STRUCTURING YOUR PREVENTION PROGRAM FOR SUCCESS!

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CITIZENS AGAINST DOMESTIC & SEXUAL ABUSE (CADA)
WHY THIS TOPIC?

MY BRAIN HAS TOO MANY TABS OPEN

THE LOOK I GIVE

WHEN I'M COMPLETELY OVERWHEMED

360.675.CADA or 1.800.215.5669
www.cadacanhelp.org
LEARNING OBJECTIVES

- Participants will understand the value of developing long-term prevention program goals.
- Participants will have an increased understanding of how to sequence prevention sessions so that they are cohesive and meet the broader program goals.
- Participants will learn how to utilize learning objectives in prevention sessions as well as facilitation tools that will help execute those objectives.
OUR PURPOSE

CADA is Island County’s domestic violence and sexual assault agency. We provide free, confidential assistance for survivors of domestic violence, dating violence, rape, child sexual abuse and sexual harassment. Services include crisis intervention, advocacy-based counseling, legal advocacy, medical advocacy, emergency shelter, support groups, parenting classes and community education and prevention.

Founded in 1979, CADA is accredited by the Washington State Office of Crime Victims Advocacy as a Community Sexual Assault Program and is a member of the Washington Coalition of Sexual Assault Programs, Washington State Coalition Against Domestic Violence, Washington State Homelessness Coalition, United Way of Island County, and Oak Harbor, Langley, Coupeville and Stanwood Chambers of Commerce.
CADA PREVENTION PROGRAMS

2016/17 School Year:
- Programs at the elementary, middle, and high school levels
- Offered in all the public schools in Island County as well as other school settings and youth-serving agencies
- Reached 6000 students unduplicated, over 9000 students duplicated
WEAVING PREVENTION BLANKETS

Sexual & domestic violence prevention work is weaving together the different threads of prevention education to help youth cultivate the knowledge and skills to have healthy lifelong relationships.

Healthy Relationships
Boundaries
Consent
Empathy
Communication
Red Flags
Gender Norms

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PATCHWORK PREVENTION

Prevention programs that aren’t intentionally planned and developed (e.g. structured program goals and objectives) and that are pieced together as they go along.
COHESIVE PREVENTION

Programs that are intentionally planned and developed so that all of the individual presentations, events, and activities build on each other to achieve a cohesive finished product (e.g. youth attaining the knowledge and skills to cultivate healthy lifelong relationships).
CADA’s Early Prevention Blanket...

- Discordant Topics
- Passion
- Too Much Information
- Persistence
- Lack of Clear Goals & Objectives
- Prior Experience
- Very Little Movement or Varied Activities
- Strong Community Partnerships
- Lots of Lecture
- Ability to Expand
CADA PREVENTION MISSION

“To raise awareness and educate Island County residents about interpersonal abuse including family violence, sexual abuse, bullying, harassment, and dating violence. Our Prevention Program’s aim is to equip community members with the knowledge and skills necessary to cultivate healthy relationships and effectively respond to abuse.”
CADA PROGRAM VISION STATEMENTS

Elementary Program: “The vision of Safe Hands, Caring Words elementary school program is to teach students to recognize, respond to, and prevent bullying. Classroom discussion and activities aim to reduce the prevalence of bullying through the use of social-emotional learning tools and bystander intervention skills.”

Middle School Program: “The vision of Healthy Relationships middle school program is to build on the concepts learned in the Safe Hands, Caring Words program and to equip students with the skills essential to healthy relationships. This is achieved by fostering critical thinking and decision making relevant to relationships through classroom discussion and activities.”

High School Program: “The vision of the Healthy Relationships 2.0 high school program is to expand on the relationship skills learned in the middle and elementary school programs and take a more intensive look at intimate relationships. Through a series of classroom activities and discussions covering a range of topics like consent, boundaries, communication, warning signs, cyber safety, etc., students gain the information and skills necessary to cultivate healthy relationships and respond to unhealthy or abusive behaviors.”
SEQUENCING LESSONS

- Balancing the goals of the program with the needs of community partners
  - Take time to ask questions
  - It’s okay to say no!

- Do the research- good curricula is KEY!

- Consistent concepts across lessons
  - Within the series and across different programs

- Learning Objectives that build off each other
  - Within and across lessons
EFFECTIVE LEARNING OBJECTIVES

- Related to long-term goals
- Mixture of knowledge and skills-based objectives
- Concise
- Limited in number
- ACHIEVABLE
EXAMPLES OF LEARNING OBJECTIVES

☐ Students will be able to:
  ▪ Understand the importance of acknowledging and communicating feelings,
  ▪ Identify situations that trigger their anger,
  ▪ Identify physiological and psychological cues that they are anger,
  ▪ Understand that they have a choice in how they respond to anger,
  ▪ Identify various nonviolent ways to respond and communicate their feelings.

☑ Students will be able to:
  • Understand the concept of boundaries as they pertain to relationships and particularly, healthy relationships.
  • Identify the four SAFE skills that can be used for safe and effective communication
  • Demonstrate how to use these SAFE communication skills when establishing and/or maintaining boundaries in a relationship scenario

VS.
ACCOMMODATING LEARNING STYLES

Visual (spatial): You prefer using pictures, images, and spatial understanding.
Aural (auditory-musical): You prefer using sound and music.
Verbal (linguistic): You prefer using words, both in speech and writing.
Physical (kinesthetic): You prefer using your body, hands and sense of touch.
Logical (mathematical): You prefer using logic, reasoning and systems.
Social (interpersonal): You prefer to learn in groups or with other people.
Solitary (intrapersonal): You prefer to work alone and use self-study.

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LEARNING ACTIVITIES

- **Discussions**
  - Intentional Questions
  - Group Discussions
    - Pairs and Small groups (3-4 students)
    - Large group discussions
  - Tools to stimulate discussion (see below)

- **Activities**
  - Worksheets/Handouts
  - Scenarios
  - Role plays
  - Homework!
  - Additional Learning Tools
    - Visuals
      - Flipcharts, Powerpoint, Whiteboard, etc.
    - Videos
    - Movement

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CURRICULUM RESOURCES

- Bullying
  - No Kidding About Bullying, Naomi Drew M.A. (for purchase)
  - Foundation Communities Green and Healthy Kids
  - Project Happiness
  - Promoteprevent.org

- Healthy & Unhealthy Relationships (to include SA/DV topics)
  - FLASH (for purchase)
  - Unequal Partners (for purchase)
  - Safe Dates (for purchase)
  - Center for Healthy Teen Relationships- Building Healthy Teen Relationships
MISC. CURRICULUM RESOURCES

- Helpful Websites
  - Onelove.org
  - Thatsnotcool.com
  - Loveisrespect.org
  - Parentsforprevention.org

- Videos
  - Amaze.org
  - #thatsnotlove
  - NOMore PSA’s

- WCSAP
  - Prevention Program Coordinator: prevention@wcsap.org
  - FLASH Webinar
  - Library
    - Youth Activity Guide for Advocates & Preventionists (ages 5-12)

- Prevention principles

- WA State OSPI Health Education Standards
QUESTIONS/CONTACT INFORMATION

- Citizens Against Domestic & Sexual Abuse (CADA)
  - 24 hr crisis line: 360-675-2232 Or 1-800-215-5669
  - www.cadacanhelp.org

- Casey Scott-Mitchell, Program Advisor
  - casey@cadacanhelp.org
  - 360-675-7057