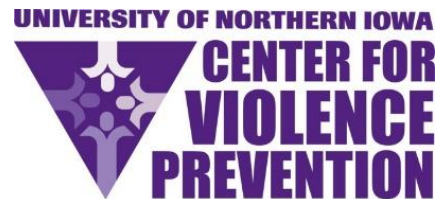


Building on the Past in Preparing for the Future: Empowering Secondary Schools for Sexual Violence Prevention

National Sexual Assault Conference

August 31- September 2, 2016

Alan Heisterkamp, Ed.D.
Michael Fleming, Ph.D., CFLE



Focus of this Session

- Understanding organizational/institutional culture around prevention: **Secondary Schools**
- Spectrum of Prevention Model: Secondary Schools
- Field Study on Current Practices in Secondary Schools
- Strategies and Steps Moving Forward: Secondary Schools

Secondary School Culture

- Focus on academics and college/career readiness
- Departmentalized/Specialty Schools
- Adult facilitated learning
- Content and learning on healthy relationship is isolated
- Minor children
- Decrease in mental/medical/counseling resources
- Gatekeeping

Secondary School

CHALLENGES

- Limited time
- Culture of focusing on expertise/content
- Hierarchical system
- Limited multi-systemic focus on social-emotional learning (prevention)

OPPORTUNITIES

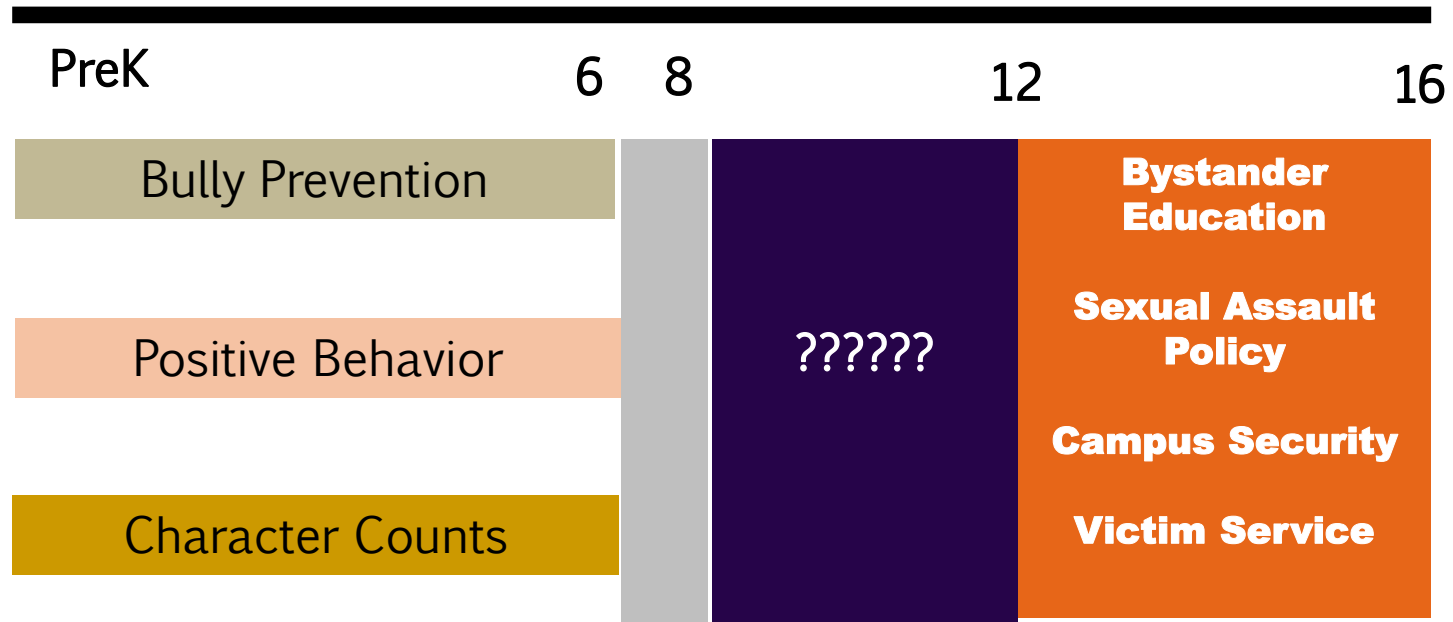
- Advisor/advisee structure
- Access to youth
- Structured environment
- Developmental stages
- Data driven/assessments
- Parental support

Challenges in Sexual Assault Prevention

- Limited evidence of effectiveness
- Fragmentation on campuses and larger community
- No effective “solution in a box”
- Unique needs of each campus, including historically marginalized communities
- Measuring success
- Gender equity perspective

Sexual Assault Prevention on College Campuses: A National Scan (2015)
report submitted to Center for Diseases Control by PreventConnect

