevention programs (*D6*);
- Tips on talking about tough topics (*D7*);
- A discussion on barriers to sexual violence training and prevention programs for K-12 schools (*D8*);
- Information on promoting students' connectedness to school as a tool for sexual violence intervention and prevention (*D9*);
- Information on dealing with disclosures of sexual victimization (*D10*); and
- Victim resources (*D11*).

There is a range of sexual violence that children and youth can experience. Examples include, but are not limited to, sexual touching and fondling; forcing a child to touch another person's sexual body parts; exposing a child to adult sexual activity or pornography; having a child undress, pose or perform in a sexual manner; taking pornographic pictures of a child; voyeurism; exposing oneself to a child; attempted or actual oral, anal or vaginal penetration; sexualized talk; masturbating in front of a child; forcing overly rigid rules on dress or forcing a child to wear revealing clothes; or getting sexual excitement from hitting a child.

In West Virginia, child sexual abuse refers to a sex crime perpetrated against a person who is less than 18 years of age (and not otherwise emancipated by law) by a parent, other family member, guardian, custodian or other individual in a position of authority over the child (*WVC §61-8D-1*). It may violate any number of state statutes:

- *§61-8B*: *Sexual Offenses*;
- *§61-8C*: *Filming of Sexually Explicit Conduct of Minors*;
- *§61-8D*: *Child Abuse*; or
- *§61-8-12*: *Incest*.

These laws consider factors such as the victim's age, the relationship of the offender to the victim, and the degree of force and violence involved. Just like adults, young people can also experience sexual violence perpetrated by peers, dating partners, acquaintances and strangers (see *D10* and *WVSC §61-8B*).

Sexual violence can also be incorporated into school education on related types of violence—such as sexual harassment, bullying, electronic aggression and dating abuse—as they can include or lead to sexual violence (see *D2, D3* and *B1.Sexual Violence and Related Crimes*).

F.Y.I.

Remember that acquiring new knowledge and putting it into practice is a process. *You are not expected to "know" the information in the toolkit all at once.* Instead, you can work through toolkit sections at your own pace, building your knowledge base as you go and considering how new information fits into your programming efforts.

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D1. EXPLANATION OF TERMS

As you do sexual violence training and prevention programming, it is helpful to be familiar with the terms below.

Accommodation: A change or modification to a student's school enrollment, participation or environment which increases access to meaningful education or safety for a student who is experiencing dating or sexual violence. (Break the Cycle: Empowering Youth to End Domestic Violence, n.d.)

Accommodation for a Disability: Providing or modifying devices, services or facilities, or making changes to policies, practices and procedures to enable an individual with a disability to perform the job or activity. Examples of reasonable accommodations in the form of aids and services include: qualified language interpreters, TTY/TTD machines, assistive listening devices, materials in alternate formats and adaptive computer software. (West Virginia Sexual Assault Free Environment, 2010.)

Acquaintance Rape/Sexual Assault: This type of sexual violence involves coercive sexual activities that occur against a person's will by means of force, violence, duress or fear of bodily injury. These sexual activities are imposed upon individuals by someone they know, including a friend, date or acquaintance (Rape, Abuse & Incest National Network—RAINN, 2009). In the vast majority of sexual assaults, victims know their offender.

Bullying: Typically includes the following elements (Farrington & Ttofi, 2010; Centers for Disease Control and Prevention (CDC), 2011b): Attacks or intimidation with the intention to cause fear, distress or harm that are physical, verbal, and/or psychological or relational; a real or perceived imbalance of power between the bully and the victim; and repeated attacks or intimidation between the same children over time. Bullying can occur both in person and through technology (CDC, 2011b). The term bullying is used almost exclusively to describe behaviors of and toward children and teens. (See *D4* and *B1. Sexual Violence and Related Crimes.*)

Bystander: One strategy used by the sexual violence prevention field is mobilizing bystanders to intervene when they see acts of violence or situations that are likely to escalate to violence. By intervening, bystanders can help redirect the peer pressure toward healthy and respectful social norms (Tabachnick, 2009). (See *D5* and *B4. Preparing to Present Sexual Violence Prevention Programs.*)

Consent: The voluntary agreement, by words or conduct, to engage in sexual activity. Lack of consent is critical in determining whether a sexual assault has occurred. People have the right to change their minds at any point in a sexual encounter and to withdraw consent by words or conduct. Consent cannot be provided under the following conditions: when the victim was incapable of consenting due to age, mental or physical incapacity; when the victim used words or conduct to indicate "no;" when the victim changed his/her mind; or when there was an abuse of trust or authority (e.g., when a parent, a teacher or a youth leader sexually abused a child in their care). In West Virginia, a person cannot legally consent to sexual activity if she/he is under the age of 16. (See *WVC §61-8B-2.*)

Coercion: The use of manipulation, threat or force to have sexual contact with someone without her/his proper consent. Many behaviors that are deemed socially acceptable actually promote and lead to sexual coercion (e.g., initiating any sexual contact without explicit permission and/or without explicit awareness of what the other

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person wants, acting despite mixed signals from the other person, sexual contact with someone who is drunk or on drugs or otherwise unable to give consent, and impulsive sexual action or acting on a dare) (University of Chicago, n.d.).

Cultural Competence: The attitudes, knowledge and skills that enable a school district or school employees to educate and respond effectively to students and parents from diverse cultures, groups and communities (Break the Cycle: Empowering Youth to End Domestic Violence, n.d.).

Cyberbullying: Involves a bully's use of information and communications technologies to support "willful and repeated harm" (Hinduja & Patchin, 2010) of others. Cyberbullying may be used interchangeably with the term *electronic aggression*. (See *D4* and *B1. Sexual Violence and Related Crimes.*)

Dating Abuse/Violence: A pattern of controlling behaviors that one dating partner uses to get power over the other. It can occur in relationships regardless of the sexual orientation of partners. It can include: any kind of physical violence or threat of physical violence to obtain control; any emotional/mental abuse, such as playing mind games, yelling and constant put-downs or criticism; and any sexual abuse, including a person making his/her dating partner do something she/he doesn't want to do, refusing to have safe sex, or making his/her dating partner feel badly about her/himself sexually. Note the terms dating abuse and *relationship abuse* are often used interchangeably. (See *B1. Sexual Violence and Related Crimes.*)

Dating Partner: Any person, regardless of sex or gender identity, involved in a relationship with another person, where the relationship is primarily characterized by

social contact of a sexual or romantic nature, whether casual, serious, short-term or long-term (Break the Cycle: Empowering Youth to End Domestic Violence, n.d.).

Electronic Aggression: A term used to describe any kind of aggression perpetrated through technology or the Internet and cell phone harassment or bullying (Hertz and David-Ferdon, 2008). Electronic aggression may be used interchangeably with the term *cyberbullying.* (See *D4* and *B1. Sexual Violence and Related Crimes.*)

Empathy: Identification with, understanding of, and vicarious experience of another person's situation, feelings and motives (http://www.dictionary.reference.com).

First or Immediate Responder: A professional who initially responds to a disclosure of sexual assault. These professionals typically must follow agency-specific policies for responding to victims. Those who traditionally have been responsible for immediate response to sexual assault include victim advocates, 911 dispatchers, law enforcement officers and health care providers. A wide range of other professionals also may be involved, such as emergency medical technicians, public safety officials, protective service workers, mental health providers, social service workers, school personnel, employers, corrections staff, religious/spiritual counselors, etc. (Office on Violence Against Women, 2004).

Gender Stereotypes: False assumptions commonly held about the true nature of men and women. These kinds of mistaken beliefs often come from the media and popular culture and send out messages of how men and women are expected to act in relationships. (See *B2. Background.*)

Healthy Relationships: A connection between people that increases well-being, is

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mutually enjoyable, and enhances or maintains each individual's positive self-concept (Virginia Sexual and Domestic Violence Action Alliance, n.d.). (See *D5*, *D6* and *B4. Preparing to Present Sexual Violence Prevention Programs*.)

Healthy Sexuality: The capacity to understand, enjoy and control one's own sexual and reproductive behavior in a voluntary and responsible manner that enriches individuals and their social lives. Sexuality is an integral part of the human experience with physical, emotional, intellectual, social and spiritual dimensions. (See *D5*, *D6* and *B4. Preparing to Present Sexual Violence Prevention Programs*.) (Virginia Sexual and Domestic Violence Action Alliance, n.d.)

Intimate Partner Violence: Occurs between two people in a close relationship. Intimate partners include current and former spouses and dating partners. Intimate partner violence exists along a continuum from a single episode of violence to ongoing battering. (CDC, 2012).

LBGTQ: Acronym used in this section to refer to persons who are lesbian, gay, bi-sexual, transgendered or questioning. The term often refers broadly to the community of persons who are LBGTQ. LGBT is also a commonly used acronym. In addition, you also might encounter LGBTQQ (where the second Q stands for questioning), LGBTQQI (where the I stands for intersexed), LBGTQQI2-S (where the 2-S stands for two spirited) and/or LGBTTSQI (where the TS stands for two spirited).

For more related terminology, see www.cwla.org/programs/culture/glbtqterminology.htm, http://newscenter.sdsu.edu/lgbtq/terminology.aspx, and/or http://projectqueer.tumblr.com/lgbtqterminology.

Mandatory Reporting: In West Virginia, state law has identified (1) individuals who must report suspected abuse or neglect of *adults* who are incapacitated or of emergency situations where adults who are incapacitated are at imminent risk of serious harm; and (2) individuals who must report suspected or observed mistreatment of *minors*. Reporting requirements vary slightly in cases of suspected abuse and neglect of children and incapacitated adults, but both can initially be verbally reported to the local Department of Health and Human Resources (DHHR) *or* the 24-hour hotline (800-352-6513) provided for this purpose followed by a written report within 48 hours to CPS if requested. Reports to APS require a follow-up written report. If a crime is suspected, a report should always be made to law enforcement. (See *D9* and *B3. Responding to Disclosures of Sexual Victimization*.)

Outcome Evaluation: An attempt to document whether or not a program achieved the change described in its goals or objectives, and if so, how much and what kind. If a process evaluation addresses if we did what we said we were going to do, then an outcome evaluation speaks to what happened as a result of the program or whether we achieved the change we wished to achieve. Outcome evaluation is important because it provides evidence that a program accomplished its intended goals. It can answer questions such as: Did the program work? Should we continue the program? What can be modified that might make the program more effective? What evidence shows funding sources the program's effect? (See *B5. Program Evaluation*.)

Prevention: In the public health field, prevention is a strategy or approach that reduces the likelihood of risk, delays the onset of adverse health problems or reduces the harm resulting from conditions or

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behaviors. (See *C. Primary Prevention of Sexual Violence.*)

Primary Prevention of Sexual Violence: Preventing sexual violence before it occurs. Primary prevention efforts exist on a continuum—primary, secondary and tertiary prevention. These efforts seek to bring about change in individuals, relationships, communities and society through strategies that promote factors associated with healthy relationships and healthy sexuality and counteract factors associated with the initial perpetration of sexual violence. Primary prevention work values and builds on the strengths of diverse cultures to eliminate the root causes of sexual violence and create healthier social environments. (See *C. Primary Prevention of Sexual Violence.*) (Virginia Sexual and Domestic Violence Action Alliance, n.d.)

Process Evaluation: Assesses what activities were implemented; the quality of implementation (how well the program was received by participants and trainers); its appropriateness for the community or audience; and the strengths and weaknesses of the implementation. A well-planned process evaluation is developed prior to beginning a program and continues throughout the duration of the program. It can help strengthen and improve the program by indicating when and where to make mid-course changes to keep the program on track. If the process evaluation indicates high-quality implementation and an outcome evaluation shows positive outcomes, it is likely the program was effective. If the program does not show positive outcomes, but a process evaluation showed high-quality implementation, then there are likely to be problems with the program's theory or logic. (See *B5. Program Evaluation.*)

Protective Factors: Those factors that decrease the likelihood of a person becoming a victim or perpetrator of violence, as they provide a buffer against risk. (See *D5* and *C. Primary Prevention of Sexual Violence.*)

Protective Order: A civil or criminal court order issued in any jurisdiction for the protection of a victim of dating violence or sexual violence that restricts the conduct of an individual toward the victim.

Public Health: Activities that society undertakes to assure the conditions in which people can be healthy, including organized efforts to "prevent, identify and counter threats to the health and safety of the public" (Turnock, 1997). (See *C. Primary Prevention of Sexual Violence.*)

Researched-Based: Sexual violence prevention education activities that are research-based are those in which data (e.g., from program evaluation) exists that shows positive change in attitudes and behaviors for those who participated in the activity compared to those who did not participate (adapted from The Access Center, n.d.).

Risk Factors: Those characteristics that increase the likelihood of a person becoming a victim or perpetrator of violence. (See *D5* and *C. Primary Prevention of Sexual Violence.*)

Safety Plan: An individualized set of actions, strategies and resources that addresses a student's safety with regard to dating violence or sexual violence (Break the Cycle: Empowering Youth to End Domestic Violence, n.d.).

Secondary Prevention: Approaches to identify those who are already affected by violence and to reduce the severity of the impact (CDC, 2004). (See *C. Primary Prevention of Sexual Violence.*)

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Sexual Assault: Sexual assault involves sexual intercourse or sexual intrusion without consent. Some types of sexual acts which fall under the category of sexual assault include forced sexual intercourse (rape), sodomy (oral or anal sexual acts), incest and attempted rape. Sexual assault is among the most underreported crimes in the United States. (See *B1. Sexual Violence and Related Crimes* for definitions specific to West Virginia.)

Sexual Harassment: Unwanted and unwelcome sexual behavior that makes the person being harassed feel uncomfortable and interferes with her/his ability to get an education and participate in school activities. In addition to sexual harassment occurring in schools, students who have jobs may also experience sexual harassment in work settings. (See *D2* and *B1.Sexual Violence and Related Crimes.*)

Sexual Violence: Conduct of a sexual nature which is non-consensual, and is accomplished through threat, coercion, exploitation, deceit, force, physical or mental incapacitation, and/or power of authority (Virginia Sexual and Domestic Violence Action Alliance, n.d.).

Socio-Ecological Model: Commonly applied to sexual violence prevention by those in the public health field. It explains the occurrence of sexual violence and helps identify potential prevention strategies on four levels (Heise,1998): individual, relationship, community and societal.

- *Individual level factors* relate to a person's knowledge, attitudes, behavior, history or demographics. Risk factors, such as adherence to beliefs condoning use of violence, exist on this level and would be addressed by prevention strategies from this level (Carr &

VanDeusen, 2004; Jewkes, Sen & Garcia-Moreno, 2002).

- *Relationship level strategies* address the influence of parents, siblings, peers and intimate partners. For example, boys who experience caring and connection from adults are less likely to perpetrate violence (Resnick, Ireland & Borowsky, 2004).

- *Community level strategies* address norms, customs or people's experiences with schools, workplaces, faith-based organizations or criminal justice agencies.

- *Societal level strategies* address broad social forces, such as inequalities, oppressions, organized belief systems and public policies.

Factors at one level of this model are often influenced by factors at other levels. Thus, primary prevention strategies should seek to simultaneously operate on multiple levels of the social ecological system. (See *D5* and *C. Primary Prevention of Sexual Violence.*)

Tertiary prevention: Approaches that take place after a violent event that aim to lessen its long-term effects and reduce the chances of reoccurrence (CDC, 2004). (See *C. Primary Prevention of Sexual Violence.*)

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D2. DATA ON SEXUAL VIOLENCE AGAINST CHILDREN AND YOUTH

This section provides an overview of data on sexual violence against children and youth to help give you a better sense of the problem you are seeking to respond to and prevent.

Note that data on sexual violence against children and youth can be conflicting due to variations in how it is defined and how data is sought (e.g., victimization in a given year versus across one's lifetime), dependency on the willingness of victims and parents and guardians of young children to disclose information, and the fact that many cases are not reported (Douglas & Finkelhor, n.d.).

Sexual Violence as Part of Spectrum of Youth Violence

Children and youth are exposed to a range of violence in their lives, both as direct victims and as witnesses (see the Finkelhor et al. 2009 study below). Many have been victims of more than one type of violence and/or have experienced violence over a period of time rather than as a one-time incident. Experiencing violence in early childhood and adolescent years is linked to many problems, including post-traumatic stress disorder (PTSD), substance abuse and dependence, and delinquency (Kilpatrick, Saunders & Smith, 2003).

Be very clear that sexual violence does not occur in a vacuum, but is one component of a broad spectrum of violence and aggression. A person's experience of sexual violence and subsequent reactions to it can be influenced by his/her exposure to other forms of violence, as well as other factors (e.g., individual influences, family dynamics, community influences and societal attitudes). For example, a teenager who grew up witnessing domestic and sexual violence in her family may find herself involved in abusive intimate relationships. Her history of witnessing violence in her family may lead her to view the abuse as acceptable or "just the way it is."

The *National Survey of Children's Exposure to Violence* (Finkelhor et al., 2009) obtained prevalence estimates of childhood victimizations from a sample of children aged 0 to 17 years. In the study year:

- Almost **47 percent of children experienced a physical assault,** almost **25 percent experienced a property offense** (robbery, vandalism or theft), about **10 percent experienced a form of child abuse or neglect**, and about **6 percent experienced sexual victimization**.
- **More than 25 percent witnessed violence**. About 10 percent experienced indirect exposure to violence (i.e., heard about or saw the evidence of violence without actually witnessing it).
- **One in 10 children had experienced a victimization-related injury**.
- Almost 39 percent of children had been exposed to two or more direct victimizations, almost 11 percent exposed to five or more, and more than 2 percent exposed to 10 or more.

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Prevalence of Sexual Violence Against Children and Youth

Sexual violence against children and youth is all too prevalent in the United States.
Several recent national surveys substantiate the problem.

- Almost *10 percent of children age 0 to 17 had experienced sexual victimization at some point in their childhood* (Finkelhor et al., 2009).
- 8.1 percent of youth age 12 to 17 had been sexually victimized (Kilpatrick, Saunders & Smith (2003).

- **Risk of sexual victimization exists across childhood, with teen girls most likely at highest risk** (Douglas & Finkelhor, n.d.).

- Sexual victimization rates for children began rising at age 9 and peaked at age 15. *Rates were highest among teen girls age 14 to 17*; *28 percent had experienced sexual victimization* (Bullet from Finkelhor et al., 2009).
- The single age with the greatest proportion of sexual violence reported to law enforcement was 14. For victims under age 12, 4-year-olds were at greatest risk of being victimized (Bullet from Snyder, 2000).
- 11 percent of high school girls and 4 percent of high school boys reported being forced to have sexual intercourse sometime in their lives (Bullet from CDC, 2006).

> **F.Y.I.** There is some indication that pregnant teenagers experience a higher than average incidence of sexual assault (see Connecticut Sexual Assault Crisis Services, Inc., n.d., *Teen Pregnancy and Sexual Assault* at www.crisiscenter.org/images/SAINDoc10.pdf).
> Also, there appears to be a link between child sexual abuse and later obesity (see the introduction of Coker et al., 2006, *Intimate or Childhood Sexual Abuse and Obesity in Kentucky* at http://endabuse.org/health/ejournal/archive/1-7/abuse_and_obesity.php).

Sexual violence often begins early in life (National Institute of Justice, 2010). In a national study (Basile et al., 2007), *the majority of adults who reported they had been raped indicated that their first victimization occurred before age 18*. Of those who reported, 26 percent of female victims were first raped before age 12 and 35 percent between the ages of 12 and 17. Among male victims, 41 percent were first raped before age 12 and 28 percent between the ages of 12 and 17.

Victimization rates vary for specific types of sexual violence. Also consider:

- **Sex trafficking**: According to UNICEF (n.d.), an *estimated 1.2 million children are trafficked each year around the world, with most of them being sexually exploited*. Sex traffickers prey on children because of their vulnerability and gullibility, as well as the market demand for young victims. Pimps target victims as young as 12. Traffickers often lure minor victims through telephone chat-lines, friends, clubs, on the street, at malls and by using girls to recruit other girls. (Bullet drawn from Office of Safe and Drug-Free Schools, 2007.)

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- **Pornography involving children**: Approximately 2,900 criminal incidents of pornography with juvenile involvement were known to state and local police in 2000 (Finkelhor & Ormrod, 2004). Of the juvenile victims, *62 percent were female, 59 percent were age 12 to 17,* 28 percent were age six to 11, and 13 percent were younger than age 6 (Finkelhor & Ormrod, 2004).
- **Online sexual victimization**: *About one in 7 youth annually receive unwanted online sexual solicitations* (Wolak, Mitchel & Finkelhor, 2006). Four percent received aggressive online solicitations where the solicitor asked to meet the youth in person, called the youth or sent mail, money or gifts. (Also see *B. Sexual Violence and Related Crimes* as well as *D4.*)
- **Dating violence**: *Nearly one in 3 sexually active girls in grades nine through 12 report ever experiencing physical or sexual violence from dating partners* (Decker, Silverman & Raj, 2005). (Also see *B1. Sexual Violence and Related Crimes* and *D4.*)
- **Sexual harassment:** *48 percent of students in grades seven through 12 during the 2010-2011 school year experienced some form of sexual harassment* (Hill & Kearl, 2011). Additional data from that survey: While verbal harassment made up the bulk of the incidents, physical harassment was also common. Sexual harassment by electronic means affected nearly one-third of students, usually in conjunction with in-person harassment. Girls were more likely than boys to be sexually harassed (56 percent versus 40 percent). Many of the students who were sexually harassing others didn't think of it as a big deal (44 percent) or were trying to be funny (39 percent). (Also see *B1. Sexual Violence and Related Crimes.*)
- **Harassment of lesbian, gay, bisexual and transgendered youth**: In a 2009 national survey, 85 percent of lesbian, gay, bisexual and transgendered youth reported being verbally harassed at school due to their sexual orientation, 40 percent had been physically harassed, and 19 percent had been physically assaulted (Kosciw et al, 2010). Of the students harassed or assaulted at school, 62 percent did not report the incident to school officials, most commonly because they doubted anything would be done (Kosciw et al., 2010).

The majority of child and youth victims of sexual violence do not report to authorities. Kilpatrick (2003) found that 86 percent of cases were not reported:

- 13 percent were reported to police;
- 6 percent to child protective services;
- 5 percent to school authorities; and
- 1 percent to other authorities
  (Note that percentages total more than 100 percent—some cases were reported to more than one type of authority).

Nature of Victimization

Regarding the relationship of offenders to victims:

- *Three out of four cases of adolescent sexual assault involved a perpetrator well known to the victim* (Kilpatrick, 2003). Almost one-third of perpetrators were identified as friends, one fifth as family members and one-fifth as strangers.

- *The relationship between victims and offenders appears to differ by gender.* Basile et al. (2007) found that for females who were raped before age 18, 30 percent of their perpetrators were intimate partners, 23 percent were family members and 20 percent were acquaintances. For male victims, 32 percent of their perpetrators were acquaintances, 18 percent were family members, 18 percent were friends and 16 percent were intimate partners.
- *The relationship between victims and offenders also appears to differ by the victim's age.* Snyder (2000) found that of sexual assaults of children reported to law enforcement, perpetrators of young victims (as opposed to older victims) were more likely to be family members. The older the victim, the greater the likelihood of being sexually assaulted by an acquaintance (as opposed to family member). Victimization by strangers, while infrequent, was more likely to occur with older child victims.

A residence is the primary location for sexual assault of children and youth. More than half of adolescent sexual assaults occurred within the victims' homes or neighborhoods and about 15 percent occurred at victims' schools (Kilpatrick, 2003). Snyder (2000) found that of sexual assaults reported to law enforcement, children were generally more likely to be victimized in a residence than were adult victims. Older children were more likely than younger juveniles to be victimized in a location other than a residence (e.g., roadways, fields/woods, schools and hotels/motels).

Some generalities about sex offenders:

- *More than 90 percent of the perpetrators of sexual offenses against minors were male* (Douglas & Finkelhor, n.d.; Snyder, 2000; Jones, David & Kathy, 2001).
- Finkelhor, Ormrod and Chaffin (2009) found that *juveniles accounted for more than one-third of those known to law enforcement to have committed sex offenses against minors*. Males constituted 93 percent of juveniles who commit sex offenses, females constituted 7 percent.
- Juveniles who commit sex offenses against other children were more likely than adult sex offenders to offend in groups and at schools and have more male and younger victims (Finkelhor, Ormrod & Chaffin, 2009).
- *Among adult perpetrators, those under age 30 were overrepresented* (Douglas & Finkelhor, n.d.).

Statistics for West Virginia related to sexual victimization of children and youth generally mirror national statistics. It is estimated that 1 in 6 adult women and 1 in 21 adult men in West Virginia will be a victim of an attempted or completed sexual assault in her/his lifetime (WV Health Statistics Center, BRFSS, 2008). The 2009 West Virginia Incident-Based Reporting System (WVIBRS)—which provides state-specific data for sexual assaults reported to law enforcement—indicated:

- Approximately *60 percent of all sexual assault victimizations occurred before the age of 20 and about 85 percent of victims were females.*
- The four most reported types of sexual assault across all age groups were: forcible fondling (about 38 percent), forcible rape (about 28 percent), sexual assault with an object (about 13 percent), and statutory rape (about 9 percent).
- *Females aged 12 to 22 were most at risk for forcible rape*.

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- 70 percent of all reported sex offenses occurred at a residence or in a home.
- Approximately 50 percent of offenders were between the ages of 15 and 30 and nearly one third of sexual assaults were committed by offenders aged 18 to 25.
- About 95 percent of sexual assault offender arrestees were male.
- Nearly 50 percent of all sexual assault offenders were known but not related to their victims.

Impact of Sexual Violence on Children and Youth

Experiencing sexual violence can profoundly damage children and youth and have lifelong impact (CDC, 2009c):

- Victims of sexual violence may have *strained relationships* with family, friends and partners, less emotional support from friends and family, less frequent contact with friends and relatives, and lower likelihood of marriage (Clements et al., 2004; Golding, Wilsnack & Cooper, 2002).
- Victims of sexual violence are more likely to engage in *high-risk sexual behaviors and use drugs or alcohol*, behaviors that increase vulnerability to future victimization (Basile et al., 2006; Champion et al., 2004; Jewkes, Sen & Garcia-Moreno, 2002; Raj, Silverman & Amaro, 2000).
- *Chronic psychological consequences* include depression, alienation from others, post-traumatic stress disorder (PTSD), eating disorders and suicide (Felitti et al., 1998; Yuan, Koss & Stone 2006).

Early abuse may lead to later victimization (National Institute of Justice, 2010). *Girls who were sexually victimized before turning 12 and then again as adolescents were at much greater risk of victimization as adults than other women* (Siegel & Williams, 2001). Also, children who experienced other forms of victimization were more likely to be the target of sexual victimization (Douglas & Finkelhor, n.d.; Finkelhor, Hammer & Sedlak, 2004; Kilpatrick et al., 2000).

D3. Risk and Protective Factors for Sexual Violence

When talking about sexual violence, **risk factors** contribute to the *likelihood that sexual violence will occur*, while **protective factors** are associated with *a decreased likelihood of violence* (Valle et al., 2007). Understanding the risk and protective factors for sexual violence is important in promoting prevention strategies.

Risk Factors

Key risk factors for perpetrating sexual violence include being male, having sexually aggressive friends, witnessing or experiencing violence as a child, drug or alcohol use and exposure to social norms or beliefs that support sexual violence (CDC, 2009d). A 2011 WHO report identified a number of similar and additional risk factors associated with perpetrators of interpersonal and sexual violence:

- Lower levels of education;
- Exposure to child maltreatment;
- Witnessing parental violence;
- Harmful use of alcohol;
- Attitudes accepting of violence, especially against females;;
- Antisocial personality disorder;
- Males with multiple partners or who are suspected of infidelity;
- Beliefs in family honor and sexual purity; and
- Ideologies of male sexual entitlement.

F.Y.I. See *C. Primary Prevention of Sexual Violence* for a "nested" model of interrelated risk factors—individual, relationship, community and societal— associated with the perpetration of sexual violence.

Krug et al. (2002) identified global **factors influencing the risk of sexual victimization,** including being female, being young, consuming alcohol or drugs, having previously been raped or sexually abused, having many sexual partners, involvement in sex work, and poverty. The 2011 WHO report referred to the above identified risk factors associated with victims of interpersonal and sexual victimization, including lower levels of education, exposure to child maltreatment, witnessing parental violence, harmful use of alcohol and attitudes accepting of violence, especially against females. Those with disabilities are also at an elevated risk of sexual violence, particularly if due to their disability (e.g., being blind or deaf or having an intellectual disability), they are viewed as easy targets for perpetrators and likely to lack credibility if the violence is ever reported to the criminal justice system (American Psychological Association—APA, 2011). There may also be a range of characteristics that may influence the risk of sexual victimization, such as living with only one biological parent, living with no biological parents, the presence of a stepfather/non-biological father figure, and social isolation/lack of friends (APA, 2011).

The presence of a risk factor associated with sexual violence does not mean that a person will always experience violence or always become a perpetrator.

Protective Factors

Protective factors can buffer against the risk of sexual violence victimization or perpetration (CDC, 2009). For example, protective factors that guard against youth violence and substance abuse include (Hawkins, Catalano & Miller, 1992; Lang, Rosati, Jones & Garcia, 1996; National Center for Mental Health Promotion and Youth Violence Prevention, 2004):

Individual Protective Factors

- Resilient temperament;
- Positive social orientation;
- Positive relationships that promote close bonds and encourage a young person's competence; and
- Healthy beliefs and clear standards.

Family Protective Factors

- Positive bonding among family members;
- Parenting that includes high levels of warmth, avoids severe criticism and provides a sense of basic trust and clear and consistent expectations, including children's participation in family decisions and responsibilities; and
- Emotionally supportive parents/family.

School Protective Factors

- High expectations for youth;
- Clear standards and rules for appropriate behavior; and
- Opportunities for youth participation in after-school activities.

Community Protective Factors

- High expectations for youth;
- Opportunities for youth participation in community activities; and
- Community norms and laws unfavorable to violence or substance abuse.

A single protective factor does not necessarily prevent sexual violence; however**, the presence of multiple protective factors can decrease the chance of victimization and/or perpetration** (Perry, n.d.).

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D4. BULLYING AND ELECTRONIC AGGRESSION

(This section includes and builds upon information in *B1. Sexual Violence and Related Crimes.*)

You will likely discuss other forms of youth violence beyond sexual violence in your programming with children and youth. This section offers basic information on the related issues of bullying and electronic aggression; *D5* addresses dating abuse (*D5*).

Bullying and Electronic Aggression

Bullying typically includes these elements (Farrington & Ttofi, 2010; CDC, 2011b):

- *Attacks or intimidation* with the intention to cause fear, distress or harm that is physical (e.g., hitting, kicking, pushing, choking or punching), verbal (e.g., name calling or teasing), and/or psychological or relational (e.g., social exclusion, obscene gestures and manipulation of friendships and relationships);
- A real or perceived *imbalance of power between the bully and the victim*; and
- *Repeated attacks or intimidation* between the same children over time.

Similarly, the Center for the Study and Prevention of Violence describes bullying as consisting of three components: (1) aggressive behavior involving unwanted and negative actions, (2) a pattern of behavior which is repeated over time, and (3) an imbalance of power or strength.

Bullying can occur both in person and through technology (CDC, 2011b). **Bullying using technology is commonly referred to as electronic aggression**, also known as cyberbullying, Internet bullying or Internet harassment. Hertz and David-Ferdon (2008) define *electronic aggression* as any kind of aggression perpetuated through technology or any type of harassment or bullying that occurs through e-mail, a chat room, instant messaging, a website or text messaging. Bullying online is different from face-to-face bullying because messages and images can be relayed 24/7, shared with a wide audience, and sent anonymously (StopBullying.gov, n.d.).

HOW COMMON ARE THESE PROBLEMS?

As discussed in *B1*, bullying is a pervasive problem for school-aged children and youth:

- During the 2007-2008 school year, *25 percent of public schools reported that bullying among students occurred on a daily or weekly basis*. More middle schools reported daily or weekly occurrences of bullying than primary and high schools (Robers, Zhang & Truman, 2010; CDC, 2011b).
- In a national survey of students ages 12 through 18 (DeVoe & Murphy, 2011), about *28 percent of students reported being bullied at school* during the school year studied.
- About *20 percent of high school students* completing a 2009 nationwide survey *reported being bullied on school property* in the year preceding the survey (Eaton, 2010; CDC, 2011b).

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Hertz and David-Ferdon (2008) highlighted the following data on electronic aggression:

- Approximately *9 percent to 35 percent of young people say that they have been the victim of electronic aggression* (Ybarra, Diener-West & Leaf, 2007; Kowalski & Limber, 2007).
- There seems to be no evidence that the rates of perpetuation and victimization differ for boys or girls. Some evidence suggests that electronic aggression peaks somewhere around the end of middle school and beginning of high school (Kowalski & Limber, 2007; Williams & Guerra, 2007).
- Between *7 percent and 14 percent of surveyed youth reported being both a victim and a perpetrator of electronic aggression* (Kowlaski & Limber, 2007; Ybarra, Espelage & Mitchell, 2007).
- *Instant messaging appears to be the most common method* to perpetrate electronic aggression; use of e-mail and text message is also fairly common (Kowlaski & Limber, 2007).
- Victims and perpetrators of electronic aggression don't always know the person with whom they are interacting—between *13 percent and 46 percent of young people who are victims of electronic aggression report not knowing their harasser's identity* (Kowlaski & Limber, 2007; Wolak, Mitchell & Finkelhor, 2007).

Students ages 12 through 18 surveyed as part of the *2009 School Crime Supplement to the National Crime Victimization Survey* reported the following (DeVoe & Murphy, 2011):

- About 6 percent said they were cyberbullied during the 2008-09 school year (as mentioned earlier).
- *As to the mode of cyberbullying experienced*: 3 percent reported they were threatened or insulted via text messaging; 2 percent had hurtful information about them posted on the Internet; 1.8 percent were threatened or insulted via instant messaging; 1.3 percent were threatened or insulted via email; 0.8 percent had unwanted contact via online gaming; and 0.9 percent were excluded from an online community.
- *Compared to students who were not cyberbullied, a higher percentage of students who reported being cyberbullied also indicated*: Being a crime victim (12.8 percent); having been in a physical fight at school (15.6 percent); having brought a gun, knife or other object that could be used as a weapon to school (7.4 percent); feared that someone would harm them at school or on the way to/from school (12.8 percent); avoided a specific place at school (17.0 percent); and skipped school during that school year.

F.Y.I.   In *Electronic Bullying Among Middle School Students*, which surveyed middle students regarding their experiences in the couple of months prior to the survey, Kowalski and Limber (2007) noted:

"On the one hand, the magnitude of the numbers is somewhat staggering. Collapsing across victims and bully/victims, a quarter of the female respondents had been electronically bullied within the last 2 months. On the other hand, the sheer frequency of use of electronic technologies by adolescents provides a context within which the statistics are, sadly, not all that surprising."

HEALTH EFFECTS

As the CDC (2011b) states: "**Bullying can result in physical injury, social and emotional distress, and even death**. Victimized youth are at increased risk for mental health problems such as depression and anxiety, psychosomatic complaints such as headaches, and poor school adjustment. Youth who bully others are at increased risk for substance use, academic problems, and violence later in adolescence and adulthood. Compared to youth who only bully, or who are only victims, bully-victims suffer the most serious consequences and are at greater risk for both mental health and behavior problems." For students who witness bullying, bullying creates a climate of fear and disrespect in schools and negatively impacts student learning (National Education Association, 2003).

Bullying and Suicide

There appears to be a connection between bullying and suicide for both bullying victims and for those who bully. Some risk factors for suicide for those involved in bullying include (Suicide Prevention Resource Center, 2011):

- Victims and perpetrators of bullying are at a higher risk for suicide than their peers.
- Those who are both victims and perpetrators of bullying are at the highest risk (Kim & Leventhal, 2008; Hay & Meldrum, 2010; Kaminiski & Fang, 2009).
- All three groups (victims, perpetrators and perpetrator/victims) are more likely to experience depression (a major risk factor for suicide) than youth who are not involved in bullying (Wang, Nansel & Iannotti, 2010).
- Bullying has long-term effects on suicide risk and mental health that can persist into adulthood (Arseneault, Bowes & Shakoor, 2010).

Taking the following actions may help prevent both suicide and bullying (Suicide Prevention Resource Center, 2011):

- **Start prevention efforts early.** Intervening in bullying among younger children, and assessing bullies and victims of bullying for risk factors associated with suicide, may have benefits as children enter the developmental stage when suicide risk begins to rise.
- **Strive to keep up with the latest technology**. Bullying prevention programs and suicide prevention programs need to learn how to navigate cyberspace/social media and monitor their children's use of these tools, as bullying may occur through such forums and children may use the same forums to express suicidal thoughts.
- **Pay attention to the needs of LGBTQ youth as well as other young people who do not conform to gender expectations.** They are at increased risk for bullying victimization and suicidal behavior. An essential need of these groups is for an environment free not just from physical harm, but also from intolerance and assaults upon their emotional well-being.
- **Be comprehensive in your prevention approach**. Reducing the risk of bullying and suicide requires strategies that focus on youth (e.g., mental health services for youth with depression) as well as their environment (e.g., the school and family environments).

