

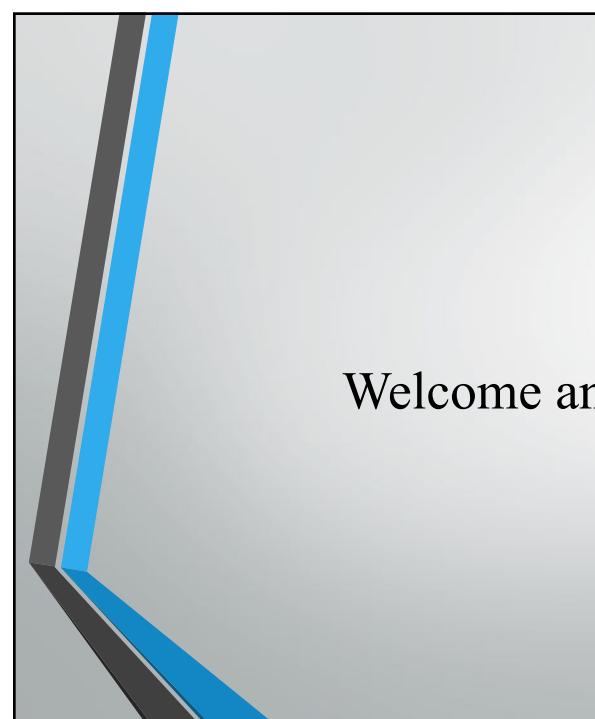


Follow the Evidence: What Research Has to Say About Empowerment Self-Defense

Darlene DeFour, Hunter College

Lindsay Orchowski, Brown University

Martha Thompson, Northeastern Illinois University & IMPACT
Chicago



Welcome and Introductions



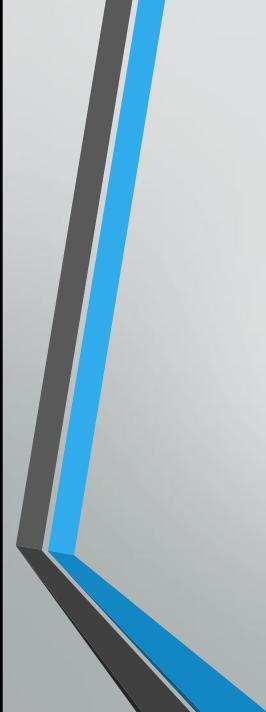
Purposes of the workshop are to enable participants to:

- Recognize the key concepts that drive ESD
- Delineate factors that distinguish ESD from other approaches to SD
- Describe key findings of research on ESD, gaps, future directions
- Identify what to look for in a quality ESD program
- Identify how research can be used to successfully apply for funding for ESD

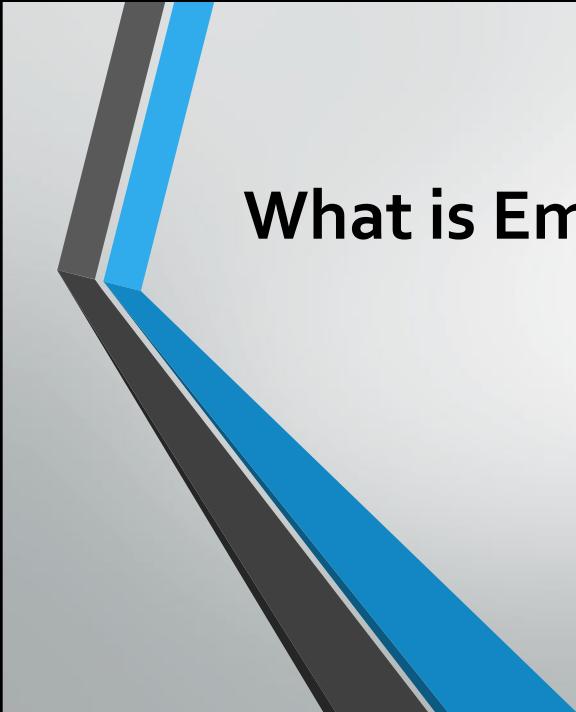


Ground Rules

- Listen respectfully and actively
- Open mind and open heart
- Ask questions
- Share the talking time
- Keep breathing
- Confidentiality



Who Are the Participants?



**What is Empowerment Self-
Defense?**

Questions for Martha

- What drew you to teaching ESD?
- What are the two most important things that you think an ESD class needs to address or include?
 - ❖ Understanding the self-defense paradox
 - ❖ Having a range of tools

Traditional vs Empowerment Self-Defense



Activity: Getting Grounded

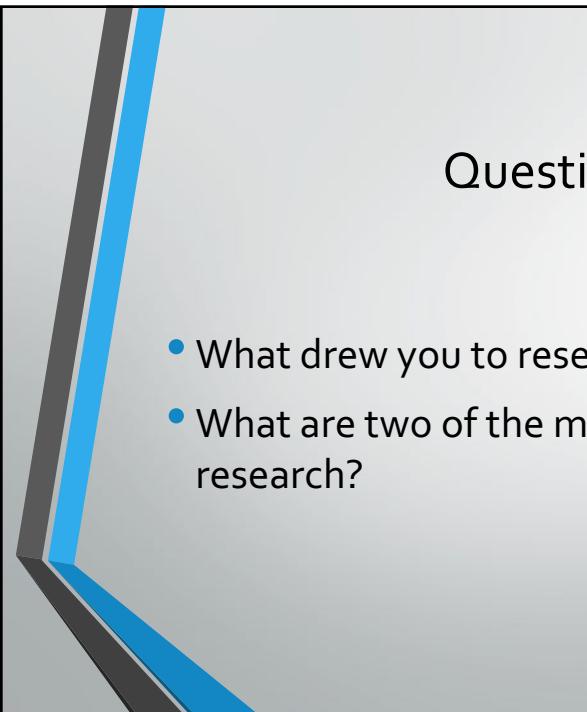
- Body
- Mind
- Voice

Overview of Key Principles

- Social Context
- Self-Defense Paradox
- An integrated body experience
- A range of tools
- Evidence-based



What Do We Know About Empowerment Self- Defense?