Social - Emotional Learning and Prevention, PreK-16 Curriculum



Secondary Teachers' Self Reported Professional Development Interests and Needs

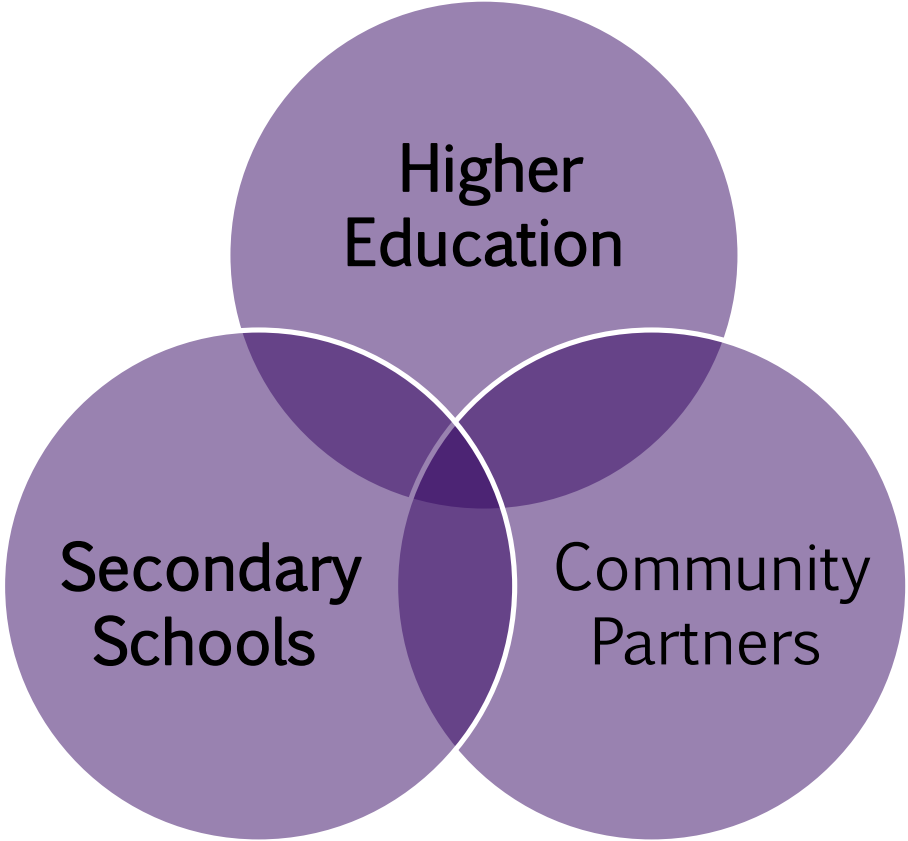
Issue	Dynamics	Integration	How to Respond	Services/ Resources	District Policies
Dating Violence	30	12	55	51	51
Bullying	16	23	42	45	39
Sex Harass.	25	13	48	48	51
Sex Assault	26	11	50	47	49
Stalking	29	12	46	49	58
DV & Child Witnesses	28	14	45	51	49

Iowa Secondary School District
N=186 *Numbers represent percentages*

Parents' Attitudes and School Emphasis

Issue	Less Emphasis	Satisfied	More Emphasis
Healthy Relationships	2	30	63
Dating Violence	4	30	65
Sexual Violence	4	30	67
Bullying	2	30	65
Harassment against girls	3	30	65
Harassment--Sex Orientation	7	35	65
Leadership programs	3	23	75
Prof. Development on SA/DV/TDV	3	26	71

