

# Prevention in Rural Communities

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## Objective

- Create a community action plan specific to your rural community
  - Recognizing characteristics specific to rural areas including risk and protective factors
  - Identifying strategies for community outreach and program implementation
  - Considering key players and opportunities for partnerships
  - Reviewing potential challenges of prevention programming and how to respond to them

## How do you feel about prevention?



### What is Prevention?

- A systematic process that promotes healthy environments and behaviors to reduce the likelihood or frequency of sexual violence before occurring
- Socio-Ecological Model
  - Individual
  - Relationship
  - Community
  - Societal



# What is a Rural Community?



## Rural Population

United States Population in 1910



■ Rural ■ Urban

## Rural Population

United States Population in 2010



■ Rural ■ Urban

## Risk Factors



A set of behaviors and/or conditions associated with a greater likelihood of violence perpetration

## Risk Factors For Intimate Partner Violence

### Individual

- Hypermasculinity
- Exposure to sexually explicit media
- Substance use
- Low educational achievement

### Community

- Poverty
- Lack of employment opportunities
- General tolerance of violence
- Lack of resources

### Societal

- Norms that support male superiority
- Weak health, economic, gender, educational, and social policies
- Adherence to traditional gender role norms

## Special Circumstances of Rural Communities

### Individual

- Emphasis on cultural family preservation
- Good ol' boys network
- Higher rates of pornography consumption
- Substance use

### Community

- High levels of poverty
- Lack of employment opportunities
- High alcohol outlet density
- Lack of resources and social support services

### Societal

- Gun ownership
- Strong rural patriarchy
- General tolerance of violence
- Geographic isolation

## Assessing Your Community

- What does your community look like?
  - [Fred.stlouisfed.org/categories](http://Fred.stlouisfed.org/categories)
  - [Factfinder.census.gov](http://Factfinder.census.gov)
  - [Datacenter.kidscount.org](http://Datacenter.kidscount.org)



## Protective Factors



A set of behaviors and/or conditions that may reduce or buffer against the risk for violence perpetration

## Protective Factors

- What protective factors may reduce or buffer the risk factors in your community?
  - Connectedness to family or adults outside the family
  - Parental use of reasoning to resolve family conflict
  - Emotional health and connectedness
  - Academic achievement
  - Empathy and concern for how one's actions affect others
  - Social support
  - Coordination of community resources

## How Can You Use This Information?



Assessing your community's needs



Choosing a prevention program



Community engagement

## West Virginia

- Unemployment
  - Greenbrier: 6%
  - Pocahontas: 9%
  - Cabell: 5%
- Youth in Poverty
  - Greenbrier: 27%
  - Pocahontas: 26%
  - Cabell: 30%
- Burdened Household
  - Greenbrier: 24%
  - Pocahontas: 19%
  - Cabell: 30%
- Education
  - Greenbrier: 20%
  - Pocahontas: 18%
  - Cabell: 26%

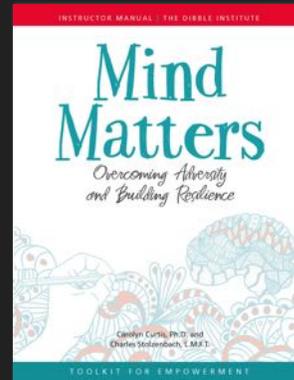
## Second Step: Child Protection Unit

- Objective
  - Recognizing, refusing, and reporting sexual abuse
  - Reduce child sexual abuse
- Protective Factors
  - Connection to a caring adult
  - Emotional health
  - Concern for how actions affect others
- Target Audience
  - Elementary school students



# Mind Matters: Overcoming Adversity and Building Resilience

- Objective
  - Understand the effects of adversity and toxic stress
  - Teach students skills to soothe and calm their mental and physical stress responses
- Protective Factors
  - Coping and problem-solving skills
  - High self-esteem
  - Emotional self-regulation
- Target Audience
  - Middle and high school students



# Principles of Effective Programs

Principle	Definition
Comprehensive	Programs should include multiple components and take place in multiple settings to address a wide range of risk and protective factors across all change levels
Varied Teaching Methods	Programs involve diverse teaching methods to address multiple learning processes including active components that focus on increasing awareness and understanding or enhancing skills
Sufficient Dosage	Programs provide enough intervention to produce the desired effects and provide follow-up as necessary to maintain effects; saturation versus sprinkling
Theory Driven	Programs have a theoretical justification, are based on accurate information, and are supported by empirical research; purposeful and logical
Positive Relationships	Programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes
Appropriately Timed	Programs are initiated early enough to have an impact on the development of the problem behavior and are sensitive to the developmental needs of participants
Socioculturally Relevant	Programs are tailored to the community and cultural norms of the participants and make efforts to include the target group in program planning and implementation
Outcome Evaluation	Programs have clear goals and objectives and systematically document their results relative to the goals to determine effectiveness and opportunities for improvement
Well-Trained Staff	Program staff support the program and are provided with training regarding the implementation of the intervention

## Choosing a Program For Your Community



ASSESS YOUR  
COMMUNITY



CREATE A  
CLEAR  
OBJECTIVE



CONSIDER  
PROGRAM  
OPTIONS



LET'S DO  
THIS!

## Community Engagement: Awareness



### Know Your Organization

Elevator speech  
What is your mission?  
Who do you serve?  
What do you provide?



