

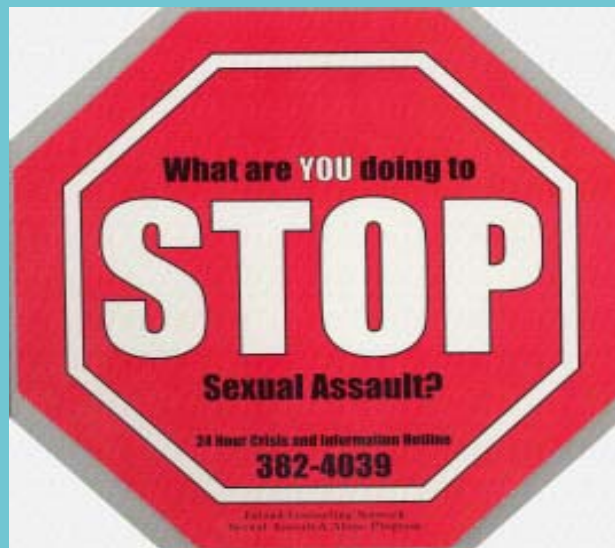
PARTNERS IN SOCIAL CHANGE

A PUBLICATION OF THE SEXUAL ASSAULT PREVENTION RESOURCE CENTER
THE WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS

VOLUME VI Issue 1



WINTER 2003



**PREVENTION MATERIAL PRODUCED BY INLAND COUNSELING NETWORK
SEXUAL ASSAULT & ABUSE PROGRAM**

Preventing Sexual Re-victimization:
Tailoring Prevention for Previously Victimized Women

People-First Language

Community Photo Campaign

END SEXUAL VIOLENCE IN OUR COMMUNITIES



Director's Desk



PREVENTION SERVICES DIRECTOR

Welcome to the “new” and “improved” Partners in Social Change. We’ve updated our format and changed the visual layout. Our hope is the changes will make the Prevention Services Department newsletter more user friendly. We have some sections which will be in every issue: *What’s going on!* (short articles from the field about prevention activities in their communities) *Community Photo Campaign* and *Lofquist in Review* as well topical articles related to sexual violence prevention trends.

If you have *any* suggestions, comments or questions feel free to give me a call!

LYDIA GUY,
PREVENTION SERVICES DIRECTOR

Winter | 2003

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WCSAP INFO

PREVENTING SEXUAL RE-VICTIMIZATION: TAILORING PREVENTION FOR PREVIOUSLY VICTIMIZED WOMEN

BY ERIN CASEY

ERIN CASEY IS A DOCTORAL STUDENT AT THE UNIVERSITY OF WASHINGTON SCHOOL OF SOCIAL WORK. SHE WORKED IN THE DOMESTIC AND SEXUAL VIOLENCE FIELDS IN WASHINGTON STATE FOR SEVERAL YEARS AS AN ADVOCATE AND PREVENTION EDUCATOR, AND IS CURRENTLY INTERESTED IN ENHANCING APPROACHES TO SEXUAL VIOLENCE PREVENTION.

Ending violence against women and dismantling the societal conditions that support it is a primary aim of sexual violence prevention work. Until sexual violence is drastically reduced, however, we also need to continue to help girls and women develop self-protection skills that can be used in the face of an assault threat. Research suggests that the single most consistent risk factor for sexual victimization for women is a previous sexual assault. Women who have experienced sexual abuse are at 1.5 to 2.5 times greater risk for rape than women who have not been victimized.¹ At the same time, many prevention approaches that may be helpful for women generally have been shown to be ineffective for previously victimized women.²

Enhancing prevention for women who have already experienced a sexual assault requires understanding more about the unique dynamics that can increase these women's vulnerability. Research on re-victimization indicates that greater levels of traumatic impact from an early assault may increase a young person's vulnerability to re-assault. Specifically, girls or women who were victimized at younger ages, who experienced particularly severe assaults and/or who experienced other kinds of non-sexual trauma may be more vulnerable to later victimization. These factors may increase psychological and emotional distress following an assault, and make it more difficult for a woman to employ self-protective strategies in the future. Researchers Brian Marx and Karen Calhoun³, authors of a prevention program specifically for survivors of sexual assault, suggest that active post-traumatic stress symptoms and strong feelings of powerlessness (low self-efficacy) are two of the most formidable barriers to self-protection in the face of a sexual threat.