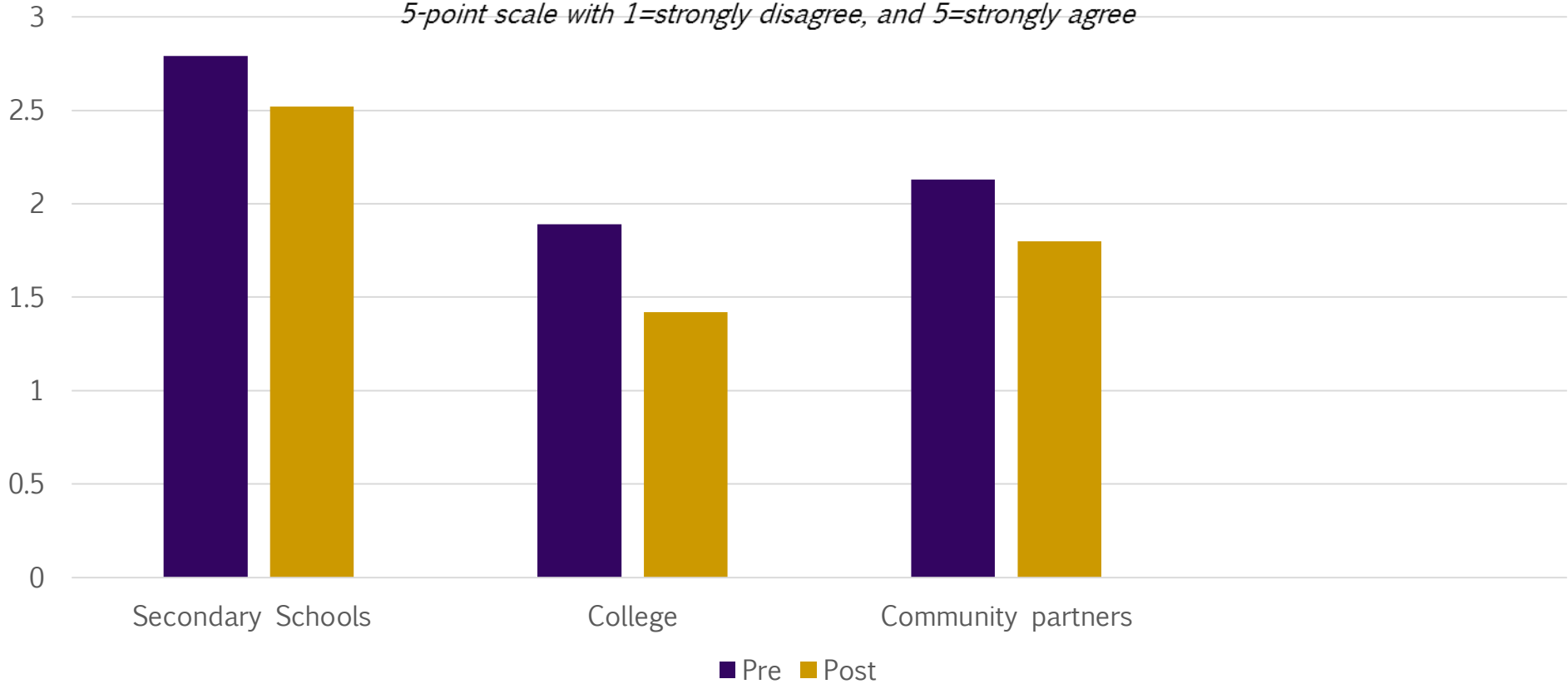
Prevention Partners and Voices



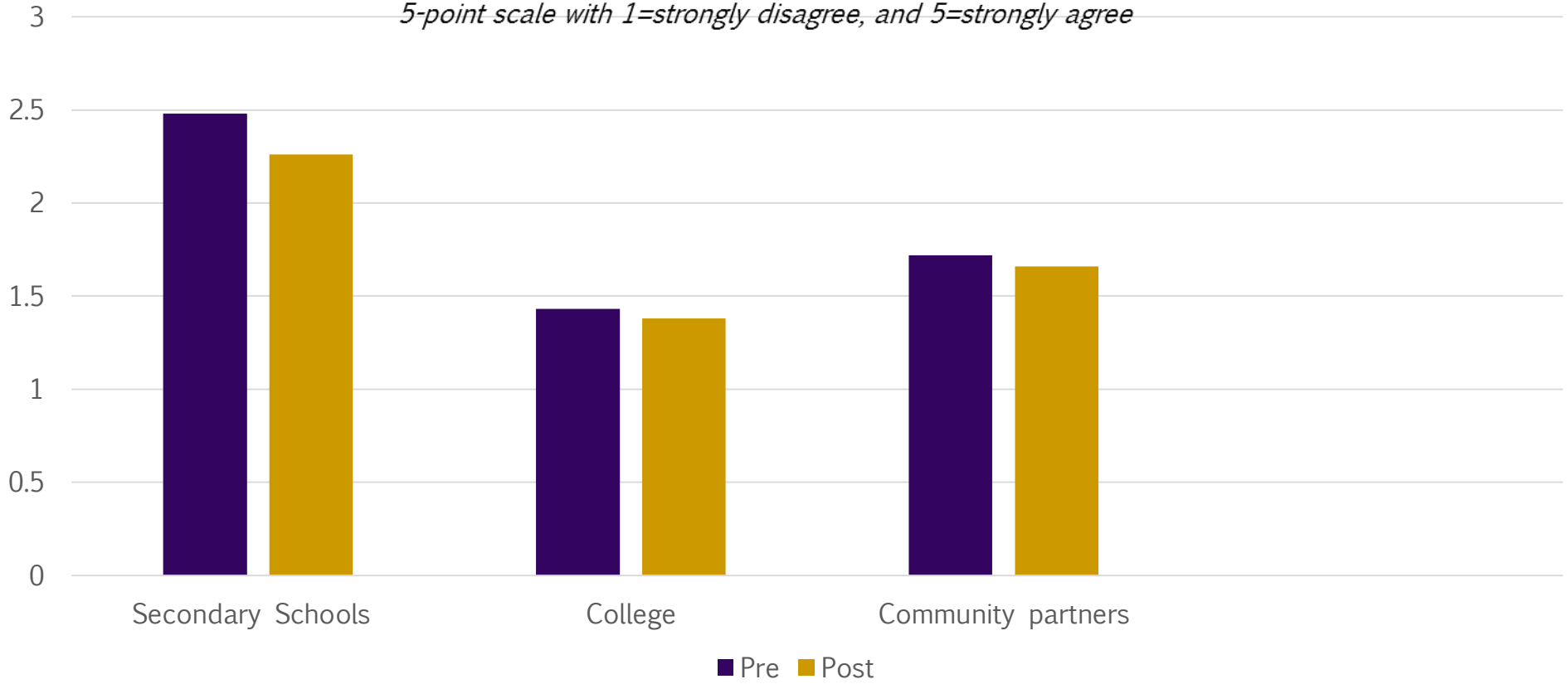
CVP General Research Findings

- Multi-agency differences and outcomes in training on gender violence and bystander education
- Notable differences in beliefs and perceptions among individuals dependent upon professional role within the broader community

