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

National Sexual Assault Conference
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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

PreK 6 8 12 16

- Bully Prevention
- Positive Behavior
- Character Counts

- Bystander Education
- Sexual Assault Policy
- Campus Security
- Victim Service
Secondary Teachers’ Self Reported Professional Development Interests and Needs

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

Iowa Secondary School District
N=186  Numbers represent percentages
## Parents’ Attitudes and School Emphasis

<table>
<thead>
<tr>
<th>Issue</th>
<th>Less Emphasis</th>
<th>Satisfied</th>
<th>More Emphasis</th>
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<tbody>
<tr>
<td>Healthy Relationships</td>
<td>2</td>
<td>30</td>
<td>63</td>
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<tr>
<td>Dating Violence</td>
<td>4</td>
<td>30</td>
<td>65</td>
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<tr>
<td>Sexual Violence</td>
<td>4</td>
<td>30</td>
<td>67</td>
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<tr>
<td>Bullying</td>
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<td>30</td>
<td>65</td>
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<tr>
<td>Harassment against girls</td>
<td>3</td>
<td>30</td>
<td>65</td>
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<tr>
<td>Harassment--Sex Orientation</td>
<td>7</td>
<td>35</td>
<td>65</td>
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<tr>
<td>Leadership programs</td>
<td>3</td>
<td>23</td>
<td>75</td>
</tr>
<tr>
<td>Prof. Development on SA/DV/TDV</td>
<td>3</td>
<td>26</td>
<td>71</td>
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</tbody>
</table>
Prevention Partners and Voices

Higher Education

Secondary Schools

Community Partners
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

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

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

- **Secondary Schools:** Pre: 1.8, Post: 1.6
- **College:** Pre: 1.4, Post: 1.2
- **Community partners:** Pre: 1.6, Post: 1.4
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:

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

5-point scale with 1=strongly disagree, and 5=strongly agree
## Perceptions Bystander Behaviors

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

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
  - 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
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