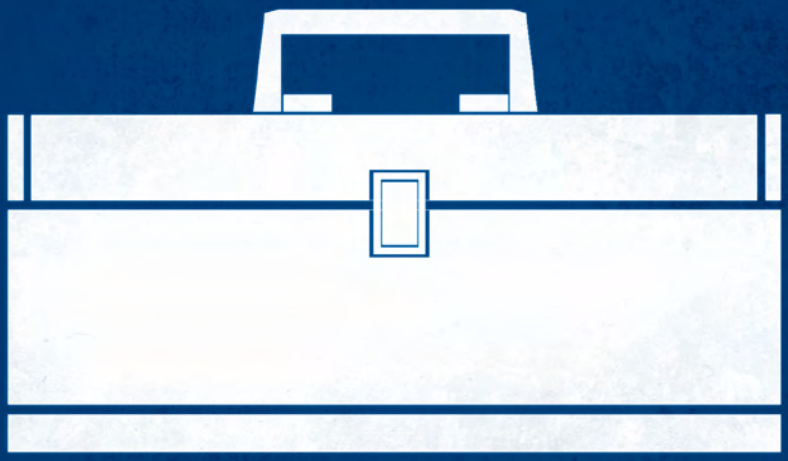

TOOLS FOR CHANGE

A Guide to Primary Prevention Implementation

By Tim Love

a publication of the Texas Association Against Sexual Assault

Acknowledgements

TAASA would like to acknowledge all the people who helped with the creation of this toolkit. The idea for the toolkit came out of several Primary Prevention Planning Committee (PPPC) meetings. Members of the PPPC had the vision for a toolkit to provide guidance to local rape crisis and dual agencies as they work to implement Texas's state primary prevention plan, *Preventing Sexual Violence in Texas: A Primary Prevention Approach*. A special thank you goes out to the members of the PPPC who helped develop the concept and the first general outline for this toolkit. PPPC members involved included: Annette Burrhus-Clay with TAASA, Morgan J Curtis with TAASA, Emiliano Diaz de Leon with TAASA, Rick Gipprich with Rape Crisis Center for Children and Adults, Carol Harper with Advocacy Center for Crime Victims and Children, Peggy Helton with the Office of the Attorney General of Texas, Kelsey Banton with Rape Crisis Center for Children and Adults, Linda Hunter with TAASA, Carol Ibarra with Women's Center of East Texas, Karen Kalergis with Institute of Domestic Violence and Sexual Assault, Cheri Lee with Cook Children's Hospital, Rick Musquiz with Montrose Counseling Center, Maria Peña with Texas Department of State Health Services, Glenn Stockard with Eastland County Crisis Center, Rhonda Williamson with Girls, Inc. and Kelly Young with The Women's Fund for Health Education and Research.

The TAASA prevention team could not have created this toolkit without invaluable feedback directly from the field. We hosted a focus group for prevention staff from rape crisis and dual agencies across Texas. The feedback and guidance we got from the 19 focus group participants helped lay the foundation and determine the content for the this toolkit. TAASA is extremely grateful for their valuable contribution. In addition, several prevention staff from centers across Texas served on a committee that provided more direct feedback to us during the process of finalizing the outline and creating the content for the toolkit, as well as reviewing a draft of the toolkit and providing valuable feedback and suggestions. Members of that committee included: Caryn Elliott and Mary Gamboa from Deaf Smith County Crisis Center, Clarence Russeau from the Family Crisis Center of the Big Bend, Inc., Selma Johnson from Freedom House, Alex Mylius, Brandon Pendleton and Maria Quinn from the Hays-Caldwell Women's Center, Charlene Ralph from the Hunt County Children's Advocacy Center, Rick Gipprich, Jr. from the Rape Crisis Center, Lori Bunton from the Regional Crime Victim Crisis Center, Barri Rosenbluth and Annette Saenz from SafePlace and Carol Ibarra from the Women's Center of East Texas. A special thank you to Peggy Helton from the Office of the Attorney General of Texas and Karen Kalergis from the Institute on Domestic Violence and Sexual Assault at the University of Texas – Austin for editing the entire draft – your input was particularly critical to the development of this toolkit.

Finally, the acknowledgements would not be complete without recognizing the contributions of TAASA staff, and particularly the members of the prevention team. Morgan J Curtis contributed quite a bit to

the content and provided critical guidance and feedback. Annette Burrhus-Clay and Rick Gipprich, Jr. also helped edit the toolkit. Emiliano Diaz de Leon contributed to the resources provided throughout the toolkit.

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Welcome

The Texas approach to the primary prevention of sexual violence is unique and comprehensive. The Texas Primary Prevention Planning Committee (PPPC) – a collection of agencies and individuals dedicated to guiding and supporting the work of preventing sexual violence in Texas – wishes to congratulate all of the agencies, rape crisis and domestic violence centers and individuals who have helped lead the way in developing and implementing this approach. As we continue to move prevention efforts forward as a state, the PPPC asked TAASA's prevention team to develop this primary prevention staff toolkit – *Tools for Change: A Guide to Primary Prevention Implementation*. This toolkit includes information and resources related to understanding primary prevention, developing prevention programming in individual communities and implementing the state primary prevention plan – *Preventing Sexual Violence in Texas: A Primary Prevention Approach*.

We hope you will find that this toolkit is useful in a variety of ways. Much like the toolbox sitting in your closet or in your garage, we hope you will be able to come back to it over and over again to get just the right tool to fit the job at hand.

- **Sections 2 and 3 – *Understanding Primary Prevention* and *Getting Started***
  These sections can serve as part of the orientation of a new hire, or provide a refresher or new way of talking about primary prevention concepts for individuals who've been doing the work for a while. These sections provide a history of prevention efforts in Texas, an explanation of the primary prevention theory that guides state prevention efforts and suggestions for how to get started. Throughout the guide, readers will find relevant resources that have proven useful to folks in the prevention field.
- **Section 4 – *Complementing Coworker's Efforts***
  This section includes suggestions for infusing your primary prevention efforts into the overall agency goals and efforts, and tips for building understanding and connection between your work and the work of your coworkers.
- **Section 5 – *Implementing the State Plan***
  This section provides guidance regarding implementation of the state primary prevention plan. It describes the plan and how to use it, and provides information and resources for how to implement each goal included in the plan. Readers will find an explanation of the risk factors for sexual violence in Texas, in practical language, along with ideas for implementing programming to address each goal, complete with prevention programming pitfalls to avoid. In addition, TAASA will provide and update a list of sample programming to meet each goal on their prevention website.

- **Appendix A – *Resources***
  Throughout the document, you will find boxes listing resources for further reading. We encourage you to use these additional resources, and to contact the TAASA prevention team as you work your way through the resources to answer any questions or to discuss the content of each resource listed. To get a full reference listing for each resource, please turn to *Appendix A – Resources* at the end of the document.

The members of the PPPC are excited about the primary prevention efforts already being implemented across the state, and look forward to future programming. TAASA's prevention team is inspired by your work, and each one of us looks forward to continuing to support those efforts. We hope that this toolkit provides some of that support, that you will use it to complement direct technical assistance from us. We encourage you to contact the TAASA's prevention team at prevention@taasa.org for any additional needs, or with any questions about the toolkit.

Section 2:

Understanding Primary Prevention

This section provides foundational information for understanding the theory and language we use to talk about the primary prevention of sexual violence. It can prove very useful for people who are new to primary prevention work or who need a refresher on the core components. People can utilize some of language used to describe primary prevention to supplement their own explanations to people in their community. This section also contains a number of resources people can access to further their learning about primary prevention theory.

Introduction to Primary Prevention

So, what is primary prevention? How is it different from other approaches in our work? Why is it so important? We will consider these question and many more of the frequently asked questions we hear from prevention staff in this section. If, after reading this section and the resources listed for further reading, you find you have just as many, if not more questions, than you started with, it's okay. Primary prevention is a concept that often takes people some time to grasp fully. We encourage you to contact the prevention team at TAASA for answers to your questions and for more in depth discussions.

Interested in the history of a primary prevention approach to addressing sexual violence, both over the long-term and in more recent? Please check out the following resources:

Preventing Sexual Violence in Texas: A Primary Prevention Approach (pages 79 - 93)

Tools for Change: An Introduction to the Primary Prevention of Sexual Assault (pages 5-7)

What is Primary Prevention?

Primary prevention in this context means stopping the first-time perpetration of sexual violence by an offender or the experience of victimization by a survivor. In other words, it means making sure that sexual harassment, sexual assault and sexual abuse never happen in the first place. Now, that can admittedly seem like a pretty tall task, particularly given the levels of sexual violence we experience personally and bear witness to through our work each and every day. In fact, it is not unusual for a little eye rolling to happen when folks first hear about primary prevention. It is a big task. However, by shifting the way that we think about sexual violence, and why it occurs, the actions we need to take to end sexual violence become clearer and less impossible.

For further reading regarding Feminist Theory and Public Health Theory related to sexual violence prevention, check out the following:

Sexual Violence Prevention: Beginning the Dialogue

Washington Coalition of Sexual Assault Programs newsletter – Connections (Spring /Summer 2003)

Here is what we know, based on research, theory and experience, we all have choice when it comes to our own behavior. However, our experiences, as well as the messages we receive from our families and friends, our communities and the institutions within them (schools, law enforcement, local government, businesses, etc.) and our society as a whole (media, government, religion, social norms, etc.) can have a powerful impact on our choices, and even limit the choices we think are available to us. We are constantly receiving messages about how we should act, what relationships are supposed to be like, what is acceptable behavior and what isn't, and how to view and think about different groups of people. Many of these messages play a powerful role in maintaining and driving the sexual violence we have in our society because of how they impact our understanding of and beliefs about gender, violence, and other related issues.

We also know that sexual violence is not a series of unconnected and sudden violent acts committed by different individuals, but rather a result of a continuum of attitudes, behaviors and norms that make sexual violence more likely to happen. Research has shown us that sexual violence is more likely to occur when there are more of these attitudes, behaviors and norms present in an individual, as well as the community and society that an individual lives in. These attitudes, behaviors and norms are called risk factors. While each attitude or behavior doesn't necessarily lead directly to sexual violence, it does make sexual violence more likely to occur, especially when combined with other risk factors.

Conversely, there are also protective factors, or attitudes, behaviors and norms that make it less likely that sexual violence will occur. A primary prevention approach to sexual violence means focusing our efforts on reducing risk factors and increasing protective factors.

> *Consider the example of factors influencing a child's success in school. There have been links to factors such as importance of education within a family, strength of a student's support group, individual teachers, school budget and resources and national education policy, to name just a few. While it is true that some individual students with all the support and resources don't do well, and some students with little in the way of support or resources do excel, the general rule is that the more negative factors, the higher the likelihood of academic struggle; the more positive factors present, the higher the likelihood of academic success*[1][2]*. With sexual violence, the more negative attitudes, behaviors and norms that are present in a society, the more likely it is that sexual violence will occur at high levels, and that more individuals within that society will commit acts of sexual violence.*

Risk Factors for Sexual Violence

So what are the risk factors for sexual violence? The attitudes, beliefs, behaviors and norms that make sexual violence more likely to occur exist on multiple levels – personal or individual, relationship, community and societal. On the individual level, coercive sexual fantasies, hostility towards women and witnessing or experiencing abuse or violence as a child are all risk factors. On the relationship level, associating with sexually aggressive and delinquent peers is a risk factor. General tolerance of sexual violence, as well as attitudes and beliefs that support sexual violence and other forms of violence are community level risk factors. On the societal level, the objectification of women, sexism, homophobia and rigid gender role socialization are all risk factors for sexual violence. The more of these risk factors that are present, the more likely sexual violence is to occur. As a result, a primary prevention approach to sexual violence requires us to move our focus from sexual violence – the symptom – to address the underlying causes of that sexual violence.

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[1] Purdon, F. *Key Factors in Academic Success.* The Courier Mail. 1.26.2009. Taken from website (http://www.qieu.asn.au/key_factors_in_academic_success___the_courier_mail.pdf) on 7.31.2011.

[2] Van Roekel, D. *Parent, Family, Community Involvement in Education.* National Education Association policy brief. 2008. Taken from website (http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf) on 7.31.2011.

A full listing of the risk factors for sexual violence that are most prevalent in Texas communities - including some examples of how those risk factors play out in day-to-day life - is available in Section 5, *Implementing the State Plan,* starting on pages 35 – 58.

For additional information regarding the risk factors for sexual violence, you can check out the following resources:

World Report on Violence and Health (pages 3 – 21)

Sexual Violence Prevention: Beginning the Dialogue (pages 4 – 5)

Shifting the Paradigm: Primary Prevention of Sexual Violence (pages 10 – 11)

Tools for Change: An Introduction to the Primary Prevention of Sexual Assault (pages 9 and 14 – 16)

Protective Factors for Sexual Violence

There has been much less research regarding the protective factors that are specific to sexual violence. However, there has been some relevant research done regarding factors that support the development of youth into successful and engaged adults, as well as factors that impact the ability of youth to respond positively to violence in their own lives. Much of this research, completed by the Search Institute, focuses on a set of skills, attitudes, beliefs, experiences and support that can help youth counteract negative and/or violent messages and experiences in their lives. These social competencies, or developmental assets, are the results of exhaustive research, and serve as the foundation of goals 2 and 4 in the state primary prevention plan. They will be further discussed in Section 5, *Implementing the State Plan*. In addition, based on the risk factors for sexual violence, we have some well founded and theory-based assumptions regarding what are likely to be protective factors for sexual violence. These protective factors include things like more fluid gender roles, equity based on race, gender and sexual orientation, a strong sense of community connection and citizenship, positive media images of women and healthy community perspectives and beliefs regarding sexuality.