The article, *Link between Suicide and Bullying* (March 2012 Hazelden newsletter) which highlights the *Lifelines Intervention: Helping Students at Risk* program, offers a few tips for parents on communicating with children and youth about suicide concerns:

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- Ask your child when you are concerned, and listen to the answers;
- Paraphrase what you hear them say;
- Be specific about reasons for your concerns, especially if the answer you get seems evasive;
- To clarify your concerns, ask the child's teachers and friends about the child's behavior/what the child is saying to them;
- Ask your child about suicide directly if you get an answer that suggests suicide is on your child's mind;
- Don't minimize the child's answers or try to talk the child out of the feelings;
- Offer to help and then follow through;
- Act immediately if you have concerns about suicide or your child talks about suicide (call 911 if they are in danger of imminent harm);
- Follow-up should include involvement with a mental health professional who has experience working with suicidal youth;
- Help your child plan for safety, both during crises and after the suicide crisis has passed—involve members of the child's support system in strengthening the safety plan.

See *E. Resources* for more information on the *Lifelines* program.

The Society for the Prevention of Teen Suicide is a resource—see www.sptsusa.org/. Also see *B3. Responding to Disclosure of Sexual Violence* (there are sections on crisis intervention and safety planning).

The CDC (2011c) noted that, as with other forms of youth violence, **electronic aggression is associated with emotional distress and conduct problems at school**.

- Research by Mitchell, Finkelhor and Wolak (2011) suggested that youth who are victimized electronically are also *likely to also be victimized offline* (CDC, 2011c).
- Ybarra, Diener-West and Leaf (2007) found that young people who are victims of Internet harassment were *more likely than those who had not been victimized to use alcohol and other drugs, receive school detention or suspension, skip school or experience in-person harassment*. In addition, those who received rude or nasty comments via text messaging were *more likely to report feeling unsafe at school* (Hertz & David-Ferdon, 2008; David-Ferdon & Hertz, 2009).
- Young people were *more likely to report being distressed by an incident of electronic aggression when they were bullied by the same people online and offline*, compared to young people who were bullied by different people online and in-person, and young people who were only harassed online but did not know their harassers (Ybarra, Diener-West & Leaf, 2007; David-Ferdon & Hertz, 2009).

WARNING SIGNS OF BULLYING

StopBullying.gov (n.d.) offers the following **warning signs for children and youth who are being bullied and for children and youth who bully others** (Note: These signs may also indicate other issues and problems):

Signs of a child/youth being bullied	Signs of a child/youth bullying others
■ Comes home with damaged or missing clothing or other belongings; ■ Reports losing items (e.g., books or electronics); ■ Has unexplained injuries; ■ Complains frequently of feeling sick; ■ Has trouble sleeping/bad dreams; ■ Has changes in eating habits; ■ Hurts him/herself; ■ Is hungry after school from not eating lunch; ■ Runs away from home; ■ Loses interest in being with friends; ■ Is afraid of going to school/activities with peers; ■ Loses interest in school work or begins to do poorly in school; ■ Appears sad, moody, angry, anxious or depressed upon coming home; ■ Talks about suicide; ■ Feels helpless; ■ Often feels not good enough; ■ Blames self for problems ■ Suddenly has fewer friends; ■ Avoids certain places; and ■ Acts differently than usual.	■ Becomes violent with others; ■ Gets into fights with others; ■ Frequently is sent to the principal's office or detention; ■ Has extra money or new belongings that cannot be explained; ■ Is quick to blame others; ■ Won't accept responsibility for actions; ■ Has friends who bully others; and ■ Needs to win or be best at everything.

Examples of factors associated with a higher likelihood of engaging in bullying behavior include impulsivity (poor self-control), harsh parenting by caregivers and attitudes accepting of violence (Smokowski & Kopasz 2005; CDC, 2011b). Examples of factors associated with a higher likelihood of victimization include friendship difficulties, poor self-esteem and a quiet, passive manner with lack of assertiveness (CDC, 2011b). Note that the presence of these factors does not always indicate a person will become a bully or a victim (CDC, 2011b).

F.Y.I. *See Bullying Among Middle School and High School Students*—Massachusetts, 2009 (CDC, 2011d), available through www.cdc.gov/mmwr/, for state-specific data on risk factors suspected to be associated with bullying among middle school and high school students. The findings underscored an association between bullying and events outside of school. Specifically, it indicated an increased risk for bullies, victims and bully-victims of being physically hurt by a family member or witnessing family violence. One implication is that a comprehensive approach to prevention is needed that encompasses school officials, students and their families (note the similar recommendation above to prevent bullying and suicide).

When Bullying May be a Civil Rights Violation
(Drawn from STOPBullying.gov, n.d.)

Schools receiving federal funding are required to address discrimination related to several characteristics. The U.S. Department of Education's Office for Civil Rights enforces:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on **race, color or national origin;**
- Title IX of the Education Amendments of 1972, which prohibits discrimination based on **sex**; and
- Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination based on **disability.**

School districts may violate any one of these statutes and/or the Department of Education's implementing regulations if peer harassment based on race, color, national origin, sex or disability creates a hostile environment and is encouraged, tolerated, insufficiently addressed or ignored by school staff. A school is responsible for addressing incidents of harassment about which it knows or reasonably should have known.

Bullying Prevention Ideas

There are a number of promising elements of school-based programs in preventing bullying (Farrington & Ttofi, 2010; CDC, 2011b):

- Improving student supervision;
- Using school rules and behavior management techniques to detect and address bullying;
- Providing consequences for bullying;
- Having and consistently enforcing a whole school anti-bullying policy; and
- Promoting cooperation among professionals and between school staff and parents.

These elements can act as protective factors to help reduce or prevent unwanted behavior.

F.Y.I.   In state legislation related to bullying in schools, *WVC§18-2C* requires:

- County school boards to develop and adopt a policy prohibiting harassment, intimidation or bullying on school property or at school-sponsored events;
- The state board of education to develop a model policy to assist county boards; and
- The policy to include a definition, a statement prohibiting harassment, intimidation or bullying, reporting procedures, parental notification, response and investigation procedures, a process for documenting incidents, a strategy for protecting victims from further harassment or bullying after a report is made, and a disciplinary procedure for students found guilty.

This law defines harassment, intimidation or bullying as *any intentional gesture or intentional electronic, written, verbal or physical act, communication, transmission or threat* that:

- A reasonable person under the circumstances should know will have the effect of any one or more of the following: physically harming a student; damaging a student's property; placing a student in reasonable fear of harm to his or her person; or placing a student in reasonable fear of damage to his or her property;
- Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or emotionally abusive educational environment for a student; or

■ Disrupts or interferes with the orderly operation of the school.

F.Y.I. Effective 7/1/12, the West Virginia Board of Education's Policy 4373, *Expected Behavior in Safe and Supportive Schools* (available through http://wvde.state.wv.us/policies/) addresses safeguards against bullying as well as other forms of harassment and intimidation that can occur in schools. It identifies what is required in order to develop safe and supportive schools that provide optimum learning conditions for students and staff. It outlines how to make a complaint and possible disciplinary actions.

F.Y.I. A useful site offering information on West Virginia's anti-bullying laws and policies can be found at http://www.stopbullying.gov/laws/west-virginia.html. It includes a chart that breaks down the key components of related law and state school policies.

Four-Step Approach to Addressing Bullying

Your efforts to prevent bullying can utilize the strategies of the Centers for Disease Control and Prevention (CDC), a leader in the field of violence prevention. The CDC uses a four-step approach to address public health problems like bullying (CDC, 2011b).

Step 1: Define and monitor the problem. Before you develop bullying prevention programming, you need to know the extent and nature of the problem for your target audience. Take time before beginning your programming to assess your local issues and needs. This data can help decision makers provide resources and information where they are needed most.

Step 2: Identify risk and protective factors. It is not enough to know that bullying is affecting a certain group of people in a certain area. You also need to know why. Once you gather this information, you can then develop programs to reduce or eliminate risk factors you have identified.

Step 3: Develop and test prevention strategies. You can periodically evaluate your strategies and then revise them, based on what you determine are the strengths and weakness for each particular strategy (see *B5. Program Evaluation*).

Step 4: Encourage widespread adoption. If a strategy is working, continue to use it, enhance it and encourage its replication by other violence prevention educators working with similar populations.

The Center for the Study and Prevention of Violence (n.d.) offers **specific bullying prevention and intervention tips for students, parents and schools.**

Students

■ If you are being bullied, tell your parents. Telling is not tattling.
■ Tell a trusted teacher, counselor or principal or have your parents talk to the school.
■ Do not retaliate or get angry.
■ Respond evenly and firmly to the bully or say nothing and walk away. If it's happening online, don't reply but print out a copy of the posting or email.

- Develop friendships and stand up for each other.
- Act confident.
- If the harassment is happening on the way to or from school, take a different route.
- Avoid unsupervised areas of school.
- Do not bring expensive items to school.

Parents

- Encourage your child to share problems with you with the assurance that it is not tattling.
- Praise and encourage your child—a confident child is less likely to be bullied.
- Help your child develop new friendships.
- Maintain contact with your child's school. Keep a detailed record of bullying episodes and communication with the school.
- Encourage your child to participate in sports or physical activity to improve esteem.

Schools

- Establish a bullying prevention committee.
- Create a long-term anti-bullying plan and raise school/community awareness and involvement.
- Use anonymous student surveys to assess bullying-related behaviors.
- Include parents in planning, discussions and action plans.
- Establish classroom rules against bullying.
- Create positive and negative consequences regarding bullying.
- Initiate serious talks with bullies and victims of bullying individually.

F.Y.I.   StopBullying.gov at www.stopbullying.gov provides extensive information on bullying and electronic aggression. It has material for kids, teens, young adults, parents, educators and the community. Two other useful websites are the CDC's *Safe Youth, Safe Schools* at www.cdc.gov/Features/SafeSchools/ and the CDC's *Striving to Reduce Youth Violence Everywhere* at www.safeyouth.gov

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D5. TEEN DATING ABUSE

(This section is drawn in part from the National Center for Victims of Crime, *Teen Tools: Dating Violence* at www.ncvc.org/tvp/AGP.Net/Components/DocumentViewer/Download.aspxnz?DocumentID=45314.)

What is Teen Dating Abuse?

Broadly defined, dating abuse is controlling, abusive and aggressive behavior in a romantic relationship, regardless of the sexual orientation of those involved. It can include verbal, emotional, physical or/and sexual abuse. Teen dating abuse is common. In addition to the short-term impact on teens, dating abuse also may increase the likelihood that victims may experience violence again later in their lives. For example, physically abused teens are three times more likely than their non-abused peers to experience violence during college (Smith, White & Holland, 2003).

Who Can Be a Victim?

Anyone can be a victim of teen dating abuse. Both boys and girls are victims, but boys and girls abuse their partners in different ways. Girls are more likely to yell, threaten to hurt themselves, pinch, slap, scratch or kick. Boys injure girls with greater frequency and are more likely to punch their partners and force them to participate in unwanted sexual activity. Some teen victims experience physical violence only occasionally; others, more often. But the fear of getting seriously hurt is real. Victims may feel helpless to stop the abuse and may not feel they can talk to their family or friends about it.

Effects of Dating Abuse

Experiencing dating abuse can have devastating effects on academic achievement, safety and positive development. It can lead to depression, poor concentration, drug and alcohol abuse, suicidal tendencies, unhealthy weight management and inappropriate sexual behavior. (Peace Over Violence Prevention Center, 2008).

Victims of dating abuse sometimes think that they caused the abuse. It is important that they understand that no one has the right to be abusive in a relationship. *Being a victim of dating violence is never the victim's fault.*

Victims in abusive relationships need to know to:

- Get help immediately.
- Share their concerns with others. Talk to someone they trust, like a parent, family member, sibling, teacher, school principal, counselor or nurse. (They should be informed that adults are mandated reporters of child sexual abuse and sexual assault. See *B3* and *D9* in this toolkit to learn about mandatory reporting requirements.)

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Safety Planning in Teen Dating Violence Situations

Victims of dating abuse need to safety plan, thinking about what to do, where to go for help, who to call and how to escape a violent situation. Other precautions that may help to enhance safety include:

- Let friends or family know when you are afraid or need help;
- Tell someone where you are going and when you'll be back;
- Call 911 or your local police department if an emergency arises;
- Memorize important phone numbers, such places to go in an emergency;
- Keep change, calling cards or a cell phone handy to be able to communicate in an emergency;
- Go out in a group or with other couples; and
- Have money available for transportation to take a taxi, bus or subway to escape.

Schools are required under federal law to protect students, provide proper supervision and respond to violence when it happens at school. Schools need to develop schoolwide policies to prevent and respond to teen dating abuse. There should be members of the school staff that are consulted if students are involved in or witness dating abuse at school. Information about which school staff students should talk with in these instances should be publicized and distributed widely among students and staff. The school's response should support victims and hold perpetrators accountable.

To help develop a safety plan in individual cases, contact the local rape crisis center. See the contact information listed in *D10* of this toolkit or call 1-800-656-HOPE. Also see *B3. Responding to Disclosures of Sexual Violence* (there is a section on safety planning).

F.Y.I. **An important step in preventing teen dating abuse is to make teens aware of the dynamics of dating abuse in relationships** so they can recognize the signs and prevent abuse in their own lives or in the lives of their friends. In most cases, a friend will be the first to know about the abuse and is in a unique position to respond. For that reason, it is essential that schools integrate teen dating abuse prevention education into existing school curricula (Peace Over Violence Prevention Center, 2008).

Teaching youth strategies that promote healthy relationships are vital not only to the pre-teen and teen years, but also into adulthood. Prevention programs work to change the attitudes and behaviors linked with dating abuse. One example of such a school-based program is *Safe Dates*, which is designed to change social norms and improve problem solving skills. *Safe Dates* is an evidence-based curriculum that prevents dating abuse: a factor often linked to alcohol and other drug use. *Safe Dates* helps teens recognize the difference between caring, supportive relationships and controlling, manipulative or abusive dating relationships. In 2006, *Safe Dates* was selected for the National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings on all criteria. (See *Section E* in this toolkit for more information on this resource.)

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West Virginia Rules of Practice and Procedure for Domestic Violence Civil Proceedings (to Petition for a Protective Order)
Rule 23a (b), amended by the WV Supreme Court of Appeals, effective July 15, 2011.

"An individual under 18 years of age may file a domestic violence petition on his or her own behalf without a parent/guardian or next friend. If a child files a petition without a parent/guardian or next friend, the magistrate shall immediately appoint a guardian *ad litem* to protect the interest of the child: and this appointment shall be made even if an emergency protective order is denied since that denial may be appealed. The magistrate may also appoint a guardian *ad litem* in cases in which a child files a petition with a parent/guardian or next friend."

See *D7* in this toolkit for more on talking with youth about sex and relationships.

D6. FEATURES OF SUCCESSFUL SEXUAL VIOLENCE TRAINING AND PREVENTION PROGRAMS

 "Schools are an ideal place in which to introduce primary prevention programs to a wide range of children. Much of children's social learning takes place in schools, and influences the development of behaviors and attitudes supportive of interpersonal violence in its many forms. Prevention programs capitalize on these factors by introducing discussion of personal safety and injury prevention in the classroom, and by integrating such discussion within the context of trusting relationships. The material is introduced at a general level of understanding for younger age groups. Sexual and physical violence, personal responsibility and alternatives to violence are more directly approached in high school and college programs." (Jaffe & Wolfe, 2003)

"To realize a future free of sexual violence, prevention education programming needs to be ongoing from elementary to college, culturally relevant to the audience and linked to services for those who disclose victimization or perpetration before, during or after the program." (Michigan Sexual Assault Systems Response Task Force, 2001)

Sexual violence prevention programming should ideally include (1) prevention education for students, (2) a training component for relevant school personnel and parents/caregivers on appropriate response to and prevention of sexual violence of children and youth and (3) education for students on what to do if they or their peers experience sexual violence.

Essential Program Elements

(Note that while this section specifically addresses prevention programs, the more general elements are also applicable to sexual violence training efforts.)

In a review of the literature, Russell (2008) identified the following components of successful violence/sexual violence primary prevention programs. These programs (Davies et al., 2003; Davies et al., 2006; Lonsway et al. 2011; Urbis Key Young, 2004; Mulroney, 2003; Hassall & Hanna, 2007; Keel, 2005; Lee et al., 2007; Briggs & Hawkins, 1997; Carmody, 2006; Carmody & Carrrington, 2000; Foshee et al., 2005; and Quadara, 2007):

- *Are based on an ecological model* (a common framework used in public health) that defines the problem, identifies risk and protective factors, develops and evaluates prevention strategies that are based on knowledge of those factors, and ensure widespread adoption of proven and promising strategies (see *C. Primary Prevention of Sexual Violence*);
- *Include research and evaluation* from the onset of program planning and implementation (see *B5. Program Evaluation*);
- *Foster networks and partnerships* (called coordination and collaboration in this toolkit) in order to achieve learning;
- *Have a community approach* specific to the school and local area that facilitates school and broad community involvement in program efforts;
- *Provide sufficient resources* to support quality programs over time;
- *Are tailored to their audience* (e.g., in terms of gender, age, developmental level, learning styles and any related issues);

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- *Are designed to deal with disclosure* (*see D10* and *B3. Responding to Disclosures of Sexual Violence*);
- *Promote healthy behaviors and relationships* (see below and *B4. Preparing to Present Sexual Violence Prevention Programs*);
- *Challenge cultural norms* (see below and *B2. Background*);
- *Are comprehensive* (see below);
- *Promote victim empathy* not victim blaming (see *B2. Background*);
- *Include males as part of the solution*; and
- *May include some single sex sessions*.

Successful programs for children and youth incorporate (McPhillips, 2002; Hassall & Hanna, 2007; Quadara, 2007; Urbis Key Young, 2004; Davies et al., 2003; Lee et al., 2007; and Keel, 2005 as cited in Russell, 2008):

- *Well-trained and qualified presenters* (toolkits like this one can help sexual violence trainers and prevention educators develop and implement effective programs);
- *Use of peers* (particularly at secondary level and beyond) as they have considerable influence with one another and may be able to deliver messages, such as bystander intervention, in a more appealing way (see the end of this section for more on peer education);
- *Opportunities to engage parents and caregivers* in supporting and reinforcing program messages (see below);
- *A "whole school" approach* in which prevention activities are purposefully incorporated into the school calendar and the overall health and wellness efforts of the school, teachers support and incorporate the messages into classroom learning objectives (both specific to health education and connected to related themes in art, English, history, etc.), staff models appropriate behavior, etc. (see *D9 for the related topic of student connectedness to school*);
- *Varied and interactive teaching methods that engage students*, using audio/visual aids, popular music, music videos and song lyrics, student involvement, peer-to-peer dialogue, role plays, etc. (see below and *B4. Preparing to Present Sexual Violence Prevention Programs*);
- *A focus on building skills* (see below);
- *Reinforcement of program content through repeated exposure* in school and outside of school (in the home, with parents, with friends, at work, community youth programs such as 4-H Clubs, Girls/Boys Clubs, youth camps, etc.); and
- *Well timed and developmentally appropriate.* When children/youth are experiencing change and are interested in learning how to navigate that change—(e.g., elementary students are not ready for programming on dating violence, but essential for middle and high schools).

> **F.Y.I.** Also, make sure all education is conveyed in a way that the targeted audience can understand (e.g., appropriate to their language, and developmental and literacy levels)

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A Comprehensive Prevention Strategy

As mentioned earlier, prevention programming can fit nicely into an ecological model (see the sample on the next page). **Another framework that can be applied to sexual violence is the spectrum of prevention model** (Cohen & Swift, 1999; Russell, 2008). The following chart, drawn from *Fact Sheet: Sexual Violence and the Spectrum of Prevention* (NSVRC, 2011), based on Cohen and Swift's model, identifies multiple levels of primary prevention interventions that include and go beyond education programs. When used together, these interventions can result in greater effectiveness than would be possible by implementing any single activity (Prevention Institute, n.d.). **At each level, activities related to prevention objectives should be identified—this process should lead to interrelated actions across the spectrum** (Prevention Institute, n.d.).

Both the ecological and the spectrum of prevention models make it clear that while educational sessions for children, youth and the adults in their lives are essential to prevent sexual violence, changing attitudes/behavior requires multiple types of activities over time that increase protective factors and address different goals.

Spectrum of Prevention Model		
(NSVRC, 2011; Cohen & Swift, 1999)		
Level of Spectrum	**Definition of Level**	**Example of Prevention Activities for Level**
Strengthening individual knowledge and skills	Enhancing an individual's capability to prevent violence and promote safety	Provide multiple session skill-building programs that teach healthy sexuality and healthy and equitable relationship skills to high school students. Build the skills of bystanders to safely interrupt behavior such as sexist/homophobic harassment.
Promoting community education	Reaching target audiences with information and resources to prevent violence and promote safety	Teach parents to address attitudes/behaviors in children that support sexual violence. Hold school leadership accountable for providing clear and consistent messages that sexual violence is not appropriate. Develop awards programs to publicly recognize responsible school and community leadership to prevent sexual violence.
Educating providers	Informing providers who will transmit skills/knowledge to others and model positive norms	Train school staff and coaches to build skills to interrupt and address students' inappropriate comments and behaviors that promote a climate condoning sexual violence. Train school staff on the principles of healthy relationships.
Fostering coalitions and networks	Bringing together groups and individuals for greater impact	Foster partnerships between school staff and parent/teacher associations to strengthen school-based prevention activities.
Changing organizational practices	Adopting regulations/shaping norms to prevent violence and improve safety	Promote the implementation of sexual violence prevention practices in schools.
Influencing policies and legislation	Enacting laws and policies that support healthy community norms and a violence-free society	Encourage the passage of school policies to offer comprehensive sex education programs that include sexual violence prevention and address contributing factors in the school environment.

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Sample Comprehensive Program Based on Ecological Model

Sexual violence prevention topics and activities can be geared to increase protective factors by building skills of children and youth and thereby reducing their risk of experiencing or causing social, emotional and physical harm. For example, a comprehensive program based on an ecological model to prevent violence in teen dating situations might include the following topics and activities (Valle et al., 2007):

Individual Level
- Teach healthy relationship skills, respectful communications and conflict resolution skills.
- Teach students to model healthy relationship behaviors to their peers and to intervene when other students act disrespectfully.
- Address gender roles, gender stereotyping and power differences as manifested in family relationships, the media and the broader culture.
- Use student discussions, role plays and practice to examine concepts, explore role expectations and promote skill acquisition.

Family Level
- Engage parents and educate them about what children are learning in this program.
- Encourage parents to model healthy relationship behaviors, discuss dating behaviors with their children, and support children in demonstrating the skills learned in the classroom.
- Provide information about the importance of parental supervision and ways in which parents can monitor their children's activities.
- Provide information through brochures and informational meetings.

School Level
- Improve the school climate by promoting healthy, nonviolent relationships and decreasing tolerance for bullying, harassment and other behaviors/attitudes conducive to violence.
- Develop and support school policies that address negative statements and behaviors, promote gender equality, and assess school events to determine whether they inadvertently contribute to negative gender stereotyping or include images that condone violence.
- Train staff to develop skills to promote respectful behaviors and address disrespectful behaviors.

Community Level
- Promote positive messages about healthy relationships and the importance of mutual respect and nonviolence.
- Collaborate with local community groups to promote healthy relationships and support parents and youth.

This program is based on an ecological framework but also addresses multiple levels in the spectrum of prevention model.

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Tailored Content

The **content for educational programs for children or youth** should be tailored to the audience and any specific related concerns to be addressed. Keep in mind (Law, n.d.):

- Due to young children's varying levels of comprehension of topics dealing with sexual aggression, ***elementary school programs often target basic interpersonal violence prevention rather than specific sexual violence prevention*** (Flannery et al., 2003; Grossman et al. 1997; Haynes, 1998). Even when the intended subject is more specifically sexual violence, the content is still fairly general.
- ***The majority of sexual aggression prevention programs targeting middle schools aim to change dating attitudes and behaviors*** (Foshee et al., 1998; Macgowan, 1997; Safer, 1994).
- ***Dating violence prevention programs in high school settings are the most common form of school-based sexual violence prevention programs***.

West Virginia Content Standards of Learning: *Health Education Policy 2520.5*
http://wvde.state.wv.us/policies/p2520.5_old.pdf

(Policy 2520.5 defines the instructional goals and objectives for health education 5th through 12th grades in West Virginia.)

Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. *The health literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator, and a responsible, productive citizen.* Students must have the capacity to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. *A comprehensive school health education curriculum from grades five to twelve is essential to enable students to acquire and apply health promoting knowledge, skills and behaviors.*

A major focus has been given to what the Centers for Disease Control recognizes as adolescent risk behaviors (tobacco use, dietary patterns contributing to disease, sedentary lifestyle, sexual behaviors that result in HIV infection/other STIs and unintended pregnancy, alcohol and other drug use and behaviors that result in intentional and unintentional injury.)

The intent of the health standards is to provide a consistent target for both educators and students in West Virginia. It is intended to show what students should know and be able to do at certain grade levels. *Teachers and policy makers can use the health standards to design curricula, to allocate instructional resources and to provide a basis for assessing student achievement and progress.*

F.Y.I.   The 2011 *National Sexuality Education Standards: Content and Skills, K–12* offers guidance on developmentally and age-appropriate content for students in grades K–12. Standards were designed to do the following (see Advocates for Youth, n.d., www.advocatesforyouth.org/serced/951?task=view):

- Assist schools in designing and delivering K-12 sexuality education that is part of comprehensive school health education;
- Provide a rationale for teaching sexuality education content/skills at various grade levels;

- Support schools in improving academic performance by addressing a content area that is both relevant to students and related to high school graduation rates;
- Present sexual development as a normal and healthy part of human development that should be a part of every health education curriculum; and
- Translate an emerging body of research related to school sexuality education so that it can be put into practice in the classroom.

PROGRAMMING SPECIFIC TO SCHOOL LEVEL

Much of the sexual violence prevention programming for elementary school children focuses on child sexual abuse issues. Generally, these **child sexual abuse prevention programs have three main goals** (Martyniuk & Dworkin, 2011a)—

Teaching children to reduce the risk of child sexual abuse may involve teaching:

- The concept of private zones and what parts of the body are private;
- The different kinds of appropriate and inappropriate touching;
- That it is possible that a person whom the child knows and likes may try to hurt them;
- To trust their intuition about people and situations; and
- Healthy sexual development.

Giving children skills to reduce the risk of child sexual abuse may involve teaching:

- That children have the right to decide who can and who cannot touch their body; and
- That in a situation where someone touches them against their will or in a way that makes them uncomfortable, they can say "no" or leave/run away/tell a trusted adult.

Encouraging children to report child sexual abuse may involve teaching:

- That the abuse is never their fault;
- To identify trusted adults;
- That if someone touches them in a way that makes them uncomfortable, they should always tell a trusted adult and not keep it a secret;
- That a child should keep telling an adult they trust about sexual abuse until an adult does something to protect the child;
- That they will be believed/still loved if they tell; and
- The correct names for body parts.

Middle and high school sexual violence prevention programs commonly include components such as (Cohall et al., 1999 as cited in Morrison, 2004):

- Identifying and challenging societal portrayals of male and female roles;
- Identifying and modulating intrapersonal/interpersonal stressors;
- Promoting coping strategies that dissuade use of alcohol and drugs;
- Challenging the use of violence as a means of conflict resolution;
- Recognizing the early warning signs of violence;
- Identifying verbal, physical and sexual aggression as such and not as love; and
- Developing safe strategies for disengagement from problematic relationships..

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Programs for middle and high school students are increasingly including a focus on bystander approaches to preventing and responding to gender violence and bullying. A well known bystander prevention model is the Mentors in Violence Prevention (MVP) Program (see www.jacksonkatz.com/mvp.html). MVP is facilitated in a mixed-gender setting, with several boy-only and girl-only groups throughout the program. The female-only group focuses on women not as victims or potential targets of abuse, but as empowered bystanders and supportive friends. The male-only group focuses on men not as perpetrators or potential perpetrators, but as empowered bystanders who can confront abusive peers (Paragraph from Sexual Trauma Services of the Midlands, n.d.).

See the below example of a series of lessons (from the Youth Violence Prevention Program (YVPP) from the Sexual Trauma Services of the Midlands, a rape crisis center in South Carolina) for middle and high schoolers (Sexual Trauma Services gave WVFRIS permission to include the lesson summaries in this toolkit. Go to www.stsm.org for more information).

Lesson & Topics	Objectives
Lesson 1: The Effect of Gender Stereotypes & Media Influence on Violence in Relationships	**Expose**: Explore stereotypes that dictate individual behavior and may contribute to violence. **Learn**: Increase awareness of impossible standards created by media and identify other peer and societal pressures. **Impact**: Recognize/discuss the damaging effects of gender stereotypes and explore positive alternatives to overcome peer, societal and media pressures.
Lesson 2: Appropriate Boundary Setting & Online Victimization & Protection Strategies	**Expose**: Explore physical, personal, & emotional boundaries. **Learn**: Identify personal boundaries and discuss interpersonal aspects that help form boundaries: spiritual, relational, emotional, family and school rules. **Impact**: Introduce methods by which individuals can be aware of boundary violations and promote responsibility for personal safety on- and off-line.
Lesson 3: Effective Communication Strategies	**Expose**: Heighten awareness of personal communication strengths and weaknesses, introduce "I" statements and expressions of emotion and feelings. **Learn**: Review and practice effective communication skills and differentiate between assertive vs. aggressive communication. **Impact**: Increase perception that clear and effective communication is important to building healthy relationships and strong decision making skills.
Lesson 4: Healthy Relationships and Prevention of Teen Dating Violence	**Expose**: Discuss healthy vs. unhealthy relationships and the importance of empathy. **Learn**: Introduce early warnings of unhealthy relationships. Discuss techniques for reducing risks in relationships. Learn bystander intervention techniques. **Impact**: Increase awareness of healthy and unhealthy relationships and increase bystander intervention in the prevention of dating violence.
Lesson 5: Prevention of Sexual Harassment & Stalking (HS)/ Prevention of Sexual Harassment & Bullying (MS)	**Expose**: Define sexual harassment, bullying and stalking as an issue effecting many people. **Learn**: Identify the line between "harmless playing" and harassment. Share effects of crimes on victims and survivors. Increase understanding of the need for equality in relationships. **Impact**: Increase knowledge about sexual harassment and understand bystander intervention approaches toward preventing it.
Lesson 6: Prevention of Sexual Assault, SC Laws and Acquaintance Rape Drugs	**Expose**: Identify prevalence, statistics, victim demographics, substance-facilitated sexual assault and acquaintance rape (HS only). **Learn**: Explore state laws, penalties, the concept of consent and forms of sexual assault. **Impact**: Increase knowledge of bystander intervention strategies and state criminal laws.

Programming targeting school-aged children and youth should also include parents and guardians, school personnel and the general public. Education for children or potential victims alone cannot prevent the perpetration of sexual violence against them (Martyniuk & Dworkin, 2011). Generally, ***goals of programs targeting adults*** include (Elrod & Rubin, 1993; Kolko, 1988; Wurtele, Kast & Melzer, 1992 as cited in Martyniuk & Dworkin, 2011b):

■ Educating adults about what sexual violence against children and youth entails and how it can be prevented;

- Decreasing secrecy and increasing conversation about sex and sexual violence, both from adult to adult and from adult to child;
- Teaching adults about healthy sexual and emotional development, how to have age appropriate conversations with children and youth about it, and how to support it;
- Helping adults recognize warning signs of sexual violence against children and youth and how to act appropriately on this knowledge;
- Teaching adults to recognize problematic behavior in others and hold them accountable for changing their behavior to be more appropriate;
- Improving adults' reactions to disclosures of victimization by children and youth;
- Increasing adults' sensitivity to children and youth;
- Helping adults talk to children, youth and other adults about prevention topics; and
- Helping adults identify children and youth with sexual behavior problems and seek appropriate help.

F.Y.I. See *Training Professionals in the Primary Prevention of Sexual and Intimate Partner Violence: A Planning Guide* (Fisher, Lang & Wheaton, 2010) for guidance in developing educational sessions for school personnel and parents/guardians. Pages 66-69 offer a sample worksheet on information needed for a training plan for an alternative high school to address issues of sexualized bullying and sexual assault.

Instructional Approaches

Instructional approaches are used to achieve the desired learning objectives. The more your programming includes strategies that reinforce the way your participants learn, retain and use information, the more effective they will be (Fisher, Lang & Wheaton, 2010). Assessing and matching learning strategies to the audience improves your chances of accomplishing your goals (Fisher, Lang & Wheaton, 2010).

Recognize that people learn in different ways and often tend to use one of their senses more than others to learn. Learning styles are typically organized into three types: visual learners learn through seeing, auditory learns learn through listening, and tactile or kinesthetic learners learn through moving, doing and touching. Because it is hard to know the individual learning styles of everyone in your presentations, **assume all learning styles are present and include a variety of teaching strategies to address all styles** (Fisher, Lang & Wheaton, 2010; National Cancer Institute, n.d.).

Instructional approaches should also recognize that some learning differences may come with age. A few generalizations are offered below (Rochester Institute of Technology, 2011):

Adult Learners	Youth Learners
Problem-centered—seek educational solutions to where they are compared to where they want to be in life.	More subject-oriented—seek to complete each course regardless of how a course relates to their own goals.
Results-oriented—have specific results for education and will drop out if education does not lead to those results. Participation is usually voluntary.	More future-oriented--education is often a mandatory or expected activity and designed for the youth's future.
Self-directed—typically not dependent on others for direction.	Often depend on adults for direction.
Often skeptical about new information and prefer to try it	More likely to accept new information without trying it out

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out before accepting it.	or seriously questioning it.
Seek education that relates or applies directly to their perceived needs, that is timely and is currently appropriate to their lives.	Usually seek education to prepare for an often unclear future; accept postponed application of what is being learned.
Accept responsibility for their own learning if learning is perceived as timely and appropriate.	Depend on others to design their learning; more reluctant to accept responsibility for their learning.

Peer Education as an Instructional Method

(Information adapted from Advocates for Youth, *Peer Education—Promoting Healthy Sexuality* at http://advocatesforyouth.org/publications/444?task=view, *Peer to Peer: Creating Successful Peer Education Programs* at www.ippfwhr.org/en/node/294, Youth Shakers, www.youthshakers.org/peereducation/manual/recruitment.htm.2002, and Bernard, 1991.)

Peer education is a popular strategy to teach students about a variety of health topics. It uses students to teach their peers, with the goal of influencing positive life skills and reducing health risks. Research suggests that young people are more likely to hear/personalize messages and change their attitudes/behaviors if they believe the messenger is similar to them and faces the same pressures and concerns (Sloan & Zimmer, 1993; Milburn, 1995; Advocates for Youth, n.d.). Peer education draws on the credibility that young people have with their peers, leverages the power of role modeling, and provides flexibility in meeting youths' diverse needs (Sloan & Zimmer, 1993; National Hemophilia Foundation, 1994; Advocates for Youth, n.d.).

If you are considering utilizing a peer education program, incorporate the following elements of effective peer education programs (adapted Bernard, 1991):

- Adequate ongoing supervision of peer educators from program staff;
- Positive interdependence of the peer educator group through goal setting and dividing resources and tasks among group members;
- Face-to-face interaction among peer educators in their work;
- Individual accountability for helping and supporting each other;
- Training in social skills (communication, problem-solving, decision-making, assertiveness, etc.);
- Time for group processing to reflect and assess their work;
- Heterogeneous composition of peer educator group – diverse in gender, academic ability, ethnic background and/or physical qualities and abilities;
- Peer educator input into planning, conducting and evaluating the program; and
- Evaluation whether the needs of the participants and educators are being met and adjustments made in response to the findings.

These elements should be incorporated into program planning and implementation, including recruiting youth and providing them with appropriate training and guidance. Note that peer educators should understand that their role is to provide information and referrals to students, not counseling, judging or imposing their own values on others.

TEACHING METHODS CONNECTED TO GOALS

It is essential to connect your teaching methods to your goals. You can do this by using methods that have been shown to correspond to changes in attitudes and behaviors that you hope to accomplish (Fisher, Lang & Wheaton, 2010). Below are examples of activities that can

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be used to accomplish changes in knowledge, attitudes and skills (Fisher, Lang & Wheaton, 2010; National Cancer Institute, n.d.):

- **Knowledge** (concepts and facts): computer-assisted instruction, discussion, field trips or tours, films, TV, tapes, handouts, lecture, programmed instruction and readings
- **Attitude** (feelings and opinions): brainstorming, case studies, field trips, interview situations, open-ended discussions, panel presentations and role playing
- **Skills:** field trips, action plans, demonstrations, guided practice with feedback, role playing and simulations

Clearly, while you may be able to utilize the majority of the above activities with any audience, the specifics of the activities will likely be different. For example, an action plan for younger children should be relatively simple (consider the fire prevention plan of "stop, drop and roll"), whereas an adult plan of action of what to do in the case that a child discloses sexual abuse can be more involved (although simple is good, too).