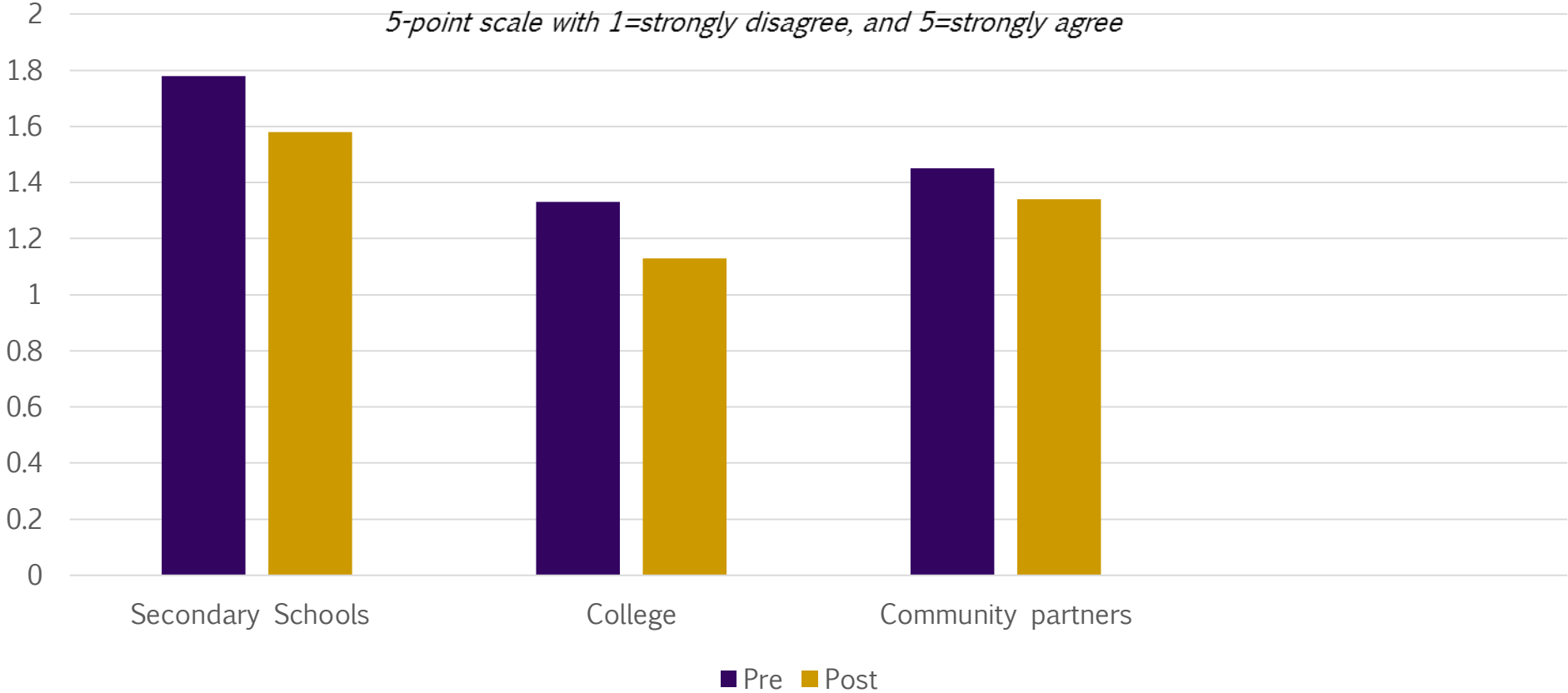
Attitude: *Someone who stays in an abusive relationship is partially responsible for their abuse*



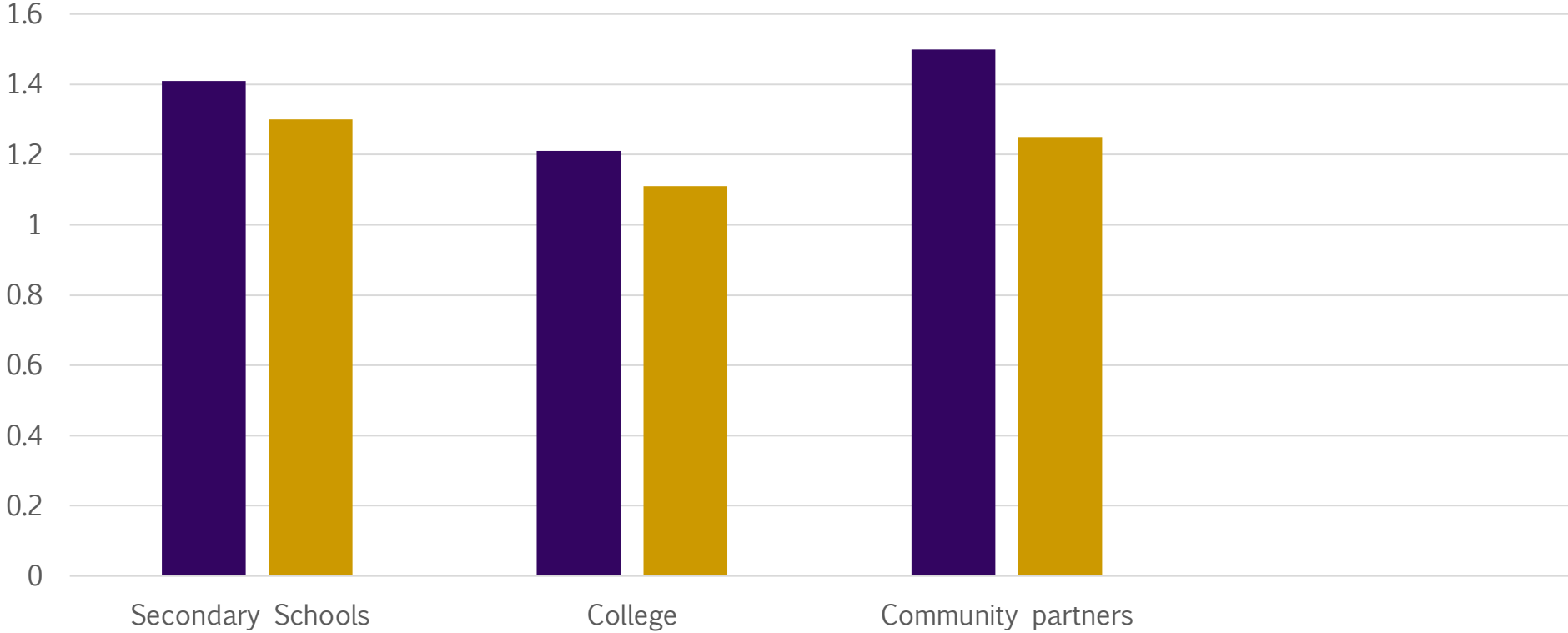
Attitude: A woman who wears tight or revealing clothing deserves some of the blame if she is sexually harassed.