Questions for Lindsay

- What drew you to researching ESD?
- What are two of the most important findings from your research?

Key Research Findings

- ESD decreases sexual victimization
- ESD increases empowerment, self efficacy, confidence, and assertiveness
- ESD is associated with lower self blame after sexual assault
- It is the only intervention that has been empirically shown to decrease sexual assault on college campus

Gaps in Research

- Dosage
- Which components are absolutely necessary
- Effects of ESD on other types of violence
- How it works (mechanisms)
- Effects for diverse populations



What do you think?



ESD Programs: What to Look for and Using Research to Increase Funding

Questions for Darlene

- What drew you to bring research into teaching ESD?
- What are two pieces of research that have influenced your teaching?
 - ❖ Kimberlé Crenshaw (1991) Mapping the Margins: Intersectionality identity politics and Violence against Women of Color. Stanford Law Review 43(6), 1241-1299
 - ❖ Buchanan & Ormerod (2002) and Cortina (2001)

Research Based Key Components of ESD Programs

- Gidycz – Sexual Assault Risk Reduction (SARR)
- Hollander – Self Defense from the Inside Out (SDIO)
- Senn – Enhanced Access, Acknowledge, Act (EAAA)

Is It an Empowerment Self- Defense Program?

Beliefs and Attitudes	Key Components of an ESD program
Rape Myths	Debunk rape myths and perpetrators are fully responsible for violence
Blame	Clear, feminist anti-victim blaming philosophy
Self-defense self-efficacy	A minimum of 2 hours of physical self-defense
General fear/ fear of stranger rape	Accurate information on the relative likelihood of stranger and acquaintance rape
Skills and Behavior	
Assertiveness	Assertive strategies to reduce likelihood of being targeted and recognizing and interrupting assault in early stages
Use of protective tactics	Discussion or scenario practice of risky situations and how to address
Sexual assault	At least a 12-hour program with verbal and physical self-defense instruction

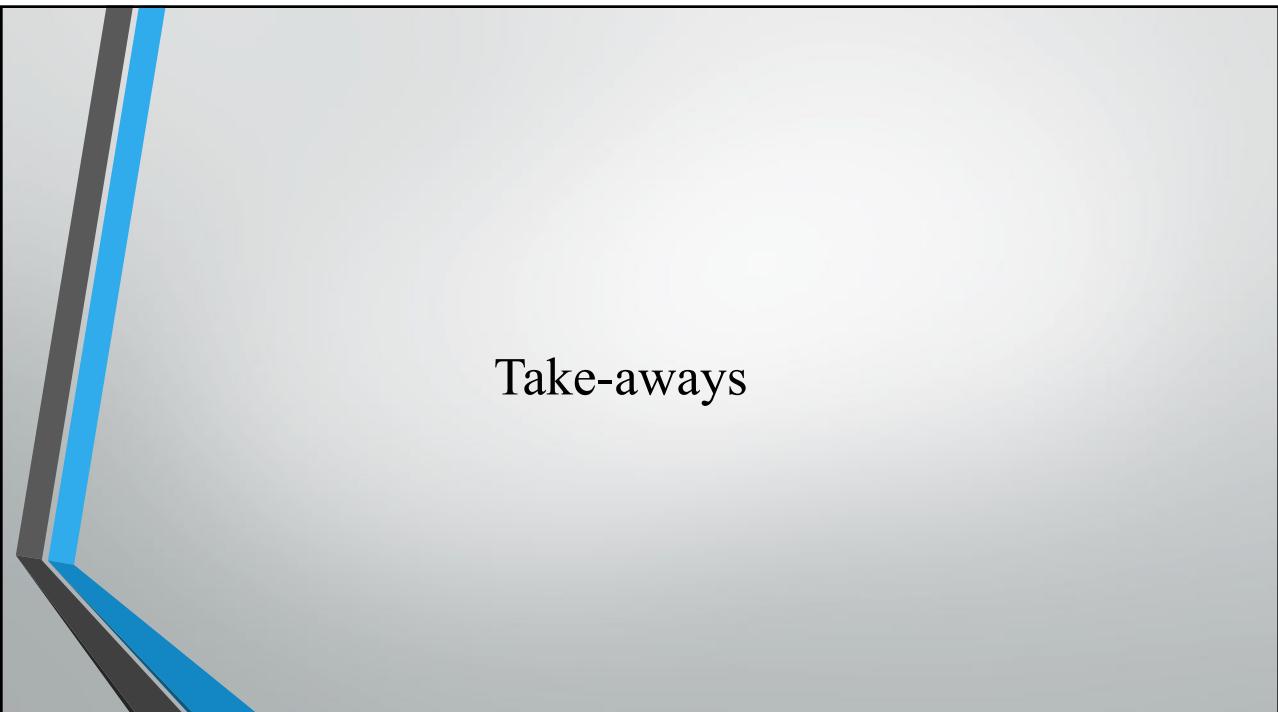
How to use Research to Increase Funding for ESD

- Mission
- Find a fit
- Fill a need
- Frame it

Adapted from workshop given by Stone, Meg (2019) How to get grants for Empowerment Self Defense at the NWMAF Special Training.



Questions?



Take-aways