Norms Change

As has been stated, primary prevention programming has as its primary goal stopping first-time perpetration of sexual violence. As a result, the primary prevention of sexual violence requires us to put some focus on changing the norms in our communities and society that make sexual violence more likely to occur.

> *A classic example of the norms change that is required to bring about an increase in healthy behavior comes to us from the public health world – seat belt use. I remember driving to Texas from New York to visit family each Christmas when I was young. It was a three and a half day trip, and my sister and I spent most of the time in the back of our Blazer playing. If I did that with my daughters these days, some fellow traveler would likely call the police on me. That is a major*

shift in the way we think about seat belts and child safety seats in a relatively short period of time. That major shift has been so complete and powerful that we've gone from a time when my grandfather would unbuckle his seat belt when he got on the dirt road to his house in an act of defiance to me reacting with horror when my mother-in-law suggests even moving the car in the driveway without first buckling my daughters in. We've gone from not having seatbelts in cars to wearing seatbelts being a socially and legally enforced expectation in 40 years.

More Core Components

Now that some of the core components of a primary prevention approach to sexual violence have been discussed, we encourage you to go to the resources listed throughout this section and Appendix A: *Resources* to learn more. We particularly suggest that you start with *Tools for Change: An Introduction to the Primary Prevention of Sexual Assault* and *Engaging Communities in Sexual Violence Prevention* to learn more about some of the other core components of primary prevention, such as developing programming that is comprehensive, long-term, based in community mobilization, strategic and population-based.

Frequently Asked Questions

How can I do primary prevention work on a community or societal level?

Primary prevention work on a community or societal level involves getting the community to take ownership in ending sexual violence. It means looking to address the risk factors for sexual violence as they manifest in our community or our society through community institutions (schools, businesses, etc.) and societal institutions and norms. For more information about primary prevention work on a community or societal level, please read pages 45 – 58 of section 5.

I live in a rural – or conservative - community, so how do I start talking about some of the risk factors you mentioned above, such as rigid gender role expectations or discrimination based on gender or sexual orientation?

Every community has people who are struggling with the risk factors for sexual violence and are hungry for healthier and safer relationships and communities. The challenge here becomes about framing the issue. Using affirmative language, such as asking community members to help you create a community in which every member can live safely and find dignity and mutual respect with their neighbors can sometimes help you get into the real issues without people resisting and walking away from you as soon as you open your mouth (as they might do if you ask them to join you in stamping out sexism). As always, it is about making the issue real and relevant to individuals' lives. One way to do this is to let people share their experiences of violence and discrimination, finding the common link between those individual causes and then helping them see the link to the risk factors. It is about finding a common goal and then moving people to a broader understanding of the issue. In many cases, you may also need to do some reading and research on your own to better understand the risk factors and how they link to sexual violence before starting these conversations with community members. Most of the resources provided for you in this toolkit can help you find the language to frame these issues, as well as to increase your own understanding of the issues.

Additionally, it is important to really understand your community and what it is ready to address. For example, if you consistently hear from community members that no one in the community identifies as lesbian, gay, bisexual or transgender, then you may not want to start your efforts by taking on homophobia. Rather, over time as you develop relationships and work to address the risk factors that impact community members the most, you can begin to make the connections between the violence and discrimination they are dealing with and homophobia, as well as other forms of discrimination such as sexism. It is important to find the right time to introduce a new risk factor and the right balance of meeting people where they are at and lovingly pushing them to a broader understanding of multiple risk factors for sexual violence.

What if I can't get more than 2 or 3 sessions in the schools?

Research and theories about attitude and behavior change, which is the goal of primary prevention efforts, tell us that people don't adopt new behaviors and attitudes after one 45 minute educational session. Changing attitudes, beliefs and norms requires a long-term, sustained effort. Even if your programming is targeted to youth through schools, educational sessions are not the only way to get your prevention message out there. In fact, the more varied the strategies and programming you use in a variety of settings the more impact you may have. So, if you can only do two or three educational sessions in a school, there are ways that you can get additional "doses" of your prevention messaging to the youth you are targeting. You can do a combination of educational sessions, professional trainings, community collaboration, community mobilization, norms change and policy change efforts, all focused on the same basic prevention messaging and all targeted to, or in some way impacting, the same group of folks. See the resources in the box to the right for more ideas, and the examples of approaches some of your colleagues are implementing.

What Works in Prevention: Principles of Effective Prevention Programs

Oregon Sexual Assault Task Force, Theories of Change

- *One center is focusing on educational sessions for youth that address attitudes and beliefs supportive of sexual violence (e.g. male entitlement, adherence to strict gender roles and hostility towards women). In addition, they provide several training sessions to teachers and staff who work with the same youth, covering the same topics and also providing skills on how to support the messaging from the center's educational sessions in their own classrooms and hallways. Their prevention staff send out quarterly e-newsletters to the teachers in those same schools with examples of the positive impact of addressing the attitudes and beliefs they address in their educational sessions, and providing teachers with sample activities they can use in their classrooms to reinforce the same messaging. Finally, the center is starting to develop programming that will provide the skills to youth leaders (identified through their educational sessions) to talk about these issues with their peers, and to advocate for the new healthy attitudes and behaviors they acquire through the sessions.*

- *Another center has been working to prevent bullying and help teens develop healthy relationships by working through schools. The center provides ongoing, multi-session educational sessions to youth, training for parents on how to support their children in having healthy relationships, training for school teachers and staff and youth leadership development programming which provides youth with the skills to address bullying and teen dating violence with their peers. In addition, the center has been able to advocate for school policy changes that have reinforced their other efforts.*

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How can I get my community engaged in talking about the primary prevention of sexual violence?

First suggestion – don't talk about the primary prevention of sexual violence. Use examples (such as the one above about factors in academic success) to introduce the concepts of risk and protective factors, and then share the research (see box to the left) about risk factors for sexual violence. The advantage to taking a primary prevention approach to addressing sexual violence is that your target is no longer sexual violence, but rather the risk factors for sexual violence. We know that the risk factors for sexual violence lead to many forms of violence, and more people may be comfortable talking about general violence than sexual violence. This can help you engage the folks who usually stop listening at the mere mention of sexual violence. Once you've introduced the risk factors for sexual violence, give people some time to talk about how those risk factors have impacted their own lives. It is important to find ways to allow community members to connect to the risk factors on a personal level. You can help them see the relevance of your efforts by helping them see how it will impact them or how your prevention programming compliments some of their own programming or goals.

Research:

World Report on Violence and Health (pages 3 – 21)

Sexual Violence Prevention: Beginning the Dialogue (pages 4 – 5)

Community Engagement:

Engaging Communities in Sexual Violence Prevention

TAASA's Focus Group and Interview Guide

For additional ideas about engaging the community, you can check out the resources in the box above, or jump on TAASA's prevention forum and ask prevention staff from other agencies how they've gotten their communities engaged.

How do I frame the issue of primary prevention and my prevention programming specifically?

This question is similar to the one above, though more focused on the language used to talk about primary prevention and prevention programming. Based on conversations with prevention staff from across Texas, here are a few approaches that have been successful.

- Talk about your prevention efforts as an effort to build safe and healthy families and communities. Framing your prevention efforts this way gives folks an opportunity to be a part of something positive rather than a fight against something negative. The difference may seem subtle, particularly when it comes to programmatic strategy selection, but the impact on individuals you approach can be profound.

- Talk about the continuum of prevention – about primary, secondary and tertiary prevention – when trying to explain how primary prevention is different, and a part of the continuum of response to sexual violence. For more information about the continuum of prevention, please read the *Sexual Violence Prevention: Beginning the Dialogue*.

- Depending on the goals they are addressing, some crisis centers or preventioneers have focused on the healthy relationship skill-building aspect of their programming when talking about their prevention efforts with community members. Many of the skills that the state prevention plan seeks to provide to individuals are, indeed, skills necessary for having healthy relationships, another common goal individuals, communities and society support.

TAASA's *Engaging Communities in Sexual Violence Prevention* might also be a useful read as you think about how to frame your prevention programming. In addition, you might want to join TAASA's prevention forum so that you can ask some of the folks implementing prevention programming across the state how they have successfully framed their programming.

How can I find out more about what is going on in my community – resources, other prevention efforts, how sexual violence is playing out?

Sometimes, it can be a challenge to get good data about sexual violence in your community or to get a clear picture of other efforts and organizations you might partner with in your prevention efforts. In addition to looking back at your own *Needs and Resources Assessment* from 2008, reading TAASA's *Engaging Communities in Sexual Violence Prevention* can provide you with additional ideas for seeking out such information.

What's the difference between awareness, risk reduction and primary prevention? How much awareness and risk reduction can I do in my primary prevention programming?

The primary goals of awareness and risk reduction programming are to inform community members about the dynamics and definitions of sexual violence, the laws surrounding sexual violence and services available to victims of sexual violence, as well as to provide skills to individuals to reduce the risk of them becoming a victim of sexual violence. While effective in meeting some of these goals, these approaches are largely ineffective in preventing the first-time perpetration of sexual violence. As much as we'd like to think that just understanding sexual violence, its consequences and the legal ramifications for committing it would lead people to change their behavior, that isn't the case.

> *Consider the example of eating healthy. I know exactly what the benefits of eating healthy are. I even know how to cook healthy meals, and I have some understanding of what healthy foods are. I know and have witnessed first-hand the impact of not adopting healthy eating habits. I want to be healthy. Like a lot of other people who know all of this information, I don't always eat healthy. So why don't I eat healthy. Well, maybe I grew up in a house where I learned the wrong idea*

about what healthy food is, or maybe all of my friends have unhealthy eating habits. Maybe the supermarket in the neighborhood I live in doesn't have very many healthy foods available, or maybe I can't afford to buy them. Maybe my understanding of what healthy foods are is actually based on misinformation perpetuated through commercials I see on TV and the labels on food products.

There are a whole series of factors that make that desire to eat healthy and that knowledge of how to do so is inadequate for me to consistently make healthy food choices. We also know that risk reduction, while perhaps providing some skills that may prevent an individual sexual assault, does little to change the norms that a potential perpetrator may use to justify sexual violence – though perhaps against a different victim.

Morgan J Curtis, LMSW, TAASA director of prevention programs, developed the chart on the next page to highlight and explain the differences between a primary prevention approach and risk reduction and awareness approaches. For additional information, please read *Tools for Change: An Introduction to the Primary Prevention of Sexual Assault* or *Sexual Violence Prevention: Beginning the Dialogue*.

	Primary Prevention	Risk Reduction	Awareness/Outreach
Focus	Changing/addressing the underlying causes of sexual violence	Teaching individuals skills to reduce their risk of being victimized	Telling the community about sexual violence and where to access services for victims
Target	Aims to change risk factors for individuals and for the community at-large; strategies are **population-based** (see page 15 for more information) and focus on victimization, perpetration and bystander issues	Aims to change **individual** behaviors that relate to victimization	Aimed at the general public so that they can help survivors or to help survivors know where to get help
Goal	Eliminating and reducing factors that perpetuate sexual violence to keep it from happening in the first place; creating healthy norms and healthy communities	Thwarting an attack that is in process, avoiding imminent attacks, avoiding potentially dangerous people or situations	Telling the community that sexual violence exists, reaching out to victims/survivors so that they will seek services
Example	A school program that teaches students skills to be active bystanders and helps them to examine gender stereotypes and violence in the media. Training teachers about the same issues and implementing policies within the school that address sexual harassment, dating violence and sexual assault	Self-defense classes Watch Your Drink Campaigns Good Touch/Bad Touch Yello Dyno We Help Ourselves (WHO)	A one-shot school program that covers the dynamics of sexual violence, myths/truths, and services from the local crisis center.

Morgan J Curtis, LMSW

Section 3:

Getting Started

This section provides ideas regarding prevention programming for people who are new to prevention work. Targeted to people taking over well-established prevention programs and people starting anew, or starting over, this section provides some steps people can take during their first three months on the job and some resources they can turn to for direction.

Getting Started

The first few weeks on the job can be a bit intimidating. It is not unusual for new prevention staff to start their new job at a rape crisis or dual agency with little or no knowledge of primary prevention. In addition, overall organizational understanding of primary prevention is at various stages in different agencies. A common thought is, "where do I start – what do I do first?" Based on the experiences of other prevention staff at local agencies, and on our own experience as the TAASA prevention team supporting folks who are new to prevention, this section is intended to give you some of the foundational steps that are key to developing strong prevention programming. Of course, everyone's approach is a little different and may be impacted by agency or community dynamics or the amount of time they have plan for implementation. Although we provide the steps in a particular order, you may move through the steps in the way that best fits your situation. In addition, based on the level and success of prevention programming done in the past at the agency, you may have less planning work to do. You won't want to ignore past programming and start over, but you may find many of these steps helpful in understanding the process of developing prevention programming in the first place, as well as how to adapt and implement current programming. This section also provides some resources to help you better understand each of the steps. As always, please do not hesitate to contact TAASA's prevention team at prevention@taasa.org with any questions.

Month 1

Know your prevention resources and core principles

TAASA's prevention team is here to support your work in a number of ways. We provide training, technical assistance, materials and resources. We also maintain a prevention e-mail list, where we share prevention resources and provide information on prevention theory and strategies, and the prevention forum, a place where fellow prevention staff from centers across Texas can share ideas and support with one another. Coupled with other resources, TAASA's prevention forum can help you get a good grasp of the primary prevention efforts and conversations going on in Texas, and you can ask your own questions about prevention.