Contrary to what we might think, research also suggests that previously victimized women do not necessarily have a harder time noticing cues that someone might pose a threat. Women who have experienced a sexual assault appear to pick up on red flags as quickly and feel as uncomfortable as women who have not experienced previous sexual abuse. The difference may be that previously assaulted women have a harder time *acting* on those danger cues, and may take longer to make use of available self-protection strategies.⁴ This suggests that more practice and skill-building around the specific behaviors associated with leaving a dangerous situation may be helpful for women with earlier victimizations.



Additionally, sexual assault survivors are affected by the same social pressures that all women face: to be polite, to avoid making a scene and to form relationships with men. Indeed, many of the situations in which sexual assaults commonly occur are settings that women enter hoping to socialize, to make friends and perhaps make a romantic contact. For many young women, forming intimate relationships is a central and current developmental task. These dynamics can make it difficult to respond immediately and assertively when red flags for sexual assault begin to emerge, particularly if they come from someone in whom a woman has a friendly or romantic interest. In general, prevention efforts for all women may need to take better account of the complex mix of goals, hopes and social dynamics present for a woman as she considers how to respond to a threatening situation. Research from the University of Washington suggests that some previously victimized women may have even higher expectations for relationships or romantic connections than other women, placing them at a greater disadvantage in responding to a possible threat.⁵



TAKEN TOGETHER, THESE FINDINGS SUGGEST SOME CONCRETE STRATEGIES FOR ENHANCING OUR PREVENTION WORK WITH SURVIVORS:

When possible, it may be important to provide prevention education for groups consisting solely of sexual assault survivors. This may be best done in small groups, where women can support and learn from each other. Prevention work also may be best done after women have had the opportunity to access therapeutic resources or have had time to heal. Prevention work should always start with the stated assumption that women never invite assault.

■ Previously victimized women may benefit from more practice using self-protective strategies. Viewing or participating in role plays in which they have the opportunity to respond early and assertively to potential threat may increase women's ability to employ these tools later. Research suggests that responding assertively and even physically to a sexually coercive situation is often the most effective avoidance strategy.⁶

■ In an intervention designed by researchers specifically for survivors of sexual assault, women are asked to consider their own personal risk factors for sexual victimization.⁷ In addition to reviewing common sexual assault red flags and risks, women are asked to think about their own lives and identify the risks that may be most relevant to them. Women can then role play how they might respond if one of these factors emerges.

■ Women are often as good or better at thinking about how to help keep a friend safe as they are about considering their own safety. Prevention work with friendship groups, or using a "what would you advise your friend" scenario may help women generate strategies that can also apply to themselves.

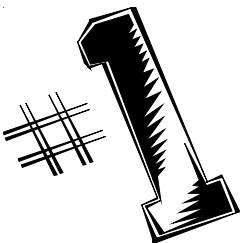
PEOPLE-FIRST LANGUAGE

BY RYAN WARNER

American author Rita Mae Brown writes that “language exerts hidden power, like the moon on the tides”. The words we choose to use in our written and verbal communication express many hidden attitudes and attributes that remain undisclosed to the eye. In order to speak with language that communicates both dignity and respect, we must reframe our vocabulary to include inclusive language that affirms people’s “personhood”, and dispels the negative connotations involved in some words or phrases. Within the community of persons with disabilities, an example of such terminology is the use of “People-First Language”.

People First Language promotes respect for people with disabilities through the use of positive terminology that identifies the person before his/her condition and refuses to use disability as the primary identifier. As a general rule, this means using a noun, such as “people” or “persons”, preceding any specific disability. For example, instead of saying “the disabled”, a People First alternative would be “people with disabilities”, making the descriptive term an adjective instead of a noun. This choice of language focuses on the person and not the limitations he/she may have. By using the term, “People with Disabilities” instead of the term “the disabled”, our choice of language demonstrates that there is more to a person than just the singular identifier of a medical condition.

