PISC
PARTNERS IN SOCIAL CHANGE

A Publication of the **Sexual Assault Prevention Resource Center**, dedicated to providing technical assistance to those engaged in sexual violence prevention in Washington State

WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS FALL 2009

Volume XIII Issue 1
www.wcsap.org

Working With Schools

The Healthy Youth Act and your community

Prevention Notes

I've learned something over the last few months of being here at WCSAP. It's that if you get a bunch of prevention people in a room, the longer they are there, the higher the odds of talking about schools, and for good reason: that's where the kids are. That's where our future goes to figure out what kind of world we'll all be living in tomorrow.

So that is what we're doing for PISC. We are talking about schools. We take a look at the laws about what schools must offer, we provide ideas and resources about curricula, and we hear from the Office of Crime Victims Advocacy (OCVA) regarding Core Service Standards. If your organization is an OCVA contractor and not a Community Sexual Assault Program (CSAP), check out the piece on the community organizing standards and schools. If your organization is a CSAP, you'll be interested in the OCVA article on the Core Service Standards.

Special thanks to Margaret Mount at Alternatives to Violence of the Palouse and Lesley Eicher at Office of Superintendent of Public Instruction for invaluable insights and available resources.

Best,

Grant Stancliff
Prevention Specialist
Prevention Resource Center, WCSAP

PISC PARTNERS IN SOCIAL CHANGE

FALL 2009

WCSAP Washington Coalition of Sexual Assault Programs

The mission of the Washington Coalition of Sexual Assault Programs is to unite agencies engaged in the elimination of sexual violence through education, advocacy, victim services and social change.

The Prevention Resource Center is a project of WCSAP, designed to provide support and technical assistance to individuals, communities and agencies engaged in sexual violence prevention within Washington State.

Volume XIII Issue 1
Working With Schools

Partners in Social Change
is published quarterly by the WCSAP Prevention Resource Center from its offices in Olympia, Washington.

The focus of this publication is to present information and resources for the prevention of sexual violence, with a special emphasis on social change. Issues are mailed to subscribing members of WCSAP.

For membership information, visit www.wcsap.org.

Managing Editor
Grant Stancliff
prevention@wcsap.org

Design
Debi Bodett

Concepts
for Choosing or Adapting
a Curriculum

WCSAP Prevention Resource Center

A curriculum is a method or set of materials intended for instruction. Sometimes the term can refer to just the didactic portion of a program, but it is also used to refer to the delivery method and related activities. The content of curricula in our work tends to be focused around a few core topics: healthy relationships, media literacy, communication, consent, and gender roles. A curriculum may be more than just lesson plans; it may provide a variety of social-cognitive interventions designed to change participants' perceptions and build their skills.

Some programs use an off-the-shelf curriculum, others have made their own in-house, and some mix and match. Whether you are selecting an established curriculum, creating your own instructional materials, or mixing and matching, there are some concepts worth considering.

Sociocultural relevance

Culture is not a cause of violence, but it can affect how prevention efforts are received (Centers for Disease Control and Prevention, 2002, p. 21). It is important that a curriculum is relevant across sociocultural lines. One strategy to increase relevance is to allow participants to direct large portions of the curriculum or program. In *Programs to Reduce Teen Dating Violence and Sexual Assault: Perspectives on What Works,* Weisz and Black (2009) note that programs "should use a manual to guide educators and enhance evaluation efforts, but, whenever possible, opportunities should be provided for adolescent participants to direct the conversation, according to their own questions and interests" (p. 276). Weisz and Black also mention that while "educators should not assume that an exact cultural match" between students and the instructor is needed, programs "should be sensitive to cultural differences and sexual orientation" (p. 275). "Sensitivity" to difference can mean many things, like training for the program implementer, or a curriculum that is designed with constant revision and an open feedback process in mind.

> Social-cognitive interventions incorporate didactic teaching, modeling, and role-playing to enhance positive social interactions, teach nonviolent methods for resolving conflict, and establish or strengthen nonviolent beliefs in young people.
>
> (Centers for Disease Control and Prevention, 2002, p. 119)

Permanence versus flexibility

A curriculum can be, and often is, a work in progress. The above-mentioned study of programs showed that while many had a developed curriculum, half chose to expand and improvise rather than follow a formal outline. There are benefits and drawbacks to adopting a dynamic and changing curriculum, rather than one that is more rigidly structured.