It is unlikely you will have a complete understanding of the approach in your first two weeks. In fact, most folks who get involved with prevention work find themselves in a constant state of learning, partially because primary prevention is a complex model that has almost endless application. It is not unusual for people who've been doing prevention work for several years to continue having "aha" moments. The important thing is that you get a basic understanding of the core components of

prevention, and look to network with your peers in prevention as we all continue learning about prevention. And, as always, you can contact TAASA's prevention team with any questions.

Learn about the prevention history of your agency

In the beginning, try to get a feeling for the history of prevention programming at your agency. The most obvious way to do this is to talk to any other staff members who have been directly involved with prevention work at the agency in the past. If the previous prevention staff person is not available, you might try speaking with the supervisor of the prevention position. In addition, you might ask for any planning documents, program materials and curricula that have been used. It is possible that there have been some community partners involved with your agency's prevention programming development. If you can find out who they are, you might consider calling them and asking them to share a little bit about the process in which they participated. All of this can help you understand how prevention programming at the agency has unfolded and why it looks the way it does now. It does not necessarily mean you have to continue on the exact same course, but understanding the past and the present of prevention programming can help you move into your future programming strategically.

If you are prevention staff at an agency that is a SAPCS - Federal (Sexual Assault Prevention and Crisis Services) Grantee, you can also ask for some of the following documents to get a feeling for the history of prevention work at your organization.

- The most recent copy of your agency's grant application for the SAPCS - Federal grant. This will give you an idea for what the agency has committed to do with the funding in the way of prevention programming.

- SAPCS - Federal grantee implementation proposal. This document was submitted to the Office of the Attorney General (OAG) in the summer of 2010 and included the goals your agency selected to address, the strategies they planned to utilize and information about curricula and training programs the agency would utilize. In most cases, it represents the first documentation of an agency's initial plan for implementing the state primary prevention plan and can give a good starting point for understanding how the agency first shifted its work towards a primary prevention approach

- SAPCS - Federal grantee *Needs and Resources Assessment.* This document was submitted to the OAG in November of 2008 and included information the agency collected from a number of resources about what sexual assault looks like in your community, community beliefs about the importance and causes of sexual violence and the results of conversations and research into community resources that might be utilized to develop and implement successful prevention programming.

In addition to the documents listed above, you might contact TAASA's prevention team. In many cases, the prevention team will have worked with your predecessor and may have some information about the history of prevention programming at the center.

Months 2 and 3

Connect (or reconnect) with your community

Community involvement in your primary prevention efforts is critical. Depending on the level of community involvement in your prevention programming, you will need to take different steps. If your community has been involved with your prevention programming since it started at the agency, and community members and organizations stayed involved, you can turn to them as a resource to help you consider the questions below. If community involvement is low, has dropped off in recent years, or if you're starting new prevention programming, you may need to consider these questions on your own, or with the help of TAASA's prevention team, as you work to reestablish community connections and involvement.

- What does sexual violence look like in your community?
- What do the statistics about sexual violence perpetration and victimization in your community, or a part of your community, tell you about the key risk factors and potential goals for your programming?
- What does your community think about sexual violence? Is it an important issue?
- What do they see as the risk factors, and which risk factors do they think they can impact?
- What are your community resources, such as strong youth programs, other agencies addressing risk factors for sexual violence, potential material resources you might access for your programming or dedicated community volunteers?

By answering these questions, you can prioritize the risk factors you need to address, identify your target audience for programming, identify potential partners and resources and begin developing meaningful programming that your community is more likely to support and embrace. Even if you have the answers to these questions and the agency has already prioritized community risk factors to address, it is important to come back to them every few year in order to get a feel for program impact and to bring any new trends in sexual violence risk factors to light.

If your agency received SAPCS - Federal funding in 2008, your agency completed a community *Needs and Resources Assessment* that can give you a starting point, although it is likely you will need to update that information.

Resources for community engagement, or for completing a community needs and resources assessment:

Engaging Communities in Sexual Violence Prevention

TAASA's Focus Group and Interview Guide

Getting to Outcomes Step 1: Needs and Resources Assessment

Prioritize risk factors and select your prevention goals

It is important that you wait until this point to determine the risk factors you will prioritize and then select goals based on the risk factors you've prioritized. The temptation is to focus on risk factors that matter to us individually, or to select goals that allow us to leverage existing relationships or utilize curricula we've already used in the past. Risk factors should be prioritized by considering the following factors:

- community readiness, defined as the community's awareness of, interest in, and ability and willingness to support sexual assault/violence primary prevention efforts,
- evidence from data you've collected about sexual violence victimization and perpetration, and from community surveys and focus groups,
- available resources to support your efforts and
- how the risk factor and goals you take on link with other risk factors you may address.

If you engage your community in the selection of target risk factors, which is definitely recommended, please keep in mind that your community's level of understanding of primary prevention may impact their choices. It is not unusual for community members to focus in on factors that would lead to the development of more awareness-raising or risk reduction programming (lack of understanding of sexual violence or a lack of self-esteem among young women, for example). As a facilitator of this process, your role is to help lead them back to a primary prevention approach and a discussion about the known risk factors for sexual violence. Issues such as a lack of awareness or self-esteem are not risk factors for sexual violence. For assistance with how to facilitate such a conversation, please contact TAASA's prevention team.

In addition, you may find your community focusing in on situational factors, such as drug and alcohol use. For more information about situational factors, please see pages 37 through 38 of *Ending Sexual Violence in Texas: A Primary Prevention Approach*.

TAASA Strategy Selection Workbook

Ending Sexual Violence in Texas: A Primary Prevention Approach (pages 52 – 55)

Third Edition Guidance Document for the Sexual Violence Prevention and Education Cooperative Agreement CE07-701 (Rape Prevention and Education) (pages 54 – 88)

Choose the strategies you will employ to meet your goals

Once you have identified the risk factors you will be addressing, and the goals for your prevention programming, it is time to move on to strategy selection. This is a very complicated step with a lot of considerations involved. Rather than try to address all those considerations here, we have instead provided you with a list of excellent resources to guide you through this step. We'd also like to remind you that TAASA's prevention team is more than happy to help you with this process through technical assistance.

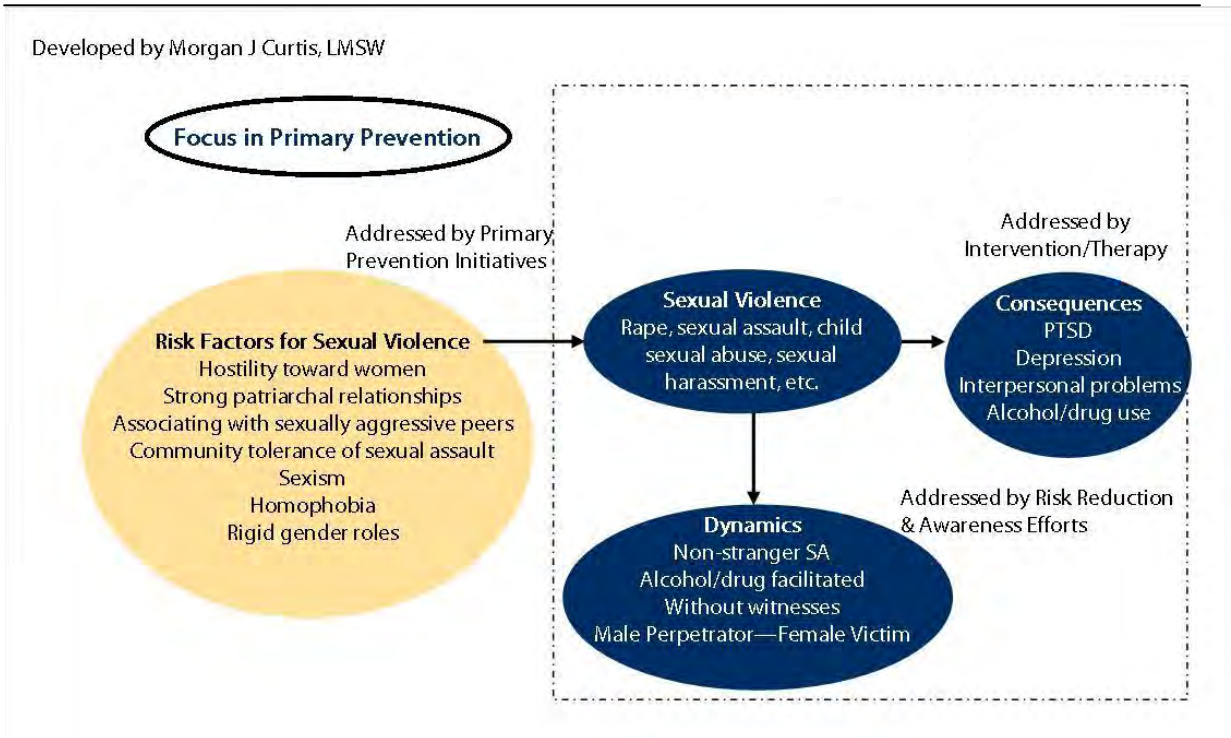
Section 4:

Complementing Coworkers' Efforts

Primary prevention staff at rape crisis and domestic violence agencies often report feeling a bit isolated. The unique approach of primary prevention work may seem foreign compared to the approach that non-prevention staff members employ. This section is designed to help prevention staff connect to their fellow staff members and work to become a fully incorporated part of the overall approach of the agency to sexual violence.

Complementing the Efforts of Your Coworkers

TAASA believes that a holistic approach to sexual violence is the most effective approach to address sexual violence in Texas and in our communities. It is critical that we continue to provide services and support to survivors of sexual violence, both in the immediate aftermath of sexual violence and for the long-term. Although we've come a long way in educating our communities about sexual violence, our outreach and community education programs are necessary to continue raising the consciousness of the community. We also strongly believe that a key piece of the response to sexual violence should be efforts to try to end sexual violence by reducing its risk factors and increasing its protective factors. The figure below is an illustration of this comprehensive approach to sexual violence. For more information, please read *Tools for Change: An Introduction to the Primary Prevention of Sexual Assault*.



Many of you whose primary focus is prevention may feel disconnected from the efforts of your coworkers, and they may have no idea what it is that you do. You may be in an agency where you are the only person (or one of a couple of folks) who are doing prevention and/or education work in the community while everyone else does direct services or administrative work. You may work in a small agency where you are doing two or three (or more) jobs at once and only have a few hours a week to dedicate to prevention. You may also be new to the field of sexual violence and still be forming your understanding of the connection between the different programming, ranging from prevention to victim services, your agency is engaged in. Whatever the case, here are some suggestions on how you can bridge that gap in understanding and work with your coworkers to create complementary programming.

Volunteer programming

- Sit down with the person in charge of volunteer recruitment and training. You can talk to them about the unique skill sets you need in prevention volunteers, as well as their unique training needs and develop a plan for recruiting prevention volunteers.

- Offer to co-create portions of your agency's volunteer training with coworkers who focus more on crisis oriented work. Your coworker can facilitate the portions of the training focused on crisis intervention while you facilitate the sections on the risk factors for sexual violence and a primary prevention approach to addressing those risk factors. By including both crisis intervention and primary prevention content in your volunteer training, you can offer a variety of options for volunteer involvement in the organization, develop a clearer picture of what sexual violence looks like in your community and also help your coworker develop a more comprehensive understanding of sexual violence prevention.

Public Education/Community Outreach

- Work with agency public education and community outreach staff to help them develop a brief description of your work that they can share with community members. This can also help all of you develop a better understanding of how prevention programming fits in with the other agency programming.

- Rely on public education and community outreach staff to help you maintain an accurate and up-to-date understanding of where the community is – its attitude about sexual violence, what resources are available, and even the impact of your prevention programming. You might even ask them to pass out a brief survey when they do presentations in the community.

- It is important to remember that a successful response to sexual violence is a holistic response in which we give attention to primary prevention as well as crisis-services and community education. In order to honor that, you can ask your coworkers if there is some basic information about their programming that you could share with your prevention partners that would give them a better understanding of the full spectrum of programming at your agency.

Crisis Intervention/Counseling/Shelter Staff

- Provide ongoing training to all staff to allow counselors and advocates the opportunity to learn more about your work, to shift their own attitudes and beliefs and to develop their own voice to advocate for the types of changes your programming is focused on. The skills you provide can help them become better advocates, both through their work with clients and in their own lives with their families, friends and community.

- Establish consistent ways to check in with crisis staff. It could be meetings, email or some other way of sharing information. Crisis intervention and counseling staff are on the front lines. They are best positioned to recognize trends in assaults over time, as well as some of the attitudes and beliefs that are prominent and problematic in your community. They also have good information on how the community and its institutions (schools, law enforcement, social service agencies, etc.) are responding to sexual assault. This can help you identify some systems advocacy that may complement your prevention programming.

- Work with counselors to help identify survivors who may be interested in joining your prevention efforts. Together you can create a pathway for survivors to becoming involved in preventing sexual violence. (Survivors could get involved as facilitators of educational sessions, advocates for your primary prevention policy efforts, members of your community mobilization efforts, or volunteers in any of your other prevention programming).

- Speak with counselors about your understanding of the causes of sexual violence. This can help give counselors an additional frame of understanding for the sexual violence their clients have survived, and can make them even better counselors, able to deal with the whole client.

- The social activism and change behind prevention programming can also help build resiliency in crisis staff who may become discouraged by the constant flow of people affected by sexual violence. Engaging them in your work makes them a part of a comprehensive effort to end sexual violence while also supporting the healing of its survivors.