F.Y.I. An article on lesson methodologies, available through www.teachervision.fen.com, discusses a wide variety of teaching techniques that are organized into three categories: knowledge, synthesis and performance. Also go to http://texas4-h.tamu.edu/library/files/publications_management_teaching_techniques.pdf for a useful description of basic youth teaching methods available.

Children and Youth

A combination of interactive and passive teaching techniques can be used in programming for children and youth (adapted from Davis & Gidycz, 2000; Topping & Barron, 2009, as cited in Martyniuk & Dworkin, 2011a):

- Skills practice/rehearsal or role-play provides children and youth a safe, non-threatening environment in which they may practice recognizing and responding to possible danger signals of abusive situations.
- Shaping and reinforcement are behavioral learning techniques that can be used along with skills practice/rehearsal or role-play. In child sexual abuse prevention programs, shaping involves rewarding or encouraging a child's response to a situation, with the goal of eventually getting the child to act out the desired response. In a middle or high school environment, reinforcement following a bystander intervention program might come in the form of a green dot rewarded each time a youth acts in a way that confronts abusive behaviors or supports friends. Discussion can be facilitated among presenter(s) and children/youth.
- Presenters can model by acting out a situation and demonstrating how to respond.
- Films, books and other audio/visual materials can be shown or given to participants.
- Short lectures also have their place in prevention programming.

Programs must be developmentally appropriate for the targeted age group. For example, *suggestions for presenting a program that is developmentally appropriate to very young children* include (Sarno & Wurtele, 1997, in Martyniuk & Dworkin, 2011a): Do not use abstract concepts,

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provide opportunities to practice skills, teach key concepts multiple times, teach the program over several days, and present the program in a way that is engaging to children.

Older Youth and Adults

For older youth and adults, it is useful to understand some of the basic principles of adult learning, as discussed earlier. Knowles (1998) indicated that adult learners retain 20 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they see, hear and say (e.g., discuss and explain to others), and 90 percent of what they see, hear, say and do (Fisher, Lang & Wheaton, 2010; National Cancer Institute, n.d.).

You will need to discern your audience's general age, developmental level and optimal learning environment—is it a youthful group (e.g., high school freshmen) versus an older audience (e.g., high school seniors)?

Consider the following ways to facilitate learning in the case of older youth and adults (adapted from Fisher, Lang & Wheaton, 2010; National Cancer Institute, n.d.):

- Design the learning experience to be more active than passive, use a variety of teaching methods;
- Focus on building knowledge and skills and changing attitudes, use multiple teaching/training methods;
- Design the learning experience to tie program concepts to their immediate needs;
- The older the audience, the more likely they will accept responsibility for their own learning, so make sure the content and skills are relevant to their experiences;
- The older the audience, the more self-directed the learning should be so involve them to the extent possible in deciding the content;
- Make sure the learning environment is conducive to learning (e.g., safe, comfortable and enjoyable);
- Reinforce what they learn with opportunities to practice skills/apply knowledge and obtain prompt feedback;
- Provide opportunities for learning in both small and large groups; and
- Value and respect their contributions and perspectives.

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D7. TALKING ABOUT TOUGH TOPICS

Talking to school-aged children and youth about difficult topics—including violence, sex and relationships—is not easy. The following general information may be especially useful if you are not a teacher, have limited experience working with kids, or lack training in child development. While the material in this section, adapted from Child Now (2011), was originally written for parents, it offers insights and advice that may be helpful to sexual violence training and prevention education work.

General tips for talking with children/youth about difficult topics (adapted Child Now, 2011):

- Start talking with them about these topics at an early age;
- Initiate conversations with them about these topics;
- Create an open environment;
- Communicate values you want to instill;
- Listen to them;
- Be honest;
- Be patient;
- Use everyday opportunities to talk; and
- Talk about it repeatedly.

F.Y.I. In your programming, consider use of an anonymous question and answer box/activity to give students the opportunity to write down questions that they may not feel comfortable asking face-to-face. This allows you to respond to questions during the next lesson. In addition, students could also send you questions and comments via social media.

Talking about Violence

Suggestions for sexual violence trainers and prevention educators for talking with students about violence include (adapted Child Now, 2011):

- **Develop open communication.** Talk with students as openly and honestly as possible (note that school policies may impact what you can discuss with them and the extent of discussions). Use encouragement, support and positive reinforcement so they know they can ask questions without fear of consequence. Provide them with straightforward answers. If you don't know the answer, admit it, then find the correct information and explore it together. Use everyday interactions as opportunities for discussion. Keep in mind that it will require more than a single talk for them to grasp all they need to know on this topic.
- **Encourage them to talk.** Children and youth usually feel better when they talk about their feelings. It can help them face their fears and offer an emotional release. If they have been violent or victims of violence, it is critical to give them a safe place to express their feelings.
- **Monitor the media.** Seeing or hearing too much violence in the media can increase the chance that students will be desensitized to violence or act more aggressively themselves. Encourage parental advisories for music, movies, television, video and computer games to help them choose age-appropriate media for their children. Watch television or listen to music together and then talk about what you've seen and heard. Help them to think critically so that they don't just passively accept what they see and hear as fact or the ideal.

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- **Acknowledge fears and provide reassurance.** Children and youth who experience or witness violence, as well as those who have only seen violent acts on T.V. or in the movies, may become anxious and fearful as a result. By providing support, reassuring them of the relative safety of their personal world, and talking about ways to reduce their risk and build protective factors, you can help reduce their anxieties and fears.
- **Take a stand and set limits.** Like parents, educators and schools need to be clear about the values they want to instill. School policies, student development programs and individual teachers should convey a consistent message of what behaviors are acceptable and not acceptable. Students must understand what is not allowed and what will happen in the case of unacceptable behavior.
- **Be a role model.** If you are teaching students the importance of nonviolence, it is important that you model appropriate behavior.
- **Talk about gangs and cliques.** Gangs and cliques become dangerous for kids when acceptance in them depends upon negative or antisocial behavior. If you think your students are being exposed to a gang, talk about it together and stress the importance of avoiding such groups that may promote violence.

Talking about Sex and Relationships

Some ideas for talking with students about sex and relationships as part of sexual violence training and prevention education include (adapted Child Now, 2011):

- **Explore your attitudes and comfort level.** If you are uncomfortable with the subject, educate yourself and discuss your feelings with a trusted colleague or friend. The more you examine the subject and even practice how to talk with students about it, the more confident you'll feel discussing it.
- **Regard parents as your partners in educating their children on this subject.** Parents should be aware of what their children will be taught regarding healthy sexuality and sex education at specific points during their K through 12 education so they can reinforce the learning at home, ask questions themselves, and be prepared for questions from their children.
- **Encourage parents to start early in teaching their children about sex in age appropriate ways.** As their children grow, more materials gradually can be added until the children fully understand the subject.
- **Don't make sex all about biology.** While students need to know the biological facts about sex, it is critical they understand that healthy sexual relationships involve caring, concern and responsibility. By discussing the emotional aspects of a sexual relationship, students will be better informed to make decisions and to resist peer pressure. For pre-teens and teens, the message needs to include information about the responsibilities and consequences of sexual activity. They also need to understand that dating provides a time for dating partners to get to know each other—to hold hands, go bowling, see a movie, go out dancing or just talk—and does not require sex.
- **Give accurate, age-appropriate information.** Talk about sex in a way that fits the age and stage of students.
- **Anticipate the next stage of development.** Students can be confused by the changes their bodies go through, especially during their middle and high school years. Talk with them

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not only about their current stage of development but about the next stage, too. For example, an 8-year-old girl is old enough to learn about menstruation, just as a boy that age is ready to learn how his body will change.

- ■ **Encourage parents to communicate their values about sex with their children.** Although students may not adopt their parents' values as they mature, at least they'll be aware of them as they work to identify how they feel and want to behave.
- ■ **Relax.** Don't worry about knowing all the answers to questions from students; what you know is a lot less important than how you respond. If you can convey the message that no subject is taboo, including sex, you'll be doing just fine.

As discussed in *B.4 Preparing to Present Sexual Violence Training and Prevention Programs*, sexual health is a state of physical, emotional, mental and social wellbeing in relation to sexuality (WHO, n.d.). It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.

A sexually healthy person **(**McLaughlin, Topper & Lindett, 2009): Knows her/his body parts and that sexual feelings are healthy and normal; knows the choices she/he has about what to do with her/his sexual feelings; knows about sexual pleasure; knows the different sexual acts and how she/he feels about them; knows how to be sexually responsible; knows which behaviors could cause a pregnancy and sexually transmitted infection and how to reduce the risk of both; knows what consent is; knows how to make decisions about sex and sexuality; knows how to communicate about sexuality and relationships; knows that she/he is sexual and deserves information about sexuality; knows that she/he has the right to ask questions about sexuality; and knows her/his sexual rights.

Programs designed to respond to and prevent sexual violence can stress that the positive attributes of healthy sexuality can naturally create a buffer against violence and abuse (Perry, 2006). For example, individuals in a healthy relationship would likely view each other as deserving of respect, recognize and value each other's contributions to the relationship, respect differences of opinion, be honest about feelings and actions, and enjoy each other's company (Perry, 2006).

Perry noted that safety can be thought of as a by-product of such healthy relationship components— by promoting these components, education programs can help prevent violence and foster more satisfying relationships between people.

F.Y.I.   *Healthy Sexuality: A Guide for Advocates, Counselors and Prevention Educators* (National Sexual Violence Resource Center—NSVRC, 2012) provides guidance and practical tools around discussing healthy sexuality within the context of sexual violence for advocates, counselors, prevention educators and activists. To access this publication, see http://www.nsvrc.org/sites/default/files/SAAM_2012_Healthy-sexuality-a-guide-for-advocates-counselors-and-prevention-educators.pdf.

D8. BARRIERS TO SUCCESS FOR SCHOOL SEXUAL VIOLENCE TRAINING AND PREVENTION PROGRAMS

A number of key barriers to success for K-12 school-based sexual violence training and prevention programs are listed below. Take time to assess the barriers to effective programs in the school(s) you serve and identify strategies to overcome them.

Sensitivity of Subject

Sexual violence is a difficult subject to discuss in almost any setting. **For schools, it is challenging to ensure that sexual violence education is incorporated into the curriculum in a positive and developmentally appropriate way without losing the essential message**. Those presenting this education must be able to connect the broad topics covered (e.g., dealing with bullying and harassing behavior, communication skills, healthy ways to express emotions, good touch/bad touch, what to do if someone tries to hurt you, etc.) to sexual violence, as well as be comfortable discussing these topics in this framework. It is **also challenging for schools to determine how to incorporate this education into their curriculum in a way that will be acceptable to students, parents, school administrators, school boards and the community.**

Lack of Understanding of Schools' Responsibilities

One indirect but positive impact of doing sexual violence training and prevention education in a school setting is that it encourages students who may be experiencing sexual violence to seek help. It

also may lead school personnel to question if individual students are experiencing violence or being violent, even if those students do not disclose victimization. However, **schools do not always have clear procedures for school personnel on what to do in the case of disclosures or suspicions**. If schools have procedures, **personnel are not necessarily provided adequate training** to understand proper responses to the range of sexual violence they may see (e.g., child sexual abuse versus sexual assault by a peer) and to implement the procedures. Lastly, **schools do not** always **send a clear message to students about what to do if they have experienced sexual violence**.

In addition, **school personnel may not fully understand that they are part of a larger network of community and state responders to disclosures or suspicions of sexual violence against children and youth**. To remedy this:

- School administrators need to be clear that school personnel are mandated by state law to report disclosures or suspicions of sexual abuse of a minor or an incapacitated person. Schools need to establish procedures for school personnel to follow in such instances that comply with reporting requirements of the West Virginia Department of Health and Human Resources. (See *D9* and *B3. Responding to Disclosures.*)
- School personnel should be aware of the continuum of violence that students may experience. Different types of violence may need different types of interventions.
- School personnel should be aware of local services available to students dealing with sexual violence—law enforcement, protective services, support, counseling, etc. School teachers and counselors are typically not in a position to provide victims of sexual violence with

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the extensive assistance they may need to deal with this complex issue. But they can offer initial support and help them get connected with those in the community who can provide those services. For example, it is recommended that school counselors develop relationships with their local rape crisis centers and child protective services, so that they can consult with them if and when a student presents with sexual assault or abuse issues. Depending on the situation, these agencies may be able to provide direct services to students at the school.

In addition, **administrators may not be aware that implementation of sexual violence prevention education in their schools supports the West Virginia Board of Education's stance on student wellness and its recommendation to integrate healthy lifestyle concepts across the curriculum** (West Virginia Department of Education, 2006). The state Board of Education also recommends staff training on wellness issues and utilizing local resources and partnering with state and local agencies to best serve the interest of students.

F.Y.I. Tie this education to the state Content Standards of Learning: Health Education Policy 2520.5. See *D7*.

Accessibility to Students

As a sexual violence trainer or prevention educator, it is important to be aware of the pressures school administrators, teachers and other school staff (e.g., guidance counselors) face in covering their demanding school curriculums during the academic year. However, you can help school personnel recognize that "the number of classroom hours spent on sexual violence prevention is low, relative to the seriousness of the problem and its impact on students' learning

and well-being" (Vermont Approach Sexual Violence Prevention Taskforce, 2008). **Without the time to provide adequate sexual violence prevention education, it is difficult to promote the changes in student attitudes and behaviors that are linked with sexual violence prevention** (see *D3*).

Seek to build partnerships with school administrators, teachers and other staff to determine how to gain sufficient time for student education on sexual violence. Offer to help them:

- Brainstorm how to incorporate sexual violence prevention education into their current curriculum;
- Assist them in providing this education (e.g., through training and consultation with teachers/staff as well as direct presentations and follow up with students); and
- Provide suggestions on how to adapt school policies to support sexual violence prevention and the goal of reduced sexual violence, as well as effective intervention when sexual violence does occur.

Become allies with individual teachers and seek their support in getting approval from administrators to bring programming on this topic to the school.

F.Y.I. Before suggesting programming to schools, become familiar with the school schedule and be prepared to offer multiple presentation options/examples of curricula, as well as testimonials and letters of support from teachers and administrators from other schools where these programs work well. Be flexible in working around schedules to fit in programming.

F.Y.I. Discourage presentations with upwards of 50, 100 or 200 kids at one time. In such a learning environment, there are not sufficient opportunities for all to be involved in activities and discussions. The content becomes diluted and provides little chance for changing attitudes and behaviors.

Training for Faculty and Staff

To support sexual violence prevention and intervention efforts, **school administrators, teachers and other staff need training opportunities on issues of violence, how to support zero-tolerance for violence in the school environment and incorporate zero-tolerance into the curriculum, how to work collaboratively with local agencies to provide this student education, and what to do if they suspect or know that a student is or has experienced violence**. Ideally, training for school administrators, teachers and other staff should occur *before* beginning sexual violence prevention programming for students. Periodic refresher trainings and/or informational materials are also helpful. **The challenge is gaining access to school administrators, teachers and other staff to provide them with training, as they have multiple competing priorities.**

As a sexual violence trainer or prevention educator, take the initiative to connect with school administrators and discuss the need for this training and any related concerns (e.g., there have been problems in the past in finding time in the professional development schedule). Offer assistance in planning, coordinating and/or presenting this training. Be as accommodating as possible in addressing the specific needs and interests of administrators, teachers and other staff.

F.Y.I. Some schools may have Internet safety filters that limit staff and student access to online educational materials. Consider ways to increase access—(e.g., providing them with select materials as hard copies or on USB flash drive or disk).

Parent/Guardian Involvement

In K-12 schools, offer a parent education component that provides information for parents and guardians about school-based sexual violence prevention and intervention efforts, addresses their concerns, welcomes their input, offers suggestions on how to reinforce at home what is taught at school, and shares contact information for local resources. It can provide them the opportunity to opt their children out of the program is they wish. Written correspondence and/or informational meetings can be used to communicate with parents and guardians. The approach can be adapted for different grades. For example, different parental concerns will likely need to be addressed for those with elementary students versus high school students.

Involving parents and guardians requires effort on the part of schools and educators. However, without such an effort, parents and guardians may lack understanding of the relevance of sexual violence education in the curriculum and oppose its inclusion. Disgruntled parents and guardians can influence schools' approaches to addressing this topic.

Permission to Participate

In some cases, individual schools or school districts may require that parent/guardian permission be sought for students to participate in a sexual violence prevention education program. Getting this permission presents another hurdle for educators in implementing these programs, but it is a hurdle well worth

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jumping. As mentioned above, if parents feel as though they are included in school decisions related to teaching their children healthy lifestyle skills, they will be more apt to reinforce them at home and support the continuation of these efforts in subsequent years.

(Note: It is suggested that permission be sought to opt out of, not into, these programs.)

Confidentiality Issues

Educators who provide sexual violence prevention programming must be able to stay focused on their educational role, while being prepared for the fact that the topic will evoke strong feelings among some students (Meyer, 2000). Among students participating in this education, it is likely there will be those who have been sexually victimized as well as those who know someone who has experienced sexual violence. There might also be students who have been perpetrators of sexual violence.

One critical concern is that student confidentiality can be compromised in these situations, which can potentially impede a student's healing process. To address this problem, sexual violence prevention educators can provide guidance at the start of each programming activity about what students can do and who to contact if anything related to the discussion disturbs them or motivates them to disclose an experience of victimization or perpetration. For example, you can encourage them to talk privately with you after an educational session, or with the school guidance counselor or a sexual assault victim advocate from the rape crisis center. You can provide initial support for students who are upset during an activity and make sure they know their options for further assistance in the

school and the community. (Also see *D10* and *B3. Responding to Disclosures*.)

Sustaining Programs

Some factors that might make it difficult to sustain sexual violence education in the school curriculum include:
- Shifting state and local education priorities away from overall student wellness;
- Lack of a county-wide curriculum plan for developmentally appropriate education on the topic, from early education through high school;
- Lack of strong partnerships between schools and community agencies/task forces that address sexual violence prevention and intervention;
- Lack of educators' knowledge of/comfort in discussing this issue with student populations;
- Lack of funding/resources to support this education, training for school personnel and relationship-building with community resources;
- Lack of support from students, school staff, parents/guardians and the community for the effort; and
- Lack of program evaluation to demonstrate the impact of the education on student attitudes and behaviors.

Some ideas to help sustain your program:
- Encourage the county and state to support this education over multiple years (rather than one year at a time).
- Encourage schools to have a county-wide curriculum plan for incorporating violence prevention into student wellness efforts.
- Encourage schools to maintain solid working relationships with community agencies that can help them help students address sexual violence issues.

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- Stay educated about the best ways to talk with students about these issues.
- Take sufficient measures to inform relevant groups (school personnel, parents, community professionals, etc.) of the importance of this education and welcome input on the curriculum.
- Build periodic evaluation into your programming plan to demonstrate the positive changes that are occurring and to continuously improve the program.

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D9. Promoting Students' Connectedness to School

(Drawn in part from the CDC's 2009 *School Connectedness: Strategies for Increasing Protective Factors Among Youth*. See www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness.pdf.)

Enhancing protective factors that facilitate children's healthy development may help students not only avoid behaviors that place them at risk for adverse health and educational outcomes, but also reduce the potentially harmful effects of negative situations and events, such exposure to violence. School connectedness--*the belief by students that adults and peers in the school care about their learning as well as about them as individuals*—is one promising protective factor for healthy development. Simply put, students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. (Paragraph from CDC, 2009b).

While school connectedness in and of itself is not a solution to the problem of sexual violence, it may help in efforts to decrease its occurrence and the impact of victimization when it does occur.

A number of factors increase school connectedness (CDC, 2009b): (1) *Supportive school staff* who can dedicate their time, interest, attention and emotional support to students; (2) a *stable network of peers* that can improve student perceptions of school; (3) believing that school is important to their future, and perceiving that the adults in school are invested in their education, can get *students engaged in their own learning and involved in school activities*; and (4) the *physical environment and psychosocial climate* can set the stage for positive student perceptions of school.

Schools, parents and community professionals can work to increase the extent to which students feel connected to school by promoting the above factors. Actions specific to using a school connectedness approach to support sexual violence prevention might include:

- *Engage the school community in considering if changes to school policies are necessary* (e.g., to stress the school's commitment to ending sexual violence, to assert that the school has a responsibility to make safety a priority, and to recognize that violence prevention requires a comprehensive approach involving school staff, students, parents and community professionals).
- *Work with students, school staff and parents to identify possible school-based risk and protective factors* for sexual violence as well as changes that might enhance school safety.
- *Work with the school staff to integrate sexual violence prevention and intervention knowledge and skill building into school activities* as well as be clear with school staff and parents the amount of time to be allotted to teach this material over the academic year.
- *Increase school staff, student and parent awareness* of what constitutes sexual violence and primary prevention of sexual violence, state reporting requirements, what to do if sexual violence occurs, and resources in the community for sexual violence services and prevention.
- *Provide in-class and extracurricular opportunities* throughout the academic year for students to build their interpersonal skills and foster pro-social behavior (CDC, 2009).
- *Teach bystander intervention strategies* that promote students in confronting abusive behaviors and

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supporting friends. Encourage school staff and parents to model these strategies.

- **Engage relevant community professionals** to work with school staff, students and parents on sexual violence prevention and response.
- **Engage school staff, parents and community professionals in helping youth use and reinforce** sexual violence prevention and intervention knowledge and skills learned in school.
- **Explore how the school can be culturally competent** in its approach to violence prevention.
- **Monitor violence prevention and intervention education programming** to determine if changes were made in student, staff and parental attitudes and behaviors.

Northwest Regional Educational Laboratory, in conjunction with the U.S. Department of Education's Safe and Drug-Free School Program and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, created *Safe and Secure: Guides to Creating Safer Schools* (2002) to provide local school districts with information and resources that support comprehensive safe school planning efforts. This series of eight guides can be accessed from www.ojjdp.gov/publications/ss_saferschool.html.

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D10. DEALING WITH DISCLOSURES OF SEXUAL VICTIMIZATION OF CHILDREN AND YOUTH

(Note that the information in this section was drawn in part from the WVFRIS' 2011 *West Virginia Protocol for Response to Victims of Sexual Assault*, available from www.fris.org.)

See *B1. Sexual Violence and Related Crimes* for a description and examples of child sexual abuse, symptoms, and common emotional responses. See *B3. Responding to Disclosures* for general information on this topic.

There are different reporting requirements and options for assistance for various forms of sexual violence against children and youth. Child sexual abuse is committed by someone in a position of authority over the child (a parent, caregiver, teacher, pastor, youth leader, etc.). Sexual assault and abuse can also be committed by other children or youth, as well as adults not in positions of authority over the child/youth.

Nature of Disclosures of Child Sexual Abuse

Disclosures of abuse, for some children, may be a process that happens over a period of time. It is important that children be made to feel comfortable enough to disclose the abuse.

Many children are unable to communicate what is happening. Even when the child is verbal, the listener may dismiss the story or accuse the child of lying. If no action is taken to protect the child from further abuse, the child may not initiate the subject again. A child may be embarrassed about what is happening or simply lack the vocabulary to express it. While some children may tell you privately and directly about the abuse, more commonly the child will disclose the abuse in indirect ways. For example:

- *Indirect hints* such as "daddy wouldn't let me sleep last night," "my babysitter keeps bothering me," or "Mr. Jones wears funny underwear." You can gently encourage the child to be more specific without suggesting more than she/he is willing to tell.
- *Disguised disclosure* such as "my friend's daddy likes to play doctor" or "my dolly doesn't like Uncle Jim anymore." By removing her/himself from the act, the child can feel safer in disclosing the information. You can encourage the child to tell you more.
- *If you promise not to tell disclosures,* such as "I have a secret but if I tell you, you have to promise not to tell anyone else." Most children are afraid to tell their parents what happened. Some children believe that something bad will happen if they break the secret of abuse. Often abusers use threats to keep children silent. Abusers may tell children that no one will believe them or may physically threaten them or their family. These children benefit from repeated assurances that they are believed and will be kept safe.

Responding to a Disclosure

No matter how a child discloses the abuse, what is important is that the child has placed trust in you. Don't try to decide for yourself whether or not the allegations are true. Child Protective Services (CPS) and/or law enforcement are trained to investigate these cases.

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Reporting Requirements
(See *WVC §49-6A*)

F.Y.I. See *B3. Responding to Disclosures of Victimization* to learn about who is mandated to report suspected child abuse and neglect. Note *school sexual violence prevention educators are mandated reporters.* Also note that *WVC §49-6A-1* requires all citizens over age 18 to report child sexual abuse or assault if they observe it or receive a disclosure from a credible witness. The law includes increased fines for not reporting and requires the state to provide training/education to reporters.

West Virginia law indicates that when a mandated reporter has reasonable cause to suspect that a child is neglected or abused or observes the child being subjected to conditions that are likely to result in abuse or neglect, such person <u>shall immediately and not more than 48 hours</u> after suspecting this abuse, report the circumstances or cause a report to be made to the West Virginia Department of Health and Human Resources (DHHR).

DHHR maintains a 24 hour, seven-day-a-week telephone number to receive such calls (1-800-352-6513). Also, an oral report shall be followed by a written report within 48 hours <u>if so requested by DHHR</u>.

In any case where the reporter believes that the child suffered serious physical abuse or sexual abuse or sexual assault, the reporter shall <u>also</u> immediately report or cause a report to be made to the State Police and any law enforcement agency having jurisdiction to investigate the complaint. A copy of reports made to DHHR of serious physical abuse, sexual abuse or assault shall be forwarded by DHHR to the appropriate law enforcement

agency, prosecuting attorney and/or coroner or medical examiner's office.

Any person required to report who is a staff member or a volunteer of a public or private institution/school/entity/facility/agency that provides organized activities for children, should immediately notify the person in charge of that institution/school/entity/facility/agency, or a designated agent thereof, who may <u>supplement</u> the report or cause an additional report to be made.

Note that any person, official or institution making a report of child abuse or neglect in good faith shall be immune from any related civil or criminal liability. Also, all reports of child abuse or neglect are confidential (including the identity of the reporter) with one potential exception: a family law judge can ask who the reporter was in certain circumstances (*WVC §48-9-209 (10)(e)*).

To support a child when abuse is disclosed:

- Stay calm. Don't panic or overreact. Believe the child.
- Assure the child that she/he is not to blame for what happened.
- Do let the child know it was brave to tell you and you are glad she/he told.
- Protect the child immediately from the suspected offender.
- If you are a mandated reporter, tell the child that the law requires that you report the abuse.
- ***Report the abuse at once*** to the West Virginia Department of Health and Human Resources (DHHR), Child Protective Services (CPS) at 1-800-352-6513 or call your local law enforcement agency.
- Get a medical exam for the child even if the child appears to be unhurt.
- Help the child work with a counselor who can help with the case.

Disclosures of Other Sex Offenses Against Minors

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There are two major classifications of sex offenses in West Virginia (*WVC§61-8B*), both of which describe specific violations impacted by the young age of the victim and, in some cases, the age of the perpetrator. To summarize:

- **Sexual Abuse in the 1st Degree**: Sexual contact without the victim's consent due to forcible compulsion, the victim is physically helpless, or the *victim is younger than age 12 and the perpetrator is age 14 or older* (e.g., a high school student perpetrator and a middle school student victim).
- **Sexual Abuse in the 3rd Degree**: Sexual contact with *a victim under age 16 without her/his consent* (e.g., a 15-year-old victim and her adult boyfriend perpetrator)*.*
- **Sexual Assault in the 1st Degree**: The perpetrator inflicts serious bodily injury, uses a deadly weapon, or *the perpetrator is over age 14 and the victim is younger than 12 years old and is not married to that person* (e.g., a fifth grade victim and a perpetrator who is a high school junior)*.*
- **Sexual Assault in the 3rd Degree**: Sexual intercourse or intrusion with someone who is mentally defective or mentally incapacitated, or *when someone age 16 or older assaults someone less than 16 who is at least 4 years younger than the perpetrator and not married to him/her* (e.g., a 17-year-old perpetrator and a 15-year-old victim).

Much of what is discussed in *B3. Responding to Disclosures* applies to minor victims experiencing the above sex offenses. Some of what was discussed earlier in this section regarding the nature of disclosures of child sexual abuse would also apply with older children/youth experiencing these offenses.

Some special considerations **when working with young victims** (Kentucky Association of Sexual Assault Programs, 2007):

Children and youth who experience sexual violence have many of the same reactions as adults. However, they are more likely to express their feelings and thoughts through aggressive or destructive behavior towards themselves, their peers and other adults. This does not mean, however, that they are not also experiencing emotional reactions. Rather, they may need some prompting and encouragement to express their feelings in a safe environment. Responding to their negative behaviors with punitive punishment probably will not be productive if the behavior is related to coping with trauma. While appropriate discipline and reprimands should be given, be sure to also convey support and acceptance so that feelings of stigma, powerlessness and worthlessness do not worsen. In general, it is beneficial for children and youth survivors of sexual violence to get ongoing support (e.g., from a local rape crisis center) and participate in individual therapy with experienced mental health clinicians to help them work through their trauma.

F.Y.I. Keep in mind that child and youth victims of sexual violence often delay or withhold disclosures. One recent study (Alaggia, 2010) documented that individual factors (e.g., age at the onset of victimization and temperament and personality) can partly account for non-disclosures, but that a host of environmental factors (e.g., family dynamics, neighborhood and community influences and societal attitudes) are likely also involved. The research indicated that children and youth may attempt to disclose about their victimization over time in different ways, with a wide range of responses following their disclosures.

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Alaggia (2010) noted that the forces which influence children and youth in their disclosures are the same forces that permeate society and influence the responses of people to whom they might disclose their victimization. She suggested that:

- Primary and secondary prevention programs can have profound effects on how children and youth perceive sexual violence and anticipate responses to disclosure based on cultural messaging; and
- The promotion of such programs also has the potential to reach parents, guardians and professionals, sensitizing them to possible disclosures and preferable responses.

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D11. VICTIM RESOURCES

State and Local Resources

SERVICES RELATED TO SEXUAL VIOLENCE

Call **911 for emergency assistance**, particularly if there are serious injuries and/or safety concerns, to report an assault and facilitate evidence collection. Calling 911 can trigger law enforcement response and/or emergency medical assistance.

Report child sexual abuse to the **West Virginia Department of Health and Human Resources (WVDHHR),** Child Protective Services (CPS) at 1-800-352-6513, **or to local law enforcement.**

In West Virginia, there are nine **rape crisis centers** which can be utilized by victims of sexual violence. Rape crisis centers typically provide a range of services for victims and their families and friends. Services often include crisis intervention, emotional support, information and referral, advocacy, medical and legal accompaniment, safety planning, counseling and support groups, etc. All centers have 24-hour hotlines. Information about the specific services offered at the rape crisis centers can be found through www.fris.org. These regional centers provide free and confidential services. Support can be reached from any county by calling 1-800-656-HOPE.

West Virginia's Rape Crisis Centers

CONTACT
P.O. Box 2963
Huntington, WV 25728
304-523-3447
www.contacthuntington.com

Family Refuge Center
P.O. Box 249
Lewisburg, WV 24901
304-645-6334
www.familyrefugecenter.com

HOPE, Inc.
P.O. Box 626
Fairmont, WV 26555
304-367-1100

REACH Family Counseling Connection
1021 Quarrier St.,
Suite 414
Charleston, WV 25301
304-340-3676

Rape and Domestic Violence Information Center
P.O. Box 4228
Morgantown, WV 26504
304-292-5100
www.rdvic.org

Sexual Assault Help Center
P.O. Box 6764
Wheeling, WV 26003
304-234-8519

Shenandoah Women's Center
236 West Martin St.
Martinsburg, WV 25401
304-263-8522
www.swcinc.org

Women's Aid in Crisis
P.O. Box 2062
Elkins, WV 26241
304-636-8433
www.waicwv.com

Women's Resource Center
P.O. Box 1476
Beckley, WV 25802
304-255-2559
www.wrcwv.org

As noted above, **local hospital emergency departments**—those with sexual assault nurse examiners **(SANEs)** trained in working with adolescents (SANE-A) and pediatrics (SANE-P)— are typically able to conduct forensic medical exams in addition to providing comprehensive care.

Victims and their families should be informed that medical bills incurred as a result of a sexual assault may be covered through covered through the **West Virginia Crime Victims Compensation Fund**. In West Virginia, the guardian of a minor who was victimized in the state is eligible to file a claim with the Crime Victims Compensation Fund (the claim must be filed within two years of the assault). The crime must be reported to law enforcement within 72 hours (with some possible exceptions). These funds can be used to cover expenses such as medical and counseling bills as a result of the assault. For further information about how to receive Crime Victim Compensation Funds, visit www.fris.org.

Local child advocacy centers (CACs) can be an invaluable asset in facilitating an immediate response to children, adolescents and their families when a sexual assault has occurred. Contact the **WV CAN network** at (304) 414-4455, by e-mail at www.wvcan.org or the local rape crisis center for information about the CAC in your area.

The **West Virginia Foundation for Rape Information Services (FRIS)**, at www.fris.org, provides general and state-specific information and resources on sexual violence. In addition to serving as the coalition of the state's rape crisis centers, FRIS develops and coordinates numerous trainings and resource materials for allied professionals.

SERVICES FOR SCHOOL AGED CHILDREN

Adolescent Suicide Prevention and Early Intervention (ASPEN) Project
(304) 341-0511 or http://wvaspen.com
The ASPEN project serves youth in the secondary schools by increasing awareness and screening, ultimately facilitating a mobile, quick response team to serve at-risk students. It also strives to enhance education, communication, collaboration and connections among the entities interacting with at-risk youth, in order to rectify system gaps and facilitate a culturally competent, caring, comprehensive, sustainable suicide prevention and intervention system of care.

Bureau for Behavioral Health and Health Facilities
Office of Behavioral Health Services (OBHS)
(304) 558-0627 or www.wvdhhr.org/bhhf
OBHS is responsible for programmatic oversight of state-funded community based behavioral healthcare services. There are four divisions: Adult Mental Health, Children's Services, Alcoholism and Drug Abuse, and Developmental Disabilities.

Early Childhood Health Project (ECHP)
Office of Maternal, Child and Family Health
Division of Infant, Child and Adolescent Health
Bureau for Public Health, Department of Health and Human Resources
(304) 558-5388 or www.wvdhhr.org/echp/contactus.asp
ECHP is a collaboration of individuals and agencies working together to improve the health and safety of young children while in out-of-home care in West Virginia.

Legal Aid of West Virginia
(866) 255-4370 or www.lawv.net
This organization provides legal services for civil problems.

Prevent Child Abuse WV (PCA-WV)
(866) 4-KIDSWV or www.preventchildabusewv.org
PCA-WV works to give children good beginnings by strengthening families and communities. PCA-WV is a chapter of Prevent Child Abuse America, which builds awareness and provides education to keep children free from abuse and neglect.

Prevention Resource Officer Program (PRO)
(304) 558-8814, Extension 53314 or www.djcs.wv.gov/pro/Pages/default.aspx
The PRO Program is a cooperative effort between schools and law enforcement to: improve students' attitudes and knowledge of criminal justice and law enforcement; to prevent juvenile delinquency; to mentor youth; to provide a safer school environment; and to combine safety and child advocacy to assure a better school experience for all West Virginia youth.

West Virginia Adolescent Health Initiative
Infant, Child and Adolescent Division
Office of Maternal, Child and Family Health
Bureau for Public Health, Department of Health and Human Resources
(304) 558-4934 or www.wvdhhr.org/ahi/
West Virginia's Adolescent Health Initiative is a project that promotes optimal physical, emotional, cognitive, social and spiritual well-being of children and youth throughout West Virginia. Regional adolescent health coordinators provide information, offer asset presentations, facilitate community-building asset initiatives, and coordinate with schools to assist with search surveys.

Eight **regional education service agencies** (RESAs) provide: education needs assessment, computer basic skills support, computer information systems, cooperative purchasing, programs, professional development, equal educational opportunities, teacher recognition, feasibility studies, instructional models, legislative evaluation reports and technical assistance to low performing schools.

RESA 1
(800) 766-7372, Ext. 1121
400 Neville Street
Beckley, WV 25801
http://resa1.k12.wv.us/

RESA 2
(304) 529-6205, Ext. 28
2001 McCoy Road
Huntington, WV 25701
http://resa2.k12.wv.us

RESA 3
(800) 257-3723, Ext. 114
501 22nd Street
Dunbar, WV 25064
http://resa3.k12.wv.us

RESA 4
(304) 872-6440, Ext. 19
404 Old Main Drive
Summersville, WV 26651
http://resa4.k12.wv.us

RESA 5
(866) 232-7372, Ext. 142
2507 Ninth Avenue
Parkersburg, WV 26101
http://resa5.k12.wv.us

RESA 6
(304) 231-3816
30 G.C. & P. Road
Wheeling, WV 26003
http://resa6.k12.wv.us/

RESA 7
(800) 427-3600, Ext. 238
1201 N. 15th Street
Clarksburg, WV 26301
http://resa7.k12.wv.us/

RESA 8
(304) 267-3595
P.O. Box 213
Petersburg, WV 26847
http://www.resa8.org/

West Virginia Advocates
(304) 346-0847, (800) 950-5250 or www.wvadvocates.org
This organization provides protection and advocacy services throughout the state to protect the human and civil rights of persons with disabilities.