When working and writing with People First Language, it is important to recognize that there are many words that should never be used. Specifically these words are ones that communicate a negative portrayal of people with disabilities words such as “wheelchair-bound”, “defective”, and “handicapped”, are a few examples. It is also important never to use terms which portray people with disabilities as victims of a condition. Using expressions such as “afflicted with” or “suffering from” or “stricken with”, take the power away from the person with a disability and solicit unwanted pity.



The adaptation of descriptive language towards any person is a deeply personal issue. The use of People First Language is a generally accepted by people with disabilities, yet identifying language should be determined specifically by each individual person with a disability. People First Language not only provides a framework of terminology, but an opportunity to evaluate the message that our language is communicates. By using terminology that embraces the inherent strength of individual people we all contribute towards a cultural of mutual respect.

Implementing People First Language into our prevention work is very important. How we address the people we train to, collaborate with, or work with in a direct service capacity, says a great deal about the overall theoretical framework of our organization. As we work to build ties to communities, and establish stakeholders in organizing projects, it is important that we address potential partners and stakeholder with language of dignity and respect. Establishing mutual respect between you and your partners is vital to the creation of strong collaboration, and language is a key ingredient of respect. When we fail to address potential stakeholders with terminology that communicates respect we lose the ability to build strong partnerships to end rape.

ON THE ROAD AGAIN...

Prevention staff was pleased to facilitate three regional prevention summits. It was great to be out and about in the field. The initial goal was to hold regional summits in regions 2, 5, 7 & 8. Each of these regions includes programs which experience a high degree of geographic isolations. The topic for these Regional Prevention Summits was Building Bridges Creating Partnerships: Sexual Violence Prevention in Rural Communities. The average number of participants was 10. The fourth Prevention Summit located in Region II was cancelled due to flooding in the Skagit Valley where the meeting was to take place. The summits were three hours long followed by a regional meeting. The format was an advanced consultation on using community development strategies. We look forward to holding regional summits in the five remaining regions over the next year.



STATEWIDE PREVENTION SUMMIT

The state-wide prevention summit took place in Bellevue on October 20th & 21st. There were a little over 30 participants from across the state. There was good mix of people including advocates, to volunteers and college campus personnel. Training topics included an overview of prevention strategies as well as look at Community Development and Prevention trends. Three agencies highlighted their programs in spotlight presentations: API Women & Family Safety Center, represented by Emma Catague and Norma Timbang; Clark County Sexual Assault Program, represented by Anna Curtin; and SAFeT represented by Karen Boone. The summit was an opportunity to share insights and observations about sexual assault prevention work across the state.

SUGGESTIONS FOR PEOPLE-FIRST LANGUAGE

The following list is not be thought of as all inclusive but as examples of people first language

Use

people with disabilities
person who uses a wheelchair
person who is deaf
person with an intellectual disability
accessible parking
person with a mental illness
s/he has a congenital disability

Rather than

the handicapped or disabled
wheelchair user
the deaf
the retarded or mentally retarded
handicapped parking
crazy
s/he has a birth defect

Words and phrases to avoid: crippled, invalid, mongoloid, defective, special, retarded, afflicted with, suffering from, slow, differently able, physically challenged.

COMMUNITY PHOTO CAMPAIGN



Abused Deaf Women's
Advocacy Services

Abused Deaf Women's
Advocacy Services



Yakima Sexual Assault Unit



Office of Crime Victims Advocacy

I'M WORKING TO END SEXUAL VIOLENCE IN MY COMMUNITY

In 2004 WCSAP is celebrating its twenty-fifth anniversary of working to end sexual violence. In this quarter century we've provided information and referral, technical assistance to service providers, trained numerous individuals, helped pass important legislation, been integral in the creation of our current sexual assault service delivery system and coordinated more sexual assault awareness activities than any individual on staff can remember.

However, the most important thing we can do to end sexual violence is to support those who are working to end sexual violence in their own communities!



LOFTQUIST IN REVIEW

COMMUNITY PREVENTION READINESS FACTORS

Communities can be defined as having low, medium or high degrees of readiness.