Overall agency leadership

- Request consistent meetings with the leadership of your agency. These meetings can give you time to get feedback, agree on benchmarks and share the work you are doing.

- Provide your supervisor with a weekly or monthly report on what you are doing so the supervisor can share that with the executive director as part of their regular reporting. This will help keep your efforts and prevention itself on everyone's radar. If you can keep your updates short and concise, they can be easily cut and pasted into executive director's reports to the Board or funders.

- As part of your discussions with your supervisor, work out a plan to present on your primary prevention efforts in agency staff or board meetings.

- Anytime you collect a good story or quote about the impact of your prevention programming from a program participant or a community member, share the story with agency leadership. These stories help highlight the impact of your programming, and they are often used by leadership in grant reports, or overall agency reports.

- Share your ideas for the type of prevention programming you think needs to be done or your community would like to do, or talk about where you see your agency's primary prevention programming in a year or two with agency leadership. Talk to your supervisor about how prevention is included in the agency's strategic plan.

Section 5:

Implementing the State Prevention Plan

This section of this toolkit is designed to provide some guidance regarding implementation of the state primary prevention plan – *Preventing Sexual Violence in Texas: A Primary Prevention Approach*. We'll start with a brief discussion of the purpose of the state plan, tips on choosing goals for your prevention programming and suggestions for utilizing various primary prevention strategies. Much of this chapter is dedicated to discussions, resources and suggestions for implementing each of the eleven goals laid out in the state primary prevention plan. It includes discussions of the risk factors for sexual violence. Also discussed are some pitfalls to avoid when planning programming for each goal.

Plan Introduction and Overview

The information below provides some basics regarding the state prevention plan and how to use it. It includes the purpose of the plan, how to justify goal selection when implementing the plan, a description of the types of strategies you can utilize to implement the plan and some basic information regarding target audiences.

Purpose of the Plan

Preventing Sexual Violence in Texas: A Primary Prevention Approach is the result of three years of research, focus groups and discussions regarding sexual violence in Texas. The Primary Prevention Planning Committee (PPPC), with input from rape crisis centers across Texas, developed the plan to serve the functions listed below.

1. Provide a snapshot of sexual violence in Texas: The state prevention plan brings together data from a number of sources to provide a picture of the trends in perpetration and victimization of sexual violence, statewide resources for finding such data and responding to sexual violence. It also gives a profile of Texas itself, including demographic data and major industries. The *State Profile* section of the plan also shows us where such information is lacking or missing altogether, thereby giving us an understanding of data collection needs we can advocate for on a state level.

2. *S*ynthesize research on prevention, prevention programming and individual community needs and issues: The state plan provides the groundwork for justifying why programs are doing prevention work in the way they are doing it. It helps us communicate why we have chosen the goals we have in our plan to end sexual violence throughout the state and helps local programs communicate why they've developed the programming they have as they work to implement the state plan.

3. Provide a framework for local programs: The state plan provides guidance to local programs as they develop prevention programming. Recognizing the unique challenges and opportunities of a state with communities as diverse as those in Texas, the plan was written with the intent of ensuring as much consistency of programming as possible while still allowing local programs the flexibility to adapt their programming to local community needs.

4. Provide a guide for state level work: The state plan helps the unique local agencies and their communities work towards a common and broader goal of ending sexual violence in Texas. By doing so, it outlines what we believe has to change in order to achieve a reduction and eventual end to sexual violence by laying out the various goals we need to meet to create that change.

Justifying Goal Selection

As you read through the state plan and think about which goals you might want to address, or might already be addressing, it is important to think about the process of selecting a goal. Everyone can think of a time where they chose to do something a certain way because it was comfortable, they'd done it before, or they had the stuff on hand to do it that way, and not necessarily because that was the best way to do it. Has anyone else ever used something other than a hammer to pound a nail in? Sometimes it works, but a lot of the time it doesn't. Whatever you're using gets damaged, or the nail gets bent, or you end up smacking you thumb with a meat tenderizer … ouch.

The temptation is to do the same thing with our prevention programming. If your goal is to end sexual violence in your community (or to pound a nail into a piece of wood) you need the right tool for the job. While you may want to find a way to justify using essentially the same curriculum you've used for years that curriculum for those sessions in that environment may not really be the right fit for what your community needs now to address risk factors. By basing your goal selection, and then your strategy selection, on community-specific risk factors and resources, you insure that your efforts will be relevant and have a greater impact. Even if you've already selected goals, going through this process can help keep you centered on community needs and risk factors and make adjustments to programming when necessary. Below are some questions you might consider as you select or review the goals you will take on in your prevention programming. (See the resources to the right for more information on completing a community needs and resources assessment.)

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- Is the risk factor you're targeting prevalent in your community?
- Are you targeting your programming to a group of community members based on data about risk factors, prevalence and victimization? For example, are you targeting your anti-bullying programming to youth in high school when all the data you've collected shows that the onset of most bullying behavior is in fifth and sixth grades.
- Are there any resources in place, at all, that will help you meet this goal?
- Does this goal complement other goals you might take on in your prevention programming, helping you create a comprehensive overall program?
- Is your community ready to embrace this goal as their own? Do they already see the risk factor as a major issue? If not, are there strategies you can employ to get your community ready for this goal prior to implementing it?

Type of Strategies or Activities

There are six primary strategies or activities that can be effective in addressing the goals identified in the state plan. This next section provides basic guidance around these six primary strategies or activities.

Educational Seminars and Professional Trainings

These two strategies are by far the most frequently used. Educational seminars provide training to the same group of attendees for a minimum of seven to nine sessions (see the discussion and examples on page 9 for ways to develop comprehensive programs for environments where this many sessions can be a challenge) or more. Professional trainings, on the other hand, may involve fewer sessions and are designed to provide skills to professionals who can support prevention messaging with target populations. The assumption is that attendees to professional trainings are likely to already have some of the skills or attitudes you are trying to build or instill, and that they need the skills to support the development of those skills or attitudes in their work environment, or though their work with other community members. Groups targeted for professional trainings might include teachers, school administrators, staff at an institution you are partnering with for policy change efforts or the local media. Educational seminars are meant to provide skills and information that impact attendees' lives, and are not targeted to professionals. The goal of these strategies is to create changes in the attitudes and behaviors of participants. The content of those training sessions will vary depending on the outcomes you're trying to achieve. For example, educational seminars designed to get a group of adults and youth in the community to tackle the objectification of women in the media will look different than educational sessions designed to reduce bullying in a school, which will look different than professional training for teachers to give them the skills to address bullying in their schools.

However distinct the content of educational seminars or professional trainings might be, there are some consistent principles that should be followed to develop effective prevention education. These nine principles are listed below. For further explanation of each principle, you can read *What Works in Prevention: Principles of Effective Prevention Programs.*

1. **Comprehensive** – Efforts to increase the salience and therefore effectiveness of the message. There can be multiple interventions to help the message take hold, or the message can be delivered in multiple settings (e.g.: school, work, home, church, community center) and be targeted not only to individuals, but also to the systems and people who influence them (teachers, parents, community leaders, etc.).

2. **Varied teaching methods** – Using different methods to change attitudes and beliefs and to build skills. It is especially important to use interactive and skill-based education in order to have the greatest impact on learning.

3. **Sufficient dosage** – One thing that we know about prevention education is that one-time presentations are not enough to change behaviors or attitudes in the long-run. Multiple sessions are necessary for long term changes. Follow-up or booster sessions can also maximize the likelihood that changes will sustain long term. The quality of the intervention is also an issue related to dosage.

4. **Theory driven** – Programming is based in theories related to the specific issue – in this case sexual violence – that is addressed and is based on empirical research (if any is available). Theories about the etiology of the problem and the best interventions to address the etiological factors should be taken into account.

5. **Positive relationships** – Programming offers opportunities to build positive, healthy relationships with peers and with adults. This may also involve improving relationships between parents and their children or having adult mentors for youth.

6. **Appropriately timed** – Programming is appropriate for the developmental level of the intended audience and also for their level of knowledge and/or readiness to change.

7. **Socioculturally relevant** – Sociocultural relevance means not only taking into account the cultural issues and norms of the intended audience, but also involving them in the planning process to ensure that the program is relevant. This must move beyond just language translation. Also, the individual needs of the audience must be taken into account.

8. **Outcome evaluation** – Programs have well defined goals and include components to evaluate and document whether or not those goals are achieved.

9. **Well-trained staff** – Programs are implemented by staff that have been trained in their implementation and have the skills necessary to carry out the program.

In an effort to make your programming comprehensive, professional trainings and educational seminars can be combined to reinforce one another. You might focus your educational sessions on a group of youth, providing them the skills to interrupt gender-based bullying in the school while also providing the teachers and administration with the skills to support the youth in their efforts to interrupt bullying and the skills to create and sustain an environment that encourages bystander engagement.

Here again, it is important to remember that awareness alone does not lead to attitude and behavior change. Just as we know that the mere knowledge that sexual violence is illegal won't prevent someone from committing a sexually violent act, we also shouldn't expect that someone will become an engaged bystander and act to interrupt the risk factors for sexual violence just because they know what the risk factors are. Our educational sessions and professional trainings must include deliberate skill-building components. We can't expect someone to be an active and engaged bystander unless we provide them

information on why they should be engaged, build their motivation to act and help them develop the skills to do so. This is the case for educational seminars or professional trainings designed to meet any of the goals laid out in the state plan. If there is a behavioral change you are hoping for, then you must go beyond talking about why the change is important and beneficial by providing attendees with the skills to create that change, and a chance to practice those skills.

A common hurdle that rape crisis and dual agencies encounter when opting for educational seminars or professional trainings as a strategy is designing agenda for the series of seminars. There really is no single curriculum that has proven effective for primary prevention of sexual violence. There are curricula that deal with some of the risk factors for sexual violence, or with general risk factors for violence, but they have either not been proven effective in general or not been specifically proven as effective for preventing sexual violence. This leaves agencies with two basic options: take an existing curriculum and adapt it to address sexual violence or develop your own curriculum. (TAASA's prevention team is here to help with either option and to help connect you with other agencies in the state that have already developed curricula.)

Pitfalls

- While some content can be awareness-based, try to keep it to a minimum. Even a focus on awareness of what primary prevention is or what the risk factors for sexual violence are will not bring about any attitude or behavior change on their own.

- It is not uncommon for folks to struggle with the difference between a risk reduction and primary prevention approach. In order to maintain a primary prevention focus, programming should minimize or omit content designed to give attendees the skills to reduce the risk of their own victimization. If skills taught put the responsibility for prevention of an individual act of sexual violence on the potential victim or are only useful when an act of sexual violence is about to happen or don't do anything to change the norms that increase the risk of someone perpetrating sexual violence, then they are likely risk reduction focused.

- Avoid building your educational or training curriculum as a series of individual presentations. If you find that any one of your educational sessions could stand on its own as a one-time presentation, you may need to rethink your curriculum. Effective prevention programming builds from one session to the next and reinforces the messaging from previous sessions. It takes into account the 9 principles of effective prevention education by building in time for discussion, skill-building and practice. In a typical 9 session curriculum, you probably shouldn't be taking on more than 3 or 4 primary skills or attitudes. Below are some examples of programs to help highlight the differences between programs that build well upon themselves and those that don't.

- *When I worked at a rape crisis center, the curriculum for many of our psychosocial educational groups was really just a series of our one time presentations – we'd do one session on sexual harassment, one on sexual assault, a couple on healthy relationships and a few on healthy communication skills. The content from one session didn't rely on an understanding of any of the previous sessions. Even though we would meet with students for up to 12 sessions, it was essentially like they received 12 individual, unrelated sessions, so there was limited reinforcement of any of our core messaging.*
- *Developing effective bystander engagement programming can be a challenge. The difference between effective programming and ineffective programming can be the way the curriculum builds from session to session. Some folks have run into problems when they move quickly into building skills for bystander intervention without addressing participants own attitudes or beliefs that are supportive of sexual violence or providing the critical thinking skills to recognize when others are exhibiting those attitudes and behaviors. The result can be a group of participants who know how to intervene, but don't necessarily know, or feel, when a situation might require intervention. An effective bystander engagement program must spend enough time talking about and building empathy and a sense of community responsibility that would motivate participants to intervene before moving on to provide the skills needed for those interventions.*

- Make sure that you have enough time for attendees to really learn and practice new skills. Don't assume that someone will know how to do something just because you spent several sessions helping them understand why they should do it. If attendees don't have time to practice, do some trouble-shooting and experience some success with a new skill, it is unlikely that they will adopt the new behavior on a long-term basis.

Coalition building

This strategy involves bringing community members and organizations together to prevent sexual violence by addressing the risk factors for sexual violence. Effective coalition building can range from bringing in a cross-section of community partners to help you plan your prevention programming to planning and implementing special events together to finding common goals between different organizations and supporting each other's efforts. The key to this strategy is to partner with other organizations doing related work and finding ways to reinforce similar messaging and utilize common resources in a more efficient way.

One program is providing training sessions for various campus organizations and university staff to help them recognize where their own programming shares common goals and messaging with

the agency's prevention programming and to develop skills to include some of the sexual violence prevention messaging in their own efforts on campus.

Pitfalls

- Avoid going into meetings with potential partners with a pre-determined sense of what that other organization should do to support your efforts. It is important to talk first about commonalities in goals and programming, and then to come to an understanding of how each agency can support the other's efforts.