West Virginia Behavioral Health and Health Facilities (WV BHHFs)
www.wvbehavioralhealth.org/mental-health-services.html
WV BHHFs provide services and programs organized to meet the needs of people with a mental illness, chemical addiction or developmental disability. There are currently 83 organizations with West Virginia behavioral healthcare provider licenses as issued by the West Virginia Department of Health and Human Resources' Office of Health Facilities Licensing and Certification. In addition, there are hospitals, distinct parts of hospitals and private practitioners devoted to treatment and serving those with behavioral healthcare needs. *Go to the website for a listing of agencies by county, with contact information and information about services offered.*

West Virginia Coalition Against Domestic Violence (WVCADV)
(304) 965-3552 or www.wvcadv.org/
WVCADV is a statewide network of community-based domestic violence programs and statewide office working to end personal and institutional violence in the lives of women, children and men. WVCADV works to transform social, cultural, and political attitudes in ways that promote values of respect, mutuality, accountability and non-violence. For a teen dating violence resource, see the publication *Trust Betrayed* through the coalition's publication link.

West Virginia Department of Education, Office of Special Programs (WV DOE OSP)
(304) 558-2696 or www.wvde.state.wv.us./osp
WV DOE OSP oversees and monitors educational and related services and programs (preschool to adult students and those with disabilities). This office addresses issues related to special education and related services provided under the Individuals with Disabilities Education Act (IDEA).

West Virginia Department of Education, Office of Healthy Schools
(304) 558-8830 or wvde.state.wv.us/healthyschools/
The Office of Healthy Schools provides leadership, training and support for schools and their communities to improve collaboration and ensure the health and educational achievement of children in a safe, nurturing and disciplined environment.

West Virginia Department of Health and Human Services (WVDHHR)
(304) 558-0684 or www.wvdhhr.org
WVDHHR provides information about children, family support services, early intervention, group homes, food stamps, community based services and supports, behavioral health services and

other state and federal programs available to support children who are victims of sexual violence. It also offers a directory of local offices.

West Virginia Emergency Medical Services Technical Support Network (WV EMS-TSN) Medley-Hartley Advocacy Program
(304) 366-3022 or www.wvoems.org/support/wv-ems-tsn
The program provides state-wide advocacy services, monitoring the implementation of Medley and Hartley Court orders to provide services to class members (individuals with mental illness and developmental disabilities) named in court cases. Medley class members are individuals with intellectual disabilities who were institutionalized prior to the age of 23. Hartley class members include all West Virginia residents with a disability including developmental disabilities, mental illness, traumatic brain injury or substance abuse issues who are at risk for institutionalization, regardless of age.

West Virginia Healthy Kids and Families Coalition
(304) 344-1872 or http://www.wvhealthykids.org/
West Virginia Healthy Kids and Families, Inc. is a nonprofit corporation (tax-exempt status applied for; West Virginia Council of Churches, fiscal sponsor) bringing together individuals, private organizations, and state agencies to work to improve the health of children and families in West Virginia. It provides a forum for diverse organizations to discuss, coordinate and collaborate on issues that improve the health and well-being of West Virginia children.

West Virginia Office of the Attorney General's Office, Civil Rights Division
(800) 368-8808 or www.wvago.gov/civilrights.cfm
The Civil Rights Division prosecutes cases on behalf of victims of discrimination. In West Virginia, unlawful discrimination is a human rights violation. This division handles cases of public accommodation discrimination and bias motivated harassment and intimidation.

West Virginia Prevention Resource Center (WVPRC)
(304) 766-6301 or www.prevnet.org/
Through a variety of federally funded projects and initiatives, WVPRC works to build the capacity of individuals, organizations and agencies to promote the well-being of their communities.

West Virginia School Based Health Assembly (WVSBHA)
(304) 444-5917 or www.wvsbha.org
The mission of the WVSBHA is to advance comprehensive health care in school settings through responsive policies, practices and partnerships. WVSBHA serves as the lead membership organization in the state for the advancement of school-based health care.

West Virginia State Police–Crimes Against Children Unit
Internet Crimes Against Children Task Force Program (ICAC)
(304) 293-6400
The ICAC program helps state and local law enforcement agencies develop an effective response to cyber enticement and child pornography cases. This help encompasses forensic

and investigative components, training and technical assistance, victim services and community education.

National Resources

National Dating Abuse Helpline
1-866-331-9474 or 1-866-331-8453 TTY
"loveis" to 77054 (text)
This helpline is the direct service provider behind www.loveisrespect.org, operating 24/7 phone, text and chat services. The helpline is specifically designed for teens and young adults. Accessible by phone or the Internet, the helpline operates from a call center in Austin, Texas and offers real-time, one-on-one support from peer advocates.

National Sexual Assault Hotline
1-800-656-HOPE
When the hotline is dialed, the caller will be connected to the nearest available rape crisis center based on the caller's area code. All of West Virginia's rape crisis centers are national hotline participants. The hotline is confidential and anonymous (no personal information, including phone number, will be recorded).

National Sexual Assault Online Hotline
Access through: www.rainn.org
The online hotline is structured as a live, instant message conversation, which is confidential and secure. It can be used by victims and their family members, partners or friends to provide support, information and referrals.

Victims and their families and friends may be interested in gaining additional information about sexual assault. The **Rape, Abuse & Incest National Network (RAINN)**, at www.rainn.org, offers information and resources, as does the **National Sexual Violence Resource Center** at www.nscrc.org.

National Suicide Prevention Lifeline
1-800-273-TALK (8255) or www.suicidepreventionlifeline.org-
The National Suicide Prevention Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis. Callers are routed to the closest possible crisis center in their area.

SERVICES FOR SCHOOL-AGED CHILDREN

Family Education
www.familyeducation.com
Launched in 1996 as the first parenting site on the Web, Family Education is for parents who are involved, committed and responsive to their families' needs. Parents find practical guidance, grade-specific information about their children's school experience, strategies to get involved with their children's learning, free e-mail newsletters and fun and entertaining family activities. Family Education brings together leading organizations from both the public and

private sectors to help parents, teachers, schools and community organizations use online tools and other media resources to positively affect children's education and overall development.

Jason Foundation (JFI)
www.jasonfoundation.org
JFI is a nationally-recognized nonprofit provider of educational curricula and training programs for students, educators, youth workers and parents. JFI's programs build an awareness of the national health problem of youth suicide, educate participants in recognizing the warning signs or signs of concern, provide information on identifying at-risk behavior and elevated risk groups, and direct participants to local resources to deal with possible suicidal ideation. JFI's student curricula are presented in the third-person perspective – how to help a friend.

Jed Foundation
www.jedfoundation.org
The Jed Foundation works nationally to reduce the rate of suicide and the prevalence of emotional distress among college and university students. The organization collaborates with the public and leaders in higher education, mental health and research to produce and advance initiatives that decrease the stigma surrounding emotional disorders and increase help-seeking in the college student population, increase understanding of the warning signs of suicide and the symptoms of emotional disorders among college students, build awareness of the prevalence of suicide and emotional disorders among college students and strengthen campus mental health services, policies and programs.

KidsHealth
www.kidshealth.org
As part of The Nemours Foundation's Center for Children's Health Media, KidsHealth provides families with health facts, advice and support on a wide range of physical, emotional and behavioral issues that affect children and teens.

Trevor Project
www.thetrevorproject.org
The Trevor Project operates the nation's only 24/7 suicide & crisis prevention helpline for gay and questioning youth.

U.S. Department of Justice, Civil Rights Division, Disability Rights Section
(800) 514-0301 or www.justice.gov
This office answers questions about where to go to file a complaint related to discrimination based on a disability.

U.S Department of Education, Office of Special Education and Rehabilitation Services
(202) 245-7468 or www.ed.gov
This office addresses issues related to special education and related services provided under the Individuals with Disabilities Education Act (IDEA).

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West Virginia Sexual Violence Training and Prevention Resource Toolkit for Working with School-Aged Children and Youth

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INTRODUCTION

The following resources were selected as promising practices for prevention programs (or as supplemental materials to prevention programs) for school-aged children and youth. The resources, their costs and acquisition information are listed as of their availability in March 2012. This is not an exhaustive listing of resources. Not all resources reviewed were selected for inclusion in this resource section.

Resources were selected based on the following criteria:

- Meets components of nine core principles of effective prevention programming;
- Adaptability;
- Low/no cost;
- Interactive when possible;
- General content, but will include some disability-specific resources;
- Congruent with the shared philosophy regarding self-advocacy and persons with disabilities, as well as the concept of dignity of risk; and
- Available in alternate formats.

Note: In reviewing and selecting resources, not all of the resources included   met all of the above criteria. In making a decision to include a resource that met some but not all criteria, the SAC work group weighed the benefits for inclusion versus exclusion. Toolkit users are urged to use discretion when using any resource, adapting when possible and excluding a component when necessary to ensure that the people with disabilities in their audience are always addressed with the utmost respect and dignity and in a manner appropriate to their age and developmental level.

Users of this toolkit are encouraged to review other toolkit sections.

Anyone considering conducting sexual assault prevention programs for school-aged children and youth is also encouraged to contact the rape crisis center in their community. West Virginia's rape crisis centers have many of the resources listed in this toolkit and have trained prevention education specialists available to assist in presenting programs. Contact information for West Virginia's rape crisis centers can be found at www.fris.org as well as in Section *D* of this toolkit.

The most updated version of this toolkit can be accessed at www.fris.org.

Websites and prices are often updated or changed, which may result in change in a web address for a referenced resource or in its online availability. If you experience difficulty accessing a resource via the link provided in the following charts, another option for locating them is doing a web search using titles.

E1. BULLYING RESOURCES

Books

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
King of the Playground	Phyllis Reynolds Naylor, Athenaeum Books for Young Readers 2004	Grades K-2 Ages 4-8	Book is part of a collection of lessons for teaching social and emotional literacy through literature and social studies. A lesson plan was also written by Committee for Children to use this simple story to teach children to learn to use questions to assess risk and confront a bully in a non-violent way. Includes other suggestions for developing "questioning skills" by playing other games and reflecting on past bullying experiences.	Available to purchase for $6.99 paperback, $16.99 hardcover through http://books.simonandschuster.com/King-of-the-Playground/Phyllis-Reynolds-Naylor/9780689315589
My Secret Bully	Trudy Ludwig, Tricycle Press 2005	Ages 5 and up	This 32 page book describes the familiar story of two girls, one who is nice one minute and manipulative and mean the next, while her friend doesn't quite understand why she is being bullied. Along with her mother, the girl being bullied finds ways to cope.	Available to purchase for $15.99 through http://www.randomhouse.com/book/197266/my-secret-bully-by-trudy-ludwig
Nobody Knew What to Do: A Story about Bullying	Becky McCain, Albert Whitman and Company 2001	Grades K-3 Ages 6 to 9	In this short but powerful book, a boy tries to figure out what to do when he repeatedly witnesses a classmate being bullied. This book is useful for a peer education project if read to younger students by older ones. The illustrations and have a straightforward delivery.	Available to purchase for $16.99 through http://www.albertwhitman.com/content.cfm/bookdetails/Nobody-Knew-What-to-Do
Once Upon A Time: Storytelling to Teach Character and Prevent Bullying	Elisa Davy Pearmain, Character Development Group Inc., 2006	Grades K-8	The 377 page book uses multi-national and multi-cultural tales for introducing and preventing bullying themes. The author provides tips for teaching kids storytelling skills which will help classroom unity and communication.	Available to purchase for $27.95 through http://store.charactereducation.com/once-upon-a-timestorytelling-to-teach-character-and-prevent-bullying/
Say Something	Peggy Moss, Tilbury House Publishers, 2004	Ages 8 to 12	A child who never says anything when other children are being teased or bullied finds herself in their position one day when jokes are made at her expense and no one speaks up. The character learns the importance of being an active bystander and steps up to help other being bullied.	Available to purchase for $7.95 paperback, $16.95 hardcover through http://www.tilburyhouse.com/childrens/say-something.htm
Stand Tall, Molly Lou Melon	Patty Lovell, Putnam Juvenile	Ages 4 to 8	A young girl is ready for when the class bully at a new school makes fun of her. Readers will be intrigued by the funny illustrations and text, with a quickly moving story that leaves	Available to purchase for $16.99 hardcover through http://us.penguingroup.c

	2001		the reader feeling that anything can be accomplished.	om/nf/Book/BookDisplay/0,,9780399234163,00.html?strSrchSql=Stand+Tall+Molly/Stand_Tall,_Molly_Lou_Melon_Patty_Lovell
The I Hate Wendy Club	Debra Wosnick, Mar co 2007	Grades 2-5	This 86 page book includes the story, 5 lessons, and 28 reproducible activity pages. Lessons teach younger children how not to get caught in the relational aggressions that older children have experienced.	Available to purchase for $17.95 through http://www.marcoproducts.com/ihawecl25.html
Stop Picking on Me	Pat Thomas and Lesley Harker, Barron's Educational Series 2000	Ages 4 to 7	This picture book depicts the difficult issue of bullying among children. Along with promoting positive interaction among children and older adults, it helps children accept the normal fears and worries that accompany bullying. Ways to resolve bullying are also shown.	Available for purchase for $7.19 through http://barronseduc.stores.yahoo.net/0764114611.html
The Recess Queen	Alexis O'Neil, Scholastic Press 2002	Ages 4 to 8	This playground tale is filled with colorful, funny illustrations that bring the story of a playground bully to life. When a new girl shows up on the playground the bully is confronted and quickly becomes friends with others.	Available to purchase for $16.95 through http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay?productId=20054&langId=-1&storeId=10001&catalogId=10004

Booklets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Bullying Is Not A Fact of Life US Department of Health and Human Services	Substance Abuse and Mental Health Services Administration 2003	Teachers/ Parents	This booklet describes the steps that parents and schools can take, together, to prevent bullying. This resource is part of a larger initiative to promote healthy child development and prevent youth and school-based violence (15+ Make Time to Listen Take Time to Talk – link to http://mentalhealth.samhsa.gov/15plus/aboutus.asp)	This resource is available at http://ndstatepirc.org/pdf/bfact.pdf or http://mentalhealth.samhsa.gov/publications/allpubs/SVP-0052/
Bullying Prevention Information: Resources for Schools	Warren Throckmorton, Carolina Maud Publishing 2005	Teachers and school counselors	This booklet was created to provide resources for educators to combat bullying in schools. This 24 page booklet contains lesson plans, activities, and handouts for middle and high school students. Also includes a list of bullying resources.	Available at no cost through http://www.drthrockmorton.com/respectandthefacts/documents/bullyingprevention.pdf *Note: Requires permission to use outside of the classroom setting. Handouts may be reproduced and lesson plans used by teachers and counselors with proper attribution.*

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
The Relationship Between Bullying and Suicide: What We Know and What It Means for Schools	CDC	Teachers and school counselors	Learn more about the relationship between bullying and suicide with the goal that this knowledge can save lives and prevent future bullying.	Available for download at http://www.cdc.gov/violenceprevention/pdf/bullying-suicide-translation-final-a.pdf

Brochures

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Take Action Against Bullying	Substance Abuse and Mental Health Services Administration 2008	Educators, parents & caregivers to use with children and adolescents	This brochure was designed to increase parents' and caregivers' awareness of bullying among children. Discusses what bullying is, how to recognize children who are victims or perpetrators of bullying, and how individuals and school programs can prevent bullying.	Available at no cost through http://store.samhsa.gov/product/Take-Action-Against-Bullying/SMA08-4322

Campaigns

Resource	Audience	Description	Cost/How to Purchase or Access
No Name-Calling Week		NNCW) is an annual week of educational activities designed to end name-calling of all kinds, with lessons and activities for elementary, middle and high schools.	Information and resources for students on bullying and other NNCW resources are available at http://www.nonamecallingweek.org/cgi-bin/iowa/home.html
Take a Stand. Lend a Hand. Stop Bullying Now! 2004	Youth, parents and professionals in areas of areas of education, health and safety, law enforcement, mental health, and youth development	A campaign to educate more Americans about how to prevent bullying and youth violence. Campaign materials are available online and include webisodes, public service announcements and resources for educators, health and safety professionals, parents, youth and others. The campaign was developed in partnership with more than 70 health, safety, education, and faith-based organizations. In addition to directly stopping bully, its aim to encourage effective bullying prevention efforts at the state and local level in the areas of education, health and safety, law enforcement, mental health, and youth development with specific information about best practices and ideas for action.	Available at no cost through Health Resources and Services Administration http://www.stopbullying.gov/
Striving To Reduce Youth Violence Everywhere (STRYVE)	Parents, teenagers, schools and afterschool programs	STRYVE is an initiative, led by the Centers for Disease Control and Prevention (CDC), which takes a public health approach to preventing youth violence before it starts. Site provides information and links to resources on bullying and violence prevention for parents, teenagers, schools, and afterschool programs.	Available to download at no cost through http://www.vetoviolence.org/stryve/home.html
15+Take Time to Listen, Make Time to Talk….About Bullying	Parents and Caregivers	The 15+ Make Time to Listen...Take Time to Talk campaign is based on the premise that parents who talk with their children about	Resource is available at http://www.mentalhealth.samhsa.gov/publications/allpubs/SVP%2D0

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
US Department of Health and Human Services			what is happening in their lives are better able to guide their children toward more positive, skill-enhancing activities and friendships.	051

Curricula/Manuals/Toolkits

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Bullying: You Don't Have To Take It Anymore By Hourglass Productions 2002	Middle school students	2 scenarios, including 2 modules on the effects of bullying plus 14 activity sheets	Using dramatic scenarios and interviews with experts in the field, this video/print resource helps students better understand what bullying is, how it affects victims and what can be done to improve the situation. Strategies are also provided for school officials, teachers, and parents.	Available for purchase for $39.99 DVD, Teacher's guide available for $20 through http://www.hourglasstv.com/bullies/index.html
Bullying: What Educators Can Do About It	Educators of Elementary School Students		This resource was developed to include activities and tips about what teachers can do to prevent or stop bullying. There is an annotated bibliography of children's books related to issues of bullying.	This resource can be downloaded at http://pubs.cas.psu.edu/freepubs/pdfs/ui367.pdf
Community Action Toolkit	Educators	At least 2.5 hours for a complete session	The toolkit includes materials to create a community event using the research ideas and bullying prevention information and response suggested response strategies to prevent and stop bullying. An agenda template is included.	Available to download at no cost through http://www.stopbullying.gov/prevention/in-the-community/community-action-planning/community-action-toolkit.pdf
Eyes on Bullying Toolkit: What Can You Do? A Toolkit to prevent bullying in children's lives By Kim Storey, Ron Slaby, Melanie Adler, Jennifer Minotti, Rachel Katz, & Education Development Center, Inc. 2008	Caregivers and parents of preschool and school-age children	39 pages	This toolkit was intended for use in child care programs, afterschool and youth programs, and camps. Users will learn the extent and dynamics of bullying, how to respond to behaviors that can lead to bullying, strategies for controlling it, and teaching everyone including children how to prevent it.	Available at no cost through http://www.eyesonbullying.org/
Gum In My Hair: How to Cope with a Bully By Twisted Scholar 2004 Revised 2012	Ages 8 to14	20 minutes	This curriculum looks at what bullying is, its effects on people and how it makes them feel. The material reviews the bullying cycle and what makes someone turn into a bully. Peer pressure and the responsibility of the bystander is also discussed. Curriculum includes a VHS/DVD video and facilitator's guide.	Available for purchase for $79.95 through http://www.twistedscholar.com/videos/gum-in-my-hair/

The *Owning Up Curriculum, Empowering Adolescents to Confront Social Cruelty, Bullying and Injustice* Written and developed by Rosalind Wiseman Revised 2007	Grades 6-12	17 sessions	This curriculum teaches students to own up and take responsibility as perpetrators, bystanders, and targets for unethical behavior, bullying and other forms of social cruelty. Through discussion, games, role-plays and other activities students are engaged to learn to recognize that they have a responsibility to treat themselves and others with dignity and to speak out against social cruelty and injustice. A CD of reproducible program forms and student handouts is included with the curriculum.	Available for purchase at http://rosalindwiseman.com/owning-up/curriculum-summary/
Steps to Respect By Committee for Children Revised 2011	Grades 3-6 and School officials, teachers, and parents	11 skill lessons	This curriculum establishes a school-wide framework of anti-bullying policies and procedures and determines consequences for bullying. Parents also receive materials about bullying. Children learn and practice bullying prevention skills, including how to recognize, refuse, and report bullying, and how to make friends. There are 3 levels: Grades 3-4, Grades 4-5, and Grades 5-6. Each level includes 11 skill lessons, classroom DVD, 2 literature units with books, and posters.	Available for purchase for $859 for complete school program, $249 per level through http://www.cfchildren.org/steps-to-respect.aspx
Wise Owl Bully Stopper Series Human Relations Media 2006	Grades K-2	3 videos/ 10 minutes each	This program was to provide tools for a school to work to prevent bullying. Students learn to recognize bullying behaviors, understand what motivates bullies, devise new strategies for standing up to bullies and realize the need to seek adult help. Includes 3 videos, posters, laminated activity cards, stickers, teacher's resource book, and student activities.	Available for purchase for $329.95 through http://www.hrmvideo.com/items.cfm?action=view&item_id=2860

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Bullying and Harassment	National Center for Victims of Crime	Teens	This 2-page informational sheet discusses basic information about bullying and harassment, how to help friends that are victims, and where to find further assistance.	Available to download at no cost through http://www.victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens/bullying-and-harassment

Misdirection in Bullying Prevention and Intervention	Health Resources and Services Administration (HRSA) 2009	Educators, Health Professionals	This fact sheet discusses proven and promising bullying prevention and intervention strategies that do not work or can even make matters worse	Available to download at http://www.stopbullying.gov/prevention/at-school/educate/misdirections-in-prevention.pdf
Understanding Bullying Fact Sheet	Centers for Disease Control and Prevention 2011	Teens	This 2-page fact sheet discusses the results of bullying with physical injury, social and emotional distress, and even death. Victimized youth are at increased risk for depression and anxiety, psychosomatic complaints such as headaches, and poor school adjustment. Also noted are youth who bully others and their increased risk for substance use, academic problems, and violence later in adolescence and adulthood.	Available to download at no cost through http://www.cdc.gov/ViolencePrevention/pdf/Bullying_Factsheet-a.pdf

Media/DVDs

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Bullies Are A Pain In The Brain By The Trevor Romain Company 2008	Grades 2-8	25 minutes plus special features	Based on the best-selling book, *Bullies Are A Pain In The Brain.* Using humor, original music and a fast-paced storyline, this DVD offers kids practical, easy-to-implement solutions for dealing with their own bully problems such as work on building your confidence, staying calm, giving bullies lots of space, and telling an adult. Kids are encouraged not to believe myths about bullying such as getting bullied is normal, bullies are always boys, and the best way to handle bullies is to ignore them or fight back.	Available for purchase for $45 through http://trevorromain.com/products-page/dvd/bullies-dvd/
Bullied: A Student, a School, a Case That Made History 2011	Grades 6-8 Grades 9-12	40 minutes plus time for discussion	This is a 40 minute documentary that chronicles one student's ordeal at the hands of anti-gay bullies. It offers an inspiring message of hope to others fighting harassment. There is a 2 part viewer's guide with lesson plans and activities to use in staff development. The goal is to help students better understand the toll that bullying can have on its victims and to encourage students to stand up for others being harassed.	Available for free at http://www.tolerance.org/bullied

Other Resources

Resource	Audience	Time/Sessions/ Pages	Description	Cost/How to Purchase or Access
Best Practices in Bullying Prevention and Intervention:	School administrators and teachers	3 pages	This is a review of existing bullying prevention programs with 10 suggested strategies that represent "best practices" in bullying prevention	Available at no cost through http://people.uncw.edu/LanunziataL/documents/BullyingandEffectiveStrategies.pdf

			and intervention.	
Helping Youth Change Aggressive Behavior By Stan Davis 2005				
BullyBust: Promoting a Community of Upstanders National School Climate *2009*	Students, Parents and Educators		This is a nationwide bully prevention awareness effort to help students and adults become upstanders – people who stand up to bullying and become part of the solution Resources are aligned with the US Department of Education's guidelines.	Resources are available at http://www.schoolclimate.org/bullybust/resources
Social and Emotional Learning and Bullying Prevention By American Institute for Research 2009	School administrators and teachers	21 Pages	This brief illustrates the relationship between social and emotional factors and bullying, along with explaining how a social and emotional learning framework can be used to promote the school climate and encourage positive interactions.	Available at no cost through http://casel.org/publications/sel-and-bullying-prevention/
Bullying Prevention *Classroom Toolkit* By PACER'S National Bullying Prevention Center 2011	Elementary, middle, and high school students	Number of pages varies by each individual toolkit	These classroom toolkits provide a way to introduce bullying and prevention. Daily learning opportunities are available to use for National Bullying Awareness Month. Available to download with the toolkit are daily activities, games, and contests for students.	Available at no cost through http://www.pacer.org/bullying/resources/activities/toolkits/
Bullying-Identify, Cope, Prevent By World Teachers Press 2003	Grades 3-4, Grades 5-6, and Grades 7-8	Number of pages varies by grade level	These bullying lessons were developed to help students develop skills and strategies to identify, cope and prevent bullying from occurring by identifying what bully is, why people bully and how it makes you feel along with what you can do about it. There are 3 activity books targeting specific grades and four posters	Available for purchase for $11.95 per activity book, $45 for 3 activity books and 4 posters through http://www.didax.com/shop/searchresults.cfm/Keyword/Bullying%20identify.cfm
Bullying – What You Need to Know Stopbullying.gov Infographic 2013	Educators, Administration, Parents	One sheet	The infographic provides important facts and information about bullying.	Available to download at http://www.stopbullying.gov/image-gallery/stop_bullying_infograph.pdf

CSAP's Prevention Pathways: Online Course	Online Course for educators, social workers, mental health professionals		This online course examines the causes and effects of bullying, prevention techniques and programs, screening, treatment options, and legal and ethical issues surrounding bullying	Access the course at http://pathwayscourses.samhsa.gov/bully/bully_1_pg1.htm
Promoting Relationships and Eliminating Violence PrevNet, A Coalition in Canada 2011	Resources for everyone, kids, teens, parents and educators	5 pages of resources to download	This site provides information on bullying prevention, including fact sheets, video clips, lesson plans and other resources for adult and students.	Available at no cost through http://www.prevnet.ca/BullyingResources/ResourcesForEducatorsOthers/tabid/391/Default.aspx
15+ Take Time To Talk U.S. Substance Abuse and Mental Health Administration 2008	Family & advocates, parents & caregivers	15 minutes	This resource encourages parents and caregivers to spend at least 15 minutes a day listening and talking with their children to prevent youth violence. Provides interactive questions to start conversations with children about bullying and bullying prevention. Also Includes an extensive and searchable database of publications on violence prevention for children. Also included is a module (15+ Make Time to Listen Take Time to Talk – link to It offers a quick description of what bullying is, and then offers signs that your child is a victim of bullying. You can also learn about signs that depict if your child is a bully, and read tips to prevent children from becoming bullies and victims.	Available at no cost through http://store.samhsa.gov/shin/content//SMA08-4321/SMA08-4321.pdf http://mentalhealth.samhsa.gov/15plus/aboutus.asp).
Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Tools. CDC/National Center for Injury Prevention and Control, Division of Violence Prevention 2011	Educators or researchers	128 pages	Bullying, particularly among school-age children, is a major public health problem. This compendium provides tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. The ability to measure bullying experiences broadly and completely is crucial to the success of these activities.	Available at no cost through http://www.cdc.gov/ViolencePrevention/pdf/BullyCompendium-a.pdf
What Parents Should Know About Bullying *Part 1 and 2* Committee For Children	Parents and educators	2 page article	This two part article provides helpful tips for helping parents recognize and respond effectively to bullying, as well as steps to consider taking if your child is being bullied.	Available at http://www.cfchildren.org/advocacy/bullying-prevention/what-parents-should-know-about-bullying-part-1.aspx http://www.cfchildren.org/advocacy/bullying-prevention/what-

			parents-should-know-about-bullying-part-2.aspx

Websites

Resource	Audience	Description	How to Access
Bullying.org *Where You Are Not Alone*	Parents, teachers, school officials	This website gives resources for preventing, resolving and eliminating bullying in society by providing information, education, training, events and campaigns that increase awareness of the issue of bullying.	Information and resources are available at http://www.bullying.org
Bullypolice.org	School officials, educators, counselors and parents	This website provides information on Individual state bullying laws.	Information is available at http://www.bullypolice.org/
Eyesonbullying.org Multimedia bullying project developed by Education Development Center Funded by the IBM Global Work/Life Fund 2008	Educators or adults to use with children and youth in homes, child care centers, afterschool and youth programs, and camps	This website provides a multimedia program to prepare parents and caregivers to prevent bullying in children's lives. Featured is the *Eyes on Bullying Toolkit* with insights, strategies, skills-building activities, and resources.	Information and resources are available at http://www.eyesonbullying.org
Pacer.org *PACER CENTER: Champions for Children with Disabilities*	Parents, caregivers, and teachers of children with disabilities	This website is targeted for children with disabilities and offers information on bullying prevention. Several great handouts are offered in English, Spanish, and Somali.	Information and resources are available at http://www.pacer.org, Programs & Resources/Publications, Bullying Prevention link
Bullying Prevention Campaign at Stopbullyingnow.com U.S. Department of Health and Human Services, in partnership with U.S. Department of Education and U.S. Department of Justice	Children and Teens, but also Parents and Educators	Web site offers 12 bullying "webisodes," surveys to help kids understand if they're bullying others or are themselves a victim of bullying, and various other resources to help children understand what bullying is and the it does. Note: Excellent resources for kids, teens, parents, educators. Good assessment tools and information.	Information and resources are available at http://www.stopbullying.gov/kids/index.html or http://stopbullyingnow.hrsa.gov/index.asp
StopBullying.gov Department of Health & Human Services, in partnership with the Department of Education and Department of Justice	Children and Teens, but also Parents and Educators	This website offers information from various government agencies on what bullying is, what cyberbullying is, who is at risk and how you can prevent and respond to bullying.	Information and resources are available at http://www.stopbullying.gov

E2. BYSTANDER INTERVENTION RESOURCES
Books

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Engaging Bystanders in Sexual Violence Prevention	Joan Tabachnick and NSVRC 2008	Educators/ Teachers	This 56 page book discusses various reasons why individuals who witness inappropriate behaviors may or may not take action. It is an excellent training resource that provides activities and trainer instructions. Also available in Spanish.	Available for download at www.nsvrc.org/publications/nsvrc-publications/engaging-bystanders-sexual-violence-prevention

Campaigns

Resource	Author(s)/ Pub., Date	Audience	Description	/How to Access
The Backbone Zone	Maine Coalition Against Sexual Assault 2012	Adolescents and high school students	The Backbone Zone project is a campaign that speaks directly to students, helping them to understand the impact of sexist and homophobic remarks.	Information and resources are available at http://www.mecasa.org/backbone/mission.html

Curricula/Manuals/Toolkits

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
STEP UP! Be a Leader, Make a Difference By University of Arizona 2008	Older Teens (General students and athletes)	Various	The University of Arizona C.A.T.S. Life Skills Program, along with the National Collegiate Athletic Association (NCAA) and national leading experts, developed curricula for students and specific curricula for student-athletes. STEP UP! Is a pro-social behavior and bystander intervention program that encourages students, especially athletes, to be proactive in helping others. Teaching people about the determinants of pro-social behavior makes them more aware of why they sometimes don't help and increases the likelihood they will help in the future. Facilitator and student guides are available along with an hour-long Power Point presentation.	Available at no cost through www.stepupprogram.org
Aggressors, Victims and Bystanders Teenage Health Teaching Modules **Authors:** Ron Slaby, Renee Wilson-Brewer, & Kim Dash (Updated 2011)	Grades 7-12	Designed for 12 sessions for a 45 minute class period for grades 6-8.	This curriculum addresses the roles that victims and bystanders play in violent situations. It explores how all three groups can respond differently to conflict. In 12 sessions, students learn and practice conflict-resolution skills that enable them to stay safe while maintaining self-respect and respect for others.	Available for purchase for $80.00 through www.thtm.org To order call 1-800-793-5076 SKU# 5556

Bullying; What Educators Can Do About It Daniel F. Perkins, PH.D., and Elaine Berrena, M.Ed. Penn State Agricultural Research and Cooperative Extension 2002	Elementary Educators	12 pages of information	This 12 page resource includes activities and tips about what teachers can do to prevent or stop bullying. Also included is an annotated bibliography of children's books related to bullying.	Available at no cost through http://pubs.cas.psu.edu/freepubs/pdfs/ui367.pdf

Media/DVDs

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Bullying K-5 Introductory Videos for Elementary School Students, Teachers, and Parents 2010	Parents, Teachers, Students K-5	2 Videos – One is 8 min. and the other 16 min.	l This video introduces the topic of bullying and bullying prevention strategies using age-appropriate language and grade-specific concepts. Also included is a video for adults that describes what bullying is and how bullying prevention works.	Available to purchase for $119.00 through http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=56103&sitex=10020:22372:US
Voices Against Violence: Helping Students, Parents, and School Staff Speak Up By Columbia University Center for Youth Violence Prevention and Education Development Center , Mailman School of Public Health and Education Development Center 2004	Adults Middle School Youth	26 minutes (5 short vignettes)	This resource, video and user guide, was designed to raise awareness about the important role student and adult can play can play in preventing school violence. Each vignette is presented through the experiences of "the bystander," a boy or girl of middle-school age who confronts a violent or potentially violent situation and then must decide how to respond.	Available to purchase for $80.00 through A Mile End Films production http://www.mileendfilms.com/projects/bystander-stories

Newsletter

Resource	Audience	Description	Cost/How to Purchase or Access
Bystanders As Agents of Primary Prevention Washington Coalition of Sexual Assault Programs Newsletter - Winter 2010	Adults, educators and youth	This issue of Partners in Social Change delves into the bystander approach and examines some practical aspects that make this a great strategy for prevention work with youth and adults. This issue explores the Red Flag Campaign, Relationship Roles in Ending Sexism and Male Dominance, and program highlights.	Available to download at: http://www.wcsap.org/sites/www.wcsap.org/files/uploads/documents/PISCBystanders2010.pdf

Other Resources

Resource	Audience	Description	Cost/How to Purchase or Access
Time to Find Resources That Engage Bystanders NSVRC 2011	Adults/Educators	This 6 page list offers key resources for finding additional information that incorporate a bystander approach into sexual violence prevention efforts. Also available in [Spanish].	Available at no cost through [http://www.nsvrc.org/sites/default/files/file/SAAM/SAAM_2011-ResourceListEng.pdf]

Toolkit

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Stop Sexual Violence: A Sexual Violence Bystander Intervention Toolkit	New York State Rape Crisis and Sexual Violence Prevention programs	Teachers for Middle or High School, College Faculty, Youth Group Leaders	The toolkit utilizes a variety of resources that can be used to engage young people in bystander intervention programs. The resource guide provides valuable information on a variety of campaigns, programs, clubs, and other approaches that can be considered when deciding which bystander intervention strategies to utilize.	Toolkit is available at http://www.health.ny.gov/prevention/sexual_violence/docs/bystander_toolkit.pdf

Training Modules (Online/Printed)

Resource	Audience	Description	How to Access
Engaging Bystanders in the Prevention of Sexual and Domestic Violence Prevent Connect	Educators	This course will support educators/service providers who apply bystander engagement theory to their work in sexual assault and domestic violence prevention.	To complete the coursework and find additional resources, go to [http://learn.preventconnect.org/course/view.php?id=8]
Engaging Bystanders in Sexual Violence Prevention Written by Joan Tabachnick, 2010	Educators	This 1-2 hour online course provides the basics for encouraging friends and family to deter and possibly prevent sexual violence.	The online course can be accessed at [http://training-center.neari.com/training-center/form/course-item.jspx?targetCou..]