Attitude: *Someone who is sexually harassed usually has done something to bring on the harassment*

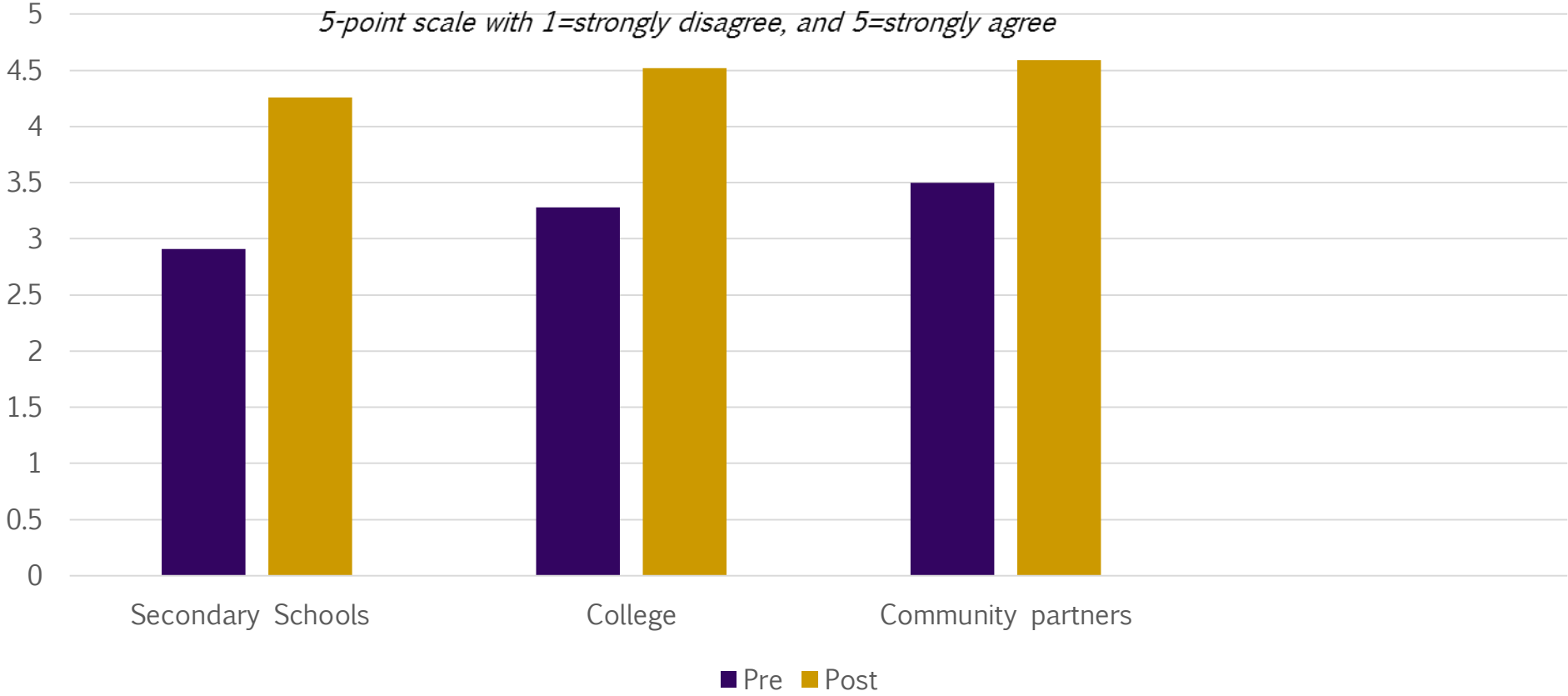


Attitude: When a person resists sex, they often really want it and just need to be talked into it.