Pros of a flexible curriculum:
Can change with audience
Easy to revise and update

Cons of a flexible curriculum:
Will not apply to all audiences
Hard to evaluate because factors keep changing

Some critical questions to ask:

- Is the curriculum informed by a meaningful analysis of racism and classism?
- Does it address more than a cisgender (meaning gender identity aligns with sex) heterosexual analysis?
- Is it inclusive of the experience of people with disabilities?

Informed by theory

We are still in the evidence-building phase for sexual assault prevention — which is to say, as a field we have some promising ideas, but not much is proven. However, related fields (like HIV or substance abuse prevention) have amassed evidence and ideas that are useful. Drawing from as many sources as possible can be helpful. One resource, *Nine Principles of Effective Prevention Programs,* is listed below. You can use this as a checklist when evaluating the relative strength of curricula.

To share or not to share?

A curriculum can be "locked down" or freely available. There are reasons for either, but if your agency wants to share, you can let it be "out there" without necessarily losing all control of how it is used. A Creative Commons license is like a copyright, but you decide who uses it and how. A common usage is to ask for attribution, that any modifications are also shared, and that any use is noncommercial. If you are using grant support to develop a curriculum, check to see whether the grant specifies how your materials should be shared (for example, some grants require items to remain in the public domain).

Informed by critical theory

Any curriculum will be informed by an analysis of power, whether invisible or intentional. If oppression contributes whatsoever to the perpetration of sexual violence, then creating what bell hooks (1994) calls "an engaged pedagogy" requires a curriculum that "does not reflect biases or reinforce systems of domination" (p. 21).

Resource:

Moving Upstream (Volume 5, Issue 1) has a great discussion on change theory and prevention of sexual violence. It can be read online from:

http://www.vsdvalliance.org/secPublications/Moving%20Upstream%205-1.pdf

Use of images

If a portion of the curriculum is didactic or designed, you can find high quality images that are free for your use by taking advantage of items that are public domain or licensed through Creative Commons. Remember that you are beholden to the license of the image, so if it says noncommercial, that means any use of it has to remain that way. You cannot later sell something if the original owner does not want the item sold.

Use of videos

DVDs and clips from films are useful but can get stale. Having fresh clips from new sources can make your information more relevant to some audiences. You cannot guarantee you will have Internet access at your training venue, so how do you take the video with you? Sites like keepvid.com allow you to obtain a download link for a specified YouTube video. Sometimes playback can be finicky, so having a universal video player like VLC Player from videolan.org can be handy.

References

Centers for Disease Control and Prevention (2002, June 1). Strategies to prevent youth violence, in *Best practices of youth violence prevention: A sourcebook for community action.* Retrieved August 28, 2009, from www.cdc.gov/ncipc/dvp/bestpractices/chapter2b.pdf

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58,* 449-456.

Sources of free, high quality images

The symbol for an attribution-noncommercial license.

Wikimedia Commons

commons.wikimedia.org

Google Images

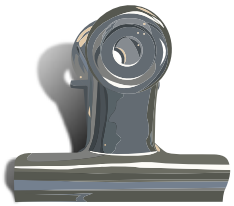
images.google.com

(under Advanced Image Search, select labeled for reuse)

Flickr

flickr.com

(in Advanced Search, select Only search within Creative Commons-licensed content)



9 Principles of Effective Prevention Programs

1. Comprehensive Services
Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.

2. Varied Teaching Methods
Strategies should include multiple teaching methods, including some type of active, skills based component.

3. Sufficient Dosage
Participants need to be exposed to enough of the activity for it to have an effect.

4. Theory Driven
Preventive strategies should have scientific or logical rationale.

5. Positive Relationships
Programs should foster strong, stable, positive relationships between children and adults.

6. Appropriately Timed
Program activities should happen at a time (developmentally) that can have maximum impact in a participant's life.