Webinars

Resource	Audience	Description	How to Access
Engaging Bystanders in Violence Against Women Prevention Prevent Connect	Educators/ Teachers	his web conference highlighted two promising and well-evaluated bystander intervention programs, "Bringing in the Bystander" and "Mentors in Violence Prevention" by discussed the principles behind these programs, and explored advancing community change to promote pro-social bystander actions.	Available at no cost through [http://preventconnect.org/2008/08/engaging-bystanders-in-violence-against-women-prevention/]

E. 3 Child Sexual Abuse Resources

Books

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Those are My Private Parts	Diane Hansen, Empowerment Production 2004	Children	This book uses rhyming and illustrations to incorporate messages about sexual abuse prevention. Specifically mentions individuals in a child's life who could potentially be sex offenders and discusses various activities in order to inform and empower children to protect their bodies.	Available to purchase through http://bluetowertraining.com/online-store/

Booklets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Child's Play: Preventing Abuse Among Children & Young People	STOP IT NOW	Parents, educators	This booklet explains that some children do indeed sexually abuse other children, discusses how to recognize the warning signs and the action we can take to prevent it.	Stop it Now! materials are downloadable for free at http://www.stopitnow.org.uk/files/childs%20play.pdf
What We All Need to Know to Protect Our Children	STOP IT NOW	Parents, educators	This booklet aims to provide the information we all need to recognize the warning signs of abuse and to build the confidence to do something about it.	Stop it Now! materials are downloadable for free at http://www.stopitnow.org.uk/files/What%20we%20all%20Need%20to%20Know%20to%20Protect%20Our%20Children.pdf Hard copies are by available by contacting office@stopitnow.org.uk
The National Plan to Prevent the Sexual Abuse and Exploitation of Children	National Coalition to Prevent Child Sexual Abuse and Exploitation 2012		This 32 page booklet focuses on innovative programming and policies to lay the foundation for healthy growth and development of children reducing the potential for child sexual abuse and exploitation.	Can be retrieved from www.preventtogether.org

Campaigns

Resource	Author	Audience	Description	Cost/How to Purchase or Access
Child Sexual Abuse U.S Department of Justice, Office of Juvenile	INOBTR ("I Know Better")	Parents, educators and students-	This Child Sexual Abuse public service campaign educates the community on child sexual abuse and its prevention. This goal of this bilingual	Information available at http://www.inobtr.org/category/resources/

Justice and Delinquency Prevention (OJJDP)	2011	elementary and middle school	campaign is to deliver simple and impactful messaging that demonstrates how pervasive child sexual abuse is in the community, how to prevent its occurrence and where to report suspected abuse. Key PSA/ad elements include: Billboards, Movie theater advertising, Radio PSAs, Print Web Banners, Posters, Brochures	
We Are. You Can Initiative	The National Children's Advocacy Center	Adults, educators	The campaign "We Are. You Can" emphasizes personal awareness and actions every individual can take to help protect children in every community in order to have safe and productive futures. The combination of the PSA, a corresponding web site with detailed information, and social media outreach all highlight actions for keeping children safe from child abuse and neglect in a fully integrated, comprehensive media campaign.	Information available at http://www.nationalcac.org/prevention/about-prevention-services.html
Pinwheels for Prevention	Prevent Child Abuse America 2008-2013	Adults and educators	The Pinwheels for Prevention® campaign is an effort by to change the way communities think about prevention. As the new symbol for child abuse and neglect prevention, the pinwheel is an uplifting reminder of childhood and the bright futures all children deserve. We are focused on community activities and public policies that prioritize prevention from the start to make sure child abuse and neglect never occur. We want to reinforce the notion that healthy child development serves as a foundation for both community and economic development.	Resources available at http://www.pinwheelsforprevention.org/learn_more/index.php
Child Sexual Abuse Prevention Media	Darkness to Light	Adults	The media campaign was designed to illuminate the unfathomable prevalence and consequences of child abuse. Unlike other prevention campaigns, this campaign believes that adults must be aware and held responsible to end child abuse	PSAs are available for free at http://www.d2l.org/site/c.4dICIJOkGcISE/b.6195981/k.2FFD/Child_Sexual_Abuse_Prevention_Media_Campaigns.htm More information about the media campaign is available by contacting the Media Department at media@D2L.org or by calling (843) 965-5444.

Curricula

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Darkness to Light: End Child Sexual Abuse Revised 2006	Adults who care about the protection of children	Training- 2.5 hours; can be used in smaller time frame.	Darkness to Light is a non-profit agency that strives to end childhood sexual abuse.	Available at no cost at http://www.d2l.org. Click on the Prevention Programs link.

			Resources include *7 Steps to Protecting our Children: A Guide for Responsible Adults* (an introductory guide outlining how to prevent this type of abuse) and *Stewards of Children (*an interactive sexual abuse prevention training curriculum available online and as a facilitator led class). Both resources teach the user about the facts of the problem, types of situations in which child sexual abuse might occur, effective strategies for protecting children, the importance of talking about prevention with children and other adults, and signs of abuse.	
Three Kinds of Touch Jane Buchanan and Alice Pixley Young	Pre-School	2-3 classroom sessions	This curriculum includes four components: storybook, a creative and multifaceted curriculum, a flashcard game, and an entertaining educational video. The curriculum includes classroom presentations, parent workshops, a teacher in-service, take-home materials, and program evaluations.	Available for purchase from PCAR for $85 as a value pack http://www.pcar.org/store/three-kind-touches-curriculum May be ordered for the same price in English, Braille or Spanish. If ordered in Braille, there is an additional $8.45 for each copy.
Where We Live: A Manual for Engaging Parents in Child Sexual Abuse Prevention *2010-2011*	Elementary Students	4 sessions	This manual is a four-session educational and skill-building initiative designed to prevent child sexual abuse. Where We Live is a primary prevention initiative that strives to not only to raise parents' awareness of child sexual abuse, but also to build their skills for proactive behaviors.	Download the "Where We Live Manual" and the "Where We Live Handouts" at http://www.pcar.org/sites/default/files/Where%20We%20Live_web.pdf

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Don't Wait – Everyday Actions to Keep Kids Safe	Stop It Now 2008	Educators	This 2 page prevention fact sheet helps keep children safe by setting and respecting clear guidelines, watching for signs, learning to speak up, supporting children and being prepared to challenge inappropriate behaviors.	Available to download for free at http://www.stopitnow.org/dont_wait_everyday_prevention

Other Resources

Resource	Author(s)	Audience	Description	Cost/How to Purchase or Access
Bullying and	Sameer Hinduya,	Educators	Brief review of state's cyberbullying laws	Available at

Cyberbullying Laws Fact Sheet 2013	Ph.D. and Justin W. Patchin, Ph.D.	and parents	and policies.	http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws.pdf
Seven (7) Steps to Protecting Our Children	Darkness to Light 2003- 2007	Adults, parents and educators	This introductory guide for responsible adults interested in the prevention of child sexual abuse. The 7 Steps outline the Darkness to Light core principles for preventing, recognizing, and reacting responsibly to child sexual abuse and form the framework for the adult training program, Stewards of Children.	Resource is available at: http://www.d2l.org/atf/cf/%7B64AF78C4-5EB8-45AA-BC28-F7EE2B581919%7D/7%20Steps%20to%20Protecting%20Our%20Children.pdf
Tools for Child Abuse Prevention Month	The U.S. Department of Health and Human Services' Children's Bureau, Office on Child Abuse and Neglect and the FRIENDS National Resource Center for Community-Based Child Abuse Prevention 2012	Adults, parents, educators	The guide contains resources to promote community awareness of five important protective factors that can help families protect children from the risk of child abuse and neglect, including tip sheets for parents in English and Spanish.	Resources are available at http://www.preventchildabuse.org/publications/cap/index.shtml
Preventing Child Sexual Abuse Within Youth Serving Organizations	Centers for Disease Control and Prevention 2007	Adults, parents and educators	This 55 page book provides help in developing policies and procedures to prevent child sexual abuse. It focuses on 6 key points: Screening employees and volunteers, providing safe environment, guidelines for interaction among individuals, responding to inappropriate behaviors, monitoring behaviors and training employees and volunteers.	Available at no cost at http://www.cdc.gov/violenceprevention/pdf/PreventingChildSexualAbuse-a.pdf
Child Sexual Abuse Prevention Packet	NSVRC 2011	Adults, parents and educators	This guide is intended to inform people who wish to learn more about child sexual abuse prevention programs designed to educate children. It is also intended to assist advocates and prevention educators in selecting or designing prevention programs, and to provide evidence to support prevention educators in their efforts to make the case for the benefits of these programs to funders, parents, or the community at large. Items in the Child Sexual Abuse Prevention Information Packet includes : overview, technical assistance bulletin, technical assistance guide on programs for adults, technical assistance guide for programs for children, resource list, bibliography and a research brief .	Available for download at no cost through http://www.nsvrc.org/publications/child-sexual-abuse-prevention-programs-children

Training Modules (Online/Printed)

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Stewards of Children ONLINE Prevention Training	Adults	2.5 hrs.	This prevention training program teaches adults how to prevent, recognize and react responsibly to child sexual abuse. The program is designed for individuals concerned about the safety of children as well as organizations that serve youth. The ONLINE version allows individuals to take the training at any time or place and includes the same content as the facilitator led version, which is taught in a group setting.	Cost for the training is $10.00. Once registered you have 15 days to complete the course. The online user guide is available at http://www.d2l.org/site/c.4dI CIJOkGcISE/b.6243735/k.1 2D8/Stewards_of_Children_ ONLINE_User_Guide.htm Available in English and Spanish.

Websites

Resource	Audience	Description	How to Access
Darkness to Light End Child Sexual Abuse	Parents and educators	The ultimate mission of D2 is to end childhood sexual abuse, and empower adults through awareness and educational programs to prevent, recognize and react responsibly to childhood sexual abuse.	Information available at www.darkness2light.org
National Children's Advocacy Center	Parents, educators and youth	The NCAC models, promotes, and delivers excellence in child abuse response and prevention through service, education, and leadership. The NTC is one of the leading providers of quality training for professionals working with abused children and their families. The NCAC recognizes that to protect children from abuse, prevention services must address individuals, families and the community.	Resources are available at www.nationalcac.org
Prevent Child Abuse America	Educators, parents and advocates	Prevent Child Abuse America (PCA America) has led the way in building awareness, providing education, training, prevention strategies and inspiring hope to everyone involved in the effort to prevent the abuse and neglect of children.	Information available at www.preventchildabuse.org
Stop It Now	Educators, parents, advocates and survivors	Stop It Now works to prevent child sexual abuse by talking about the issues and providing tools to engage adults, families and communities to act and speak out.	Information available at www.stopitnow.org

E4. CYBERBULLYING RESOURCES

Activities

Resource	Audience	Description	Cost/How to Purchase or Access
Cyberbullying – Peer Scavenger Hunt Sameer Hinduja and Justin W. Patchin 2012	Teens	Getting to know other by talking to others about different kinds of technology and how it used.	Available to download at http://www.cyberbullying.us/peer_scavenger_hunt.pdf
Cyberbullying – Scripts for Talking to Teens about Online Harassment - Sameer Hinduja and Justin W. Patchin 2012	Teens	These are sample scripts written between a parent and teen to encourage conversations around cyberbullying using discussions that are both proactive and reactive in their responses. This activity emphasizes the need to have on-going discussions between parents, caregivers, teachers and students about online interaction.	Available at http://www.cyberbullying.us/cyberbullying_scripts.pdf
Cyberbullying – Teen Tech Bingo Sameer Hinduja and Justin W. Patchin 2012	Teens	This activity is based on getting to know others students by getting signatures to make a "Bingo". All statements are related to technology and cyberbullying issues.	Available at http://www.cyberbullying.us/teen_tech_bingo.pdf
Ten Activities for Youth to Educate their Community about Cyberbullying Sameer Hinduja and Justin W. Patchin Cyberbullying Research Center 2010	Teens	Outlines specific activities that adolescents can do to promote awareness about online bullying and teach others how to deal with it.	Available at no cost through http://www.cyberbullying.us/teens_cyberbullying_prevention_activities_tips.pdf

Booklet

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Net Cetera: Chatting with Kids About Being Online by OnGuard Online (FTC)			An easy-to-read 56 page booklet about different aspects of Internet safety, security, and ethics	Available at www.onguardonline.gov/articles/pdf-0001.pdf (Booklets can be ordered in bulk at http://bulkorder.ftc.gov/)

Brochures

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Cell Phone Savvy	The Wireless Foundation	Parents	The full-color brochure about cell phone safety, offers a listing of websites and a contract for responsible cellphone use for kids.	Available at http://www.ncpc.org/resources/enhancement-assets/publications-non-ncpc/2009-get-wise-about-wireless-resources/RWIRE09-PARENT.pdf

Campaigns

Resource	Author	Audience	Description	How to Access
Stop. Think. Connect.	The Department of Homeland Security, f the National Initiative for Cybersecurity Education and the National Institute of Standards and Technology	Teens	This national prevention campaign is aimed at increasing the understanding of cyber threats and empowering Americans to be safe and secure online.	Resource available at http://www.onguardonline.gov/articles/pdf-0002.pdf
Student Toolkit: What Drives You	I-SAFE	Teens	This campaign was designed to inspire youth to get involved in making the Internet a safe place to travel. The toolkit guide provides students with information, activities and event plans for educating others about Internet safety.	Available at no cost through http://isafe.org/xblock/docs/Student_Toolkit.pdf

Curricula/Manuals/Toolkits

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Cyber Bullying: A Prevention Curriculum Susan Limber, Robin Kowalski, and Patricia Agatston Hazelden Publishing 2009	Grades 3-12	5 – Forty-five minute sessions to be taught weekly	Designed to raise students' and parents' awareness of cyberbullying, its harm, and to equip students with skills and resources to be respectful while using technology. Peer leaders are trained by the curriculum to assist in teaching portions of the lessons. Along with curricula comes a CD-ROM with reproducible resources (posters, handouts). Available in English and Spanish.	Available for purchase for $109 each through http://www.hazelden.org/web/go/cyberbullying or it can be ordered from Hazelden Publishing Prevention Store, Phone: 800-328-9000 or emailed at: customersupport@hazelden.org

Cyber Bullying: A Prevention Curriculum for Grades 6-12 Susan P. Limber, Ph.D., Robin M. Kowalski, Ph.D. and Patricia W. Agatston, Ph.D. Hazelden Publishing 2009	Grades 3-5	5- Forty minute sessions taught weekly	This curriculum raises awareness of what cyber bullying is and why it is so harmful, equips students with the skills to treat people respectfully when using cyber technologies, gives students information about how to get help if they or others are being cyber bullied, and helps parents know what to do to keep their children safe from cyber bullying. Includes teacher's manual , reproducible classroom materials, posters, sample policies, teacher training resources, and more.	Available to purchase for $109.00 through http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=13244&sitex=10020:22372:US or it can be ordered from Hazelden Publishing Prevention Store, Phone: 800-328-9000 or emailed at: customersupport@hazelden.org
Cyber Bullying: A Prevention Curriculum for Grades 6-12 Susan P. Limber, Ph.D., Robin M. Kowalski, Ph.D., Patricia W. Agatston, Ph.D Hazelden Publishing 2008	Grades 6-12	8- Fifty minute sessions	This curriculum helps students understand what cyber bullying is, its consequences, and what students should do if they are cyber bullied. The program includes a facilitator's guide and a CD-ROM of reproducible handouts, posters, parent materials (in English and Spanish) and information on how to address cyber bullying in a comprehensive school wide prevention effort.	Available to purchase for $109.00 through http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=12188&sitex=10020:22372:US Order from Hazelden Publishing Prevention Store, Phone: 800-328-9000 or emailed at: customersupport@hazelden.org
Standing Up, Not Standing By: A Free Cyberbulying Toolkit for Educators	*Educators*	Elementary, middle and high school students	This toolkit was designed to help educators help students handle digital harassment when they see it happen.	Available to download at http://www.commonsensemedia.org/educators/cyberbullying-toolkit

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Beware of the Cyber Bully	iSafe	Educators and parents	Results of a survey are discussed that ask students ranging from fourth to eighth grade about cyberbullying. Along with statistics a personal story and prevention techniques are shared in this 2 page factsheet.	Available at no cost through http://www.isafe.org/imgs/pdf/education/CyberBullying.pdf
Teen "Textuality" Youth Sexting: A Troubling New Trend	The Indiana Youth Institute 2009	Variety	This 6 page brief offers information about sexting, including prevalence, why teens sext, tips for preventing sexting, positives and negatives of sexting, and what to do if you know a teen that is sexting.	Available at no cost through http://www.iyi.org/resources/doc/Issue-Brief-SEXTING-Aug09.pdf
Preventing Cyberbullying: Top Ten Tips for Teens Sameer Hinduja and Justin W. Patchin	Cyberbullying Research Center 2012	Adolescents	This list of top ten things specifies how teenagers can keep themselves safe from online harassment and victimization online.	Available at no cost through http://www.cyberbullying.us/Top_Ten_Tips_Teens_Prevention.pdf

Responding to Cyberbullying: Top Ten Tips for Teens By Sameer Hinduja and Justin W. Patchin	Cyberbullying Research Center 2012	Adolescents	This list of ten things specifies how teenagers can deal with online harassment and victimization when it happens to them.	Available at no cost through http://www.cyberbullying.us/Top_Ten_Tips_Teens_Response.pdf
Cyberbullying Fact Sheet: Identification, Prevention, and Response By Sameer Hinduja and Justin W. Patchin	Cyberbullying Research Center 2010	Educators and/or Parents	This five-page summary is filled with as much useful information to equip educators and parents to spot cyberbullying, respond to it appropriately and meaningfully, and to prevent its future occurrence among the children and teenagers .	Available at no cost through http://www.cyberbullying.us/Cyberbullying_Identification_Prevention_Response_Fact_Sheet.pdf

Media/DVDs

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Let's Fight It Together: Cyberbullying Film ChildNet International 2007	Teens	Video- 6 minutes Questions – 25 minutes	This short video depicts a story of a teenager who becomes the target of bullying via the internet and his cellphone. Video show a number of ways cyberbullying can occur. The video has an accompanying lesson plan and teacher's guide.	Video available at http://www.digizen.org/cyberbullying/film.aspx Teacher's guide available at http://old.digizen.org/downloads/Let%27sFightItTogether-guide.pdf
The Wild Wild Web By Twisted Scholar, Inc. 2010	Grades 5-8	26 minutes	The DVD shows students that cyberbullying should not be tolerated and there are ways to approach the problem safely. The fun, yet educational format will leave the classroom open for discussion between students and adults. There are three objectives students will learn: if you wouldn't say it to their face don't say it in cyberspace, break the chain to stop the pain, and tell someone. Purchase also includes a facilitator's manual.	Available to purchase for $69.95 through http://www.twistedscholar.com/videos/the-wild-wild-web/

Other Resources

Resource	Audience	Description	Cost/How to Purchase or Access
A Comprehensive Directory of Online Safety Resources Anne Bubnic	Parents and educators	This frequently updated directory, of agencies and organizations providing "Net-Safety education", are listed in alphabetical order and provides easy access to hundreds of resources Among the developers are educational institutions, advocacy organizations, law enforcement agencies, and governments from local to national levels	Available at http://www.connectsafely.org/Directories/internet-safety-resources.html **Note**: Click here for a collection of **online-safety educational games** that have been gathered from this directory. **To search for resources in Spanish**, use your

			browser's "Find Feature" (typically Ctrl F on PCs and command F on Macs,) and type the word "Spanish" in the search box.
Real-Life Stories by NetSmartz	Elementary, Middle and High School	Stories and videos about the impact of *cyberbullying* on kids and teens.	Available at http://www.netsmartz.org/resources/reallife.htm
Responding to Cyberbullying: Guidelines for Administration Common Sense Media 2012	Administrators and Educators	The one page flowchart that outlines steps to take should a cyberbullying incident occur in your school.	Flow chart is available to download at: http://www.commonsensemedia.org/educators/cyberbullying-response-flowchart

Posters

Resource	Audience	Description	Cost/How to Purchase or Access
Online Safety Posters Stay Safe Online.org **STOP. THINK. CONNECT** National Cyber Security Alliance	Elementary, Middle and High School Students	These free "Cybersmart" classroom activities and posters encourage good security practices around password security, and protecting your identify. Also these activities are a great way to raise awareness about good online safety habits and tips.	**Download the posters and activities at** http://stopthinkconnect.org/get-involved/resources/
STOP Text Bullying: Top 10 Tips The Children's Charity	Middle School Students	Poster shows10 tips to follow if you are being cyberbullied.	http://webarchive.nationalarchives.gov.uk/20071001175045/http://www.stoptextbully.com/files/stoptext_poster.pdf

Toolkit

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Stop Cyberbullying	Dr. Parry Aftab and WiredSafety.org 2012	Parents, students and schools	StopCyberbullying program is designed to motivate schools, students, and their parents to do something, not just stand there while others are hurt. It gives them the tools and information that they need to create their own grassroots campaign and address cyberbullying and hate online Wherever they find it.	Toolkit is available for download for free after registering at http://www.stopcyberbullying.org/index3.php

Websites

Resource	Audience	Description	How to Access
A Thin Line MTV	Teens	Website was developed to empower teens to identify, respond to, and stop the spread of digital abuse. It is built on the understanding that there's a "thin line" between what may begin as a harmless joke and could	Information available at http://www.athinline.org/

Updated 2012		end up having a serious impact on you or someone else.	
Connect Safely	Parents, educators, advocates and teens	Website with user-driven resources designed to give teens and parents a voice in the public discussion about youth online safety along with a variety of social-media safety tips, the latest youth-tech news, and other resources.	Resources are available for free at http://www.connectsafely.org
Cyberbully411-Prevent Cyberbullying & Internet Harassment by Internet Solutions for Kids 2013	Teens	Website provides resources for youth who have questions about or have been targeted by online harassment.	Resources available to download at http://cyberbully411.org/
Cyberbullying Research Center	Teens and Educators	Website is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying among adolescents	Information, resources and activities are available for download at http://www.cyberbullying.us/
Cyber Tipline	Educators and parents	This tipline is operated by the National Center for Missing & Exploited Children, in partnership with the FBI, ICE, U.S. Postal Inspection Service, U.S. Secret Service, ICAC Task Force Program, and other agencies, and receives leads and tips regarding suspected crimes of sexual exploitation committed against children.	For help in suspected crimes of sexual exploitation go to: http://www.missingkids.com/CyberTipline
Internet Keep Safe Coalition (iKeepSafe) 2005		iKeepSafe is an international alliance of more than 100 policy leaders, educators, law enforcement members, technology experts, public health experts and advocates who have created a collection of products and tools used to affect a global society of digital citizens:	Resources re available at http://www.ikeepsafe.org/about-us/
GetNetWise Project of the Internet Education Foundation 1999-2013	Everyone	A resource to help kids have safe, educational, and entertaining online experiences. Includes a glossary, a guide and tools for online safety, directions for reporting online trouble, and sites for kids to visit.	Resources are available at http://www.getnetwise.org
NetSmartz411 National Center for Missing & Exploited Children (NCMEC) *Helpdesk & Hotline –* *1-888-NETS411*	Parents	Website for parents' and guardians' premier with online resource for answering questions about Internet safety, computers, and the Web.	Available at http://www.netsmartz411.org/
NetSmartz Workshop	Children 5-17, parents, guardians, educators and law enforcement	Website is an interactive, educational program that provides age-appropriate resources to help teach children how to be safer on- and offline with resources such as videos, games, activity cards, and presentations,. NetSmartz entertains while it educates.	Resources are available at http://www.netsmartz.org

Stop Cyberbullying. By Parry Aftab and Wired Safety Group	Ages 7 to17, parents, caregivers, educators, and law enforcement	Website provides information for a variety of users to obtain more information about the different types of cyberbullying and the methods dealing with each. Prevention and intervention sections are also available.	Resources and information are available at http://www.stopcyberbullying.org/
Stop Bullying. Updated 2012 U.S. Department of Health & Human Services	Youth, adults and educators	Website provides information on what happens when kids bully each other through electronic technology, why cyberbullying is different from traditional bullying, what you can do to prevent it, and how you can report it when it happens. The kid's section is complete with games, resources, information, video gallery and webcasts.	Resources are available to download at no cost at: http://www.stopbullying.gov/cyberbullying/index.html
WiredSafety.org	Students, Parents, Teachers, and Law Enforcement	This Web site has been designed as an interactive resource, delivering information on cyberbullying for students, parents, educators and law enforcement. about the consequences (losing their ISP or IM accounts) helps.	Resources are available at https://www.wiredsafety.org/

E5. GENDER VIOLENCE RESOURCES

Activity

Resource	Audience	Description	How to Access
The Gender Box/Act Like a Man Paul Kivel Futures Without Violence *2003-2007*	Educators, Adults, Adolescents	This widely adapted exercise is a good starting point for conversations on gender socialization and violence and opens up discussions about gender roles and how they are enforced. This exercise can be adapted for use with different groups to discuss the gendered nature of other issues, such as sexual and reproductive health. Groups can create a box for young women (the Act Like a Lady or Be a Good Girl box) to discuss separately or in comparison with the Act Like a Man box. In addition, you can use the gender box exercise to make the connections between gender norms and other forms of oppression such as racism and heterosexism.	Available for download at: http://toolkit.futureswithoutviolence.org/Resources/ActLikeAMan/FVPFResource_viewccb4.html?searchterm=None
30 Days of Strength Men Can Stop Rape	Male Teens	Men of Strength (MOST) clubs are the premier violence prevention program mobilizing young men to prevent sexual and dating violence. During Sexual Assault Awareness month MOST club members work to create positive change to sexual violence against women.	Information available at http://www.mencanstoprape.org/images/stories/PDF/most_club_brochure.pdf

Curricula/Manuals/Toolkits

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Coaching Boys Into Men By Futures Without	Coaches, school administrators, parents,,	10-15 minute weekly sessions.	No matter your role, this resource partners athletic coaches to young male athletes to help them practice respect towards themselves and	Available at http://www.coachescorner.org Please email a request to use

| Violence

2008 | community leaders, and educators | | others.

The Coaches Kit can be used for teaching boys how to have respectful and non-violent relationships. | to request@futureswithoutviolence.org |
| It's All One Curriculum

Pop Council | Teachers and Community Educators | 54 Activities | This curriculum was designed for teaching sexuality/sexual health through critical thinking skills. It encourages young people to learn how to make and implement decisions regarding their own sexual lives. | Download the guidelines and activities at http://www.popcouncil.org/publications/books/2010_ItsAllOne.asp

REQUEST A HARD COPY OR CD-ROM
DOWNLOAD PDF:
GUIDELINES | **ACTIVITIES**

ALSO AVAILABLE:
ESPAÑOL | **FRANÇAIS** |
| Toolkit: Working with Men and Boys to Prevent Gender-Based Violence

Family Violence Prevention Fund | Teachers and Prevention Specialists | Dependent upon exercises | This comprehensive tool kit was designed to help you work with men and boys to prevent gender-based violence. It provides readings, case studies, handouts, exercises, and other resources as well as community-building tools. | Resources are available at http://toolkit.endabuse.org/Home.html |

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
What Young Men Can Do to Prevent Bullying and Sexual Harassment	Men Of Strength	Middle school male students	This fact sheet provides information on ways young men can learn how not to stand on the sideline and allow bullying and sexual harassment to happen.	Available at http://www.mencanstoprape.org/Handouts/what-young-men-can-do.html

Media/DVDs

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Straightlaced

New Day Film

Director: Debra Chasnofff | Middle School, High School | 67 minutes | **Straightlaced** includes the perspectives of teens who self-identify as straight, lesbian, gay, bisexual or questioning and represent all points of the gender spectrum.

The 160 page curriculum guide for use in school, community group and professional development settings offers a variety of theme-based | Available for purchase from http://www.newday.com/films/straightlacedhowgendersgotusalltiedup.html |

			activities to extend and deepen the conversation on specific topics, such as: media messages, gender identity, stereotypes and social disparities, gay and lesbian experience, gender and race, and healthy relationships.	

Other Resources

Resource	Audience	Description	Cost/How to Purchase or Access
PBS Parents Guide to Understanding and Raising Boys	Parents	The PBS Parents Guide to Understanding and Raising Boys delivers practical strategies and useful insights to help parents understand and raise their sons. Sections of this website include "The Search for Masculinity" and "Emotionally Strong Boys."	Information can be found at http://www.pbs.org/parents/raisingboys/about.html

Websites

Resource	Audience	Description	How to Access
Futures Without Violence 2012		Futures Without Violence, formerly Family Violence Prevention Fund, is an international nonprofit organization whose mission is to end violence against women, children and families. This organization works to prevent violence within the home and in the community to help those whose lives are affected by violence and abuse.	www.futureswithoutviolence.org.
True Child		Website promotes *gender transformative* approaches to reproductive health, gender-based violence, civic engagement, and educational achievement. Because challenging harmful codes of femininity and masculinity and increasing gender equity has been shown to be the key to improving life outcomes for at-risk youth, like those who are of color, LGBTQ, or in low-income communities.	Information can be found at http://www.truechild.org/PageDisplay.asp?p1=8731

E6. HEALTHY RELATIONSHIP RESOURCES

Booklets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Healthy Relationships Protect Teens – Parent's Handbook	Start Strong Idaho: Building Healthy Relationships 2007	Parents of 11-14 year olds	This 11 page d handbook helps parents better understand why they need to talk to their teen about relationships and pressure to engage in risky behaviors.	Available at no cost through http://www.startstrongidaho.com/images/SSI_handbook.pdf
A Parent's Handbook – How to Talk to Your Children About Developing Healthy Relationships	Liz Claiborne and Women's Work in collaboration with Dr. Richard Gallagher, Director of the Parenting Institute of New York University's Child Study Center	Parents of 10-13 year olds and educators	This 8 page booklet is part of the "Love Is Not Abuse" campaign and includes information on how to talk about healthy and unhealthy relationships;, a quiz for parents and kids to determine their ideas about relationships and real life stories for discussion along with a resource guide.	Available at no cost at http://www.ncdsv.org/images/LizClaiborne_Parent%27sHandbookHowTalkChildrenHealthyRelationships.pdf
Relationship Status	Youth Advocacy Task Force, Vermont Domestic and Sexual Violence and DCF family Services DV Unite Revised September 2011	Adolescents of all ages	This 47 page booklet provides information on all kinds of relationships using stories, lists, activities and resources. It helps adolescents think about relationships, what you might need to know to help yourself and what you might need to know to help a friend.	Available at no cost to download at http://www.vtnetwork.org/wp-content/uploads/Healthy-Relationships-Web-Version.pdf

Campaigns

Resource	Audience	Description	How to Access
Hear My Voice	Teens	The Hear My Voice campaign was created by Break the Cycle to educate and engage young people in the LGBTQ community to create safe and healthy relationships, and connect victims of dating abuse to help and legal services in their community	Available at http://hearmyvoice.breakthecycle.org/
The LOVE Campaign National Dating Abuse Helpline, in partnership with Texas Attorney General	Teens (13-18 years old)	The campaign raises awareness of healthy dating behaviors to prevent dating abuse among 13-18 year olds. Downloadable resources included in this campaign include posters with	All are available at http://www.loveisrespect.org/resources/love/LOVE%20Message-revised.pdf

2011		loveisrespect.org contact information, video public service announcements, wallet cards, website artwork and other educational information.	
The RESPECT! Campaign Futures Without Violence 2011	Teens, Parents, Educators, Coaches	This campaign was created to advance a national movement to promote healthy relationships through positive role modeling and respect education by providing parents, teachers, coaches and other role models with tools and resources necessary to teach young people about respect in relationships.	Fact sheets, resources and contact information to seek help is available at http://www.giverespect.org/
Whereisyourline.org Supported by The Fledgling Fund	Teens and young adults	The LINE Campaign is an educational and interactive digital space that fosters dialogue about sexual boundaries and consent, empowers young men and women to discuss complex scenarios about healthy relationships and sex.	Information is available at http://whereisyourline.org/about/

Curricula/Manuals/Toolkits

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Consent Campaign Guidebook, 2nd Edition, 2012 *Vermont Network Against Domestic and Sexual Violence*	Middle and High School	2 lessons per grade	This guidebook (106 pages) has teaching tools, planning information and resource lists for middle and high school educators teaching about consent and sexual violence prevention.	http://www.vtnetwork.org/wp-content/uploads/VT-Consent-Campaign-Guidebook-and-Appendicies-2nd-edition.pdf
Family Life and Sexual Health (F.L.A.S.H.) King County, WA 2015	Middle, Jr. and High School Students	2 lessons per grade	Family Life and Sexual Health (F.L.A.S.H.) is a comprehensive, interactive, science-based sexual health education curriculum designed to prevent pregnancy, STDs and sexual violence. It is deigned to be used in school classrooms, as a part of a health unit, although it can be successfully implemented in a variety of environments. It includes a strong family involvement component, creating opportunities for families to talk with their children about important sexual health topics.	Available to download at http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/FLASH.aspx
Healthy Relationships: A Violence-Prevention Curriculum By *Men for Change* in cooperation with The Halifax County-Bedford	Teens	53 activities designed for a 45-60 minute time frame	This curriculum promotes gender equality and an end to violence in society by providing teens with activities that empower them through learning skills and changing behaviors so they know how to form and maintain healthy relationships.	Available to purchase at : http://www.m4c.ns.ca/faq.html

District School Board in Nova Scotia, Canada Revised 2007				
Love All That And More Faith Trust Institute Curriculum author Barri Rosenbluth, LMSW, ACP and facilitator's guide author, Rev. Lizann Bassham and Michelle Shapiro Abraham Revised 2009	Teens	6 sessions, 50 minutes each	This program promotes safe, healthy relationships and supports teens in taking action to overcome violence and abuse by providing discussion questions, interactive follow-up activities, and suggestions for the facilitator. Faith-based curriculum, but public school edition also available.	Available to purchase for $149.00 at: http://www.faithtrustinstitute.org/store/01tA0000000M7rhIAC
Ready, Set, Respect! GLSEN's Elementary School Toolkit National Association of Elementary School Principals (NAESP) and the National Association for the Education of Young Children (NAEYC) 2012	Elementary Students	4 sets of lessons with 4 lessons in each set	***Ready, Set, Respect!*** Is a set of tools to help educators prepare themselves for teaching about respect to students at the elementary school level. The 68-page toolkit contains lesson plans that focus on name-calling, bullying and bias, LGBT-inclusive family diversity and gender roles and diversity. The plans are designed for teachers to use as either standalone lessons or to integrate into existing curriculum content or school-wide anti-bullying programs.	The toolkit is available to download at http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/000/002/2028-4.pdf

Other Resources

Resource	Audience	Description	Cost/How to Purchase or Access
Safe Date Project Mike Domritz	Middle and High School, College	The Date Safe Project provides strong and positive voices for discussing sexual assault awareness, healthy dating, and specifically addressing consent. It provides students, educators, schools, and communities with interactive keynote presentations, workshops, books, and educational resources that are filled with fun exercises, thought-provoking lessons, emotionally touching stories, and easy to implement concepts. Parents are given simple solutions to talk with their kids about tough questions regarding dating and sexual assault awareness.	Information is available at http://www.thedatesafeproject.org/
Realtalk Conversation Starter Cards Rhode Island Coalition Against Domestic Violence and the Domestic Violence	For Adults working with youth	Real Talk was designed specifically for adults who work directly with youth, either in a school or community setting. This tool is intended to help youth workers facilitate dialogue about teen dating violence and prepare them as they teach healthy	Guide - http://www.ricadv.org/images/RealTalk_Conversation_Guide_2013.pdf

Enhancement Leadership Through Alliances		relationship skills to youth. Working with young people to promote healthy relationships and change social norms to prevent teen dating violence can sometimes feel intimidating to youth workers who are already addressing connected issues like gang violence, suicide, teen pregnancy and community organizing.	Cards - http://www.ricadv.org/images/ TeenConverCards_web.pdf Resource Guide – http://www.ricadv.org/images/ Real_Talk_Resource_Guide_ FULL.pdf
Working with Children Towards a Healthy & Non-Violent Future National Resource Center on Domestic Violence and National Sexual Violence Resource Center 2008	Educators, Parents	This collection provides a unique perspective on working with children (younger than 13 years of age), focusing on theories and strategies for raising respectful, non-violent people. Resources discuss child development and how to utilize this knowledge when implementing primary prevention strategies that foster healthy attitudes and behaviors. Resources include activities, tip sheets, handbooks, and other useful materials for promoting healthy attitudes and behaviors in children with regard to gender socialization, relationships, sexuality, and human rights.	Available at http://www.vawnet.org/special -collections/Children.php

Phone App/Toolkit

Resource	Audience	Description	How to Access
Healthy Relationships Circle of 6 – An Anti-Violence App for iPhones The Line Campaign 2012	Young adolescents and young adult, but could be used by anyone.	The Circle Of 6 phone app was developed with a toolkit of materials on "Healthy Relationships" to prevent sexual violence and dating violence before it happens. The free Circle of 6 App comes with other materials (i.e,, a poster, fact sheet, press kit and postcard.	Available to download at http://www.circleof6app.com/downlo ads/

Posters

Resource	Audience	Description	Cost/How to Purchase or Access
Did You Know Your Relationship Affects Your Health? Futures Without Violence www.endabuse.org 2008	Teens	The poster asks questions about sexual coercion in the relationships. Resource information is provided for anyone who is afraid or needs to talk.	Available to download at no cost through http://www.knowmoresaymor e.org/wp-content/uploads/2008/07/Hea lthy-Relationships-Reproductive-Health-Poster-English.pdf
Dating Violence Affects 1 in 3 Young People Love is abuse.org	Teens	This poster gets the conversation on healthy relationships started. Perfect for a locker, dorm room, bulletin board or classroom, the poster gives positive examples of how to define love, features statistics on dating abuse and lists the	Available to download at no cost through http://www.loveisrespect.org/ download-materials

		loveisrespect.org resources.	