### Create Awareness of the Issues

Number of client services  
Community assessment  
Research the facts  
Media usage

## Community Engagement: Awareness



### Events

Important dates  
Collaboration  
Participation  
Advertisement



### Successes

What Were You Wearing?  
Pinwheels at the Courthouse  
Conversations After Dark  
Woof, Wag, and Walk

## Community Engagement: Key Players



### Consider Target Audience

Who are they?  
Where are they?  
Who influences them?  
These are your key players!



### Engage Key Players

Meet them where they are  
Shared values  
Community assessment  
Consider language

# Community Engagement: Key Players



## Make Your Pitch

- Come prepared
- Clear objective
- State how they may benefit
- Share your successes



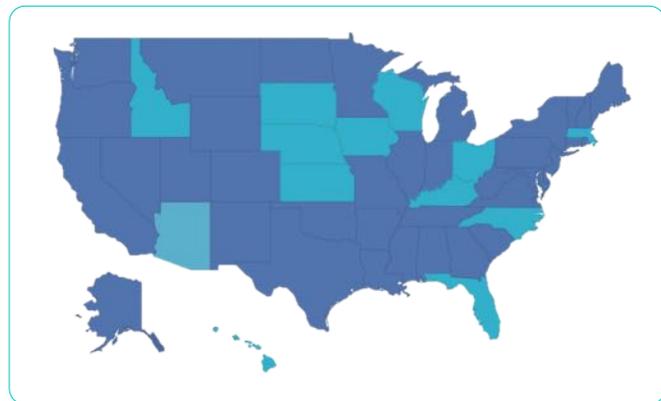
## Follow-Up

- Express gratitude
- Provide evaluation
- Participate
- Leave door open

## Erin's Law

Requires that all public schools implement a prevention-oriented child sexual abuse program which teaches:

- **Students** in grades PreK – 12th grade, age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
- **School personnel** all about child sexual abuse
- **Parents & guardians** the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families



# Partnerships



Greenbrier  
Humane  
Society



Greenbrier  
Valley  
Theatre



Men's  
Outreach  
Group



Youth  
Reporting  
Center

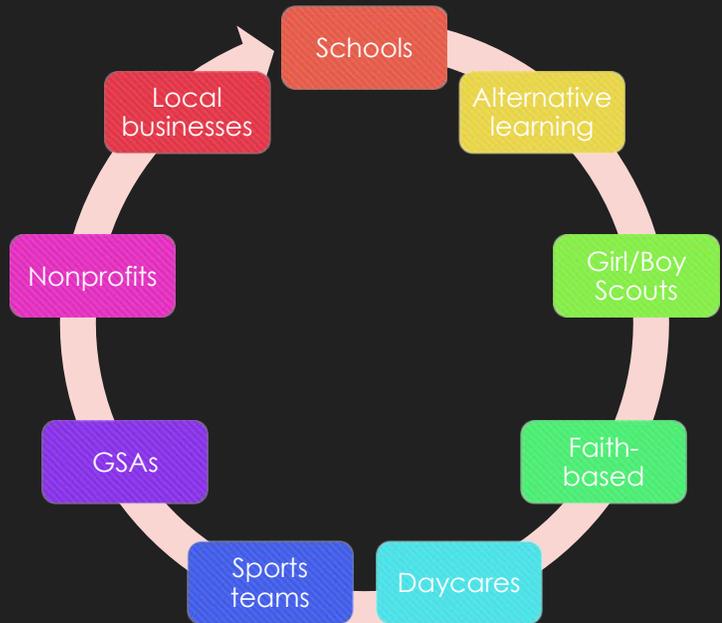


Allies  
Aspiring  
for Equity



Rainbow  
Justice  
League

# Partnerships



## Challenges to Implementation



Resistance



Victim Blaming



Discrimination

## What Have You Heard?



## Scenario 1

You set-up a meeting with the school counselor of your local elementary school to discuss programming for next year. You tell her that you would love to implement the Second Step: Bullying Prevention Unit with her fourth and fifth grade students. She says it seems like a nice program, but bullying isn't an issue in her school.

How can you respond?

## Scenario 2

You set-up a meeting with the school principal of your local high school to discuss programming for next year. You tell him that you would love to implement Safe Dates, a program which educates on healthy relationships, with the sophomore class. He says it seems like a nice program, but he doesn't want to give the kids permission to have sex.

How can you respond?

## Scenario 3

You are presenting an awareness program for Teen Dating Violence Awareness Month that addresses red flags of unhealthy or abusive relationships. In between classes, the teacher whose classroom you are in says, "I'm really glad you're here today. So many of these girls have no respect for themselves and just allow these men to control their lives. I see so many of them making stupid decisions every day, staying with boys that treat them like dirt."

How can you respond?

## Scenario 4

You are invited to table at a teen health fair at your local middle school. You have pride flags leftover from June so you bring those with you along with information on healthy LGBTQ relationships. After the event, the coordinator sends you a panicked email saying a handful of angry parents are calling him demanding an explanation as to why their children were given flags that support the LGBTQ community.

How can you respond?

## Scenario 5

You are having a discussion with a local business leader about collaborating for an upcoming awareness event. He asks you what has been going on lately in your organization, and you answer that your staff recently attended a training on oppression and privilege to better serve people of color in your community. He chuckles and says, "You know, I really think this so-called privilege ordeal has gotten out of hand. Everyone has their own struggles, but we're all dealt the same cards."

How can you respond?

## Solutions to Challenges to Implementation



Community assessment  
Have a clear solution  
Listen to their reasoning



Focus on awareness  
Hold others accountable  
Counter with other examples



Represent diversity  
Know the facts  
Acknowledge all biases

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## Questions?

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