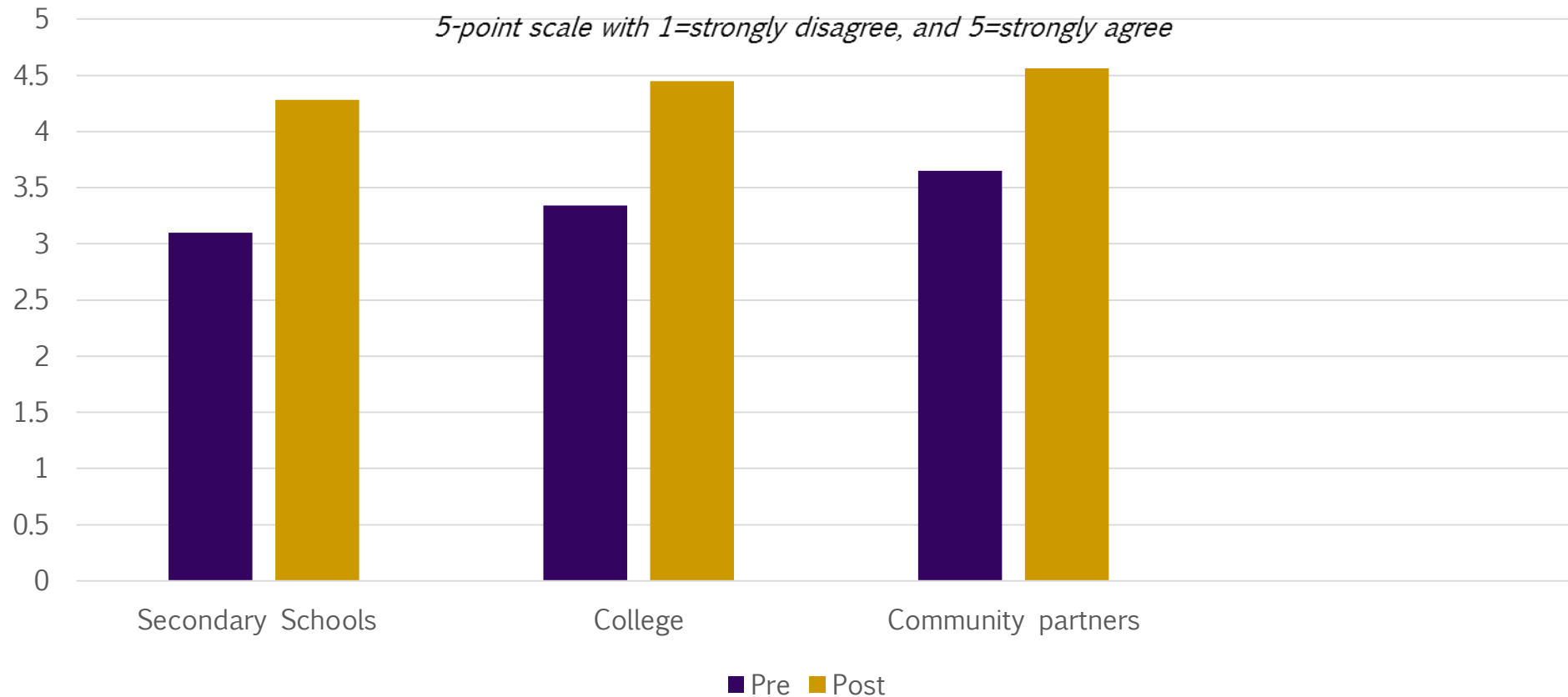


5-point scale with 1=strongly disagree, and 5=strongly agree

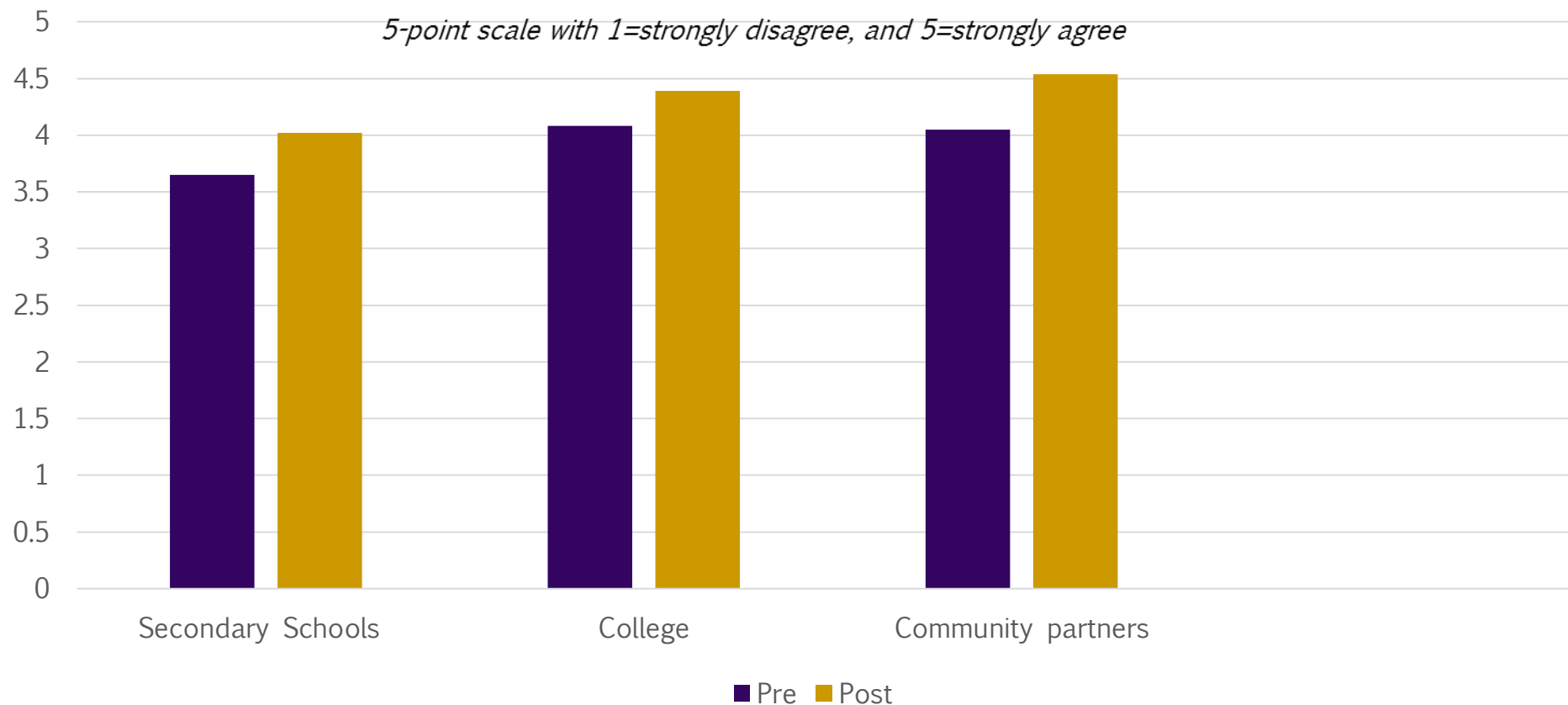
“I have the skills to educate others...in my work.”