Websites

Resource	Audience	Description	How to Access
Loveisrespect.org	Teens	Learn the basics of dating, healthy relationship and where you should draw the line before abuse can happens.	Resources are available at no cost through http://www.loveisrespect.org/dating-basics/healthy-relationships
Choose Respect	Adolescents	Helps adolescents form healthy relationships to prevent dating abuse before it starts. This national effort is designed to motivate adolescents to challenge harmful beliefs about dating abuse and take steps to form respectful relationships.	Information available at http://www.chooserespect.org/

E7. INTERNET SAFETY RESOURCES

Booklets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
The Internet and Children- What's The Problem?	Stop It Now, UK A project of the Lucy Faithful Foundation	Educators	This safety internet booklet (17 pages) encourages people to question their own use of new technology. It provides tips about how to help children stay safe while on the internet; help one recognize signs that someone may be using new technologies in sexually inappropriate or harmful ways; and provide information to help people to do something about it when they are aware that it's happening.	**Download the booklet for free at** http://webtest7.perceptive-office.com/media/2243/whatstheproblem.pdf
Facebook Guide for Educators Internet Safety 2011	iKeepSafe and the American School Counselor Association	Counselors, educators	This guide was created for school counselors to help them better understand Facebook and more effectively address and resolve problems that may arise from its use by students	Guide is available at http://www.ikeepsafe.org/wp-content/uploads/2012/04/Facebook-For-School-Counselors-Final-Revision1.pdf

Campaigns

Resource	Author	Audience	Description	Cost/How to Purchase or Access
Cell Phone Safety for Ages 8 and Up	INOBTR ("I Know Better")	Youth - Ages 8 and up	This Cell Phone Safety public awareness campaign has been created to raise awareness and teach youth about safe and smart cell phone use. It includes an educational program with curriculum for teachers, resources for parents, educational games for students focused on six principles of cell phone use, posters, brochures and fact sheets.	Campaign materials are available to download for free at www.projectyouthsafety.org.

Curricula/Manuals/Toolkits

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Internet Safety 101- Enough is Enough 2009	Parents, educators and other adults		A multimedia teaching series highlighting the dangers children encounter online and providing safety solutions.	Program kit cost is $39.95 and contains a workbook and resource guide, Rules 'N Tools booklet, 2 disc DVD teaching series. Curriculum is available at http://www.internetsafety101.org or www.enough.org. Downloadable Rules 'N Tools checklists are also available online for free.

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Cell Phone Smart Fact Sheet	INOBTR ("I Know Better") 2009	Educators and teachers	A fact sheet to promote cell phone safety among youth.	Resource is available at http://projectyouthsafety.org/wp-content/uploads/2012/02/Cell-Phone-Safety-Fact-Sheet.pdf
Child Safety and Prevention	National Center for Missing and Exploited Children	Children and familiies	A series of publications that provide information related to child safety and prevention topics. Publications range from safety tips for kids to information for expectant parents. Additional publications regarding general information, missing children or child sexual exploitation, are also available	Available to download at http://www.missingkids.com/Publications/Safety
Internet Safety Education for Teens: Getting It Right	*Crimes Against Children Research Center*	Educators	This 4 page fact sheet provides suggestions for making Internet educational materials more consistent with the research and important features of these crimes.	Available to download at http://www.unh.edu/ccrc/internet-crimes/Internet%20Factsheet_portrait%20version_2-6-08_khf.pdf

Web Game

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Webonauts Internet Academy	Ages 8 to 10		Webonauts Internet Academy is a web original game for PBS KIDS GO! that gives kids 8- to 10-year-old an opportunity to have some fun while exploring what it means to be a citizen in a web-infused, information-rich world. It is an engaging experience on its own but becomes all the more powerful when parents and teachers use game play as a springboard for conversations about media literacy and citizenship in the 21st Century.	Available at http://pbskids.org/webonauts/about/

Websites

Resource	Audience	Description	How to Access
Connect Safely	Parents, teens, educators, advocates or anyone interested in Internet safety	This online forum teaches safe blogging and social networking along with the latest in youth-tech news in English and Spanish.	Information and resources available at www.connectsafely.org/about-us.html

Enough Is Enough – Internet Safety 101	Parents and Educators	This website provides information on predators, inappropriate content, cell phones, cyberbullying, social networking and more.	http://www.internetsafety101.org
IKeep Safe.org	Educators, Parents and Youth	This website gives parents, educators, and policymakers the information and tools which empower them to teach children the safe and healthy use of technology and the Internet. iKeepSafe educational resources teach children of all ages in a fun, age-appropriate way, the basic rules of Internet safety, ethics, and the healthy use of connected technologies.	Information is available at http://www.ikeepsafe.org
i-SAFE	Students, Educators, Parents, Law Enforcement	i-SAFE Inc. is a non-profit foundation whose mission is to educate and empower youth to safely and responsibly take control of their Internet experiences. The i-SAFE program provides students with the awareness and knowledge they need in order to recognize and avoid dangerous, destructive, or unlawful behavior and to respond appropriately. The Youth Empowerment Campaign recognizes that children are their own best teachers.	Information is available at www.isafe.org
Wired Safety	Parents, adults, schools, policy makers, law enforcement, children and youth	This is the largest and oldest online safety, education, and help group in the world. Originating in 1995 as a group of volunteers rating websites, it now provides one-to-one help, extensive information, and education to cyberspace users of all ages on a myriad of Internet and interactive technology safety, privacy and security issues. specialized websites, resources and programs.	Information and resources are available at https://www.wiredsafety.org/about/
NetSmartz Workshop	Parents, guardians, educators, community leaders, and law enforcement	Up-to-date practical information to prevent Internet dangers. Options include resources including on- and offline activities, games, Internet safety pledges, news articles, and activity cards designed to supplement the NetSmartz online activities. NetSmartz has also created interactive presentations for elementary, middle, and high school students and communities.	NetSmartz content is free at www.NetSmartz.org. NetSmartz 411," is an online service allowing you to search and query their vast knowledge base for answers to questions about the online world.
The CyberTipline	Everyone	An online and phone service which accepts leads regarding Internet criminal activities which are forwarded to law enforcement for review. Operated by the National Center for Missing and Exploited Children in collaboration with the Federal Bureau of Investigation and other state and law enforcement agencies, the Cybertipline is nationally recognized for its up-to-date and comprehensive resources on Internet safety and Internet crime reporting.	Learn about the issue, what can be reported, and how to stay safe at **www.cybertipline.com** or call 1-800-843-5678.

E. 8 Lesbian, Gay, Bisexual, Transgender and Questioning Youth Resources

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
FAST FACTS: The Unique Sexual and Reproductive Health Needs of Gay, Lesbian, Bisexual, Transgender, and Questioning (LGBTQ) Youth	Healthy Teen Network 2006	Educators	This 2 page fact sheet discusses the education and services that can adversely affect the health and well-being of LGBTQ youth.	Available to download at http://www.healthyteennetwork.org/vertical/sites/%7Bb4d0cc76-cf78-4784-ba7c-5d0436f6040c%7D/uploads/%7B516ef85d-49fa-4f3f-b562-fa918cf9ed58%7D.pdf

Other Resources

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Making A Difference: Advocacy Resource Guide: Unique Sexual and Reproductive Health Needs of Gay, Lesbian, Bisexual, Transgender and Questioning (LGBTQ) Youth	Healthy Teen Network 2006	Educators	This 7 page document helps educators/administrators look at issues important to the health and success facing today's youth.	Available to download at http://healthyteennetwork.org/vertical/sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7B48BB22A6-8A73-41A2-BD11-29FBBFCC6C15%7D.PDF

Websites

Resource	Audience	Description	How to Access
Hear My Voice	Youth	First national campaign specifically designed for LGBTQ youth to educate and engage young people in the LGBTQ community about safe and healthy relationship. It also connects victims of dating abuse to help and legal services within their community.	Information can be accessed at http://hearmyvoice.breakthecycle.org/
GLSEN, the Gay, Lesbian & Straight Education Network,	Community leaders, Educators and students	GLSEN is the leading national education organization focused on ensuring safe schools for all students. GLSEN works with educators, policy makers, community leaders and students on the urgent need to address anti-LGBT behavior and bias in schools. GLSEN strives to protect students from bullying and harassment, to advance comprehensive safe schools laws and policies, to empower principals to make their schools safer, and to build the skills of educators to teach respect for all people.	Information and resources are available at http://www.glsen.org/cgi-bin/iowa/all/what/index.html

Healthy Teen Network	Health Care Providers, Administrators and Educators	This comprehensive educational resource to professionals working in the area of adolescent reproductive health - specifically teen pregnancy prevention, teen pregnancy, teen parenting and related issues. Healthy Teen Network is uniquely able to have an impact on a large number of teens and young families because of its comprehensive approach and its direct and immediate links to a grassroots network of reproductive health care professionals throughout our nation's communities.	Information is available at www.healthyteennetwork.org
Advocates For Youth	Adolescents and young adults ages 14-25	These resources help young people make informed and responsible decisions about their reproductive and sexual health. *Advocates for Youth* envisions a society that views sexuality as normal and healthy and treats young people as a valuable resource. The core values of *Rights, Respect and Responsibility* are key.	Information is available at www.advocatesforyouth.org
The National Coalition for LGBT Health	Individuals of every sexual orientation, gender, gender identity, race, ethnicity, and age; regardless of disability, income, education, and geography	This coalition is committed to improving the health and well-being of lesbian, gay, bisexual, and transgender individuals through federal advocacy that is focused on research, policy, education, and training. The LGBT community includes. Our members are dedicated to effecting change by uniting this rich diversity at the national level.	Information is available at www.lgbthealth.net
The Trevor Project	Gay, lesbian, bi-sexual and questioning teens	This initiative promotes acceptance of gay, lesbians, bi-sexual and questioning teens and helps to present suicide among youth. The Trevor Helpline (1-866-488-7386) is a 24 hour toll-free number.	Information is available at http://wwww.thetrevorproject.org

E9. PRIMARY PREVENTION RESOURCES

Booklets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Engaging the Community in Sexual Violence Prevention: Guidebook for Individuals Organizing and Engaging in Collaborative Prevention	Morgan Curtis, Texas Association Against Sexual Assault,	Persons involved in primary prevention efforts	This booklet discusses all aspects of primary prevention including: the importance of engaging communities, identifying potential community partners, structure and running of workgroups, and identifying community specific needs and risk factors. Note: Great resource for educators invested in getting the community to invest time, energy and resources into primary prevention efforts. Lots of good "how-tos."	Available at no cost through http://www.taasa.org/prevention/pdfs/TAASA_ECGuidebook.pdf
Prevention and Intervention of Sexual Violence in Schools: Talking about "It"	Cordelia Anderson, Sensibilities, Inc.,	Those working with children, and youth	This booklet provides the beginning steps for those working with children and youth to talk about sexual violence. Advocates the three P's approach to sexual health and responsible behavior: promotion, protection, and prevention with the hopes of stopping sexual offending behavior, reducing the chances of sexual victimization, building the capacity of bystanders, and addressing the sexually toxic society by creating healthier learning and work environments. Note: A basic resource for developing a school-wide initiative. Curriculum and other resources will need to supplement the booklet.	Available at no cost through http://www.co.ramsey.mn.us/NR/rdonlyres/AD200AC3-F5D9-4AD8-B47B-9B90CB84FAEE/811/Talkingaboutit.pdf
Prevention is Primary: Strategies for Community Wellbeing, Second Edition	Larry Cohen, Sana Chehimi, & Vivian Chavez, Jossey-Bass, 2010	Variety	Text describes the overarching foundation and principles guiding primary prevention efforts and highlights prevention practice through a range of social and health issues, including chronic disease, HIV, violence, and mental health. Written for a broad audience--from students to practitioners and advocates- and includes theory, concepts, and models of primary prevention.	Available to purchase ($80) through http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0470550953.html
Sexual Violence and the Spectrum of Prevention : Towards a Community Solution	Rachel Davis, Lisa Fujie Parks, & Larry Cohen, National Sexual Violence Resource Center, 2006	Advocates, practitioners, educators	This 18 page booklet describes a primary prevention approach to addressing sexual violence. Introduces The Spectrum of Prevention tool for comprehensive action and norms change involving six levels.	Available at no cost through http://www.nsvrc.org/publications/nsvrc-publications/sexual-violence-and-spectrum-prevention-towards-community-solution

Other Resources

Resource	Audience	Length	Description	Cost/How to Purchase or Access
Evaluating Sexual Violence Prevention Programs: Steps and Strategies for Preventionists	Prevention educators		This interactive online course walks the user through the basic steps of evaluating the impact of sexual violence prevention programs. The course takes approximately 60 minutes to complete, will help users identify where their program has the skills and resources to do evaluation and where they may need some help.	**Available at** http://nsvrc.org/elearning/20026
Making Meaningful Connection: 2015 Prevention Resource Guide U.S. Department of Health and Human Services' Children's Bureau, Office on Child Abuse and Neglect, its Child Welfare Information Gateway, the FRIENDS National Resource Center for Community-Based Child Abuse Prevention, and the Center for the Study of Social Policy—Strengthening Families.	Child abuse prevention professionals (English and Spanish)	102 pages	This resource guide was developed to support service providers in their work with parents, caregivers, and their children to prevent child abuse and neglect and promote child and family well-being.	Available for download at https://www.childwelfare.gov/pubPDFs/guide.pdf
Guidelines for the Primary Prevention of Sexual Violence and Intimate Partner Violence By Virginia Sexual and Domestic Violence Action Alliance (2009)	Variety	76 pages	These guidelines provide great detail about primary prevention of sexual violence. The questions posed in the guidelines will help sexual violence and intimate partner violence prevention programs identify how to reach their full capacity. Guidelines should be used as an organizing philosophy rather than a step-by-step approach for prevention efforts.	Available at no cost through http://www.vsdvalliance.org/secPublications/Prevention%20Guidelines%202009%5B1%5D.pdf
Sexual Violence Prevention: Beginning the Dialogue By Centers for Disease Control and Prevention	Variety	13 pages	This document is identifies concepts and strategies that can be used as the foundation for planning, implementing, and evaluating sexual violence prevention activities. Stresses the importance of prevention efforts that address perpetration, victimization, bystander attitudes and behaviors, and	Available at no cost through http://www.cdc.gov/violenceprevention/pdf/SVPrevention-a.pdf

			enhancing protective factors.	
(CDC) (2004)				
Transforming Communities to Prevent Child Sexual Abuse and Exploitation: A Primary Prevention Approach By Prevention Institute (2009)	Advocates, practitioners, government officials, and funders	20 pages	This brief focuses on transforming broad social norms, influencing policies, and altering organizational practices to prevent child sexual abuse and exploitation. Strategies are introduced that build on previous successes within the field for transforming communities. The last section suggests transforming environments to a safe and supportive community where all children can thrive.	Available at no cost through http://www.preventioninstitute.org/component/jlibrary/article/id-31/127.html
Working With Schools: The Health Youth Act and Your Community *(2009)*	Educators, Faculty	16 pages	This newsletter discusses what schools must do, ideas and resources around curricula and core service standards.	Available to download at http://www.wcsap.org/sites/www.wcsap.org/files/uploads/documents/WorkingwithSchools2009.pdf

Training Modules (Online/Printed)

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Developing Comprehensive Prevention: Linking Primary Prevention Activities, Strategies and Programs By Lydia Ortiz 2009	Sexual assault coalitions and State health department	Online module and presentation	Gives guidance for building capacity for sexual assault prevention education at local Rape Crisis Centers.	Available at no cost through http://preventconnect.org/2009/09/developing-comprehensive-prevention-linking-primary-prevention-activities-strategies-and-programs/
Drawing Upon Evidence and Lessons Learned to Improve Prevention By Wendi Siebold 2009	Sexual assault coalitions and State health departments	Online module and presentation	Objectives of the presentation include identifying how core elements of prevention in other fields can improve prevention of sexual violence and learning about evidence as it relates to prevention.	Available at no cost through http://www.preventconnect.org/attachments/2009/Evidence_8_12_09_3pp.pdf
Evaluating Sexual Violence Prevention Programs: Steps and Strategies for Preventionists *National Sexual Violence Resource Center, 2012*	Prevention Educators/ Teachers	60 minutes	This interactive online course walks the user through the basic steps of evaluating the impact of sexual violence prevention programs with emphasis on clarifying goals and objectives, planning evaluation design, choosing measurement tools and collecting data.	The online course is available at http://nsvrc.org/elearning/20026

How Do We Teach Prevention? By David Lee 2009	Sexual assault coalitions and State health departments	Online module and presentation	Objectives include describing capacity building role, identifying how to support building organizational capacity, and using online tools for teaching prevention.	Available at no cost through http://preventconnect.org/2009/07/how-do-we-teach-prevention/
Orientation to Violence Prevention and Scope of the Problem By Preventing Violence through Education, Networking and Technical Assistance (PREVENT) 2005	Variety	Online modules	This is a series of short, self-directed online learning modules that offer an introduction to violence prevention. Each module includes several slideshow presentations with audio. A printable outline (slides and script), and a glossary are available.	Available at no cost through http://www.prevent.unc.edu/education/distance_learning/modules.htm
Preventing Sexual Violence: An Educational Toolkit for Health Care Professionals By American Academy of Pediatrics (2010)	Health care providers	4 Online modules	This online toolkit offers useful information and tools to increase the comfort of health care provides in addressing sexual violence prevention with patients and their families. The modules focus on four age groups: Preschool, School Age, Younger Adolescent, and Older Adolescent. A sample speaker's presentation and a guide to community collaboration is also included. Some materials are available in English and Spanish.	Available at no cost through http://www.aap.org/pubserv/PSVpreview/start.html

E10. SAFETY PLANNING RESOURCES

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Safety Planning with Teens Issue Brief No. 5	Teen Center: Teen Dating Violence Technical Center and Break the Cycle

2009 | Teens victims | This 7 page brief provide details all the steps that are needed to safety plan with a teen. It covers teen safety plan specifics, maintain a support network, avoiding a dangerous situation, handling an emergency, ending a relationship, resources and self –care. | Available at no cost through https://www.vaw.umn.edu/documents/safetyplanningteens/safetyplanningteens.pdf |
| *A Teen's Guide to Safety Planning* | Break The Cycle and Safe Space

2008 | Teens | This is a practical guide (4 pages) to help teen think about their lifestyle so they will be safe as possible at school, home, and other places that they go on a daily basis | Available at no cost through http://www.thesafespace.org/pdf/handout-safety-plan-workbook-teens.pdf |
| *Create a Teen Safety Plan* | Futures Without Violence | Teens | This one page sheet provides tips for creating a safety plan, keeping safe and finding support that is needed to have a violence free relationship. | Available at no cost through http://www.startstrongteens.org/sites/default/files/Create%20a%20Teen%20Safety%20Plan.pdf |

Websites

Resource	Audience	Description	How to Access
The Stalking Resource Center	Adolescents and adults	The mission of the *Stalking Resource Center* is to enhance the ability of professionals, organizations, and systems to effectively respond to stalking.	Resources are available at http://www.victimsofcrime.org/our-programs/stalking-resource-center/help-for-victims/stalking-safety-planning

E11. SEXUAL HARASSMENT RESOURCES

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
How to Protect Students from Sexual Harassment: A Primer for Schools	National Women's Law Center

2007 | Administrators, Faculty and Staff | Schools that want to reduce their dropout rates must protect students from sexual harassment and bullying, and must ensure that students know to whom and how they should report sex discrimination. | Available for download at http://www.nwlc.org/sites/default/files/pdfs/Final%20SH%20Fact%20Sheet-Schools.pdf |
| | | | | |

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
How to Recognize and Combat Sexual Harassment: A Primer for Students	National Women's Law Center 2007	Students	This fact sheet was designed to help students identify, understand and address sexual harassment	Available for download at http://www.nwlc.org/sites/default/files/pdfs/Final%20SH%20Fact%20Sheet-Students.pdf

E12. SEXUAL VIOLENCE
Booklets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Healthy Sexuality	NSVRC 2012	Advocates, counselors and prevention educators	This 9 page booklet provides guidance and prevention tools around the discussion of healthy sexuality within the context of sexual violence.	http://www.nsvrc.org/sites/default/files/SAAM_2012_Healthy-sexuality-a-guide-for-advocates-counselors-and-prevention-educators.pdf

Curricula/Manuals/Toolkits

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Consent Campaign Guidebook 2nd Edition	Vermont Network Against Domestic and Sexual Violence	Prevention Educators	This guidebook provides classroom teaching tools, planning information and resource lists for middle and high school educators teaching consent and sexual violence prevention.	http://www.vtnetwork.org/wp-content/uploads/VT-Consent-Campaign-Guidebook-and-Appendicies-2nd-edition.pdf
Promoting Awareness of the College Transition (PACT)	PCAR	High School Seniors	This guide was designed to promote awareness of the high rate of sexual victimization among "new" college students with the hope of helping student from becoming a victim of sexual assault or sexual harassment.	Guide can be found at http://www.fris.org/Resources/PDFs/Books/PACT%20Program.pdf
WE Can Stop Abuse: A Sexual Abuse Prevention Curriculum for Persons with Developmental Disabilities By Sandy Laesch & Shirley Paceley 2004	Blue Tower	Persons with developmental disabilities	This 8 session curriculum has been proven effective for teaching prevention skills to persons with developmental disabilities by teaching how to identify and express feelings, recognize and name private body parts, identify at least one "safe person,", being able to communicate "no" or "don't" to uncomfortable touch, identify private/public boundaries, and identify socially acceptable personal space and touching in different relationships.	Available for purchase through http://bluetowertraining.com, online store for $275.00 Phone: 217-875-8890
Consensual Sex or Rape? Mock Rape Trial Guide and Video	PCAR	High school and college students	Based on a mock trial, this video addresses drug facilitated sexual assault, and includes a "how to" guide and a ten minute video.	Available from PCAR for purchase at http://www.pcar.org/store/consensual-sex-or-

				rape-mock-rape-trial-guide-video for $35 for guide and video
Healthy Sexuality – Toolkit Guide 2012	NSVRC	Educators, counselors and advocates	This 9 page guide provides guidance and practical tools around discussing healthy sexuality within the context of sexual violence	Available for download at http://www.nsvrc.org/sites/default/files/SAAM_2012_Healthy-sexuality-a-guide-for-advocates-counselors-and-prevention-educators.pdf

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Understanding Sexual Violence	Centers for Disease Control and Prevention (CDC), 2012	Variety	This 2 page fact sheet introduces why sexual violence is a public health problem, how sexual violence affects health, who is at risk, prevention, and the CDC's approach to prevention.	No cost through http://www.cdc.gov/ViolencePrevention/pub/SV_factsheet.html

Media/DVDs

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Playing The Game 2 Written and produced by Dr. Robin Sawyer, an Associate Professor at the University of Maryland's School of Public Health,	High School	12 min.	This DVD explores the issue of sexual assault and date rape. Without pointing fingers of blame, this dramatic film explores the dynamics of sexuality, dating, communication and alcohol use in a manner intended to provoke a meaningful discussion among students. Study Guide is included	Available for purchase at http://www.intermedia-inc.com/title.asp?sku=PL05

Other Resources

Resource	Audience	Description	Cost/How to Purchase or Access
Teens Think What *Pennsylvania Coalition Against Rape (PCAR)* *2006*	Parents and adults	This website contains information and resources for parents to better understand how to help teens get the facts straight about sexual violence. Teens are at the highest risk for sexual violence. .It is key that adults/ parents know how to respond.	Information, brochures, music CD and a teen magazine are available at http://www.teensthinkwhat.com/index-2.html
Bulletins for Teens National Center for Victims of Crime - Youth Initiative Publications	Teens	This is a series of bulletins called Teen Tools that explains how to recognize a crime, what emotions to expect, and how to receive or give help.	Available for free at http://www.victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens

Posters

Resource	Author(s)	Audience	Description	Cost/How to Purchase or Access
Educational Posters	Mike Domritz	Middle schools and high school students	Series of poster address consent, respecting boundaries, healthy relationships, and dating violence. Select an age appropriate images and messages for your students.	Posters available to purchase from http://www.datesafeproject. org/educational-tools-resources/do-you-ask-poster-series/

Websites

Resource	Audience	Description	How to Access
Teenpcar.com	Teens	The Pennsylvania Coalition Against Rape (PCAR) maintains this eye-catching website. Designed for males and females and offers quizzes, survival stories, statistics, and a getting help section. The links section is also helpful for finding interactive tools geared towards teens. Music CDs and magazines are also offered on the website (free to Pennsylvania residents, $5 for non-residents).	Information available at http://www.teenpcar.com .
Rape, Abuse & Incest National Network (RAINN)	Teens, adults	The Rape, Abuse & Incest National Network offers assistance 24 hours a day, 7 days a week. When calling the hotline, callers are automatically diverted to their area RAINN center where on-duty volunteers are available to answer questions, provide information and support, and suggest local resources.	Information and resources available at www.rainn.org Hotline 1-800-656-HOPE (4673)
The National Sexual Violence Resource Center (NSVRC Project of PCAR	*Everyone*	NSVRC is a vital national center for information, resources and research related to all aspects of sexual violence. With a large and growing library of resources, the NSVRC responds to requests for information and provides customized, relevant, and helpful information.	Resources and materials are available at www.nsvrc.org or Call toll free at 877-739-3895.

E 13. SUICIDE PREVENTION RESOURCES

Curricula/Manuals/Toolkits

Resource	Audience	Time/Sessions	Description	Cost/How to Purchase or Access
Lifelines: A Suicide Prevention Program Authors: Maureen Underwood, L.C.S.W. and John Kalafat, Ph.D. 2009	Administrators, faculty, parents and students in Middle and High School	DVD total time -47 minutes	This curriculum provides suicide awareness resources and information about suicide and the role of students in suicide prevention. Students participate in role-playing exercises that teach them what to do when faced with a suicidal peer. The exercises feature an emphasis on seeking adult help and frank discussions on the warning signs of suicide. In the process of teaching students how to help a friend, students who may be suicidal themselves will learn the importance of getting help as well.	Available for purchase for $225.00 at http://www.hazelden.org/OA_HTML/ibeCCtpltmDspRte.jsp?item=14484

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Suicide and Bullying	Suicide Prevention Resource Center 2008	Educators, Parents	This eight- page issue brief examines the relationship between suicide and bullying among children and adoles-cents, with special attention to lesbian, gay, bisexual, and transgender (LGBT) youth. It also explores strategies for preventing these problems.	Information is available at http://www.isbe.net/learningsupports/pdfs/suicide-bullying-brief.pdf

Media/DVDs

Resource	Audience	Time/Sessions	Description	Cost/How to Purchase or Access

Other Resources

Resource	Author(s)	Audience	Description	Cost/How to Purchase or Access
The Role of Teens in Preventing Suicide	Suicide Prevention Resource Center	Teens	This publication helps you understand why some teenagers want to hurt themselves, how to tell if someone may be thinking about suicide and what to do if you think someone may try to kill himself or herself.	Information is available to download for free at http://www.sprc.org/sites/sprc.org/files/Teens.pdf
Understanding	Suicide Prevention	Prevention		Available to download at

Risk and Protective Factors for Suicide: A Primer for Preventing Suicide	Resource Center, & Rodgers, P. (2011)	educators and clinicians	This information sheet provides a brief overview of the importance of risk and protective factors as they relate to suicide and offers guidance about how communities can best use them to decrease suicide risk.	http://www.sprc.org/sites/sprc.org/files/library/RiskProtectiveFactorsPrimer.pdf

Toolkits

Resource	Author(s)	Audience	Description	Cost/How to Purchase or Access
National Suicide Prevention Week Participant Toolkit 2012	Substance Abuse & Mental Health Services Administration	Educators, advocates and community organizers	The toolkit equips communities with information and resources for planning an event to help prevent substance abuse and promote mental, emotional, and behavioral wellness. Includes event ideas, budgeting tips, fact sheets, promotional tools, and additional resources.	Information is available at http://store.samhsa.gov/shin/content//SMA12-4687/SMA12-4687.pdf
Preventing Suicide: A Toolkit for High Schools	Substance Abuse & Mental Health Services Administration	Educators	This toolkit represents the best available evidence and expert opinion on preventing suicide among high school students. It provides schools with recommended steps and accompanying tools to guide them in creating and implementing strategies and programs that prevent teen suicide and promote behavioral health among their students.	Available to download for free at http://store.samhsa.gov/shin/content//SMA12-4669/SMA12-4669.pdf

Websites

Resource	Audience	Description	How to Access
Go Ask Alice!	Teens	This is a web-based health question-and-answer service produced by Alice!, Columbia University's Health Education Program. Go Ask Alice! Provides information to help young people make better decisions concerning their health and well-being. Go Ask Alice! Answers questions about relationships, sexuality, emotional health, alcohol and other drugs, and suicide and depression.	Information can be found at http://www.goaskalice.columbia.edu
Jason Foundation	All Youth	A nationally recognized leader in youth suicide awareness, education and prevention. You'll find information on preventing suicide, warning signs and other information useful for doing term papers on suicide and suicide prevention.	Information is available at http://www.jasonfoundation.com/
National Action Alliance for Suicide Prevention	Everyone	This is a public-private collaboration developed by SAMHSA to promote suicide prevention.	Available at http://www.actionallianceforsuicideprevention..org
The Suicide Prevention Resource Center		A SAMHSA-funded center that provides prevention support, training and resources to assist organization to deveop suicide prevention programs, interventions and information on school-based prevention programs, a best	Information is available at http://www.sprc.org

			practices registry, state information and more.	
The Trevor Project	Gay, lesbian, bi-sexual and questioning tenns		This initiative promotes acceptance of gay, lesbians, bi-sexual and questioning teens and helps to present suicide among youth. The Trevor Helpline (1-866-488-7386) is a 24 hour toll-free suicide helpline for teens.	Information is available at http://wwww.thetrevorproject.org

E14. TEEN DATING VIOLENCE RESOURCES

Booklets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Teen Dating Violence as a Public Health Issue	Children's Safety Network 2009	Educators, advocates and counselors	This 12 page booklet responds to the serious public health issue of teen dating violence. It provides data, research articles, updates on policy/legislation, evidence-based strategies and tools for prevention planning and a list of national organizations that address teen dating violence.	Resource is available to download at no cost at www.childrenssafetynetwork.org/sites/childrenssafetynetwork.org/files/TeenDatingViolenceasaPublicHealthIssue.pdf

Brochures

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Is it Abuse?	The National Center for Victims of Crime 2002	Teen dating violence victims and their friends	This brochure helps victims to recognize an abusive relationship and offers tips for keeping safe. Information is also included for friends who think someone they know is in an abusive relationship. Space is provided to easily add community information to the brochure, which is also available in color and black/white.	Resource is available at no cost through http://www.victimsofcrime.org/docs/DVRC/Dating%20Violence%20BRO_formX.pdf?sfvrsn=0

Campaigns

Resource	Author	Audience	Description	Cost/How to Purchase or Access
Have A Heart Campaign	Break the Cycle and Mary Kay Cosmetics	Teens	Teen dating violence is a silent epidemic - one in three teens experience some form of abuse and 2/3 of those who do, never report it. This campaign raises awareness for teen dating violence using the heart symbol to encourage conversation about the issue. Great for TDV awareness month which is in February.	Resources and downloadable materials available at http://www.teendvmonth.org/

HEART Primer	California Adolescent Health Collaborative 2009	Medical Staff	Adolescent relationship abuse (ARA) is common and is associated with a multitude of negative health outcomes. The Healthcare Education, Assessment & Response Tool for Teen Relationships (HEART) Primer, is an innovative resource designed to improve the recognition of ARA and provide tools to address this challenge in clinical settings that serve adolescents.	Resource is available to download at http://www.californiateenhealth.org/health-topics/adolescent-relationship-abuse/resources/heart-primer
A Thin Line	MTV	Teens, Adults	This campaign was developed to empower teens to identify, respond to, and stop the spread of digital abuse. The campaign is built on the understanding that there's a "thin line" between what may begin as a harmless joke and something that could end up having a serious impact on you or someone else when it comes to forced sexting, textual harassment and cyberbullying. There is also a section for adults that can be used as a talking tool to open up a conversation on digital abuse, test awareness, and help encourage action on the issue at home or in school.	Information and resources are available at http://www.athinline.org
Let Your Heart Rule 2011	Break the Cycle & Hope Line	High school students	Engages students across the country to learn about abusive relationships. The campaign includes vital information and resources for preventing abusive relationships. PSA's made by the campaign and students are also available on the website. Awareness items can be purchased and distributed during school assemblies, awareness tables, or dating violence awareness month.	Variety of costs for materials through http://www.letyourheartrule.com/
My Strength 2005	California Department of Health Services and the California Coalition Against Sexual Assault (CALCASA)	Young men	Designed to connect young men with others who are living a life based on equality, caring, and respect. The site offers some free downloads including posters, screensavers, radio commercials, postcards, and buddy icons. The site gives ideas of how to engage your peers and community by starting a My Strength Club.	Available at no cost through http://mystrength.org/7.0.html ,
RESPECT Campaign	Futures Without Violence (formerly Family Violence Prevention Fund)	Parents, teachers, coaches, advocates, and teens	Role models can use this campaign to teach young men and women about respect in relationships. It is critical for role models to talk to youth about healthy and respectful relationships, resources are available on the campaign's website to help these conversations.	Available at no cost through http://www.giverespect.org/respect/factsresources/

Start Strong: Building Healthy Teen Relationships	Robert Wood Johnson Foundation & Futures Without Violence (formerly Family Violence Prevention Fund)	Ages 11 to 14 and teen influencers (older teens, parents/ca regivers)	Education, community engagement, policy change, and communications/social marketing are the core pieces to this campaign that promotes healthy relationships among young people. Under the resources link there many valuable handouts and other tools for talking to teens about dating violence.	Available at no cost through http://www.futureswithoutviolence.org/content/features/detail/780/
That's Not Cool 2009	Family Violence Prevention Fund, Department of Justice's Office on Violence Against Women, & the Advertising Council	Teens	This is a national initiative focused on preventing controlling or abusive behavior occurring within the digital universe, including online and via a cellphone. Encourages teens to draw their own lines about what is, or is not, acceptable relationship behavior. Campaign marketing materials, instructional documents, videos, games, and radio ads are some of the learning tools available through the website.	Available at no cost through http://www.thatsnotcool.com
This Isn't Love 2010	New York State Office for the Prevention of Domestic Violence	Teens	Through electronically distributing the campaign poster and web banner, the campaign spreads the message of dating violence. Images on the poster and banner gets teens thinking about some of the behaviors they may be experiencing or inflicting (possessiveness, jealousy).	Materials are available at http://www.opdv.state.ny.us/public_awareness/campaigns/tdvcampaigns/thisisntlove.html
NO MORE	Everyone	2012	This movement centered on a powerful new symbol that brings together all people and organizations who want to end domestic violence and sexual assault. The goal of the **NO MORE** symbol is to help spark a national dialogue and move the issues of domestic violence and sexual assault higher on the public's agenda.	Available without cost at http://www.nomore.org/

Curricula/Manuals/Toolkits

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
DATING MATTERS: Understanding Teen Dating Violence Prevention By Centers for Disease Control and Prevention (CDC) and Liz Claiborne, Inc. 2010	Educators, school personnel, and youth leaders	60 Minutes	An interactive, web-based training designed to help users understand dating violence and prevention. The course will teach users to understand teen dating violence and its consequences, identify risk factors of teen dating violence, communicate with teens about the importance of healthy relationships, and about resources to prevent dating violence.	Available at no cost through http://www.vetoviolence.org/datingmatters/

Ending Violence By Break the Cycle 2009	Grades 7-12	20 minutes	An innovative curriculum that provides tools to help teens prevent and safely end abusive relationships, understand their legal rights and responsibilities, and create a framework for building healthy relationships in the future. The DVD curriculum includes interactive classroom activities, animation, role plays and powerful interviews. An educator's guide, student self-guided resources, and adult presentations are also included. The curriculum can accommodate many time allotments.	Available to purchase ($99) through http://www.endingviolence.net/index.php
Expect Respect By SafePlace	Grades 7- 12	8 lessons including Expect Respect Support Groups, SafeTeens and School-Wide Prevention Strategies	This is a school-based program for preventing teen dating violence and promoting safe and healthy relationships. Curriculum includes 8 lessons that empowers youth to become role models in preventing sexual violence, support group curriculum for 24 sessions, and strategies for school-wide prevention.	Available to purchase ($160 through http://www.safeplace.org/page.aspx?pid=358
Love Is Not Abuse By Liz Claiborne, Inc. Updated 2010	Grades 9-12	2 hours	Offers a step-by-step guide to teaching students about dating violence. The program is best used in Health or English/Language Arts classes as it uses literature and poetry to address this sensitive subject. The curriculum was also updated to include information about technology and cyber-abuse in dating relationships. There is also a great 17 page Parent's Handbook available on the website entitled, *How to Talk to Your Children About Developing Healthy Relationships.*	Available at no cost through http://loveisnotabuse.com/web/guest
Making the Peace: An Approach to Preventing Relationship Violence Among Youth By The National Resource Center on Domestic Violence 2000	Ages 14 to 19	15 sessions	Comprehensive curriculum, training and organizing program designed to prevent male-to-female family and dating violence. Includes organizers' manual, teachers' guide, and handouts.	Available at no cost through http://new.vawnet.org/Assoc_Files_VAWnet/NRC_MTP-full.pdf
Teen Action Toolkit: Building a Youth-led Response to Teen Victimization By The National Center for Victims of Crime 2007	Teen			Available at no cost through http://victimsofcrime.org/docs/Youth%20Initiative/Teen%20TOOLKIT.pdf?sfvrsn=0
SAFE DATES	Middle and High	10 sessions	This dating abuse prevention program for middle and high school students	Available for purchase ($225.00) at

| Authors: Vangie Foschee and Stacey Langwick

2010 | School Students | (50 minutes each) | consisting of a manual and CD-ROM of five components: a ten-session dating abuse curriculum; a play about dating abuse; a poster contest; parent materials including a letter, newsletter, and the Families for Safe Dates program; and an evaluation questionnaire.