7. Socioculturally Relevant
Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.

8. Outcome Evaluation
A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

9. Well-Trained Staff
Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision. Follow up (booster) training and technical assistance to staff are critical.

(Nation et al, 2003)

Working with Schools

(What You Should Know About the Healthy Youth Act)

WCSAP Prevention Resource Center

WASHINGTON STATE LAW:

By September 1, 2008, every public school that offers sexual health education must assure that sexual health education is medically and scientifically accurate, age-appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation, and includes information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases. RCW 28A.300.475

Here is the scene: a prevention educator is carrying a map of her area with scribbles indicating victories, allies, and strategy. She wants to mark an X on every single one of those schools. She knows that means relationships, and good ones. Some relationships were easy (they were already there when she started), and some relationships were hard (she even had to buy one health teacher lunch).

Sound familiar? Starting a prevention program at a school can be a challenge. Teachers are overburdened, you need to find the right point of entry, and our message can be a difficult sell.

Programs that work successfully with schools have achieved that goal in a few different ways. There are programs that have been able to develop formal relationships with school districts and there are programs that have relationships with school counselors or individual teachers. Some have used those relationships to get classroom time. Other programs have a presence at the school, but not directly in the classroom.

These are all fine methods of accessing youth. If a program has the staff and resources, then slowly building and enriching relationships with school districts can be an excellent strategy. There are clear advantages to sexual assault programs offering education in schools — namely, we get to control the message and decide what goes in the curriculum.

However, for some, it is just unrealistic to be able to respond to every student or to be present at every school. There might simply be too many schools or too few prevention educators on staff to do effective prevention work everywhere. It takes time and resources to do prevention work based on solid evidence. Recall that one-shot presentations generally do not lead to any real attitude change (Stancliff, 2009), and adhering to other research-informed principles takes time.

So how, with limited time and resources, do we make effective change in schools?

One way is through a new tool called the Healthy Youth Act.

The Healthy Youth Act went into effect in Washington State on September 1, 2008. Under the Healthy Youth Act, a curriculum must be:

- medically and scientifically accurate
- age appropriate
- appropriate for students regardless of gender, race, disability status, or sexual orientation
- in addition to abstinence, include other methods of preventing unintended pregnancy and sexually transmitted diseases
- consistent with the 2005 Guidelines for Sexual Health and Disease Prevention

(Health and Fitness, n.d.)

Washington State Department of Health and The Office of Superintendent of Public Instruction introduce guidelines

The 2005 Guidelines for Sexual Health and Disease Prevention are worth reading. The listed guidelines specify that sex education programs in schools must encourage students to apply health-promoting behaviors, promote the development of communication skills, address the influence of media, and encourage healthy relationships.

Resources on the web

Online Grade Level Standards & Resources
http://standards.ospi.k12.wa.us/

FLASH Lesson Plans:
Comprehensive sexuality education curriculum
http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/flash.aspx

The Office of Superintendent of Public Instruction
http://www.k12.wa.us

The final point is important to sexual assault programs. The 2005 Guidelines for Sexual Health and Disease Prevention are worth reading. The listed guidelines specify that sex education programs in schools must encourage students to apply health-promoting behaviors, promote the development of communication skills, address the influence of media, and encourage healthy relationships.

If schools are offering sex education of any kind (such as disease prevention or abstinence) they must offer everything else covered by the Guidelines. Most school districts are aware of the Healthy Youth Act, but few have implemented the Guidelines beyond HIV/AIDS education (Sexuality Education Survey in WA 2009, n.d.). Some of the guidelines are similar to the goals and purposes of sexual violence prevention. This is where our message fits in.

How do we influence curricula so that when comprehensive sex education is being discussed we can make sure sexual violence prevention is emphasized? School districts are organized differently, but usually there is a committee or process for reviewing curricula. Identifying and being a part of that process is a place to start. Knowing some of the language and requirements will help, too.

School districts have multiple requirements and are held accountable to comply with many of them by the Office of the Superintendent of Public Instruction (OSPI). OSPI also conducts an annual review of curricula from across the state and publishes a useful report as a result. The report can help to gauge the relative strength of different curricula when deciding on the best choice for your community. While schools can use a curriculum that has not been reviewed by OSPI and the Department of Health (DOH), the curriculum they use still must match the requirements of the Healthy Youth Act.