Communities with a high degree of readiness will have:

- a working knowledge of the issues of sexual violence
- basic familiarity with the skills necessary to address the issue of sexual violence
- a sense of community or cohesiveness
- collaborative relationships
- expressed a desire and/or commitment to work on the issue of sexual violence

Communities with a medium degree of readiness will have:

- a working knowledge of the issues of sexual violence
- minimally developed skills to address the issue
- moderate a sense of community or cohesiveness
- a stated value of collaboration but many not yet work collaboratively

Communities with a low degree of readiness will have

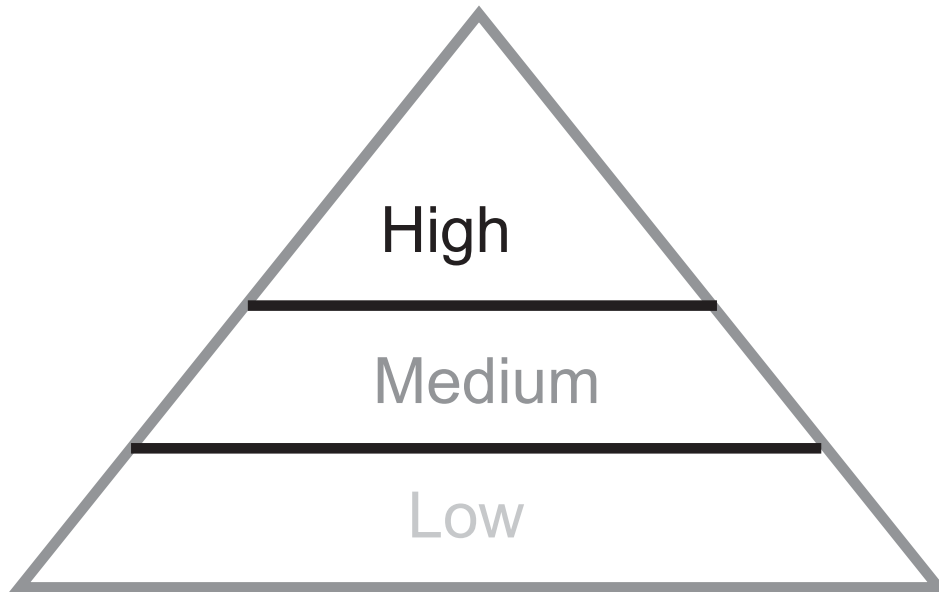
- little or misinformation on the issues of sexual violence
- expressed little or no commitment to define the issue as a community problem
- work primarily as individuals

“Prevention is an active process of creating conditions and fostering personal attributes that promote the well-being of people.”

—William Loftquist

It is necessary to examine the readiness factors of your community before choosing the prevention strategy you will use. This allows for effective utilization of your resources and offers the best chance for success. Communities with low degrees of readiness will benefit most from Information & Awareness activities. Communities with mid degrees of readiness will benefit most from Skill Building activities. Communities with high degrees of readiness are the best candidates for Community Development Initiatives. While communities with low and mid degrees of readiness may not yet be ready to engage in a Community Development Initiatives, the information and skills provided to them will move them along the community readiness continuum.

Community Readiness Pyramid



The Technology of Development: A Framework for Transforming Community Cultures by William A. Loftquist includes a Community Prevention Readiness Index as well as a Worksheet and Discussion Guide on page 16 – 17.

NEW PREVENTION CURRICULA IN THE WCSAP LIBRARY

Steps to Respect : A Bullying Prevention Program

Committee for Children

A Place to Start: A Resource Kit for Prevention Sexual Violence

Minnesota Department of Health

WHAT'S GOING ON?

CHILDREN'S RESPONSE CENTER

CRC is participating in the prevention and education efforts of King County in a variety of ways, including:

- Trainings offered for professionals, educators and child care providers on identifying child maltreatment and mandated reporting. This KidSafe Project has been ongoing for 5 years through the Partners for a Healthier Community/Partners Against Violence initiative. In 2004, this effort will be funded by an AETNA grant and include collaboration with Consejo Counseling Services and East Cherry YWCA in Seattle.