- Some coalitions can develop into just another meeting for everyone to attend. While it is important to learn about each member's programming, meeting every month to share what each agency is doing without actually planning actions each organization can take to strengthen said programming does not rise to coalition building and becomes a waste of time.

Community mobilization

This strategy involves shifting some of the responsibility for addressing the risk factors for sexual violence from service agencies, and particularly rape crisis and dual agencies, to the community. It focuses on uniting community members and organizations around a common and specific cause or risk factor and then moving that group toward some sort of collective action around that common cause. The result of successful community mobilization is a community that takes leadership in ending sexual violence and that helps sustain such efforts for the long-term.

Pitfalls

- Concerns listed for collaboration building above

- Mobilizing to raise awareness about an issue rather than to mobilizing to create long-term change in a particular risk factor for sexual violence or community norm.

Policy change

This strategy's goal is to develop and institute policies in community institutions that create an environment in which sexual violence is less likely to occur. Such an environment would be built on recognizing and rewarding positive behavior, mutual support and equity for individuals, regardless of gender, race or sexual orientation. Below are a few examples of some primary prevention-based policies.

- A school anti-bullying policy that requires educational sessions and training seminars for students, staff and teachers that address risk factors for bullying, including bullying based on gender or sexual orientation, that engages youth in developing a social marketing campaign that

promotes healthy behaviors and bystander engagement to end bullying and that creates a program for consistently publicly recognizing individuals who are supportive of their peers and challenge bullying behavior.

- A local ordinance restricting the objectification of women on billboards within the city limits.

- A requirement that every town-funded project receive at least one bid from a minority owned business, and that the minority-ownership status of a company or organization adds points to a bid being considered.

Pitfalls

- Implementing intervention policies instead of prevention policies. Sometimes, occurrences of sexual violence prompt policy change. However, if your policy doesn't swing into effect unless sexual violence has already occurred or is heavily focused on punishing perpetrators, it may be a good policy, but it is not a primary prevention policy. In addition, any primary prevention policy is only as good as the policy's implementation. It is important to consider how realistic or feasible implementation is when developing the policy, and to provide resources and support to the policy's implementation once it has been enacted.

Norms change

This strategy is discussed in some length as a core component of primary prevention on pages 6 and7. Norms change is a long-term commitment. It takes multiple reinforcements of the same messaging, along with providing alternative and healthy norms to create sustainable change. Research into human nature tells us that individuals must see the personal benefit in a new norm before they will adopt it. Additionally, norms change usually requires changing the environment and/or policies of various institutions in your community and in our society. Consider this example:

> *When I was working at a local rape crisis center, we did some programming at a local boot camp. One particular group participant will always stand out to me. We had just finished covering healthy communication for three weeks – passive, assertive and aggressive communication, using "I" statements, etc. – when she got a pass to go home over the weekend. The next week when we saw her she told us that she had gone home and tried using "I" statements to communicate with her family. They all just laughed at her. In a way, we had set her up for failure. I'm sure that she will run across people who react more positively in the future to "I" statements, but what motivation does she have to keep using that method of communication after such a negative response from her family.*

This is a clear example of how family norms can, in some instances, provide a significant barrier to individual change in behavior. If we think about this example in a larger context, the type of communication the young woman learned from us and tried to use with her family is not really the community or society norm either. Even if we could work with the young woman's family to support her using these communication norms and approaches, and to adopt some of them for the entire family, there could be further barriers to truly changing norms presented by the community or society in which the family lives. Norms change requires efforts to change attitudes, beliefs and behaviors on a number of levels.

Pitfalls

- It is important to recognize that sustainable norms change requires specific efforts to maintain those new norms within a group of people or an institute. Some of those specific efforts include:
    1. Behaviors help sustain new norms. The skills to make the behavior change, and the skills to encourage others to make the behavior change, that helped lead to the norms change must be taught. You can't assume that folks entering into the institution will automatically have those skills.
    2. Continued promotion of the attitudes and beliefs that perpetuate the new norms is important for sustaining norms change.

- Taking on too much at once. For example, if you are working towards building a norm of equity for all people, you may have to attain several short-term goals before you get around to ending sexism, homophobia and racism, to name a few. Instead of starting your community engagement with a conversation about gender equity, you may first want to find out what people believe about the roles of men and women. Other steps might include getting people to value those roles, then highlight the contributions of women in your community, then challenge gender-specific roles in the community, and any policies that reinforce them, look at pay equity in various institutions and finally move to a norm of overall equity for women in the community.

A Word about Target Populations

The state plan lists the target populations for each goal. It is important to remember that although a particular population is targeted for a given attitude or behavior change, that doesn't mean you can or should only work with that population. Your programming can also work to influence those people and institutions that influence your target audience. For example, one of the target audiences listed in the plan is 2-18 year old men who exhibit certain risk factors. While some of your prevention programming will involve working directly with young men of these ages, effective comprehensive programming suggests a need for also working with the people and institutions that influence your target population. In that case, you might work directly with the female peers, parents and teachers of young men in that age range, as well as through the institutions those men interact with (schools, businesses, media, etc.)

Implementation – Goal by Goal

The following section lists all the risk factors and goals laid out in the state prevention plan.

Individual Level Risk Factors and Goals

Risk Factor 1

Attitudes and beliefs supportive of sexual violence.

Why it is a risk factor

This risk factor includes a number of specific attitudes and beliefs that create an environment in our communities where sexual violence is more likely to occur.

- *Entitlement, specifically male entitlement* – In our society, many men are raised to believe that they have a certain right to women's bodies. This messaging is not necessarily direct; we're not talking about someone's father telling them that they can have sex with any woman they want (thought that might happen in isolated incidents). Rather, this sense of entitlement shows up in the unspoken belief of a man who takes a woman on an expensive date expecting her to "put out" in return. It's also reflected in public policy. For example, until 1994, there was a marital exemption to rape in Texas. (That is, the State of Texas didn't legally recognize that rape can happen within a marriage until that time, clearly indicating that a man had a right to his wife's body based on their marriage vows.) We also see entitlement in the way young men can engage in certain unhealthy or harmful behaviors with impunity. How often have you heard the phrase, "boys will be boys" to explain away physical violence, emotional abuse and sexual harassment, as well as to let the behavior go unpunished? The combination of these attitudes about men in our society can contribute to individuals, particularly men, committing acts of sexual violence, and it can also explain why some perpetrators don't recognize their actions as violent.

- *Unhealthy attitudes about sexuality or not understanding what constitutes healthy sexuality* – The dominant story about sex that we're told when we're growing up, if anyone talks to us about sexuality at all, is rather narrow and with prescriptive roles. Men are supposed to be interested in little more than sex, specifically sex with women. Women aren't supposed to want sex and they're supposed to resist the advances of men. Men are the pursuers and women are the pursued. Women's sexuality is often seen as serving the sexual gratification of men. With this type of prescriptive, limited, adversarial vision of sexuality, how can the resulting violence be of any surprise? For more information about unhealthy sexuality and for a deeper discussion about the prescriptive gender roles associated with the concept of sexuality that is dominant in

Western culture, please read the two part article *"Beyond Consent: Healthy Sexuality and Sexual Violence Prevention"* in *Moving Upstream.*

- *Hostility towards women* – This attitude can run the range from overt hatred of women, expressed through demeaning comments or violent acts, to a general belief in the superiority of men and the inferiority of women. For example, in meetings we often see men being congratulated for coming up with a good idea after restating or rewording an idea previously offered by a woman, or we might hear certain work (e.g., administrative work, making coffee, taking care of the kids, housework) referred to as "women's work." We might see men assume and women defer decision making authority for things such as where to go on a date or larger life decisions, such as where to live. The assumption underlying these attitudes lines up with our traditional gender role training – the training that says that women should do *this* and men should do *that.* That assumption is that women are less capable, less important and need to be protected, and it can lead to women being targeted for hostility and violence.

  Because these attitudes devalue people, build up unhealthy expectations, lead to unhealthy and violent concepts of sexuality and lead to a sense of entitlement in men, they contribute to the mistreatment of people and too many forms of violence, including sexual violence. It is not that any one of these attitudes can make someone commit sexual violence, but rather that an accumulation of these attitudes, held by many individuals and reinforced in our families and our communities, make it more likely that someone can justify an act of sexual violence or can think of these actions as not violent at all. In order to prevent sexual violence, we need to challenge and reduce these attitudes and replace them with healthier attitudes of respect and value for all people, and a belief in the equality of people.

Goal 1

To reduce attitudes, beliefs and behaviors supportive of sexual violence. Individuals will exhibit fewer attitudes, beliefs and behaviors supportive of sexual violence including but not limited to: entitlement and hostility towards women.

Target Population

men, women and children in Texas

Implementation

For starters, because this is an individual goal, you know that you will be trying to work with individuals who hold these attitudes, beliefs and behaviors that are supportive of sexual violence and/or replace these attitudes with healthier attitudes of respect, equality and healthy expressions of sexuality.

There are a broad range of activities that can help you meet this goal. You might choose to do educational sessions with youth or adults that aim to challenge their unhealthy attitudes and beliefs or to build healthy attitudes and beliefs to replace them. The educational sessions would explore problematic beliefs and behaviors (such as male entitlement and objectification of women), examine their link to violence, provide healthy alternative thought patterns and give participants an opportunity to learn and practice the new attitudes, beliefs and behaviors. You might also create a social marketing campaign challenging a specific attitude or encouraging a specific belief in individuals throughout the community.

Pitfalls

- *Working only with men and boys.* It is true that men commit an overwhelming majority of the acts of sexual violence in our society. This means that they hold a tremendous amount of responsibility for working to end that same violence. However, it is equally problematic to develop programming with the belief that only men can create the kind of norms change that is needed to end sexual violence. While women should not shoulder the responsibility or blame for the attitudes, beliefs and behaviors that contribute to sexual assault, they can be and are agents of change. Therefore, an important prevention approach involves creating programming for women that does not blame them for the violence they suffer and helps them build the attitudes and skills they need to challenge attitudes, beliefs and behaviors that support sexual violence. Truly challenging these attitudes, beliefs and behaviors will require engaging men and women of all ages.

- *All talk, no action.* Attitudes and beliefs such as male entitlement and hostility towards women may be deeply rooted and have been reinforced by messages from many different sources – friends, family, media, school, church, etc. It is really easy to develop a program in which you spend session after session identifying these attitudes and beliefs, discussing how to recognize them when they are acted out in day-to-day life and understanding their link to violence. While this can feel like an entire program on its own, it isn't enough. If the program stays focused on the problem and why it is a problem, any change in attitudes and beliefs is likely to be short lived. What we know is that there is another side to this equation for personal change that effective programming must give ample time to. People are more likely to be able to sustain change if they recognize a problem behavior and how it impacts them and the people around them, AND if they are given some skills or some healthy attitudes to replace the negative ones. To reduce a sense of male entitlement, we have to help people recognize male entitlement and its negative

impacts. Our role is also to help folks realize the advantages of replacing that sense of entitlement with an understanding and respect of each person's autonomy and right to make decisions about themselves and their bodies, their lives, while striving for mutually respectful relationships and interactions. Further, if you want people to really make changes in attitude or behavior a permanent part of their lives, it is important to give them a chance to practice and experience success with their new attitudes and behaviors. A strong program builds these opportunities in through role playing, "homework," and opportunities to try out new skills in a way that fits into participants' lives.

Risk Factor 2

Witnessing or experiencing sexual, physical, emotional/psychological/verbal abuse as a child

Why it is a risk factor

When considering this risk factor, it is especially important to understand that witnessing or experiencing abuse as a child is not a causal factor in the perpetration of sexual violence. That is to say that not all (or even most) people who were abused as children become abusive. However, some of the folks who do witness violence at home go on to perpetrate violence, about one in three according to the US Department of Health and Human Services[3] . When someone witnesses or experiences violence as a child it can normalize violence, meaning that a child may begin to believe that violence is a way of life and an appropriate behavior when they are hurt, angry or want something from another person that they are not getting. If they grow up seeing violence in the home, they may not know any alternatives to violent behavior. They may not be exposed to healthy relationships or have any understanding of the relationship and communication skills healthy relationships require. In addition, the abuse can have a negative impact on a child's pro-social, stress management and problem solving skills.

Goal 2

To increase social competencies among youth: Youth within the target age group would exhibit an increase in socially competent behaviors such as planning and decision making, interpersonal competence, cultural competence, resistance skills and peaceful conflict resolution. This goal was crafted to address this particular risk factor based on research[4] that shows that a major factor in youth committing acts of violence is not only past experiences of violence, but also the level of coping skills youth have to respond to the violence around them. While we cannot eliminate the past experience of

[3] Child Welfare Information Gateway. *Long-Term Consequences of Child Abuse and Neglect.* Taken from website (http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm) on 7.29.2011.
[4] The Search Institute. *The Power of Assets.* Taken from website (http://www.search-institute.org/research/assets/assetpower) on 7.31.11.

violence, we can provide all youth with the skills to handle it, make healthy decisions and build healthy relationships so that they are less likely to turn to violence as a problem-solving solution.

Target Population

2-18 year old males who exhibit any of the following risk factors:

- Attitudes and beliefs supportive of sexual violence
- Impulsive/aggressive behavior
- Adherence to strict gender roles
- Live in a family environment characterized by physical, emotional, psychological, verbal and/or sexual abuse, as a child

16-24 year old males who exhibit any of the following risk factors

- Witnessed or experienced physical, emotional, psychological, verbal and/or sexual abuse as a child
- Attitudes and beliefs supportive of sexual violence
- Hostility towards women
- Associate with sexually aggressive peers

Implementation

Since this goal is on the individual level, you will likely turn to educational sessions and/or professional training as a strategy to meet it. Educational sessions should focus on developing the social competencies of the attendees and should be based on the promotion of social competencies rather than focusing on the negative behaviors to avoid. It is also important to remember that for people to really adopt a new skill for the long-term, you must provide ample opportunities for them to learn the new skill, practice it, trouble-shoot around obstacles to using the new skill in their life and experience success using the new skill.