Districts can determine if they meet the requirements by using a self-assessment tool that OSPI created, which allows them to grade themselves across categories of the guidelines and to identify areas of improvement (Sexual Health Curriculum Assessment Tool, 2009). The tool is also handy for crafting sexual violence prevention curricula that match the requirements to which schools are held.

Healthy Youth Act, RCW 28A.300.475 goes into effect requiring schools to adopt guidelines if they offer any form of sex education

Schools know all about limited time and resources, and they often must juggle many competing interests with new and often changing requirements. In addition to the Healthy Youth Act, schools must follow their other daily guidelines like Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). EALRs are broad and general expectations of the ability and knowledge of students from kindergarten to 10th grade. GLEs are a list of the required pieces of knowledge at each grade level.

Knowing about the EALRs and GLEs can help when it comes to "selling" sexual violence prevention to a district or committee. Accessing the EALRs and GLEs is a relatively simple process. Many of our areas of interest would be within the Health and Fitness Standards, and sexual health begins to be mentioned in those standards at the 4th grade. Earlier standards mention other areas of interest, including emotional health and bullying (Health and Fitness Learning Standards, 2005).

In some communities, comprehensive sex education will be a low priority. Priorities are decided by community voices, and it might help to have the support of people who have a stake. New legal requirements like the Healthy Youth Act demonstrate that we are not alone in trying to keep kids safe and build a nonviolent future. What other organizations are philosophically aligned and doing similar work? What parent groups might lend support?

Working as a community can make the daunting task of choosing and implementing a comprehensive curriculum a bit easier. Many curricula have been reviewed by OSPI. Many are available commercially. Some are free. A notable curriculum is King County's Family Life and Sexual Health (FLASH) curriculum (2009). It is worth investigating because it meets the legal requirements and it is free. Its availability allows it to serve as a flexible starting point.

This is not the only approach for working with schools. With prevention, and particularly with community development, schools present myriad possibilities for social change and changing lives. This is only one possible approach, but it carries with it the potential of a high rate of return for a relatively small up-front cost.

One person cannot be in every school reaching every student, but a change to the system may have widespread impact.

What ways do you have to engage youth at schools? Others would like to know. Consider submitting a Program Update for the next PISC to prevention@wcsap.org.

References

Guidelines for Sexual Health Information and Disease Prevention. (2005, January 13). Retrieved September 9, 2009, from http://www.secstate.wa.gov/library/docs/SPI/SL_SPI2005_000001.doc

Health and Fitness Learning Standards. (2005, December 1). Retrieved September 9, 2009, from http://www.k12.wa.us/HealthFitness/Standards-GLEs/HealthFitnessStateStandards.pdf

Health and Fitness. (n.d.). Retrieved September 9, 2009, from http://www.k12.wa.us/HIVSexualhealth/FAQ.aspx

King County (2009). F.L.A.S.H. lesson plans: Comprehensive sexuality education. Retrieved September 9, 2009 from http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/FLASH.aspx

RCW 28A.300.475: Medically accurate sexual health education - Parental review. (n.d.). Retrieved August 9, 2009, from apps.leg.wa.gov/RCW/default.aspx?cite=28A.300.475

Sexual Health Education Curriculum Assessment Tool. (2009, April 10). Retrieved September 9, 2009, from http://www.k12.wa.us/HIVSexualhealth/pubdocs/SexualHealthEdGdlnsAlignmentTool.pdf

Sexuality Education Survey in WA 2009. (n.d.). Retrieved August 28, 2009, from http://www.healthyyouthalliance.org/sexed09.html

Stancliff, G. (2009, April). Single Presentations and Prevention. Partners in Social Change, XII, 4-6.

Washington State Sexual Assault Prevention Standards: Working in Schools

Amanda Rains and Stephanie Condon, Office of Crime Victims Advocacy

Office of Crime Victims Advocacy (OCVA) Core Services grantees often have questions about the Sexual Assault Core Prevention Standards. This brief description of prevention work with schools is intended to offer a few examples of activities and how they relate to the Core Prevention Standards.