- Workshops offered for parents/caregivers on the prevention of sexual abuse of children;

- Participation in the development of events during Child Abuse Prevention Month and Sexual Assault Awareness Week, both occurring in April. Events for 2004 will include a "Safety Saturday", in collaboration with the other King County Sexual Assault Programs, offering hands-on classes for different age-groups to learn and practice safety skills, and a resource fair in collaboration with the Washington Coalition for the Prevention of Child Abuse and Neglect, with the theme of "Keep Kids Safe";

- Working with the Boys and Girls Clubs of King County to develop an informal curricula that addresses the prevention of sexual assault of children and youth for members of their community, including parents and youth attending the clubs;

- Creating a "safety" class with HomeAlive in Seattle, focusing on assisting parents and younger children with learning and practicing safety skills;

- Collaboration with the downtown Bellevue Barnes & Noble Booksellers store to create several different opportunities for providing prevention and agency materials to community members as well as raising funds for the Center;

- Participation on the Sex Offender Management (SOM) Team of King County to identify and address issues concerning the safe integration of sex offenders into communities and prevention education for community members;

- Facilitation of a sub-committee of the SOM Team to develop community and professional trainings focusing on various issues concerning sex offenders and community safety. The training for professionals will be presented at the 2004 Children's Justice Conference in Bellevue.

KING COUNTY SEXUAL ASSAULT RESOURCE CENTER

KCSARC's Violence Prevention Advisory Board will be undergoing some new changes as of January 2004. Originally established as an advisory only committee in January of 2003, the board has recently decided to form a prevention/education sub committee. The goal of the prevention sub committee will be to put ideas into action. Both testing and implementing the ideas generated from the round table discussions of the advisory board and providing feedback on the impact and overall effectiveness of the committee's ideas.

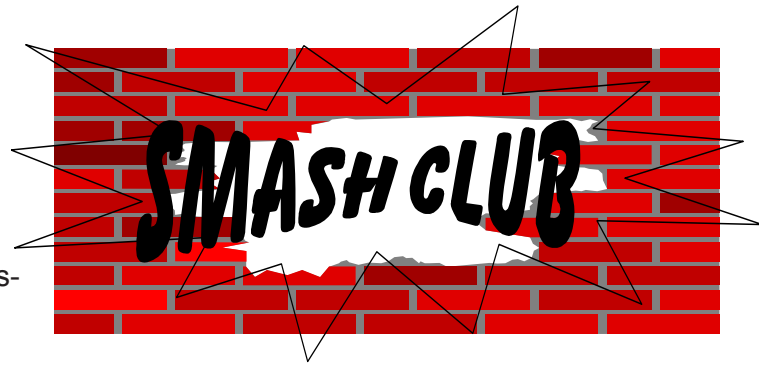
KCSARC is continuing to attend and present at fifteen community notifications of registered sex offenders a year. Reaching approximately 600 people through these presentations, KCSARC has the opportunity to provide information on sexual assault, sex offenders, their various methods of grooming, and how to recognize that behavior. Educators will also provide follow up service, support, and technical assistance to both the group and the individual in order to address community specific needs and requests.

KCSARC and the Seattle Children's Theater begin the third consecutive year of bringing theater and prevention work together. The program will outreach to approximately forty-five schools through out King County. The play for 2004 is Joan McLeod's *Shape of a Girl*.

CSAP PREVENTION UPDATES

SEXUAL ASSAULT RESPONSE CENTER

In cooperation with the Sexual Assault Response Center, Park Middle School has formed an anti-harassment committee called the SMASH club (Students Message Against Sexual Harassment). The sixth, seventh, and eighth grade students bring their knowledge of the Park community, their strengths and challenges in order to create social change. They discuss the underlying conditions that support or promote sexual violence, bullying, and racism in their community. SMASH club has done many projects including a Sexual Harassment poster contest, bake sales, a diversity lunch, Santa Christmas exchange, and a Valentine balloon sale. The group made t-shirts that they wear around school to promote social change. This year the SMASH club increased their club members to 17 and is a well-recognized club at Park Middle School.



STUDENTS MESSAGE AGAINST SOCIAL HARASSMENT

THE SUPPORT CENTER

The prevention activities in which we are currently engaged include: "Healthy Relationship" groups in six separate school districts, "Talking About Touching" is being presented to elementary students in three different schools, and we are placing sexual assault prevention material in informational packets that will be distributed throughout the county. Activities we are working on are: Educational presentations in collaboration with Teen Pregnancy Prevention, Family Planning, Public Health and Safety Network, and Sheriff's office, Radio PSA'S, radio talk show, newspaper articles and a "Take Back the Night" candlelight vigil that will be held in a park on the Colville Indian Reservation. Vigil participants and attendees will surround a display of sculptures by Native American artists depicting coyotes, wolves and bears that play a large part in Native American folklore.