Works within the school community and in afterschool, community youth enrichment, and faith-based youth programs; and as an intervention tool at crisis centers or with victim support groups.

SAFE DATES has been designated as a model program by the Substance and Mental Health Services Administration, **Safe Dates** was selected for the National Registry of Evidence-based Program and Practices (NREPP) and received high ratings on all criteria. | http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=38103&sitex=10020:22372:US |

Fact Sheets

Resource	Author(s)/ Pub., Date	Audience	Description	Cost/How to Purchase or Access
Teen Tools: Dating Violence	The National Center for Victims of Crime	Teens	This is a fact sheet, 2 pages in length, identifies the characteristics of dating violence and identifies ways of getting help.	Available at no cost through http://www.ncdsv.org/images/NCVC_TeenToolsHelpForTeenageVictimsOfCrime.pdf
Teen Dating Abuse 2009 Key Topline Findings	Liz Claiborne Inc. and Family Violence Prevention Fund

2009 | Variety | Fact sheet examining research that quantifies levels of teen dating abuse and explores the impact the economy has on violence. Length of the document is 11 pages and specific abusive behaviors are addressed. | Available at no cost through http://www.giverespect.org/assets/pdf/teen_dating_abuse_2009_key_topline_findings.pdf |
| *Teen Dating Violence Facts* | National Teen Dating Violence Prevention Initiative

2006 | Variety | This 4- paged fact sheet includes statistics and information about teen dating violence. Specifically explores prevalence and frequency, parental awareness, teen awareness, incident reporting, contributing factors, and the legacy of dating abuse. | Available at no cost through http://www.clotheslineproject.org/teendatingviolencefacts.pdf |
| *The Facts on Tweens and Teens and Dating Violence* | Futures Without Violence

2011 | Variety | This 2- paged sheet provides statistic on the prevalence of TDV for tweens and teens. | Available at no cost through http://www.futureswithoutviolence.org/userfiles/file/Teens/The%20Facts%20on%20Tweens%20and%20Teens%20and%20Dating%20Violence%20FINAL.pdf |

Connection Between Dating Violence and Unhealthy Behaviors	Futures Without Violence 2010	Variety	This 2 page fact sheet provides information on unhealthy behaviors and the risks associated with witnessing violence as a teen.	Available at no cost through http://www.futureswithoutviolence.org/userfiles/file/Teens/The_Connection_Between_Dating_Violence_and_Unhealthy_Behaviors_FINAL.pdf
Understanding Teen Dating Violence	CDC	2014	2 page fact sheet that talks about the prevention of dating violence.	Available for download at http://www.cdc.gov/violenceprevention/pdf/teen-dating-violence-2014-a.pdf

Other Resources

Resource	Author(s)	Audience	Description	Cost/How to Purchase or Access
Circle of 6	Tech 4 Good, Inc.	College Students	This is the mobile way to look out for your friends – on campus or when you're out for the night. **Circle of 6** lets you choose six trusted friends to add to your circle. If you get into an uncomfortable or risky situation, use Circle of 6 to automatically send your circle a pre-programmed SMS alert message, with your exact location. Two taps on your iPhone is all it takes.	Available for free at http://www.circleof6app.com/
Dating Violence Prevention in Our Schools Curricula Comparison	Ending Violence	Educators	This chart compares dating violence prevention curriculum based on if it's been evaluated, time required to implement it, cost and target audience.	Chart is available at http://www.endingviolence.net/pdf/ending-violence.curriculum-comparisons.pdf
Hanging Out or Hooking Up: Clinical Guidelines on Responding to Adolescent Relationship Abuse: An Integrated Approach to Prevention and Intervention	Futures Without Violence	School Health Nurse or Health Care Provider	This 64 page booklet of guidelines focuses on the role of the adolescent health care provider in preventing, identifying and addressing adolescent relationship abuse (ARA).	Available for download at http://www.futureswithoutviolence.org/userfiles/file/HealthCare/hanging%20out%20guidelines_46797.pdf
Real Talk Conversation Starter Cards 2011	Rhode Island Coalition Against Domestic Violence	Teachers and Adults working with youth	Real Talk was designed specifically for adults who work directly with youth, either in a school or community setting. This tool is intended to help youth workers facilitate dialogue about teen dating violence and prepare them as they teach healthy relationship skills to youth.	http://www.ricadv.org/images/RealTalk_Conversation_Guide_2013.pdf Download the RealTalk Conversation Cards ☐ Download the RealTalk Discussion Guide and Next Steps Manual ☐ Download the RealTalk Resource Guide for Educating Teens on

A Teen's Handbook: What You Need to Know About Dating Violence	Liz Caliborne, Inc.	Teens	The handbook follows the realistic story of teenagers Angela and Joe, who are involved in a violent dating relationship. Surrounding the couple is a circle of bystanders, some of whom are willing to risk speaking up and others who are reluctant to get involved. Warning signs of dating violence are identified, discussion options for how and when friends can get involved are provided and there is information to debunk myths surrounding the issue.	Available at no cost through http://www.loveisrespect.org/resources/teen_handbook.pdf OR http://www.vawnet.org/summary.php?doc_id=2201&find_type=web_sum_GC
National Resource Center for Teen Dating Violence Awareness Month	Break The Cycle	Educators	This resource center is a collaborative effort to promote February as Teen DV Month by serving as a clearinghouse for all related activities.	Information is available at http://www.teendvmonth.org
The Love Is Not Abuse IPhone App *2011*	Liz Claiborne, Inc. and The National Network to End Domestic Violence, Joyful Heart Foundation, Verizon Foundation, Wired Safety, Break the Cycle, Love Is Respect, MTV, Futures Without Violence, Seventeen Magazine, Mom Central and the American School Counselors Association.	Parents	This I-phone app was designed to teach parents about the dangers of teen dating abuse and provides a demonstrate to show how technology can be used to commit abuse. Text messages, emails and phone calls will be received real-time, mimicking the controlling, abusive behaviors teens might face in their relationships.	Information is available at http://www.loveisnotabuse.com/web/guest/pressreleasescurrent/-/journal_content/56/10123/188257/DEFAULT App is available free of charge in the iTunes App Store under "Love Is Not Abuse".
Talk with Your Teen About Healthy Relationships		Parents	This online information helps teens build strong, respectful relationships by helping them develop skills that allow them to handle different situations and problem-solve to work things out.	Available at no cost through http://healthfinder.gov/prevention/ViewTopic.aspx?topicID=88&cnt=1&areaID=0

Posters

Resource	Author(s)	Audience	Description	Cost/How to Purchase or Access
Love Is	West Virginia Foundation for Rape Information and Services (FRIS)	College students and teens	Shows a compelling image of a heart that is split in half, with one side covering descriptions of a healthy relationship and the other half describing an unhealthy relationship. Can be used as a media source of primary prevention on a school campus.	Resource can be accessed at no cost through www.fris.org, Go to "Resources" link

Training Modules (Online/Printed)

Resource	Audience	Time/ Sessions	Description	Cost/How to Purchase or Access
Teen Dating Abuse: The Basics Loveisrespect.org 2007	Teens and educators	30 minutes if other activities were added	This resource can be used to teach the basics of teen dating violence. Set up like a powerpoint (10 slides total).	[PDF icon] Teen Dating Abuse the basics.pdf

Websites

Resource	Audience	Description	How to Access
A Thin Line By MTV	Teens	Initiative to empower America's youth to identify, respond to and stop the spread of digital abuse. There are a lot of videos on the website, particularly about sexting and other forms of digital abuse. Public Service Announcements, as well as an MTV News special called "Sexting in America", are available. These can be powerful tools in teaching today's teens about these digital behaviors. It is strongly suggested that you view the videos and determine which may be most appropriate for your classroom and students. The entire website can be viewed in English or Spanish.	Information and resources available at http://www.athinline.org
Break the Cycle	Teens and young adults involved in domestic violence relationships.	This non-profit website provides honest, practical help and information for teens and young adults. From learning the warning signs of abuse to safety planning to navigating the legal system, it provides the tools needed to have safer, healthier lives. Under the Community Tools & Training link, there are a variety of resources for several audiences including: educators, adult professionals, parents, supports, media, and advocates.	Information and resources available at http://www.breakthecycle.org
Futures Without Violence (formerly the Family Violence Prevention Fund)	Teens and young adults	This organization works to prevent violence and to help those whose lives are devastated by violence. Futures leads the work with national teen dating violence prevention efforts, including Start Strong: Building Healthy Teen Relationships, That's Not Cool and Lessons from Literature.	Information available at http://www.futureswithoutviolence.org
Know More, Say More Futures Without Violence	Young females adults	Reproductive health, for many young women, is affected by sexual and domestic violence. This website provide stories and information about reproductive health consequences of violence and sexual coercion and how to stop it.	Information and resources available at http://www.knowmoresaymore.org
Love Is Not Abuse Break The Cycle	Teens and Parents	This website provides information and tools that men, women, children, teens and others can use to learn more about the issue and find out how to be part of the solution.	**Information available at** http://www.loveisnotabuse.com/

Loveisrespect.org Break the Cycle and the National Dating Abuse Helpline	Educators, parents, young adults and teens	This website was created to foster healthy dating attitudes and relationships, to provide a safe space for young people to access information in an environment where they feel safe and supported online and off and to prevent and end abusive relationships. Offers presentation entitled Dating Abuse 101, public service announcements, questionnaires to help teens determine if they are in an abusive relationship or are abusers, ways to support a friend and a blog with tips and stories about dating abuse.	Information and resources available at http://www.loveisrespect.org
My Strength/Mi Fuerza	Young male adults	This is a bilingual campaign developed to raise awareness of sexual violence among youth and highlight the vital role that young men can play in fostering healthy, safe relationships by Men Can Stop Rape.	Information and resources available at http://www.mystrength.org/

F. Sample Procedures

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INTRODUCTION

In order to have a comprehensive sexual violence training and prevention program, it is critical to have procedures in place that support your program's training and prevention goals and activities. This section provides sample procedures and forms related to:

- Accommodations for victims to preserve their access to education and safety at school (*F1*);
- Confidentiality (*F2*);
- Mandatory reporting (*F3*);
- Prevention education/training (*F4*);
- Sexual abuse (*F5*)
- Teen dating violence, sexual harassment, bullying and sexual violence (F6); and
- Victim safety *(F7)*.

This section was designed in recognition of the fact that schools often address sexual violence as part of a spectrum of various forms of youth violence or violence against youth. They also title their documents pertaining to these issues in different ways.

Review these samples carefully and make adaptations as appropriate to your program's mission/services, your target service population, and the specific schools you serve.

It is important to check with the agency from which a sample procedure or form originated regarding their permission to use its written material before incorporating it into your training or prevention work. Explore if the material is copyrighted, if permission is needed to use and/or adapt, and if so, what is entailed in the process. Some agencies are more than happy to share their materials, with certain restrictions, while others may have concerns about liability or adaptability and may decline to share or require you to sign a waiver of release before you can use the policy or procedure. In many cases, you will only need to check an agency's website to see what its policy is on use of its material. If that information is not on its website or does not answer your questions, or there is no agency website, you may need to follow up with a call to the agency.

Note that you will need to obtain permission to use/adapt these sample procedures and forms in this toolkit.

Also note that adaptations made to the "sample" procedures were primarily for the purposes of adhering to West Virginia's laws and maintaining consistency in format and language used in this toolkit.

In an effort to maintain the integrity of the original resources, limited changes were made to the wording. References to "investigating," "stay away agreements" and other concepts that are not reflective of West Virginia school practices were retained and this notation included to alert the user that adaptations will be necessary to some policies to make them usable.

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F1. ACCOMMODATIONS FOR VICTIMS TO PRESERVE ACCESS TO EDUCATION AND SAFETY AT SCHOOL

The following samples are included in this section:

■ Sample Accommodations Policy; and
■ Sample Request for Accommodation Form.

Note that accommodations issues are also addressed in a number of samples in other sections of *F* in this toolkit.

Sample Accommodations Policy

(Adapted from Break the Cycle: Empowering Youth to End Domestic Violence. *Safe Schools Model Policy: A Comprehensive Approach to Addressing Dating Violence and Sexual Violence in the District of Columbia Schools,* pp. 10-14)

Any student who has been a victim of dating violence or sexual violence may request accommodations from the school in order to preserve his/her access to a meaningful education and safety on campus. Accommodations can impact the school enrollment, participation or environment of not only the student experiencing dating violence or sexual violence. Changes to an alleged perpetrator's school enrollment, participation or environment must be made through the school's grievance procedure (see F7 in this section of the toolkit).

Requests for Tier One and Tier Two accommodations may be made orally or in writing to any school employee or directly to the *(insert title of appropriate school personnel, e.g., advocate, counselor)*. School employees shall refer all requests for accommodation to the *(insert title of appropriate school personnel, e.g., advocate, counselor)*. If the request is made orally, the *(insert title of appropriate school personnel, e.g., advocate, counselor)* shall document the request in writing. The *(insert title of appropriate school personnel, e.g., advocate, counselor)* shall confer with the principal and provide a written decision to the student as soon as possible, but in all cases a decision must be made within five business days of the request. A denial to a request for accommodation must include the reasons for the denial.

All requests for accommodation under this section shall be kept strictly confidential. It is the responsibility of the *(insert title of appropriate school personnel, e.g., advocate, counselor)* to notify the student's teachers when an accommodation impacts their classrooms. At no time shall the *(insert title of appropriate school personnel, e.g., advocate, counselor)* notify the alleged perpetrator of the student's request for accommodation, nor shall the *(insert title of appropriate school personnel, e.g., advocate, counselor)* require the student to pursue a complaint against the alleged perpetrator through the school grievance process or the criminal justice system.

All accommodations under this policy are voluntary; the student may choose to decline or rescind any accommodation at any time by notifying the *(insert title of appropriate school personnel, e.g., advocate, counselor)*. The student shall not be subject to any retribution or

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disciplinary action for such decision and shall not lose the right to request and receive future accommodations.

Tier One Accommodations

Tier One accommodations are those that require a minor change to the student's school enrollment, participation or environment, do not require a significant expenditure of school resources, and are not already provided for in the school's regulations.

Upon receiving a request for a Tier One accommodation, the *(insert title of appropriate school personnel, e.g., advocate, counselor)* must schedule a meeting with the student to discuss the request and, if the student is a minor, possible notification of the student's parent(s).

Requests for Tier One accommodations shall be granted absent of exigent circumstances and shall be granted without notice to a minor student's parent(s), unless notification is consented to by the student or otherwise required by law or school policy. If parental notification is requested by the student or required by law or school procedure, the *(insert title of appropriate school personnel, e.g., advocate, counselor)* shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s) as necessary.

Examples of Tier One accommodations include, but are not limited to, the following:

- Change of class seat assignment
- Change of locker assignment
- Change of student's class schedule
- Permission to leave class to see a counselor or social worker
- Private space for meeting with counselors and school employees regarding dating violence and sexual violence issues
- Excused absence for classes missed due to dating or sexual violence
- Makeup class work, including homework, quizzes, tests and any other graded work, for classes missed due to dating violence or sexual violence or threat thereof

Tier Two Accommodations

Tier two accommodations are those that require a major change to the student's school enrollment, participation, or environment or require a significant expenditure of school resources.

Upon receiving a request for a Tier Two accommodation, the *(insert title of appropriate school personnel, e.g., advocate, counselor)* must schedule a meeting with the student to discuss the request(s) and, if the student is a minor, notification of the student's parent(s). If parental notification is requested by the student or required by law or school policy, the *(insert title of appropriate school personnel, e.g., advocate, counselor)* shall assist the student in developing a plan for safely involving the student's parent(s), including meeting with the student and parent(s) as necessary.

Examples of Tier Two accommodations include, but are not limited to, the following:

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- Alternative education plan for student
- School transfer for student

Denials of requests for Tier One or Tier Two accommodations may be appealed within 10 days of the denial using the school's grievance procedure (see F7 in this section of the toolkit).

Sample Request for Accommodation Form

(Adapted from Break the Cycle: Empowering Youth to End Domestic Violence. *Safe Schools Model Policy: A Comprehensive Approach to Addressing Dating Violence and Sexual Violence in the District of Columbia Schools, pp. 25-26*)

(*Insert School Name)***
Dating Violence and Sexual Violence Request for Accommodation

Name: _____Student ID: _____

Grade: _____Date: _____Time: _____School:_____

Please answer the following questions about the most recent or most serious incident—

Describe the relationship between you and the alleged perpetrator (perpetrator's name optional):
_____
_____

Describe the incident:
_____
_____

When and where did it happen?
_____

Were there any witnesses? ___ yes ___ no
If yes, who? _____

Is this the first incident? ___ yes ___ no
If no, how many times has it happened before? _____

Other information, including previous incidents or threats: _____
_____
_____

What accommodation(s) are requested? Please check all that apply.

     ___ Change of class seat assignment
     ___ Change of locker assignment

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___ Change of student's class schedule
___ Permission to leave class to see a counselor or social worker
___ Private space for meeting with counselors and school officials regarding dating violence and sexual violence issues
___ Excused absence for classes missed due to dating or sexual violence
___ Makeup class work, including homework, quizzes, tests and any other graded work, for classes missed due to dating violence or sexual violence or threat thereof
___ Alternative education plan for student
___ School transfer for student
___ Other (please specify): _____

I certify that all statements made in this request for accommodation are true and complete. Any intentional misstatement of fact will subject me to appropriate disciplinary action. I authorize school officials to disclose the information I provide only as necessary to respond to this request.

Signatures:

Student: _____Date: _____

School official receiving request: _____ Date: _____

If this request was filled out by someone other than the student, please sign:

Name (printed): _____

Relationship to student:_____

Signature: _____ Date: _____

For school use only:
Notes of action(s) taken:
_____
_____
_____
_____

Additional information from student or school employee:
_____
_____
_____
_____

F2. CONFIDENTIALITY

The following samples are included in this section:

- Sample Confidentiality Policy; and
- Sample Release of Information Form.

As discussed in *Section B. What You Need to Know in* this toolkit, personal identifying client information generally should not be released without informed, written consent. Informed consent means that the person agreeing to release the information understands what they are releasing, to whom and for what time period. Minors are typically unable to legally provide informed consent, except in cases where the minor is homeless (self-sufficient), in the military, emancipated, married, pregnant, or a parent (Victim Rights Law Center, 2011).

Note that confidentiality issues are also addressed in a number of samples in other sections of *F* in this toolkit.

Sample Confidentiality Policy

(Adapted from Break the Cycle: Empowering Youth to End Domestic Violence. *Safe Schools Model Policy: A Comprehensive Approach to Addressing Dating Violence and Sexual Violence in the District of Columbia Schools, p. 6*)

All information concerning a student's status as a victim or perpetrator of dating violence or sexual violence or as the petitioner or respondent of a protection order provided to *(insert title of appropriate school personnel, e.g., advocate, counselor* shall be retained in the strictest confidence by *(insert title of appropriate school personnel, e.g., advocate, counselor)*, except to the extent that disclosure is requested or consented to in writing by the student or is required by applicable federal or state laws.

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Sample Release of Information Form

(Julie Field, J.D. Consultant)

[Appropriate School/ Agency Letterhead]

> **READ FIRST:** Before you decide whether or not to let [program/agency name] share some of your confidential information with another agency or person, an advocate at [program/agency name] will discuss with you all alternatives and any potential risks and benefits that could result from sharing your confidential information. If you decide you want [program/agency name] to release some of your confidential information, you can use this form to choose what is shared, how it's shared, with whom, and for how long.

I understand that [program/agency mame] has an obligation to keep my personal information, identifying information, and my records confidential. I also understand that I can choose to allow [program/agency name] to release some of my personal information to certain individuals or agencies.

I, _____, authorize [program/agency name] to share the following specific information with: [name]

Who I want to have my information:	Name: Specific Office at Agency: Phone Number:

The information may be shared: ☐ in person ☐ by phone ☐ by fax ☐ by mail ☐ by e-mail

☐ *I understand that electronic mail (e-mail) is not confidential and can be intercepted and read by other people.*

What info about me will be shared:	*(List as specifically as possible, for example: name, dates of service, any documents).*
Why I want my info shared: (purpose)	*(List as specifically as possible, for example: to receive benefits).*

Please note: there is a risk that a limited release of information can potentially open up access by others to all of your confidential information held by [program/agency name].

I understand:

☐ That I do not have to sign a release form. I do not have to allow [program/agency name] to share my information. Signing a release form is completely voluntary. That this release is limited to what I write above. If I would like [program/agency name] to release information about me in the future, I will need to sign another written, time-limited release.

☐ That releasing information about me could give another agency or person information about my location and would confirm that I have been receiving services from [program/agency name].

☐ That [program/agency name] and I may not be able to control what happens to my information once it has been released to the above person or agency, and that the agency or person getting my information may be required by law or practice to share it with others.

Expiration should meet the needs of the victim, which is typically no more than 15 to 30 days, but may be shorter or longer.

This release expires on   Date: _____   Time: _____

I understand that this release is valid when I sign it and that I may withdraw my consent to this release at any time either orally or in writing.

Signed: _____ Date:_____

Witness: _____

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F3. MANDATORY REPORTING

The following sample is included in this section:

■ Sample Mandatory Reporting Policy.

See *B3. Responding to Disclosures of Victimization* to learn about who is mandated to report suspected child abuse and neglect.   Also note that recent amendments to *WVC §49-6A-1* expanded the list of mandatory reporters; all citizens over age 18 are now required to report child sexual abuse or assault if they observe it or receive a disclosure from a credible witness. In addition, note that mandatory reporting issues are also addressed in samples in other sections of *F* in this toolkit.

Sample Mandatory Reporting Policy

(Adapted from a draft from Fitzroy High School, Melbourne, Australia, 2004)

Rationale: All children have a right to feel safe and to be safe. As teachers, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect.

Aims: To ensure that children's rights to be safe are maintained and each child is protected against physical and sexual abuse, and neglect.

Implementation: All teachers are mandated by law to report signs of physical and/or sexual abuse, and neglect.

- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Staff will be reminded of mandatory responsibilities annually.
- All concerns must be reported immediately to the principal, or his/her delegate.
- The principal will keep a record of all discussions about a student with whom there is a concern.
- If a belief has been formed by a staff member that sexual or physical abuse has taken place, a Mandatory Reporting Information Sheet available from the principal must be completed and filed in the principal's office.
- The teacher and/or the principal will contact the Department of Health and Human Resources (DHHR) by telephone as soon as possible to make an official notification
- Members of DHHR, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a principal class member or his/her nominee.
- All Mandatory Reporting Information Sheets remain filed in the principal's office.
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.
- All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.
- While only mandated by law to report incidents of physical and sexual abuse, and neglect, teachers are also encouraged to report incidents of emotional abuse or neglect.

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F4. PREVENTION EDUCATION/TRAINING

The following samples are included in this section:

- Sample Policy on Training for School Employees;
- Sample Policy on Student Education;
- Sample Policy on Training and Prevention;
- Sample Policy on Teacher Training and Student Prevention Education; and
- Sample Policy on Prevention of Bullying, Teen Dating Violence and Sexual Violence through Education, Training and Social Norms Change.

Sexual violence refers to any sexual act which is committed against someone's will. A range of offenses can be encompassed by the term sexual violence including a completed nonconsensual sex act (i.e., rape), an attempted nonconsensual sex act, abusive sexual contact (i.e., unwanted touching), and non-contact sexual abuse (e.g., threat of sexual violence, exhibitionism, verbal sexual harassment).

In the following samples, sexual violence refers to a variety of behaviors that may occur in youth-serving agencies and schools including: dating violence, sexual assault, bullying, and sexual harassment.

Note that education/training issues are also addressed in a number of samples in other sections of *F* in this toolkit.

Sample Policy on Training for School Employees

(Adapted from Break the Cycle: Empowering Youth to End Domestic Violence. *Safe Schools Model Policy: A Comprehensive Approach to Addressing Dating Violence and Sexual Violence in the District of Columbia Schools, p. 19*)

Schools have a duty to provide training on dating violence and sexual violence to school employees and must take all available steps to provide access to such training.

Schools shall coordinate annual trainings, including scheduling and publicizing trainings. Schools shall mandate annual training of teachers, counselors, mental health professionals, social workers and school resource officers and shall work with *(insert names of organizations who the schools work with)* who specialize in teen dating violence and sexual violence to provide such trainings specifically targeted to each population. All school employees, including principals, are encouraged to take advantage of additional training opportunities provided by *(insert names of organizations who the schools work with)*.

The school employee(s) holding the role of school-based advocate shall receive additional instruction through a full-day training and ongoing continuing education provided by *(insert names of organizations who the schools work with)*. Advocate training shall include the following topics:

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- Theories and dynamics of dating violence and sexual violence
- Barriers to teens leaving abusive relationships
- Characteristics of healthy and unhealthy relationships
- Effects of dating violence and sexual violence on survivors
- Dating violence in special populations, including LGBTQ teens and parenting teens
- Cultural competence and its relationship to dating violence and sexual violence
- Crisis intervention, lethality assessment, and safety planning
- Intersection of dating violence and other school safety issues
- Applicable state and federal laws

Sample Policy on Student Education

(Adapted from Break the Cycle: Empowering Youth to End Domestic Violence. *Safe Schools Model Policy: A Comprehensive Approach to Addressing Dating Violence and Sexual Violence in the District of Columbia Schools, p. 21*)

Schools shall include information about dating violence and sexual violence in their curricula. Whenever possible, schools shall present this information in conjunction with information about related health and life skills topics. Schools are encouraged to utilize *(insert names of organizations who the schools work with)* to accomplish this goal, particularly those that have already undergone the county school's screening process.

Sample Policy on Training and Prevention

(Adapted from *Model Teen Dating Violence Policy* [for schools in Texas], pp. 3-5. Source material includes: *Texas Association of School Boards' Austin Independent School District Board Policy Manual, Massachusetts Department of Education Guidelines for Schools on Addressing Teen Dating Violence, Recommendations from the New York State Office for the Prevention of Domestic Violence, California Assembly Bill No. 589, and Lindsay Ann Burke Act, Rhode Island S-875*)

A. Training for Teachers and Administrators

(1) Schools must provide awareness training and education for the school community that includes the following elements:

a. Defining the issues of teen dating violence and sexual violence;
b. Recognizing warning signs, identifying issues of confidentiality and safety;
c. The laws pertaining to interpersonal violence; and
d. Appropriate school-based interventions.

(2) These trainings will be organized to reach all members of the school community, including students, educators, parents/guardians, administrators, and custodial and food service staff.

(3) These trainings will be facilitated by a school staff person and a representative from a community agency that serves victims of domestic or sexual violence, such as a victim advocate.

(4) Schools will provide training to educators on methods of teaching the dynamics of power and control in dating relationships, as well as strategies for effectively teaching teen dating violence

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prevention curriculum from agencies in their local community who serve victims of domestic and sexual violence. Educators will also receive information on the barriers teenagers face in ending abusive relationships, and information on resources from which teenagers can seek help and services for themselves and for others.

(5) Schools will provide annual workshops for school administrators, teachers, health educators, school nurses and other staff, at which school incidents will be addressed, as well as training on how to intervene in an appropriate and consistent way. In order to respect the privacy of students, hypothetical facts or actual scenarios absent of identifying information should be used.

B. Counseling for Students Who Are Victims and Students Who Are Perpetrators

(1) Schools should ensure that the victim and alleged perpetrator have access to support services when needed.

(2) Schools may refer the victim and alleged perpetrator to a school counselor as appropriate.

a. Counselors may provide interventions themselves or contract when possible with advocates from local domestic violence or rape crisis centers to provide school-based services such as school-based support groups.
b. An administrator or counselor may give his/her business card to the student to carry and write on the back: *Please allow (insert name of student) to see me when requested.*

(3) Campuses will access resources in the community that are available for teaching and supporting positive student behaviors and responding to the needs of students who have been hurt by violence or abuse or who have begun to use hurtful behaviors toward others.

a. An alleged perpetrator may be referred to batterer's counseling or another program with a focus on controlling behaviors.
b. Anger management programs are not recommended for alleged perpetrators because such programs do not typically address these behaviors.

(4) Schools will make reasonable accommodations for victims of teen dating violence and sexual violence (e.g., excusing a student from school when the absence is due to teen dating violence or sexual violence).

C. Awareness Education for Students

(1) Schools will teach ongoing curriculum or educational presentations to students on teen dating violence, sexual violence and acquaintance rape prevention. The curriculum may include:

a. Defining abuse, including rape, in teen dating relationships and methods to recognize abuse;
b. Identifying societal expectations of males and females that contribute to violence and abuse;
c. Examining the role of the media in supporting sex role stereotypes and how these stereotypes, if believed, create conditions for abuse and violence;
d. Exploring how teens can help themselves or a friend, including where to find legal, medical, and mental health services; and
e. Defining healthy and respectful behavior and relationships.

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(2) In addition to curriculum sessions, schools should provide peer training programs, special seminars, video or theater presentations combined with discussion groups, or workshops.

(3) School systems should also incorporate dating and sexual violence education that is age-appropriate into annual health curriculum for students in grades 7-12.

(4) The school district will also distribute student codes of conduct that comply with the model handbook disseminated by the *(insert name of organization, e.g., the state association of school boards)*.

D. Awareness Education for Parents/Guardians

(1) Schools will sponsor parent/guardian workshops to educate parents/guardians on the issues of teen dating violence and sexual violence.

(2) The workshops may cover topics such as recognizing the warning signs of dating violence in teens and pre-teens, what parents/guardians can do to help their teens learn how to have safe and healthy relationships, and the realities and dynamics of sexual violence.

(3) Schools may also develop other strategies, like cable access shows and written materials that are sent home with students, in order to reach parents/guardians who do not regularly attend school events.

(4) Schools should provide parents/guardians and the community at large with information on where they can go for help if their child is a victim, and what they can do to address the issues of teen dating violence and sexual violence.

(5) Each school district will inform students' parents/guardians of the district's dating violence and sexual violence policy.

E. Modeling Respectful Behavior

(1) Schools must emphasize the role of school personnel in prevention of teen dating violence and sexual violence through leading by example.

(2) All school personnel will model respectful behavior and promote gender equality and mutual respect among all members of the school community.

(3) School personnel must respond to bullying, sexual harassment, dating violence and sexual violence immediately and in a manner consistent with the district's policy.

F. District-Wide Code of Conduct

(1) In working to prevent teen dating violence and sexual violence, schools must communicate their behavioral expectations to students and staff. School districts will adopt a district-wide code of conduct that complies with the model handbook disseminated by the West Virginia Board of Education. The code of conduct may include the following provisions:

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a. No person shall engage in any verbal, sexual or physical conduct that would tend to cause disruption of the educational setting or school activity, or would harass, threaten, attack, injure or intimidate any other person.
b. All persons on school property or attending any school activity shall be treated with respect.
c. All students are encouraged to seek help from school personnel if they are hurt, threatened or otherwise harassed by another student or staff member.
d. Students who witness or are aware of incidents or threats are encouraged to prevent harm by speaking up on behalf of the victim when it is safe to do so or by getting help from school personnel.

G. Community Coordination

(1) In creating a safe school climate, schools will develop an advisory team of local experts from community organizations to assist in the school's efforts and to familiarize the schools with the roles, responsibilities and constraints of their agencies.

Note: In West Virginia, community collaborations called Sexual Assault Response Teams (SARTs) have been established in many communities. For more information see www.fris.org.

(2) Additionally, each school will maintain a dating violence and sexual violence response team. Members of the response team must serve willingly and exhibit sensitivity to the issue. The team will be comprised of school personnel who have received specialized training that will prepare them to:

a. Follow through with initial reports.
b. Assist victims with safety planning.
c. Make appropriate referrals.
d. Decide and implement appropriate disciplinary action.
e. Monitor compliance of disciplinary action.
f. Adhere to the district's dating violence and sexual violence policy and make recommendations for changes as appropriate.

Sample Policy on Teacher Training and Student Prevention Education

(Adapted from California Women's Law Center, 7/07. *California Model Policy on School Response to Teen Dating Violence and Sexual Violence,* p. 16)

Administrator and Teacher Training

- Administrators and faculty shall complete four hours of training on sexual assault and teen dating violence every two years.
- Training curriculum will be conducted by or in coordination with dating violence, domestic violence, and sexual assault victim advocates and organizations.
- Recent faculty hires will receive training within their first year at the school district, and then will being trained on a continuing basis every two years with other faculty.

<u>Teen Dating Abuse and Sexual Violence Prevention Education for Students</u>

- The school system includes teen dating abuse and healthy relationship education in the county health care curriculum. The school system will work with local rape crisis centers to develop and provide this curriculum to students.
- All students in grades 7 through 12 will be educated on teen dating abuse and sexual violence prevention for three hours every year.
- Teen dating abuse and sexual violence prevention education programs shall:

  - Define teen dating abuse or relationship violence as including physical, sexual, verbal, emotional or psychological abuse;
  - Identify power and control issues as they relate to teen dating violence;
  - Expose beliefs and attitudes that blame victims of violence;
  - Be culturally competent and accessible;
  - Increase empathy for victims;
  - Encourage bystander accountability and peer interventions;
  - Encourage victims and offenders to seek help;
  - Address gender role stereotypes;
  - Challenge social norms that permit or support abuse;
  - Promote individual and community activism; and
  - Support the development of pro-social conflict management skills that contribute to healthy relationships.

Sample Policy on Prevention of Bullying, Teen Dating Violence and Sexual Violence through Education, Training and Social Norms Change

(Adapted from Rhode Island Board of Regents, Elementary and Secondary Education, 4/08. *A Guide to Prevention of Bullying, Teen Dating Violence and Sexual Violence in Rhode Island Schools,* pp. 21-23)

<u>Administrator and Staff Training</u>

The school shall provide training on the school system's bullying, teen dating violence and sexual violence policy to all staff who have significant contact with students, including educators, school nurses, mental health staff, administrators, Prevention Resource Officers (PROs), custodial and food service staff, bus drivers and parents/guardians.

The training shall specifically include, but not be limited to,

- Basic principles and warning signs of dating violence; and
- The school district's dating violence policy.

It may also include:

- Identifying issues of confidentiality and safety related to dating violence, and
- Appropriate school-based interventions for dating violence.

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It is strongly recommended that these same concepts related to bullying and sexual violence be integrated into trainings. The school's bullying, dating violence and sexual violence policy shall be reviewed at the training, to ensure that school staff are able to appropriately respond to incidents at school, provide instruction on how to file a complaint against bullying, dating violence and sexual violence, and understand the disciplinary action that may be taken against those who commit such acts. Ideally, these trainings will be facilitated by a school staff person and a representative from a community agency that services victims of bullying, intimate partner violence and/or sexual violence, such as a victim advocate.

The following is recommended:

- Administrators and school staff shall complete at least three hours of training on bullying, sexual violence and teen dating violence; and
- Recent school staff hires will receive training within their first year at the school district.

Student Education

On-going age-appropriate education on healthy relationships shall be provided to all students in grades K-12, with specific instruction relating to teen dating violence taught annually in grades 7 – 12. Per the *(insert reference to any relevant laws)*, this curriculum shall include, but not be limited to, defining teen dating violence, recognizing dating violence warning signs and characteristics of healthy relationships. Additionally, students shall be provided with the school district's bullying, teen dating violence and sexual violence prevention policy. Upon written request to the school principal, a parent or legal guardian of a pupil less than 18 years of age, within a reasonable period of time after the request is made, shall be permitted to examine the health education instruction materials at the school in which his or her child is enrolled.

It is also strongly recommended that the following is included in the health education curriculum:

- Defining bullying and sexual violence, including rape;
- Recognizing warning signs of unhealthy and abusive relationships (cycle of abuse), the effect on the victim, how to help yourself and others, and community resources;
- Defining healthy and respectful relationships, including the definition of, and difference between, power and control in relationships vs. sharing power;
- Identifying and challenging societal norms that support discrimination, such as sexism, racism, and homophobia;
- Examining and challenging myths about sex, gender, and abuse;
- Examining the role of the media in supporting stereotypes and how these stereotypes, if believed, can contribute to bullying and abusive/violent relationships;
- Exploring how teens can help themselves or a friend if they are a victim of bullying, dating violence or sexual violence;
- Addressing the roles that perpetrators, victims and bystanders play in violent situations and exploring how each group can respond to resolve conflict; and
- Providing appropriate social skills training to help students avoid isolation and to help them interact in a healthy manner.

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Parent Education

It is strongly recommended that schools sponsor parent workshops. These parent awareness workshops should include an overview of the issues of bullying, teen dating violence and sexual violence; how to recognize the warning signs with your teen or pre-teen; and what parents can do. Other strategies like cable access shows and written materials that are sent home with students should be developed for reaching parents who do not regularly attend school events. At a minimum, each school system shall inform parents of their policy against bullying, teen dating violence and sexual violence and provide them with any additional relevant information.