In addition to working with the target group, you can also work with their influencers. Educational sessions targeted to the parents or caregivers of youth you are working with, or mentors for those same youth, might focus on providing those adult influencers with the skills to support the development of social competencies among youth. Professional trainings for the teachers and staff who work with those same youth can also give them skills to reinforce your messaging. It is important to note that to most effectively target sexual violence in addition to violence in general, your efforts on this level should include some sort of gender analysis. As your target audience develops cultural competence and conflict resolution skills, it is important that they understand the aspects of culture that can lead to sexual violence as well as make the connections between violence and discrimination based on gender and sexual orientation.

Finally, social marketing campaigns can be utilized to further support various social competencies and healthy relationship skills.

Pitfalls

- *Focus on problem behaviors.* Particularly for this goal, it is important to focus on the promotion of the behaviors you want your target audience to exhibit rather than raising awareness about negative behaviors. In order to increase social competencies, your audience does not need to know about the various types of abuse, even if the risk factor associated with this goal is past experiences of abuse.

- *No practice.* As with the other individual level goals, this goal requires a lot of skill building. An effective program will have ample time for participants to practice their newly acquired skills.

- *Disconnected programs.* The temptation with this goal can be to design a curriculum to teach all of the social competencies mentioned in the state plan. Not only does this approach often sacrifice practice time, but it also turns your educational or training curriculum into a series of one-time presentation rather than developing it to build from session to session and reinforce messaging across multiple sessions. For an eight to nine week curriculum, we'd suggest that you only take on three or four of the five social competencies listed in the goal above.

Risk Factor 3

Impulsive and aggressive behaviors

Why it is a risk factor

Research has shown what is already an intuitive link – aggression and aggressive behaviors escalate to more and different types of violent behaviors. Particularly if this aggression exists within an individual already harboring attitudes and beliefs supportive of sexual violence, the aggressive behavior is likely to lead to violence towards women, often in the form of sexual violence. For example, there have been some clear links between bullying and other forms of violence, and there are strong indications of a link between bullying and sexual violence.

Page 43 of *Preventing Sexual Violence in Texas: A Primary Prevention Approach* contains statistics regarding the link between bullying and sexual violence.

Goal 3

Decrease bullying and/or sexual harassment behavior in youth 5-18 years of age

Target Population

men, women and children in Texas

Implementation

A number of activities and strategies can be utilized when developing prevention programming to meet this goal. Educational sessions or professional training can be used to teach healthy relationship, conflict resolution and bystander skills to support healthy alternative behaviors to bullying and to mobilize participants to interrupt bullying when they see it. If you choose this activity, it is important that your programming addresses some of the reasons for bullying, particularly those that link bullying most closely with sexual violence. This means raising understanding of and responses to bullying based on gender, gender identity or sexual orientation, and on sexualized forms of bullying, such as sexual harassment. Part of your training can also focus on providing skills to professionals who work with your target population to help them interrupt bullying behavior, model respectful behavior and support others who do the same.

An effective strategy to address this goal on an institutional, or community, level is developing prevention-based bullying policies. These policies would move beyond laying out the response to bullying incidents – punishment for the bully and safety planning for the target – and include proactive approaches to bullying. Such a policy might require the type of educational and training sessions mentioned above, provide for the development of a social marketing campaign that promotes individuals interrupting bullying behavior and create a program whereby individuals are recognized for interrupting bullying behavior and/or exhibiting positive and supportive behaviors towards their peers.

Pitfalls

- *Addressing bullying in general without addressing the root causes.* If we truly aim to prevent bullying, we have to recognize the reasons that a lot of bullying occurs. Research and our own experiences tell us that a significant portion of bullying is targeted towards people based on their gender, race and/or sexual orientation. Many individuals are targeted for bullying because they don't meet expectations for how individuals of their gender are "supposed" to act – gender role expectations. An effective anti-bullying program must address these key root causes, as well as the behavior itself.

- *Punishment focus.* A consistent, but not necessarily ideal, response to bullying is to create zero tolerance policies with stiff punishment. While this may impact some would-be bullies, it has proven largely ineffective, particularly on its own. A good prevention-based anti-bullying program teaches skills to interrupt bullying behavior, provides alternatives to using bullying to handle conflict or anger and explores and challenges the root causes of the bullying behavior.

Relationship Level Risk Factors and Goals

Risk Factor 4

Living in a family environment characterized by physical, emotional/psychological and/or sexual abuse

Why it is a risk factor

This is a risk factor in much the same way as witnessing or experiencing abuse as a child is a risk factor. As was explained above, it is not a causal factor, but can increase the likelihood that someone will engage in violent acts, and can impact individuals' abilities to resolve conflict, establish healthy relationships and recognize alternatives to violent behavior.

Goal 4

Increase adult modeling of social competencies, positive values and positive identity (as defined by the 40 Developmental Assets©). Social competencies include planning and decision making, interpersonal competence, cultural competence, resistance skills and peaceful conflict resolution.

Target Population

men, women and children in Texas

Implementation

Programming to implement this goal is a good complement to goal 2 programming. While you are working to develop the social competencies of a group of youth, you can also work with adult influencers in the lives of those same youth to support the growth of the same social competencies. This might involve providing training to teachers, adult mentors, parents, or any other adults who interact with youth on a consistent basis. As was the case with goal 2, it is important that any programming designed to meet this goal includes a gender analysis. Additionally, it is important to remember that programming for this goal will be different that programming for goal 2. You can't just teach the same curriculum you teach to youth to their adult influencers. If adults are to model the social competencies, you must also provide them with skills for being healthy role models and supporting the development of social competencies in others.

Pitfalls

- *Assuming adults have social competencies.* Youth without social competencies grow into adults without some of those same social competencies. And let's face it, some of us just seem to misplace some of our social competencies in our adulthood – they are, after all, the types of things you have to use to keep. Part of your programming may be providing the same skills to the adults as you've provided to youth so that they can model the desired behavior.

- *No ongoing support/connection.* Once you've done training with adults on modeling social competencies, find a way to provide ongoing support and connection for those adults. People who are trying to model healthy behavior need support for those healthy behaviors, and a connection with folks who can help them trouble-shoot when they run into obstacles around supporting the development of social competencies in youth.

Risk Factor 5

Associating with sexually aggressive and delinquent peers

Why it is a risk factor

We all know that peers can be powerful influences in our lives. If we are surrounded by sexually aggressive and delinquent peers, their behaviors become normalized and seem to be sanctioned. As was mentioned above with individuals who exhibit aggressive behaviors themselves, individuals whose peers are aggressive often exhibit an escalation of violent behaviors over time.

Goal 5

Increase positive peer influences among males ages 10-24

Target Population

men, women and children in Texas

Implementation

Activities you might use to implement this goal could include educational sessions to develop youth leadership around interrupting the attitudes, beliefs and behaviors which support sexual violence and promoting positive and supportive behaviors amongst their peers. If individuals see some of their peers taking a stand against the attitudes, beliefs and behaviors that support violence, the power of peer influence can become a positive factor rather than a negative one. Educational sessions would need to focus not only on the attitudes and beliefs supportive of sexual violence, but also on leadership skills and bystander skills to help youth intervene when these attitudes, beliefs and behaviors supportive of sexual violence are exhibited.

Pitfalls

- *Working with only men or young men.* Despite the fact that the target population for this goal is young men, programming to meet this goal does not have to work with only men. The goal is to increase positive peer influences. Women of the same age group as the target population of men can be powerful peer influences, and therefore can be included in your programming.

- *Intervention focused bystander programming.* Bystander programming holds a great deal of promise. When using bystander programming to meet a primary prevention goal it is critical to move the point of intervention up from intervening in acts of violence to where individuals act upon the risk factors for sexual violence. We often see folks use scenarios in which sexual violence is happening or is about to happen – such as the often used scenario of a drunken friend at a party being led away by a man – in bystander programming. Often the approach is to work with participants to develop a desire to stop the man from leading their drunken friend away, and the skills to do that safely. This means that the skills being taught don't become useful until an act of sexual violence is imminent, and there is no focus on changing the man's justification for his behavior – the attitudes, beliefs and behaviors that tell him it is okay. Primary prevention-based bystander programming should seek to engage participants in intervening at an early point. So the focus would be on providing someone with the skills to challenge a friend who might consider taking advantage of a situation in which someone was drunk to try to have sex with them before that situation ever arises. The point of intervention would become when their friend expressed their goal of getting someone drunk to take advantage them or when someone made a sexist joke.

Goal 6

Increase interventions to change attitudes, beliefs and behaviors supportive of sexual violence

Target Population

men, women and children in Texas

Implementation

This goal is similar to goal 5. It involves working with individuals and organizations to provide the skills and policy support for interrupting attitudes, beliefs and behaviors supportive of sexual violence (outlined in goal 1). As with goal 5 above, educational sessions designed to teach bystander skills to youth and adults can be effective strategies to achieve this goal. In addition, social marketing programming that focuses on some of these negative attitudes, beliefs and behaviors can help change the acceptance of them.

Pitfalls

- *Ignoring youth as social change agents.* It is important to recognize that youth can create change, not only among their peers but also throughout their communities. Youth leadership programming can be a highly effective strategy when seeking to change community norms or challenge attitudes, beliefs and behaviors supportive of sexual violence.

Community Level Risk Factors and Goals

Risk Factor 6

General tolerance of sexual violence and other forms of violence

Why it is a risk factor

It is unlikely that you'll ever run into someone who says, "Yeah, I'm fine with sexual violence. You might say I'm generally tolerant of it." However, in communities across Texas, you will find instances where the environment minimizes sexual violence. If there is a case of sexual violence, you might hear it being downplayed or swept under the rug by the institution in which it happened (a school or business). For example, people might say, "Well, they were dating," or dismiss it as another "he said, she said" incident. I know of instances where staff members of an agency were fired for committing an act of sexual violence, but no charges were pressed against the staff person, and nothing was put in their record, allowing them to move on to the next town with a similar agency. In addition, you might hear victim-blaming statements, or in many cases, an outright denial that sexual violence is an issue at all in a town.

> *In one instance, a convicted perpetrator of child sexual abuse was released prior to sentencing and allowed to return to his home. His home was next door to the home of one of his victims. Local police were quoted as saying, "His home is his castle, we cannot deny him the right to his castle." They gave no consideration to how seeing the man across her backyard might impact the victim.*

Because the attitudes, beliefs and behaviors that are supportive of sexual violence are so prevalent in our society, it is hard to imagine a community in which these risk factors for sexual violence aren't present. The denial or minimization of sexual violence, coupled with the real experiences of sexual violence and the attitudes and behaviors that increase the risk of sexual violence send some very problematic messages to members of the community.

- *Violence is accepted in our community.* If a community refuses to name violence when it exists or downplays it, then that violence becomes a normal and acceptable part of that community. This is a dangerous message to individuals who are already exposed to other risk factors for the perpetration of sexual violence. That message says that the violence they are committing is not really violence, and that they can continue that behavior with impunity.

- *Creates a sense of helplessness.* The message being sent from the community when it downplays or denies the occurrence of sexual violence is damaging to victims of sexual violence. The message is that what happened to you isn't really violence, is somehow your fault and you can

expect sexual violence - ranging from sexism to sexual harassment to rape - to be a part of your life into the future.

- *Attitudes, beliefs and behaviors that are known risk factors for sexual violence are a part of the community norms.* As long as these attitudes, beliefs and behaviors go unchecked in a community, the risk of sexual violence will remain high.

Goal 7

Reduce the tolerance of sexual violence and other forms of violence in the community such as objectification of women and gender inequality. Organizations, neighborhood associations and other community entities will mobilize to end sexual violence.

Target Population

men, women and children in Texas

Implementation

A common programmatic response to this risk factor is to seek policies increase the punishment of perpetrators of sexual violence. While this can be part of a holistic approach to dealing with sexual violence, it is not consistent with a primary prevention approach. It doesn't meet the definition of primary prevention since it doesn't come into play until after an act of sexual violence is committed. In addition, there is little empirical data to support the theory of harsher punishment deterring future crime. However, that doesn't mean that policy work can't be effective in implementing programming targeted to this goal. Proactive policies in institutions that support bystander engagement, promote pro-social behaviors and marginalize the attitudes, beliefs and behaviors that are supportive of sexual violence can have a powerful impact. Examples might include: 1) a city policy of awarding extra points in contract bids to women-owned or other minority-owned businesses, or 2) a Chamber of Commerce requiring all of its members to adopt pay-equity policies to insure men and women receive equal pay for equal work.

Social marketing campaigns can also be effective at impacting community norms regarding sexual violence, or any related issues such as masculinity, bystander engagement or sexism. On the next page you will find an example of a poster created as part of a social marketing campaign in Vermont. These types of campaigns can be used as part of an effort to change community norms.

Successful programming to meet this goal might also include a community education program. Similar to educational sessions designed to meet goal 1, content of educational sessions for this goal would likely address attitudes, beliefs and behaviors supportive of sexual violence. To move the impact of the educational sessions from an individual to a community level, attendees might use their understanding of these attitudes, beliefs and behaviors to recognize them playing out in their own community, come up with a plan to address them and then learn the skills to act on their plan. In additional to learning to recognize and interrupt these attitudes, beliefs and behaviors, attendees might learn leadership, organizing or policy advocacy skills, to name a few.