For many sexual assault programs, schools are a popular community to target for prevention efforts. Many community sexual assault programs (CSAPs) and other sexual assault prevention providers work with the schools to increase knowledge about sexual assault and build prevention skills of students and staff. It is not the intent of the Sexual Assault Core Prevention Standards to prescribe what the specific activities with schools should be or the specifics topics to be covered. Rather, the Standards outline the goal and general activities so that programs can work in partnership with their community's schools to tailor the prevention activities to the schools' needs and priorities.

The following describes common approaches OCVA sees when CSAPs engage with schools on sexual violence issues, and how these activities align with the Service Standards.

First, a CSAP may start by connecting with the school administration to ensure the school is aware of the sexual violence issues faced by children and teens. With a relationship formed (many times after lots of effort on the part of the sexual assault program), the administration may then invite the CSAP to offer a presentation **(Information and Awareness)** to students on a topic like healthy relationships or sexual harassment.

Next, the CSAP focuses on **Building Skills** within the school so that the school staff and students are better able to prevent sexual violence from occurring. These activities often include group discussions and activities aimed at increasing students' skills to promote nonviolent behavior.

Some CSAPs are able to build on these activities through a **Social Change** project reaching all levels of a school community — administration, teachers and students — and encouraging them to take ownership of preventing sexual violence in their school. These activities may include (1) providing technical assistance to the school to make policy changes regarding sexual violence prevention (e.g., making a policy that there must be a ratio of at least three students to one adult at all times during school activities), (2) conducting focus group meetings to uncover the main "themes" of sexual violence the students are seeing within the school and reporting back to the administration and teachers, and (3) providing technical assistance to support a student-led group whose mission is to prevent sexual violence (awareness campaigns, holding other students accountable for discriminating or violent behavior and attitudes, helping them have dialogues with teachers and administrators, etc.).

As sexual assault programs engage in prevention work with schools, it is important to note that the effectiveness of one-time-only presentations in changing behavior has not been supported by research. Offering single-session-only presentations as an intended prevention activity is strongly discouraged by OCVA, based on direction from the Centers for Disease Control and Prevention (federal funder for the Rape Prevention and Education Program). One-time prevention presentations under the Service Standards should be undertaken only as part of an effort to engage in ongoing prevention work with a school. However, single-session presentations focused on sexual assault awareness and the availability of services can be supported by and fall under the **System Coordination** Core Standard. These single-session presentations have value and can be an important strategy for making sure agencies and individuals are aware of your agency and your services.

If you have questions about how the sexual violence prevention work you are doing in schools fits with the Core Prevention Standards, give us (OCVA) a call at (866) 857-9889. We love hearing about the great prevention work happening across the state.

Washington State Sexual Assault Community Organizing Standard: Working in Schools

Amanda Rains and Stephanie Condon, Office of Crime Victims Advocacy

Many of the OCVA grantees for services in Marginalized and Native American communities perform meaningful prevention work through the Community Organizing Service Standard. Some of these sexual assault programs work with schools to engage youth in understanding and preventing sexual violence.

When Marginalized Communities and Native American Communities programs use school classrooms or after-school activities to prevent sexual violence, this goal is accomplished by promoting attitudes, behaviors and social conditions that will reduce or eliminate factors that cause or contribute to sexual violence in marginalized and underserved communities.

Below are some examples of how Marginalized Community and Native American Community sexual violence programs work within the school system to prevent sexual violence among teens and how these activities align with the Community Organizing Standard.

Marginalized Community and Native American Community sexual violence programs may conduct education sessions in schools on topics such as sexual harassment and healthy relationships, as well as sessions on anti-oppression issues that focus on making the connection between oppressions (such as racism, classism, and sexism) to sexual violence.

To build on these efforts, Marginalized Community and Native American Community sexual violence programs may also hold educational groups in an effort to have deeper conversations about how sexual violence affects their community and how teens can impact the underlying causes of sexual violence. The school administration may allow the program to use the facilities when school is out, or students may go to the sexual assault program's location. Some sexual assault programs have also sponsored a school's ethnic after-school club.