LOWER VALLEY CRISIS AND SUPPORT SERVICES

At Lower Valley Crisis and Support Services we have been busy providing prevention and education activities to the local organizations. These activities include handing out packets of information to all schools and social service organizations in the lower valley area, having one-on-one meetings with staff from other agencies, and educating them on our services and the needs for them. Presentations to all organizations that request them including but not limited to police departments, schools, head start programs. We also provide personal Safety presentations to students. Our agency continually provides local organizations with updated information on our agency, including referral forms and request for presentations forms, so that we are accessible to the community in every way we can be.

WHAT'S GOING ON?

WELCOME MEGHAN!

My name is Meghan Milinski and I am the new Prevention Services Program Assistant at WCSAP. I graduated from Gonzaga University and studied Public Relations and Advertising. After a year and a half of administrative assistant work in Portland, OR, I decided to move to Olympia to explore new career options and enjoy the city's unique style (the fact that my boyfriend lives here was a perk!) Two months later, I find myself in a job that I am truly excited about; I look forward to the challenges and learning opportunities this position will provide along with working with all of you.

This workshop will discuss harassment, intimidation and bullying as part of the continuum of violence perpetrated within our schools as well as the dynamics that cultivate and encourage this type of behavior. The workshop will also focus on issues of power and control bullying and the law, prevention strategies and ways to foster collaboration between CSAPs, community-based organizations and the schools.

HARASSMENT, INTIMIDATION AND BULLYING PREVENTION

FEB 20, 2004

Denise Fitch

State School Prevention Center

Washington State, one of the first states to pass state wide trafficking legislation, recognizes the importance of addressing the issue of human trafficking. Men, women and children have been trafficked into the U.S. to perform agricultural work, domestic work, sex industry work and factory work, as well as for use in criminal enterprises.

Join us for this multi-disciplinary training focused on developing collaborative strategies to address the issue of trafficking in persons within Washington State. We encourage attendance from all disciplines including but not limited to: law enforcement, advocates, immigration advocates, prosecutors and human service providers.

TRAFFICKING IN PERSONS TRAINING JUNE 9 - 11, 2004

SAVE THE DATE

PREVENTING SEXUAL RE-VICTIMIZATION

CONTINUED FROM PAGE 5

Acknowledging the full range of hopes, goals and thoughts that can be present in the midst of a threatening situation may be important for all women. Role plays can help women practice ways to respond to situations in which they struggle with competing goals such as safety and romantic interest in the source of threat. Additionally, practice may help women generate strategies for anticipating and managing powerful thoughts and feelings that can make it difficult to act self-protectively. Simply telling women to get away from potential threat may not address the very real and complex pressures and emotions present for someone at the time of an assault.

Sexual assault is never the fault of the victim and exploring how to enhance prevention work for previously victimized women in no way implies that women who have experienced a sexual assault somehow cause future victimizations to occur. Evidence suggests, however, that previously victimized women may need more support in utilizing self-protective strategies. To effectively reduce vulnerability for all women, tailored approaches to sexual violence prevention for previously victimized women are important.



¹ Arata, C.M. (2002) Child sexual abuse and sexual revictimization. *Clinical Psychology, Research and Practice* 9 (2) 135-164.

² Gidycz, C., Coble, C., Latham, L., & Layman, M. (1993). Sexual assault experience in adulthood and prior victimization experiences. *Psychology of Women Quarterly*, 17, 151-168.

³ Personal communication, September, 2003.

⁴ Arata, 2002.

⁵ Personal communication, Paula Nurius, University of Washington School of Social Work.

⁶ Ullman, S.E. (2002) Rape avoidance: Self-protection strategies for women. In Paul Schewe, Ed., *Preventing Violence in Relationships*. Washington, DC: APA.

⁷ Marx, B.P., Calhoun, K.S., Wilson, A.E., Meyerson, L.A. (2001) Sexual revictimization prevention: An outcome evaluation. *Journal of Consulting and Clinical Psychology*, 69 (1) 25-32.



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