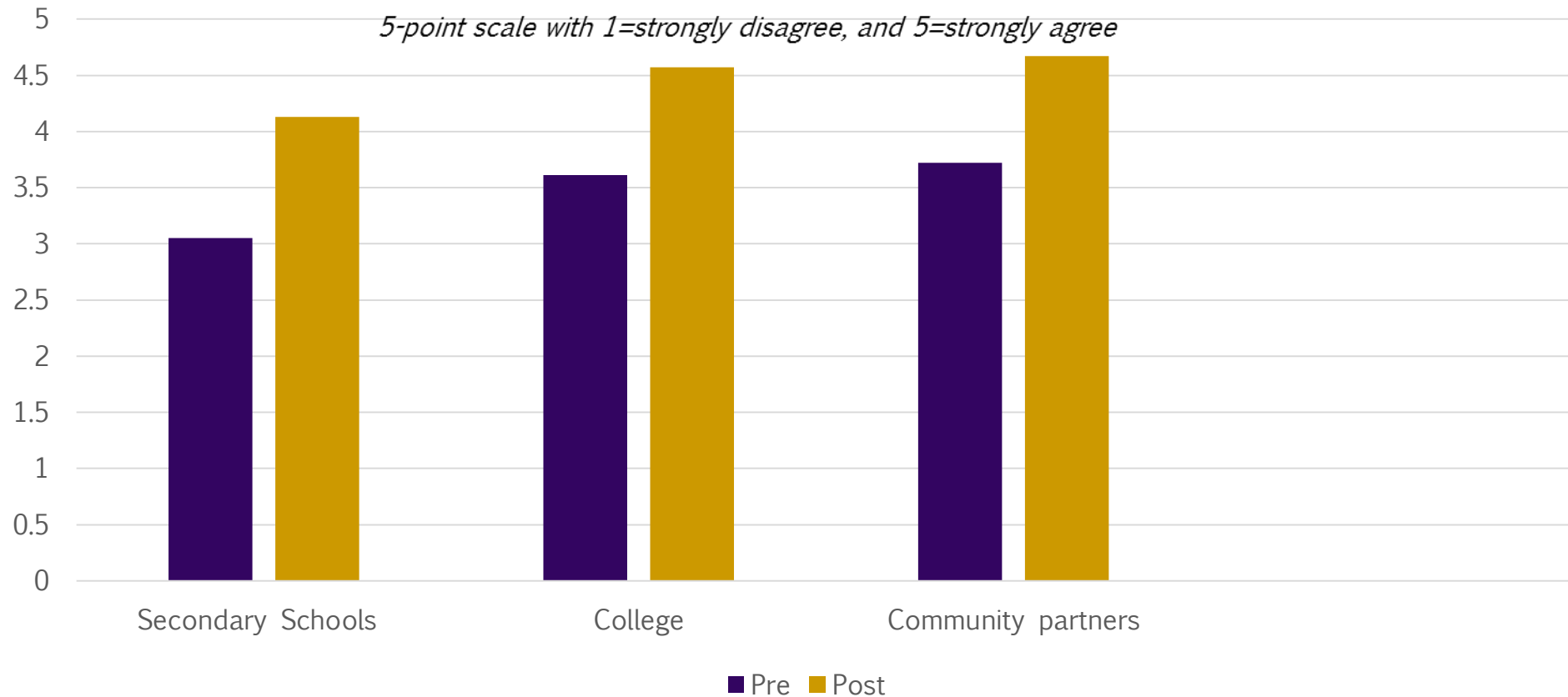
“I have a good idea of how to integrate knowledge...in my work”



“I have the flexibility and support...to integrate information...about gender violence at work”



“I have the necessary skills to educate others about sexual harassment, dating violence and sexual assault in my social circles.”



Attitude: Someone who stays in an abusive relationship is partially responsible for their abuses:

	College -Pre	School -Pre	Agency -Pre	College -Post	School -Post	Agency -Post
<i>Someone who stays in abusive is partially responsible for their abuse</i>	1.89	2.79	2.13	1.42	2.52	1.66
<i>A woman who wears tight or revealing clothing deserves some of the blame if she is sexually harassed.</i>	1.43	2.48	1.72	1.38	2.26	1.50
<i>Someone who is sexually harassed usually has done something to bring on the harassment.</i>	1.33	1.78	1.45	1.13	1.58	1.34
<i>When a person resists sex, they often really want it and just need to be talked into it.</i>	1.21	1.41	1.50	1.11	1.30	1.25
<i>5-point scale with 1=strongly disagree, and 5=strongly agree</i>						

Perceptions Bystander Behaviors

	College -Pre	School -Pre	Agency -Pre	College -Post	School -Post	Agency -Post
<i>I have skills to educate ...in my work</i>	3.28	2.91	3.50	4.52	4.26	4.59
<i>I have a good idea of how to integrate knowledge ...in my work</i>	3.34	3.10	3.65	4.45	4.28	4.56
<i>I have the flexibility and support ... to integrate information... about gender violence at work.</i>	4.08	3.65	4.05	4.39	4.02	4.54
<i>I have the necessary skills to educate others about sexual harassment, dating violence and sexual assault in my social circles</i>	3.61	3.05	3.72	4.57	4.13	4.67