If you have questions about how the sexual violence prevention work you are doing in schools fits with the Community Organizing Standard, give us (OCVA) a call at (866) 857-9889. We love hearing about the great work you are doing in your communities.

Program Update:
New Curricula in Library

The online library is searchable! Try it by searching for curriculum or olweus.

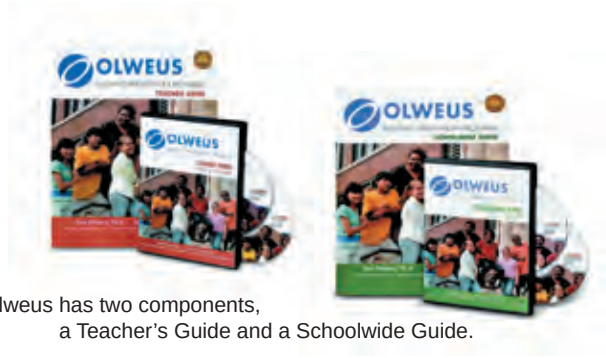
Grant Stancliff, Prevention Specialist, WCSAP

Why reinvent the wheel? The WCSAP library has a rich selection of curricula, including *Second Step, Safe Dates,* and several others.

WCSAP members can check out materials for up to three weeks, and our library is easy to access on our website. Head to wcsap.org and click on the library link. It is easy to check out items — just email the name of the item you want to library@wcsap.org, and we'll drop it in the mail for you.

There are very few curricula that are specific to sexual violence. Most curricula that programs use are adapted from bullying programs or a program that addresses both intimate partner violence and sexual violence. We offer a range of curricula so that you can use creativity and adapt materials for your needs.

We have recently increased our selection of curricula. Here are some highlights.



Olweus has two components, a Teacher's Guide and a Schoolwide Guide.

Olweus Bullying Prevention Program

Type: Bullying Prevention
Highlights: Inclusive of parents and school structure
More info: clemson.edu/olweus

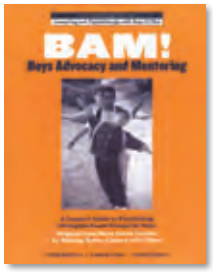
Olweus divides its content into school-level, classroom-level, and individual-level. The *Schoolwide Guide* contains implementation checklists, staff training outlines, information on cyber-bullying, and other topics. The *Teacher's Guide* focuses on the classroom itself, and is intended to be used by teachers or classroom support staff. This is a very comprehensive program, and their website includes a two-year plan for implementing it.

The Too Good for Violence Curriculum has fun, age-appropriate activities.

Too Good for Violence K-8

Type: Violence Prevention
Highlights: Age-appropriate and includes fun activities
More info: mendezfoundation.org

The *Too Good for Violence* curriculum is divided according to grade (we have grades 3-6 available for checkout). Each grade has a specific set of materials, activities, and instructions. The programs for the younger grades are very tactile and colorful, and all of them look fun. For example, a playful remote-controlled robot for the third graders helps with communication. Other grades have different activities, like puzzles or bingo cards.



BAM! works for male or female facilitators.

BAM! Boys Advocacy and Mentoring

Type: Strengths-Based Groups for Boys
Highlights: Considers needs of female and male facilitators, lots of exercises
More info: bamgroups.com

BAM! is a leaders guide to facilitating groups for boys. The group sessions are aimed at giving boys and young men emotional and communication skills, while examining toxic qualities of traditional masculinity. A portion of the curriculum is dedicated to the gender of the presenter, which is helpful to consider when working with single-gender groups. ◈

PISC
is your magazine.

We invite guest authors to submit pieces on a variety of topics, and welcome your submissions on prevention approaches, media reviews, and creative work like original art or poetry.

We would also like to feature highlights of your agency and the prevention work you are doing.

Direct submissions to
prevention@wcsap.org

WASHINGTON COALITION OF
SEXUAL ASSAULT PROGRAMS
4317 6th Ave. SE, Suite 102
Olympia, WA 98503

360. 754. 7583
360. 709. 0305 TTY
800. 775. 8013
www.wcsap.org

End Sexual Violence in our Communities

Are you registered?

Your **Regional Prevention Meeting** is coming up soon!