Two other strategies you might employ in your efforts to reduce community tolerance of sexual violence are coalition building and community mobilization. Utilizing coalition building, you might meet with other service providers in your community to find ways to support each other's programming, reinforce common messaging in all of your programming based on common goals or issues being addressed, find ways to share resources and engage in joint programmatic planning. Utilizing community mobilization, you might identify some community groups or members who are interested in addressing a particular risk factor for sexual violence in your community, identify a possible solution (maybe advocating for policy change at a community institution) and then provide the skills to those community members to take leadership in working for that solution and responsibility for the long-term success and maintenance of the effort.

Pitfalls

- *Punishment only policies.* As mentioned above, punishment only policies are not appropriate for a primary prevention approach to ending sexual violence. If you policy doesn't kick in until after an act of sexual violence has occurred and is focused on punishing the perpetrator of the already committed act, it is not a primary prevention policy.

- *Stopping at raising awareness.* Particularly when doing work on a community level, a certain amount of time and energy will focus on raising the consciousness of community members. However, this consciousness raising should focus on risk factors for sexual violence and not on the definitions and dynamics of sexual violence. In addition, primary prevention efforts on a community level should have as an end goal a change in attitude or behavior which will lead to norms change.

Societal Level Risk Factors and Goals

Risk Factor 7

Norms supportive of sexual violence

Why it is a risk factor

Like the risk factor number 1 we mentioned above in the individual level section, this risk factor includes several specific norms that are supportive of sexual violence, and each one needs a little bit of an explanation.

- *Male superiority* – Despite the notable progress of the women's rights movement, we still live in a society in which male is considered dominant to female. In many ways, in our society, power rests in three primary places, government, business and military. The people who sit with the most authority in those areas of our society are predominantly men. This superiority can be seen in many aspects of our daily lives. There is still a considerable wage gap between men and women doing the same jobs. Additionally, women have daily experiences of feeling silenced in spaces where men are present and of having men's ideas given more value and credence. In addition, male superiority means that men and masculine characteristics are given higher value while women and traditionally feminine characteristics are devalued. When someone is considered somehow less important, less valuable, less crucial, they become a target for mistreatment.

  This may be a crude analogy, but think about getting a new toy when you were young. Suddenly old toys became less important, less crucial to your day-to-day play. Old toys become forgotten or even destroyed in various experiments. I can look in the back yard right now and see an old (and now deflated) ball and an old plastic car with broken doors that are the direct victims of their devaluing by my daughters.

  We can look at the abuse that was perpetrated by US soldiers in Abu Ghraib prison in Iraq as another example of the potential result of strong feelings of superiority coupled with a violent environment and the devaluing of human life. This is not unlike the sexual violence that women and children face at the hands of men who've been taught to think of themselves as superior.

- *Sexual entitlement* - From a very early age, young men receive messaging that tells them women's bodies are accessible to them and are meant for their sexual pleasure, and that sex is a perk or reward for relationships and dating. This messaging is reinforced on the community and societal levels. As was mentioned when discussing risk factor number 1, it wasn't until 1994 that

Texas law recognized the possibility of rape within a marriage. In addition, media sells products using women's sexuality, and specifically a concept of women's sexuality where women are passive, objectified, sexually subjugated to men and available at all times. This concept of women as sexually available is frequently used in the marketing of alcohol to men. You can see the ads below for some examples of this message of entitlement that men receive.

- *Objectification of women* – A lot of people hear this phrase and just kind of roll their eyes. They think to themselves that women can't be objects – they're people. However, the way women are viewed and/or portrayed in our society is very similar to the way we treat objects. Through the use of camera angles and deliberate image construction, women are often reduced to objects to be admired and viewed. Many images, such as those on the next page, will focus on a woman's body parts - particularly sexualized body parts such as breasts, legs or their backside – and/or leave out other body parts - such as hands, feet and heads - that make women both individuals and active beings. Also, women are often thought of or portrayed as passive, with life happening *to* them. Thus women are thought of as victims rather than survivors, in need of rescue rather than capable of being their own advocates and the object of men's desires rather than subjects with their own desires. Finally, when we look at relationships, there is a history of both assigning a woman's value to her relationship status and of thinking of her as a possession of whoever she is in a relationship with. She is given away by her father, she is referred to as "my woman," etc. While these statements are often intended as sentiments of protection and love, they still have at their core a sense and history of possession, specifically of men possessing women. All of these realities slowly chip away at the humanity and equity of women, making them more likely targets for violence. When someone's humanity is stripped away, they may seem less worthy of fair treatment. It is much more difficult for a potential perpetrator to commit an act of violence against someone he/she can relate to and see as an individual than against an amalgamation of sexualized body parts.

Goal 8

Reduce the norms that support sexual violence such as male superiority, sexual entitlement and objectification of women

Target Population

men, women and children in Texas

Implementation

Similar to efforts to address goal 1, efforts to address this goal involve building skills to recognize norms supportive of sexual violence - male superiority, sexual entitlement and the objectification of women, to name a few, challenging the underlying attitudes, beliefs and behaviors and replacing those attitudes, beliefs and behaviors with new, healthy ones, such as equity and healthy concepts of sexuality. As this goal is on the societal level, additional efforts include recognizing the institutions and cultural norms that perpetuate these attitudes, beliefs and behaviors and taking action to make changes on that societal level. It goes beyond changing individuals to changing institutions and cultural norms. A number of strategies can be utilized to reach this objective.

Educational sessions can be used to help attendees recognize the norms that are risk factors for sexual violence and the institutions and customs that keep them in place. They would also provide attendees with the skills to identify and carry out possible actions, ranging from policy advocacy efforts to community mobilization to reducing problematic norms, such as male superiority or sexual entitlement. For example, educational sessions might examine the local school districts' implementation of state policy regarding sex education. They might learn about unhealthy concepts of sexuality and how they are included in certain curricula being used. They might also learn about concepts of healthy sexuality

and review curricula that include those concepts. Finally, they might learn the advocacy skills that allow them to introduce policy changes at the local school and state level that eliminate the use of sex education curricula that include unhealthy messages about sexuality and promote the use of curricula that include healthy messages about sexuality. Other educational sessions might lead to community mobilization to address other issues in the community and throughout society, including anti-pornography efforts or campaigns for equal pay for equal work.

Pitfalls

- *All talk and then no action.* As with strategies to address any of the societal level goals, it is important to ensure programming moves beyond raising awareness about sexual violence or risk factors. The goal is to provide community members with the skills to take action to change norms and/or engage directly in those actions yourselves. The end goals must be providing the skills to take action to change norms, and following through with that action.

- *Working only with men or only with women.* The type of large scale norms change programming for this goal is designed to enact requires a critical mass of supporters. Although change can be effected by a small group of folks, it is important to have a strong and diverse group. Efforts that engage only men to create change can become counter-productive if they end up enforcing concepts of male superiority and inequality – specifically the idea that only men can create lasting change. It is critical that programming recognize, value and work to expand the agency of women to create change, while also involving men in ways that challenge the norms that are risk factors for sexual violence and model equitable relationships between men and women acting for social change.

- *Make assumptions about people's consciousness.* Societal level work requires patience. It is important to remember, particularly when working to change societal norms, that the primary prevention of sexual violence is a long-term commitment. Give enough time to shifting the consciousness of those community members you are working with before you move immediately to action. Some people you want to involve in norms change efforts might not yet see these norms as problematic or believe in the new norms you are trying to put in place. It is critical to find a balance between giving enough time to changing individual attitudes, beliefs and behaviors and moving to a collective action that will keep everyone motivated and involved.

Risk Factor 8

Inequalities based on gender, race, class, ethnicity, sexual orientation

Why it is a risk factor

Throughout history groups of people have been treated and thought of as second-class citizens. They have been denied the same rights given to people belonging to majority groups – groups with more power, and they have been targeted for various forms of violence. This same sort of denial of rights and devaluing of human beings based on certain aspects of their identity is prevalent in our culture today. People who don't have the same rights, access to resources, and legal recognition as a majority group in society today are also more at risk for all forms of violence. In addition to a lack of rights, these marginalized groups also face prejudice and discrimination in their interactions with people, organizations and social institutions (such as schools, social services and the political process). Without equity, violence will persist.

Goal 9

Reduce disparity based on gender, race, class, ethnicity and sexual orientation. Organizational practices and policies and the community at large will support equality.

Target Population

men, women and children in Texas

Implementation

This goal is a fairly broad goal, making the use of multiple strategies possible and effective. As with other societal level goals, educational sessions might provide attendees with an understanding of oppression and discrimination and their link to sexual violence, the ability to recognize inequity in institutions and the skills to take action to challenge and reduce discrimination. The actions taken upon the conclusion of such educational sessions might include policy changes that combat inequity, community mobilization or coalition building to reduce discrimination in local and national institutions or professional training sessions to provide attendees with the skills to recognize and combat discrimination (particularly sexism or homophobia) in their own organizations.

Another important strategy to consider when taking on this goal involves aligning organizational policies and practices to support the norms you seek to promote in your community and throughout society. You might examine your hiring, promotion policies or explore ways to promote diversity and equity in leadership positions. You might explore whether or not people of various communities and identities are accessing your services, represented on your board or serving as volunteers. Once you have made some

strides in your own organizational policies and practices, you can promote them to other agencies and institutions.

Pitfalls

- *Lack of inclusion.* Whenever you take action to address discrimination, it is important get real feedback and programmatic guidance from individuals who have experienced that discrimination. If this isn't done, the programming you design may not be relevant to the lives of those most affected. Without relevance, you are unlikely to affect significant change and maintaining your programming becomes a challenge without any community buy in.

- *Unintended consequences.* It is important to talk through efforts to address discrimination and inequity with a diverse group of people, and to think through potential effects of such efforts. Sometimes efforts to create equity, particularly if they only focus on a particular type of discrimination or oppression (racism or sexism, for example), can have unintended and negative consequences. For example, let's say you got the city to pass an ordinance that all city funded projects are required to get bids from at least one woman-owned business when applicable. The results may help you combat sexism, but what if the end result is that fewer bids by businesses owned by various marginalized communities are sought out and accepted. Having a strong and diverse group of community members involved in planning your programming for this goal can help avoid this pitfall.

Risk Factor 9

Gender role socialization and objectification of women

Why it is a risk factor

Both of these risk factors help reinforce inequity, thereby creating a greater likelihood of violence.

- *Gender Role Socialization* - The concepts of masculinity and femininity have shifted, without a doubt. However, we still live in a society that views certain characteristics, activities and vocations as more or less male or female. As we grow up, many of us learn that men are strong and unemotional and that women are primary caregivers and often irrational or overly emotional. We don't necessarily learn this directly, but, more often, through the process of socialization – the process by which expectations for behavior and roles are passed on to new generations. Many of these behaviors or characteristics are learned through our families, peers, media, etc. what is expected of us. A great deal of violence, including sexual violence, is directed at people who challenge those strict gender roles or don't fit nicely into the "man box" or "woman box." In addition, much of the behavior that men and women are socialized to adopt is

unhealthy and sets the stage for violence. Men are socialized to be aggressive and to pursue sex, women are taught to be passive and that they should deflect men's (often persisistent) sexual advances, at least until married. This sets up relationships between men and women as adversarial, and completely marginalizes all relationships that aren't heterosexual. In addition, women are socialized to believe that one of their primary sources of power is their sexuality – specifically their ability to withhold and/or give sex. This plays into the common, and problematic, construction of gender specific roles when it comes to sexual activity. Men are thought of as uncontrollably hypersexual and aggressive and women are thought of as the gatekeepers to sex. This construction of sexuality puts all the responsibility for sex on women and relieves men of responsibility. Rather than giving women power over men, this concept of sexuality makes women more likely targets for sexual violence and victim blaming. Such attitudes exist throughout our society, and are being taught to our children in schools through certain sex education programs. The following is taken directly from the *Just Say Yes* program, as quoted in the Texas Freedom Network's recent publication *Just Say Don't Know: Sexuality Education in Texas Schools.*

> *"Girls, taking into consideration that guys are more easily sexually turned on by sight, you need to think long and hard about the way you dress and the way you come on to guys… If a guy is breathing, then he's probably turned on… How can you tell a girl is an easy target for a guy?...By the clothes she wears… A girl who shows a lot of skin and dresses seductively fits into one of three categories: 1) She's pretty ignorant when it comes to guys, and she has no clue what she's doing. 2) She's teasing her boyfriend which is extremely cruel to the poor guy! 3) She's giving her boyfriend an open invitation saying, "Here I am. Come take me."(p. 174)[5]"*

In other words, a women who wears what she wants to wear because it makes her feel good, or is comfortable, or makes a clothing choice on the way she's been socialized to dress and place her appearance as central to her value is responsible for the response she gets, including unrequested sexual advances. Furthermore, she would only do this if she was unintelligent, teasing her boyfriend who can't help but be turned on only to be cruelly refused sex (this is that concept of supposed power over men through sexuality) or is really asking for sex, regardless of anything she might communicate verbally, or with any other manner of body language.

- *Objectification* - The objectification of women is discussed in the section on risk factor 7 on page 50.

[5] Wiley, D. and Wilson, K. *Just Say Don't Know: Sexuality Education in Texas Schools.* A Report from the Texas Freedom Network Education Fund. 2009.