5-point scale with 1=strongly disagree, and 5=strongly agree

Spectrum of Prevention-School Focus

Adopting and Influencing School Policy

Schools Fostering Coalitions and Networks with Parents & Broader Community

Changing and Modifying School Based Practices

School Faculty and Staff Education & Professional Practice

Strengthening Student Knowledge, Awareness and Skills

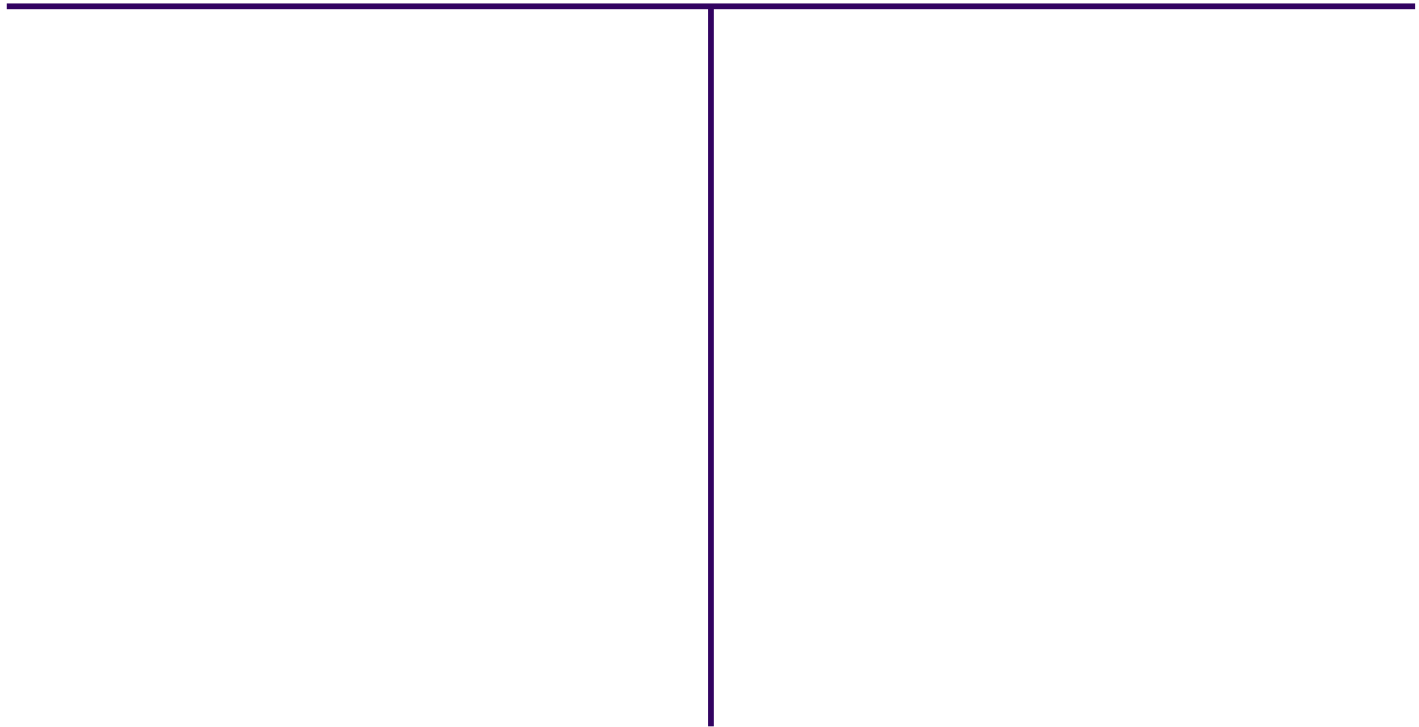
Field Study Results - 2016

110 Secondary Schools in Iowa

Violence in Intimate Relationships students reported.....

Where We Are

Where We Want to Be



Practical Solutions and Approaches

- Develop and implement multi-agency “train-the-trainer” trainings
- Multi-agency/system community education
- Shared resource development and cost sharing
- Data sharing and informing
- Link together via social media
- Participation on executive boards and task teams
- Collaborate on legislative/policy initiatives and attend legislative days together

Spectrum of Prevention—Secondary Schools

Spectrum of Prevention

Influencing Policies and Legislation

Changing Organizational Practices

Fostering Coalitions and Networks

Educating Providers

Promoting Community Education

Strengthening Individual Knowledge and Skills

Influencing Policies and Legislation

- Dedicated line and resources
- Full scale policy adoption on: no-contact orders, sexual assault, victim services

Changing Organizational Practices

- Infusing into curriculum/Advisory Programming
- Leadership development

Fostering Coalitions and Networks

- Community advocates in schools
- School personnel engaged in community prevention efforts

Educating Providers

- Train the Trainer programming

Promoting Community Education

- Community in Motion initiatives

Strengthening Skills and Knowledge

- Bullying and gender violence prevention modules
- Forum Theatre
- Online apps for reporting incidents of abuse

Bystander Model as One Platform

Bystander Model

- Engages Community
- Avenues for Change
 - Awareness
 - Recognition of problems
 - Challenges for action
 - Skills
- Challenge Thinking
- Open Dialogue
- Inspire Leadership

Moving Beyond Perpetrator-Victim Binary

Inviting Not Indicting

Contact Information

Alan Heisterkamp, Ed.D.

Alan.heisterkamp@uni.edu

319.273.3545

Michael Fleming, Ph.D.

michael.fleming@uni.edu

319.273.6301/319.273.6028