Social Norms Change

School staff will always model correct and courteous behavior to each other, to students and to visitors to the school. Abusive or humiliating language or behavior will not be accepted. An effort will be made to ensure that each student is well known by at least one certified teacher so that the student will have someone to turn to at school if a situation of bullying, dating violence or sexual violence develops. To the extent possible the influence of cliques and other exclusive student groupings will be diminished by the creation of a range of inclusive school activities in which students will be encouraged to participate.

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F5. SEXUAL ASSAULT AND SEXUAL ABUSE POLICY

The following sample is included in this section:

🔳 Sample Sexual Assault and Sexual Abuse Policy.

Note: The following procedure is from Hospice Community Care Insurance Services; however West Virginia statutes related to sexual assault and sexual abuse have been inserted in appropriate places.

Note that sexual abuse policy issues are also addressed in a number of samples in other sections of F in this toolkit.

Sample Sexual Assault and Sexual Abuse Policy

(Adapted from Hospice Community Care Insurance Services, www.hccis.com)

The *(insert name of school)* has a zero-tolerance procedure for sexual assault and abuse committed by students. In addition to an investigation and possible criminal prosecution, perpetrators may face disciplinary action up to and including termination of employment or services.

Incidents of known or suspected sexual assault and abuse will be reported to law enforcement agencies and regulatory agencies, according to state law and agency procedures. Sexual assault and sexual abuse are the two major classifications of sex offenses in West Virginia. Sexual abuse occurs when a person subjects another to sexual contact without their consent, and that lack of consent is due to physical force, threat or intimidation.

The three levels of sexual abuse in West Virginia are:

🔳 **1st Degree: Sexual contact without the victim's consent due to forcible compulsion, the victim is physically helpless, or the victim is younger than age 12 and the perpetrator is age 14 or older.**
🔳 **2nd Degree: Sexual contact with someone who is mentally defective or mentally incapacitated.**
🔳 **3rd Degree: Sexual contact with a victim under age 16 without their consent.**

Sexual assault is sexual intercourse or sexual intrusion without consent. West Virginia's three levels of sexual assault include:

🔳 **1st Degree: The perpetrator inflicts serious bodily injury, uses a deadly weapon, or the perpetrator is over age 14 and the victim is younger than twelve years old and is not married to that person.**
🔳 **2nd Degree: Sexual intercourse or intrusion without consent and lack of consent is due to forcible compulsion or physical helplessness.**
🔳 **3rd Degree: Sexual intercourse or intrusion with someone who is mentally defective or mentally incapacitated, or when someone age 16 or older assaults someone less**

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than 16 who is at least 4 years younger than the perpetrator and not married to him/her.

See the *West Virginia Code* §61-8-B for an explanation of terms, as well as for additional sex offenses.

Some possible signs of sexual assault and abuse are listed below. Neither the presence nor absence of these signs confirms that a sexual assault did or did not occur. Examples of physical signs: bruises; bleeding; pain or itching in genital area; bruises on the inner thighs or arms where victim may have been restrained; torn, stained or bloody underwear/clothing; sexually transmitted infections; and pregnancy (for females). Examples of behavioral signs: self-harming behaviors—drug/alcohol use, suicide attempts, self-mutilation, etc.; changes in social interactions—withdrawal, reluctance in being left alone with a particular person, running away, sexual promiscuity, avoidance of certain persons or places, wearing layers of clothing, etc.; and individual behavior changes—fear of touch, wearing lots of clothing, sleep disturbances including nightmares or fear of night, apprehension when sex is brought up, changes in eating patterns, bed-wetting, frequent bathing, etc. Some examples of noticeable behavior changes with regard to the classroom include changing schools frequently, absenteeism, truancy, sleeping in class, hyper vigilance, and drop in grades.

Reporting Procedure

Suspected sexual assault or abuse of a child should be reported immediately to the local Department of Health and Human Resources or to the West Virginia Department of Health and Human Resources (WVDHHR) Abuse and Neglect Hotline at 1-800-352-6513. If a crime is suspected, law enforcement should also be contacted. Additionally, you must immediately report any suspected sexual assault or abuse to *(insert name of personnel)*.

For additional information for compliance with state mandatory reporting requirements, see *West Virginia Code* **§9-6-9 and §49-6A-2.**

Anti-retaliation

The *(insert name of school)* prohibits retaliation made against any employee or student who reports a good faith report of sexual assault or who participates in any related investigation. Anyone who violates this rule is subject to disciplinary action, up to and including termination.

False Accusations

Making false accusations of sexual assault can have serious consequences for those who are wrongly accused. The *(insert name school)* prohibits making false and/or malicious sexual assault allegations, as well as deliberately providing false information during an investigation. Anyone who violates this rule is subject to disciplinary action, up to and including termination of employment or services.

Investigation and Follow-up

The *(insert name of school)* will take all allegations of sexual assault and abuse seriously. The *(insert name of school)* will cooperate fully with any investigation conducted by law enforcement,

relevant state/federal protection and advocacy agencies, or other regulatory agencies. Additionally, the *(insert name of school)* may conduct an internal investigation following a report of sexual assault or abuse that does not interfere with an active external investigation. It is the *(insert name of school)*'s objective to conduct a fair and impartial investigation. The *(insert name of school)* maintains the option of placing the accused on leave of absence (paid or unpaid) or on reassignment to non-student contact.

The *(insert name of school)* will make every reasonable effort to keep the matters involved in the allegation as confidential as possible while still allowing for a prompt and thorough investigation.

Acknowledgment of Receipt/Understanding of Sexual Assault and Abuse Procedure

I acknowledge that I have received and read the sexual assault and abuse procedure and/or have had it explained to me. I understand that the school will not tolerate any employee or student who commits sexual assault or abuse. Disciplinary actions will be taken against those who are found to have committed sexual assault or abuse.

I understand that is it my responsibility to abide by all rules contained in this procedure. I also understand how to report incidents of sexual assault or abuse as set forth in this procedure, including retaliating against any employee/volunteer exercising his or her rights under the procedure.

Employee Printed Name: _____

Employee Signature: _____

Date of Review: _____

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F6. TEEN DATING VIOLENCE, SEXUAL HARASSMENT, BULLYING AND SEXUAL VIOLENCE

The following samples are included in this section:

- Sample Procedure of Intervention in Schools—Sexual Harassment, Bullying, Dating Violence and Sexual Violence; and
- Sample Student Incident Form for Reporting Bullying, Sexual Harassment, Dating Violence and Sexual Violence.

Note that issues related to responding to teen dating violence and sexual violence are also addressed in a number of samples in other sections of *F* in this toolkit. **In an effort to maintain the integrity of the original resources, limited changes were made to the wording. References to "investigating," "stay away agreements" and other concepts that are not reflective of West Virginia school practices were retained and this notation included to alert the user that adaptations will be necessary to some policies to make them applicable to West Virginia laws and practices. The 'school resource officer' referenced would be the Prevention Resource Officer located in some schools throughout the state.**

Sample Policy of Intervention in Schools—
Sexual Harassment, Bullying, Dating Violence and Sexual Violence

(Adapted from *Model Teen Dating Violence Policy* [for schools in Texas], pp. 6-8. Source material includes: *Texas Association of School Boards' Austin Independent School District Board Policy Manual, Massachusetts Department of Education Guidelines for Schools on Addressing Teen Dating Violence, Recommendations from the New York State Office for the Prevention of Domestic Violence, California Assembly Bill No. 589, and Lindsay Ann Burke Act, Rhode Island S-875*).

Documentation of Incidents

(1) Schools will develop a system for documenting each complaint of sexual harassment, bullying, dating violence and sexual violence. See below for a sample student complaint form.

Protocol for School Intervention: Staff Members

(1) Schools will provide staff members with a protocol for responding to an incident of bullying, sexual harassment, dating violence or sexual violence between students occurring anywhere on campus. The protocol should include the following actions:

- Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See *(insert name of applicable state laws)*.
- Separate the victim from the alleged perpetrator.
- Speak with the victim and alleged perpetrator separately.
- Speak with any bystanders who may have been present or involved. Encourage them to speak up directly on behalf of the victim if they should witness further incidents, or to get help from school personnel.
- Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a discipline referral.

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- Inform the victim of his/her right to file a complaint of bullying, sexual harassment, dating violence or sexual violence with any counselor or administrator as well as any criminal or civil complaint as appropriate .
- Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

Protocol for School Intervention: Administrators and Counselors

(1) Administrators' duties include informing students, parents/guardians and school personnel of a student's right to make a complaint for incidents of bullying, sexual harassment, dating violence or sexual violence.
(2) Schools will make complaint forms available to all students at any time through any counselor or administrator.
(3) Counselors and administrators will offer students assistance in filling out the form.
(4) Schools will file completed complaint forms in a secure location in the campus administrative office. These files will be available to the school's general counsel office upon request.
(5) Schools will adopt a set of actions for when a school counselor or administrator learns of an incident of bullying, sexual harassment, dating violence or sexual violence, or receives a complaint from a student or staff member. Actions will include the following:

- Fulfill the state's mandatory reporting laws regarding the suspected abuse or neglect of a child. See *(insert name of applicable state laws)*.
- Separate the victim from the alleged perpetrator.
- Meet separately with the victim. Review the student's complaint form or assist the student in documenting the incident on a complaint form during the meeting.
- Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately.
- If the assessment by the counselor or administrator determines that the incident involved physical or sexual assault or threats, the counselor or administrator should notify the school resource officer immediately.
- Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an incident of bullying, sexual harassment, dating violence or sexual violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the incident. *Schools should be consistent about what to do if parent/s guardians are not available or responsive.*
- *Working with the victim:* In working with the victim, schools will make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators will adopt the following methods of intervention with the victim:

  o Conference with the victim and parent/guardian.
  o Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions.
  o Inform the student and parent/guardian of school and community resources as needed, including their right to file charges or seek legal protection.
  o Encourage the student to report further incidents.
  o Inform the victim of his or her right to request a school-based alternative to a protective order. If the student declines, this should be documented.

- For situations also involving sexual harassment, inform the victim of his or her right to file a complaint alleging sexual harassment directly with the Title IX Coordinator. A complaint may also be filed with the U.S. Department of Education, Office for Civil Rights.
- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.
- Document meetings and any action plans on a complaint form. If the victim or parent/guardian declines to document the incident, note this on a complaint form.
- Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.
- Administrators may provide the victim with the right to have a support person present during all stages of the investigation.

Working with the alleged perpetrator: Schools will make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators will adopt the following methods of intervention with the alleged perpetrator:

- Conference with the alleged perpetrator and parent/guardian.
- Allow the alleged perpetrator an opportunity to respond in writing to the allegations.
- Emphasize expectations for positive behavior.
- Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.
- Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation.
- Increase supervision of the alleged perpetrator as needed.
- Document the meeting and action plans on a complaint form.

(6) See below a sample student-on-student altercation response chart.

<u>Notice of Parent and Student Rights: Bullying, Sexual Harassment, Dating Violence and Sexual Violence</u>
(Insert name of school)

The *(Insert name of school)* is committed to providing a positive learning environment for all students that enhances personal safety and promotes respect, dignity and equality among students. High standards are expected for both academic achievement and for behavior.

(Insert name of school) strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence and sexual violence. All charges of bullying, sexual harassment, dating violence and sexual violence are to be taken very seriously by students, faculty, staff, administration and parents/guardians. *(Insert name of school)* will make every effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough and just manner. Every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Bullying: Typically includes the following elements (Farrington & Ttofi, 2010; Center for Disease Control and Prevention (CDC), 2011b): Attacks or intimidation with the intention to cause fear, distress or harm that are physical (e.g., hitting or punching), verbal (e.g., name calling or teasing), and/or psychological or relational (e.g., social exclusion); a real or perceived imbalance of power between the bully and the victim; and repeated attacks or intimidation between the same children over time. Bullying can occur both in person and through technology (CDC, 2011b). The term bullying is used almost exclusively to describe behaviors of and toward children and teens. (See *D4* and *B1. Sexual Violence and Related Crimes.*)

Harassment: To be charged with the crime of harassment in West Virginia, someone must repeatedly (two or more times) harass or make credible threats against another person. Harassment is broadly defined as "willful conduct directed at a specific person or persons which would cause a reasonable person mental injury or emotional distress." A credible threat is defined as "a threat of bodily injury made with the apparent ability to carry out the threat and with the result that a reasonable person would believe that the threat could be carried out."

Sexual harassment: Unwanted and unwelcome sexual behavior that makes the person being harassed feel uncomfortable and interferes with her/his ability to get an education and participate in school activities. In addition to sexual harassment occurring in schools, students who have jobs may also experience sexual harassment in work settings. (See *D2* and *B1.Sexual Violence and Related Crimes.*)

Dating Violence: A pattern of controlling behaviors that one dating partner uses to get power over the other. It includes: any kind of physical violence or threat of physical violence to obtain control; any emotional/mental abuse, such as playing mind games, making another feel crazy, yelling and constant put-downs or criticism; and any sexual abuse, including a person making his/her dating partner do something she/he doesn't want to do, refusing to have safe sex, or making his/her dating partner feel badly about her/himself sexually. (See *B1. Sexual Violence and Related Crimes.*)

Sexual violence: Conduct of a sexual nature which is non-consensual, and is accomplished through threat, coercion, exploitation, deceit, force, physical or mental incapacitation, and/or power of authority (Virginia Sexual and Domestic Violence Action Alliance, n.d.).

This includes but is not limited to incest, molestation, child abuse, stranger rape and non-stranger rape.

Students who believe they have been harassed, bullied or otherwise victimized by fellow students or school employees are encouraged to promptly report such incidents to the campus principal or other campus professional. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A student or parent/guardian who has a complaint alleging bullying, harassment, dating violence or sexual violence may request a conference with the principal or the principal's designee. If the student or parent/guardian is not satisfied with the response from the campus staff, they may request a conference with the superintendent or designee, or the school's Title IX coordinator.

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Complaints will be documented and investigated in accordance with school policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a complaint form on behalf of the victim.

Incident Reporting Procedure:

- Students and staff members will complete a complaint form available in the school's main office.
- The complaint form will be submitted to the principal or designee immediately. The principal or designee will investigate complaints by meeting separately with each student involved in the situation.
- The principal will conference with the victim and parent/guardian to discuss safety and community resources.
- The principal will conference with the alleged perpetrator and parent/guardian to discuss appropriate behaviors and consequences. With the prior consent of the victim, the principal may issue a school-based stay-away agreement to the alleged perpetrator during the parent/guardian conference.
- Documentation of all complaint forms, follow-up actions and stay-away agreements will be available to the school's general counsel at all times.

Please review this information and return this signed page to the school, retaining the first page for your records. For more information about your rights and responsibilities concerning bullying, harassment, dating violence or sexual violence, please contact (Insert name of county's Title IX Coordinator).

Parent/Guardian	Name Parent/Guardian Signature	Date
Student Name	Student Signature	Date
Administrator Name	Administrator Signature	Date

Sexual Assault Response Teams (SARTs) are created in West Virginia to bring together community groups that provide sexual assault prevention and intervention services. Teams are unique to fit the needs of each community and generally have goals of increasing reporting and convictions of sexual assault and countering the experience of sexual trauma with a sensitive and competent response. These teams can be engaged to support the school systems within a community.

Community Coordination Chart

Local Rape Crisis Centers

- Provide crisis intervention, supportive counseling, legal advocacy and other support services to victims and their families.
- Provide school-based groups for students involved in abusive relationships and students at risk for dating, family or sexual violence.

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- Provide professional trainings, parent/guardian seminars and classroom presentations on dating violence and sexual violence prevention.

State Sexual Assault Coalition

- Assist in policy development.
- Provide training and educational materials to school staff, students, parents/guardians and the community, or provide information on where training and materials may be obtained.
- Offer appropriate referrals for victims.
- Suggest appropriate ways to deal with alleged perpetrators.
- Provide trainings and workshops on dating violence and sexual violence.
- Provide schools with research, training and technical assistance to reduce youth violence and promote safety in schools.

Police Department, Sheriff's Department, or Prevention Resource Officer (PRO)

- Familiarize the school with law enforcement's policy regarding to dating and sexual violence.
- Take part in training staff, students, parents/guardians and the community.
- Enforce protective orders and investigate violations of those orders.
- Investigate reports of teen dating violence or sexual violence.

Prosecuting Attorney's Office

- Familiarize the school with protective orders and provisions pertaining to schools.
- Help integrate state laws into the school's teen dating violence and sexual violence policy.
- Explain the process of prosecuting alleged perpetrators in criminal court.
- Provide information to victims throughout the court process.

Mental Health Services

- Explain services available in the community.
- Detail what victims can expect if referred.

Child Protective Services (CPS) Staff

- Provide information on services available to victims of child abuse or neglect.

Clergy

- Educate religious youth groups on teen dating violence and sexual violence and what the school system is doing to provide help.
- Provide information on school efforts in bulletins and printed materials.

Media

- Publicize the school's efforts to stop teen dating violence and sexual violence.
- Educate the community on the dynamics of teen dating violence and sexual violence.

Civic Groups

- Educate membership on teen dating violence and sexual violence.

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■ Educate the community about the school's efforts to stop teen dating violence and sexual violence.

<u>Student Complaint Form Instructions for Reporting Incidents of Bullying, Sexual Harassment, Dating Violence and Sexual Violence</u>
(Insert name of school)

A counselor or administrator who receives a report of bullying, sexual harassment, dating violence or sexual violence will address the following issues with the student who was the victim of the reported behaviors in a private meeting before assisting the student in completing the complaint form.

Your Right to File an Incident Report

The policy of *(insert name of school)* is that all students and employees be free from bullying, sexual harassment, dating violence and sexual violence. All charges of bullying, sexual harassment, dating violence and sexual violence are to be taken very seriously by students, faculty, staff, administration and parents/guardians. *(Insert name of school)* will make every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Use this form to report bullying, sexual harassment, dating violence and sexual violence so that school officials may investigate and take appropriate actions to increase your safety.

Complete the form, providing as much detailed information as possible so that the complaint may be properly investigated - or in cases of criminal acts, be accurately reported to authorities.

It is important that you report the facts as accurately and completely as possible and that you cooperate fully with the persons designated to investigate the reported incident.

<u>How to file</u>**:** *Incident forms will be available from any counselor or administrator.*

<u>Confidentiality</u>*: To conduct this investigation in a confidential manner, the school will disclose the contents of your complaint only to those persons who have a need to know of your complaint. In signing the complaint form, you authorize the school to disclose as needed the information you have provided, and may in the future provide, regarding your complaint. Your complaint form will not be shown to the alleged perpetrator.*

<u>Retaliation prohibited</u>*: Retaliation against a person who files a formal complaint is strictly prohibited and is grounds for disciplinary action, including but not limited to detention, suspension and expulsion.*

Student Complaint Form for Reporting Bullying, Sexual Harassment, Dating Violence and Sexual Violence
(Insert name of school district)

Name: _____ Student ID: _____

Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the most serious incident:

List the name of the alleged perpetrator(s) of bullying, sexual harassment, dating violence or sexual violence:
_____

Relationship between you and the alleged perpetrator:
_____

Describe the incident:
_____
_____

When and where did it happen? _____

Were there any witnesses? [ ] yes [ ] no If yes, who?
_____

Was this the first incident? [ ] yes [ ] no If no, how many times has it happened before?
_____

Other information, including previous incidents or threats:
_____
_____

Student or parent declines to complete this form:
Initial: _____ Date: _____

I certify that all statements made in the incident report are true and complete. Any intentional misstatement of fact will subject me to appropriate disciplinary action. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures

Student: _____ Date: _____

School official receiving complaint: _____ Date: _____

School official conducting follow-up: _____ Date: _____

Notes of actions taken:

_____
_____

Additional information from student or staff

Date   *Documentation/Follow-Up*   *Signature of Student/Staff*
_____
_____
_____
_____
_____
_____
_____
_____

Student-On-Student Altercation Response Chart
(Insert name of school)

All charges or reports of a student-on-student altercation (e.g., sexual harassment, harassment, bullying, dating violence or sexual violence) should be referred to the principal or the principal's designee. Principals are responsible for responding to incident reports. This checklist has been provided to assist the principal or designee in ensuring that necessary steps are taken when incidents have been brought to the principal's attention. To the greatest extent possible, confidentiality should be maintained when investigating reports.

DATE		ACTIONS
	1.	Take necessary steps to separate the alleged perpetrator and victim.
	2.	Call the school resource officer if appropriate. If the altercation is assaultive in nature, see legal and policy guidelines for reporting an incident, as well as CPS requirements.

	3.	VICTIM: Conference with the victims outside of the presence of the alleged perpetrator. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student may be accompanied by a parent/guardian or other representative.
		
		  a) Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." If appropriate, inform the student of his or her right to file a complaint alleging sexual harassment directly with the Title IX Coordinator and with the U.S. Department of Justice, Office for Civil Rights. Obtain signature if possible.
		  b) Assist the student in documenting the incident on a complaint form. If the student or parent/guardian declines to document the incident, note

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		this on the complaint form. c) Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without being subject to harassment. Refer the student to a school counselor as appropriate. d) Record your observations related to the student conference.
	4.	ALLEGED PERPETRATOR: Conference with the alleged perpetrator out of the presence of the victim. Use every reasonable effort to protect the due process rights of the alleged perpetrator. Contact parent/guardian. The student may be accompanied by a parent/guardian or other representative. a) Allow the student an opportunity to respond in writing to the allegations. b) Provide the parent/guardian and/or student with a "Notice of Parent and Student Rights." Obtain signature if possible. c) Refer the student to a school counselor as appropriate. d) Record your observations related to the student conference.
	5.	Further investigate the complaint by interviewing any witnesses separately. Document findings.
	6.	Communicate in a confidential manner with the school resource officer and counselor and principal or designee.

	7.	Make determinations regarding alleged conduct, usually within 5 (five) days. If extenuating circumstances delay the investigation, inform the victim and parent/guardian. Record determination and actions, as follows (check box):
		
		[ ] Findings indicate that a student-on-student altercation occurred.
		
		a) VICTIM: Conference with the victim and parent/guardian. Possible interventions:
		   o Identify actions to increase the victim's safety and ability to participate in school without fear or intimidation.
		   o Inform the student and parent/guardian of support services.
		   o Ensure the victim has access to support when needed (e.g., administrator or counselor gives his/her business card to the student to carry and writes on the back: *Please allow (insert name of student) to see me when requested.*)
		   o Inform the student of his or her right to request a "stay-away agreement" or protective order, if appropriate.
		   o Encourage the victim to report further incidences.
		   o Parent/guardian has right to pursue transfer as a victim of bullying. Share form and process as appropriate. Requires verification of harassment/bullying from administration.
		   o Document conference and action plans.
		
		b) ALLEGED PERPETRATOR: Conference with the alleged perpetrator and parent/guardian. Possible interventions:
		   o Emphasize expectations for positive behavior.

		o Identify and implement disciplinary consequences and other actions that will be taken to prevent further incidences. o Inform the student and parent of support services. o Ensure the alleged perpetrator has access to support when needed (e.g., administrator or counselor gives his/her business card to the student to carry and writes on the back: *Please allow (insert name of student) to see me when requested.*) o Address the seriousness of retaliation. o If harassment was severe or repeated, a "stay-away agreement" may be issued. o Depending on the nature of the offense, disciplinary action may be warranted or mandated. o Increase supervision of the alleged perpetrator as appropriate. o Behavior contract. c) REMINDER: If there is a finding that the altercation involved physical or sexual assault or threats, notify the school resource officer immediately and follow legal and policy guidelines for reporting and discipline, as well as CPS requirements. [ ] Unable to determine that inappropriate behavior occurred, but there has been a determination that the situation justifies the communication of warnings, recommendations, and/or information regarding support services. [ ] There are no findings of inappropriate behavior.
	8.	After determination is made: o Give notice of the outcome to the parties—follow FERPA guidelines. o Advise the parents and students that they may appeal the decision of the principal or designee regarding the outcome of the investigation into the allegation. Inform the student or parent/guardian that he or she has 10 days to request a conference with the superintendent or designee and that a written complaint must be submitted. The appeal notice must be filed in writing, on a form provided by the school district, within 10 days after receipt of a response or, if no response was received, within 10 days of the response deadline at Level One. A conference will be held within 10 days after the appeal notice is filed.
	9.	If findings indicate that inappropriate behavior has occurred: o Monitor the safety of the victim. o Encourage the victim to immediately communicate any safety concerns that may arise to an administrator or counselor of school resource officer. o Document subsequent follow-up actions and complaints in the space provided on the complaint form.
	10.	Advise Title IX coordinator by email or memo of all incidents of sexual harassment that occur on your campus. Label correspondence regarding

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		sexual harassment issues "attorney-client privileged information." Include (a) the date of the incident, (b) the names of the students involved in the incident, (c) actions taken to address the matter, and (d) whether the matter is closed or remains open. Use form titled "reports of allegations of sexual harassment (Title IX)."
	11.	Store complaint forms in a separate, confidential file.

Sample Incident Form for Reporting Bullying, Sexual Harassment, Dating Violence and Sexual Violence

(Adapted from *Model Teen Dating Violence Policy* [for schools in Texas], pp. 6-8. Source material includes: *Texas Association of School Boards' Austin Independent School District Board Policy Manual, Massachusetts Department of Education Guidelines for Schools on Addressing Teen Dating Violence, Recommendations from the New York State Office for the Prevention of Domestic Violence, California Assembly Bill No. 589, and Lindsay Ann Burke Act, Rhode Island S-875*)

(Insert name of school)

*Instructions***:** *Use this form to report bullying, sexual harassment, dating violence and sexual violence so that school officials may investigate and take appropriate actions to increase your safety.*

Complete the form, providing as much detailed information as possible so that the incident may be properly investigated.

It is important that you report the facts as accurately and completely as possible and that you cooperate fully with the persons designated to investigate the incident.

Name: _____ Student ID: _____

Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the incident(s):

List the name of the alleged perpetrator(s) of bullying, sexual harassment, dating violence or sexual violence:
_____

Relationship between you and the alleged perpetrator:
_____

Describe the incident:
_____
_____

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When and where did it happen? _____

Were there any witnesses? [ ] yes [ ] no If yes, who?
_____

Was this the first incident? [ ] yes [ ] no If no, how many times has it happened before?
_____

Other information, including previous incidents or threats:
_____
_____

Student or parent declines to complete this form:
Signature of Parent: _____ Date: _____

I certify that all statements made are accurate. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures

Student: _____ Date: _____

School official receiving incident form: _____ Date: _____

School official conducting follow-up: _____ Date:_____

Notes of actions taken:
_____
_____
_____
_____

Additional information

Date   *Documentation/Follow-Up*
_____
_____
_____
_____
_____
_____
_____
_____

F7. VICTIM SAFETY

The following samples are included in this section:

- Sample Enforcement of Protective Orders;
- Sample Safety Planning Procedures; and
- Sample Protective Order School Checklist; and
- Sample Safety Plan.

In West Virginia, minors in dating violence situations are eligible for Domestic Violence Protective Orders (DVPO), which are typically granted for 90 or 180 days. Minors are also eligible to file for a DVPO on their own behalf, without an adult. The court will appoint the minor party a guardian ad litem. Minors can file against other minors. In terms of the school system, minors filing against other minors at their school should be able to seek accommodations. A Personal Safety Order (PSO) is available for victims of sexual violence and/or harassment for victims who do not have a relationship with the perpetrator. An adult may file a PSO on behalf of a minor, with protection possibly granted for up two years.

Safety plans are for persons involved in abusive relationships who fear for their safety. Safety plans help a victim critically think about lifestyle changes that can make the environment safer, including their school, home, and other places they visit on a regular basis.

Note that safety planning issues are also addressed in a number of samples in other sections of *F* in this toolkit.

Sample Enforcement of Protective Orders

(Adapted from *Model Teen Dating Violence Policy* [for schools in Texas], pp. 3. Source material includes: *Texas Association of School Boards' Austin Independent School District Board Policy Manual, Massachusetts Department of Education Guidelines for Schools on Addressing Teen Dating Violence, Recommendations from the New York State Office for the Prevention of Domestic Violence, California Assembly Bill No. 589, and Lindsay Ann Burke Act, Rhode Island S-875*)

(1) When a protective order has been issued by a court to protect one student from another, schools will take the following steps.
- a. Hold separate meetings with the victim and the alleged perpetrator to:
  - o Review the protective order and ramifications
  - o Clarify expectations
  - o Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator
  - o Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before and after-school activities, locker, etc.
- b. Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention will be given to the victim's

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preferences. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim.

c. In meeting with the victim, the school should:

- Help the victim identify adults within the school setting with whom he/she feels comfortable
- Develop a safety plan

d. The victim should be provided with the right to have a support person present during all stages of the investigation.

e. In meeting with the alleged perpetrator, the school should develop a checklist or plan that includes the following key points:

- Identification of key staff members to check in with daily/weekly or as needed
- Any needed class/schedule changes, lunch, locker changes
- Changes in arrival/departure times to/from school
- Changes in arrival/departure times to/from classes
- Clear review of expectations and consequences for any violations
- Follow-up meeting dates to review how things are working and to make any necessary adjustments.

Sample Safety Planning Procedures

(From *Model Teen Dating Violence Policy* [for schools in Texas], p. 2. Source material includes: *Texas Association of School Boards' Austin Independent School District Board Policy Manual, Massachusetts Department of Education Guidelines for Schools on Addressing Teen Dating Violence, Recommendations from the New York State Office for the Prevention of Domestic Violence, California Assembly Bill No. 589, and Lindsay Ann Burke Act, Rhode Island S-875*)

(1) A safety plan is a tool for helping to increase students' safety.
(2) Schools must inform the victim's parent/guardian that a safety plan has been developed, as well as the details of the safety plan, unless this action would endanger the victim.
(3) School personnel will develop a safety plan in collaboration with the victim and include the following elements:

a. The schedule(s) of staff person(s) that have been identified as a support system for the victim;

b. Routes to and from school;

c. Routes to and from classes;

d. Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed;

e. A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dances, etc.;

f. A plan of action for the victim to follow if he/she encounters the alleged perpetrator outside of school: in a public place, on public transportation, at the victim's home, at the home of a friend, etc.;

g. A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.;

h. A list of local resources: shelters, hotlines, agencies, advocates, and other services;

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i. Follow-up meeting dates to review the situation and to make any necessary adjustments;

j. Referral to the National Teen Dating Abuse Helpline: 1-866-331-9474 and the Helpline's online home: www.loveisrespect.org, for peer support, information and referral for youth concerning violence or abuse in dating relationships, and an opportunity to talk with or chat online anonymously with trained peer advocates;

k. Referral to the National Sexual Assault Hotline: 1-800-656-HOPE and the online hotline: www.rainn.org; and

l. Referral to the Dating Violence Legal Line: 1-800-374-HOPE for assistance accessing legal tools such as a protective order.

Sample Protective Order Checklist

(From Rhode Island Board of Regents, Elementary and Secondary Education, 4/08. *A Guide to Prevention of Bullying, Teen Dating Violence and Sexual Violence in Rhode Island Schools,* p. 44)

Violation of a protective order is a criminal offense and any violations should be immediately reported to the police.

Local police department telephone number _____

Protective order issued on behalf of student named above.

Student Name _____ **Grade** _____ **H.R.** _____

Defendant's Name _____ **Grade** _____ **H.R.** _____

☐ A copy of the protective order/no contact order attached

☐ Copies of class schedules (for both victim and defendant) attached

☐ If defendant does not attend the same school:

    ➢ School defendant attends _____

    ➢ Attach picture _____

    ➢ Description of the defendant _____

    ➢ Car make _____

    ➢ License plate # _____

    ➢ Trespassing letter sent _____

1) Are there any schedule conflicts?
_____
_____
_____

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2) Class changes to be made? Please make sure updated schedule is attached.

_____
_____
_____

3) Meeting Date(s)
Note: *School Administrator must hold **separate** meetings with the victim and defendant.*

With Victim: _____   With Defendant: _____
If victim is a minor,   If defendant is a minor,
With Parents of Victim: _____   With Parents of Defendant:_____

School Administrator Signature _____ **Date** _____

NOTE: The onus of the protective order is on the defendant. A victim cannot violate the protective order, though realistically, reasonable behavior and cooperation is expected by both parties.

Developed by the Office of the Essex County District Attorney Kevin Burke

Sample Victim Safety Plan

(From Rhode Island Board of Regents, Elementary and Secondary Education, 4/08. *A Guide to Prevention of Bullying, Teen Dating Violence and Sexual Violence in Rhode Island Schools,* pp. 45-46)

When a student discloses dating violence, bullying, sexual harassment and/or sexual violence, the principal, or his or her designee, shall work with the victim, alleged perpetrator, their respective parents, appropriate staff and possibly a rape crisis center advocate to create an **individualized safety plan**.

Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention should be given to the victim's preferences. *The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim.*

The safety plan could include the following three components, depending on the circumstances:

1. Victim Safety Plan

A safety plan is a tool for helping to increase student safety. The school district encourages school personnel, when responding to an incident of bullying, sexual harassment, dating violence or sexual violence, to develop a safety plan in **collaboration with the victim and the victim's parents** that may include the following elements:

- The schedule(s) of staff person(s) that have been identified as a support system for the victim;
- Routes to and from school;

- Routes to and from classes, class changes and/or locker changes;
- Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed;
- A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dances, etc.;
- A plan of action for the victim to follow if he/she encounters the alleged perpetrator outside of school: in a public place, on public transportation, at the victim's home, at the home of a friend, etc.;
- A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.;
- A list of local resources: shelters, hotlines, agencies, advocates and other services; and
- Follow-up meeting dates to review the situation and to make any necessary adjustments.

2. Enforcement of Protective Orders
When a legal protective order has been issued by a court to protect one student from another, schools shall take the following steps—

Hold separate meetings with the **victim and the alleged perpetrator and their respective parents** to:

- Review the protective order and ramifications;
- Clarify expectations;
- Review the school day, classes, lunch (open/closed campus situation) and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator; and/or
- Identify schedule overlaps (e.g., arrival/dismissal times, classes, lunch, before- and after-school activities, locker, etc.).

3. Stay-Away Agreements: School-Based Alternatives to Protective Orders
The school-based alternative to a legal protective order is called a stay-away agreement. The stay-away agreement provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at school-sponsored activities. It is designed to ensure the safety of the victim.

The school system encourages schools to administer stay-away agreements in a conference with the **alleged perpetrator and his or her parent/guardian**. If the parent/guardian is unavailable or unwilling to attend the conference, the school may note this on the agreement. A stay-away agreement may include the following elements:

- A description of the relationship between the victim and alleged perpetrator;
- A description of the violent incident(s): what, when, where, witnesses;
- A list of behaviors that the alleged perpetrator may not do (e.g., talking to the victim, sitting near the victim, sending notes to the victim, etc.);
- Schedule changes for the alleged perpetrator (to separate the victim and alleged perpetrator), including classes, lunch period, arrival and dismissal times, locker location, and extracurricular activities;

- Notes on other disciplinary actions taken;
- Disciplinary consequences if the alleged perpetrator violates the stay-away agreement;
- Dates during which the stay-away agreement is valid; and/or
- Date when the stay-away agreement will be reviewed.

The individualized safety plan will be developed, if possible, with input from the parents of the students involved. Staff members who are to implement the plan will help formulate it.

A safety plan should be considered when a student discloses dating violence, bullying, sexual harassment and/or sexual violence, whether or not a protective order has been issued by the court. Note: Administrative staff should develop this plan with the victim, in an effort to empower the victim and keep him/her safe. A safety plan needs to be individualized, as every victim has unique needs and challenges. Local rape crisis center advocates can be utilized to assist in this process.

1. Schedule Changes (attach revised schedule)
School should consider who will notify the teachers, what if there's only one AP English course in the school and both parties take the course?

_____
_____
_____

2. School Arrival (change in time, entrance, transportation, with whom, etc.)

_____
_____
_____

3. Locker (Is there a gym locker as well? How will the student access their locker - five minutes early?)

_____
_____
_____

4. Lunch (Is the cafeteria safe? Can the victim experience retaliation from friends of the perpetrator? Can the eating schedule be changed? Who will alert cafeteria staff of the order?)

_____
_____
_____

5. Route Changes (include places to avoid/watch for, after school activities and team schedules, travel to and from school, class, etc.)

_____
_____
_____

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6. School Departure (time, entrance, designated friend, etc.)

_____
_____
_____

7. Staff

Let the victim select one staff member that they feel comfortable with. This staff per-son should be available for student for "check-ins" and support as needed.

Support Staff _____

8. Additional Staff to Share Plan With (administrators, teachers, guidance counselors, re-source officer, lunch aides, bus driver, coaches, school nurse, etc.)

_____
_____
_____

9. Support Network of Peers (to accompany student throughout the day if necessary)

_____
_____
_____

10. Strategies to Problem Solve

Have the victim think through different ways s/he will react and deal with emergency situations. Where they would go? Who would they call? Consider strategies to assess dangerousness, threats, etc.

_____
_____
_____
_____
_____
_____

11. Any Additional Special Conditions

Are there other extracurricular school activities/events which present conflicts? How are they to be addressed?

_____
_____
_____

12. School has completed the Protective Order School Checklist _____

Developed by the Office of the Essex County District Attorney Kevin Burke

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