Goal 10

Increase positive, healthy and realistic images and representations of women

Target Population

men, women and children in Texas

Implementation

Several strategies can be utilized to increase positive, healthy and realistic images and representations of women. Educational sessions can be used to help folks recognize the unhealthy images of women they often see in the media, understand their impact, work to challenge the use of those unhealthy images and learn skills to create healthy alternative images. The goal of such educational sessions should be to motivate participants to take action. Actions might range from a letter writing campaign to a company that uses unhealthy images of women in their advertising to boycotts of products made by such companies to creating alternative media with healthy and realistic images of women to policies that focus on recruiting women into positions of prominence and visibility in the community.

Policy change can also be an effective strategy for this goal. One example might be working with a local news affiliate to create a policy of hiring both men and women into various on and off-air positions, avoiding assigning on-air staff to cover stories based on gender (i.e., men as anchors and women covering health related stories) and setting targets for equal representations of men and women in guest spots in reporting.

Social marketing campaigns that highlight positive images of women can also reinforce efforts around this goal. Campaigns might pay tribute to women who are in both traditional female or male roles, or they might challenge the assignment of those roles as either female or male.

In order to create such social marketing campaigns, recruit attendees for educational sessions or advocate for any policy changes, both coalition building and community mobilization strategies can be useful.

Pitfalls

- *Promoting too narrow of a concept of femininity.* It is important when taking on this goal not to reinforce the narrow and prescriptive concepts of masculinity and femininity that are risk factors for sexual violence in themselves. You can do more harm than good by promoting positive images of women as mothers, nurses, teachers and other traditionally feminine rolls while excluding women who take on roles that are outside of those expectations. Instead, a conscious effort to include women taking on a wide range of roles including business woman, mother,

athlete, doctor, nurse, political leader and so on is critical for increasing healthy, realistic images of women.

- *Not being inclusive.* Similar to the above mentioned pitfall, it is important to include a diverse group of women in your planning process and in your healthy and realistic representations of women. The goal is to move beyond merely including women in positive roles to include women of various physical traits, races, ethnicities, socioeconomic statuses, sexual orientations and gender identities.

Goal 11

Increase mutability of gender roles without fear of marginalization or violence

Target Population

men, women and children in Texas

Implementation

Challenging the narrowly prescribed concepts of masculinity and femininity along with the relegation of certain roles based on gender is a critical piece of ending sexual violence, and many strategies can be used. The goal is to allow individuals a wider spectrum of expressions of their own gender without fear of serious repercussions.

Educational sessions can be used to help participants recognize the constraints of strict gender roles, see the consequences of challenging those constraints, understand and value the wider spectrum of expression of gender and learn the skills to work towards the norms change necessary to realize that goal. Professional trainings can help participants create environments that nurture and celebrate individual expressions of gender in their work environment. For example, teachers can learn tactics for addressing violence targeting individuals who don't fit into the "man box" or the "woman box," as well as ways to create a classroom environment that supports individual gender expression. Hiring and firing policies for particular positions or professions can be changed to support diversity through policy change either within your organization or in other institutions. Social marketing campaigns, coupled with community mobilization and coalition building can help change the norms within your community, making it safer for folks whose expressions of gender or chosen roles don't match with current expectations.

Pitfalls

- *Stopping at raising awareness.* It is important, as with all other goals, to move beyond raising awareness about the spectrum of gender identity and the constraints of rigid gender roles to changing the norms that create a dangerous environment for anyone stepping outside of those

rigid gender role expectations. Although awareness of these norms may be an important step, the ultimate goal is norms change.

- *Not being inclusive.* It is crucial that our efforts don't stop at allowing straight men to fulfill traditionally feminine roles and/or straight women to fulfill traditionally masculine roles. Our goal is to create safe spaces for a full spectrum of gender identity, gender expression and expression of sexuality.

Appendix A: Resources

This appendix contains the full listing for resources offered for additional reading throughout the toolkit. To get to online resources, simply click on the hyperlink. There are also some additional resources offered for people who are looking for additional information about primary prevention or resources for specific approaches to primary prevention programming.

Resources Mentioned in Toolkit

American College Health Association. *Shifting the Paradigm: Primary Prevention of Sexual Violence.* Linthicum, MD: American College Health Association. 2008

The purpose of this toolkit is to provide facts, ideas, strategies, conversation starters, and resources to everyone on campus who cares about the prevention of sexual violence. Whether you are a faculty or staff member or an administrator or student, there are resources included that are directly relevant to your role in the campus community.

Centers for Disease Control and Prevention. *Getting to Outcomes Step 1: Needs and Resources Assessment.* Atlanta, GA: Centers for Disease Control and Prevention. Dec. 2006

This document explains the purpose behind a community needs and resources assessment and takes you through the process of completing one. It also contains potential resources for gathering data regarding sexual violence and your community.

Centers for Disease Control and Prevention. *Sexual Violence Prevention: Beginning the Dialogue.* Atlanta, GA: Centers for Disease Control and Prevention. 2004.

Sexual Violence is a serious public health problem with extensive short- and long-term health consequences. *Sexual Violence Prevention: Beginning the Dialogue* identifies concepts and strategies that may be used as a foundation for planning, implementing, and evaluating sexual violence prevention activities.

Centers for Disease Control and Prevention. *Third Edition Guidance Document for the Sexual Violence Prevention and Education Cooperative Agreement CE07-701 (Rape Prevention and Education).* Atlanta, GA: Centers for Disease Control and Prevention. 2008.

This document provides information on several key public health concepts and updated guidance on planning expectations.

Curtis, Morgan J. *Engaging Communities in Sexual Violence Prevention.* Austin, Texas: Texas Association Against Sexual Assault.

The guidebook serves as a tool for communities and individuals who are beginning the process of planning for community-based primary prevention of sexual violence.

Curtis, Morgan J. *Focus Groups and Interviews.* Texas Association Against Sexual Assault.

Focus group guide to aid rape crisis centers in conducting this kind of data collection.

Curtis, Morgan J, Diaz de Leon, E. and Love, T. *Strategy Selection Workbook: Key Steps to Selecting Primary Prevention Strategies.* Texas Association Against Sexual Assault.

Workbook intended to help guide your selection of primary prevention strategies.

Curtis, Morgan J, & Love, T. *Tools for Change: An Introduction to the Primary Prevention of Sexual Violence.* Austin, Texas: Texas Association Against Sexual Assault.

This document introduces readers to primary prevention and to the concepts, terms and models that comprise this approach.

Krug, EG et al., eds. *World Report on Violence and Health.* Geneva, World Health Organization, 2002.

This report is based on research on violence on a global scale – who is impacted by it, what its impact is and suggestions for what can be done about it. There is an entire chapter dedicated to examining sexual violence on a global scale.

Nation M, Crusto C, et al. *What Works in Prevention Principles of Effective Prevention Programs.* American Psychologist 2003; 58 (6/7):449:456.

This article is based on evidence of the core components of effective prevention programming, particular related to the strategy of educational seminars.

Oregon Sexual Assault Task Force. *Theories of Change.* Keizer, OR: Oregon Sexual Assault Task Force.

This contains a brief explanation of some of the primary theories of change that can be used to justify programming designed to lead to social change, behavior change, norms change or a change in attitudes and beliefs.

Perry, Brad. *Beyond Consent: Healthy Sexuality and Sexual Violence Prevention.* Moving Upstream. Two part article in Volume 1, Issue 3 and Volume 2, Issue 2. Virginia Sexual and Domestic Violence Action Alliance. Oct. 2005 and Feb. 2006.

This article explores the link between healthy sexuality and sexual violence prevention, as well as explaining some of the problematic components of sexuality that are prevalent in today's society.

Primary Prevention Planning Committee. *Preventing Sexual Violence in Texas: A Primary Prevention Approach.* Texas Primary Prevention Planning Committee. 2008.

The state prevention plan provides a snapshot of sexual violence and its risk factors in Texas communities, synthesizes research on prevention and prevention programming regarding those risk factors and provides a framework or guide for local centers to use to prevention sexual violence.

Washington Coalition of Sexual Assault Programs. *Connections: Feminist Theory and Its Validity to Anti-Sexual Assault Work.* Spring/Summer 2003 Edition. Washington Coalition of Sexual Assault Programs. 2003.

This edition of the Washington Coalition's newsletter contains several articles exploring the history of Feminism as a part of anti-sexual assault efforts, as well as making the argument Feminist theory's continued validity as a foundation for the movement.

Wiley, D. and Wilson, K. *Just Say Don't Know: Sexuality Education in Texas Schools.* A Report from the Texas Freedom Network Education Fund. 2009.

The Texas Freedom Network took a close look at the curricula being used in Texas classrooms for sex education. They found that many of the abstinence-only curricula currently in use are filled with misinformation, exaggeration and dangerous and stifling messages about sex and sexuality. This report is a summary of their findings.

Additional Articles and Resources

Barker, G., Contreras, J.M., Heilman, B., Singh, A.K., Verma, R.K., and Nascimento, M. Evolving Men: *Initial Results from the International Men and Gender Equality Survey (IMAGES).* Washington, D.C.: International Center for Research on Women (ICRW) and Rio de Janeiro: Instituto Promundo. January 2011.

This report summarizes multi-country findings from the International Men and Gender Equality Survey (IMAGES), a comprehensive household questionnaire on men's attitudes and practices – along with women's opinions and reports of men's practices – on a wide variety of topics related to gender equality. From 2009 to 2010, household surveys were administered to more than 8,000 men and 3,500 women ages 18 to 59 in Brazil, Chile, Croatia, India, Mexico and Rwanda. The report focuses on the initial comparative analysis of results from men's questionnaires across the six countries with women's reports on key variables. Topics included health practices, parenting, relationship dynamics, sexual behavior and use of violence.

Cohen, L., Chávez, V. & Chehimi, S. (Eds.). *Prevention is Primary: Strategies for Community Wellbeing.* San Francisco: John Wiley & Sons, Inc. 2007

Since the first edition of "Prevention is Primary" was published in 2007, the notion of prevention has gained greater prominence on a national level. This updated second edition includes advances in the field of prevention while contextualizing the practice of prevention in the current economic and healthcare climate. Stronger links are made throughout the text of the connection between various topics for example, links between violence prevention and physical activity promotion. The new edition also contains a real-world examples and application of key concepts and offers an online instructors manual.

Davis, R. Fujie Parks, L. & Cohen, L. (2006). *Sexual Violence and the Spectrum of Prevention: Towards a Community Solution.* Enola, PA: National Sexual Violence Resource Center.

Provides effective primary prevention activities to reduce the incidence of sexual violence, emphasizing the importance of changing social norms. Uses The Spectrum of Prevention.

Flood, Micheal. *Let's Stop Violence Before It Starts: Using primary prevention strategies to engage men, mobilise communities, and change the world.* Notes from a one day workshop at the *United Against Domestic Violence – Engaging All Men in Prevention* in Mt. Gambier, South Australia. July 14 – 15, 2011.

This document emphasizes the positive role which men have to play in preventing violence against women. It identifies promising strategies for involving men in work aimed at ending violence against women and building gender equality, drawing on both Australian and international experience. The document explores key challenges and dangers, from collusion to backlash, and it emphasizes ways in which to extend the reach, appeal and impact of violence prevention among men.

Fisher D, Lang KS, Wheaton J. *Training Professionals in the Primary Prevention of Sexual and Intimate Partner Violence: A Planning Guide.* Atlanta, GA: Centers for Disease Control and Prevention. 2010.

This Guide describes how to develop, implement, and evaluate a process for training professionals to engage in sexual violence and intimate partner violence prevention. The Guide is designed to help practitioners tailor individual trainings to different groups of professionals. It provides definitions of sexual violence and intimate partner violence and includes real-life examples to illustrate theory put into practice. In addition to step-by-step guidance on all the tasks necessary for planning a training, the Guide includes tip sheets, worksheets, checklists, and an extensive resource list.

Tabachnik, Joan. *Engaging Bystanders in Sexual Violence Prevention.* Enola, PA: National Sexual Violence Resource Center. 2009.

This book presents a compelling orientation to the importance of engaging bystanders in sexual violence prevention. The narrative provides background on the development of an approach that empowers each of us to be involved in prevention. It discusses various reasons why individuals who witness a range of inappropriate behaviors may or may not take action, and presents ways to encourage and develop greater bystander involvement. Finally, this book serves as an excellent training resource; it provides activities and trainer instructions throughout that make it a useful educational guide on bystander engagement in sexual violence prevention. Also available in Spanish.

Web-Based and General Resources

National Sexual Violence Resource Center Library

This library database contains the library collections of both the National Sexual Violence Resource Center (NSVRC) and the Pennsylvania Coalition Against Rape (PCAR).

Partners in Social Change

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

Prevent Connect

As the national online community dedicated to advancing primary prevention of sexual violence and intimate partner violence, PreventConnect hosts a series of popular web conferences. These web conferences are lively discussions where participants engage with guests to explore a wide range of prevention topics.

PREVENT Institute

PREVENT Institute works to build national capacity of practitioners, leaders and their organizations to prevent violence through effective education, networks and technical assistance.

Prevention Institute

Prevention Institute promotes policies, organizational practices, and collaborative efforts to improve health and quality of life.

Search Institute

They provide leadership, knowledge, and resources to promote healthy children, youth, and communities.

TAASA Prevention Forum

An online community of individuals engaged in the primary prevention of sexual violence. It is a place where people can share challenges, successes and resources while giving and getting support from people facing those same challenges and successes.

TAASA Speaking Out

"Speaking Out." is the blog of the Texas Association Against Sexual Assault (TAASA).

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