Students as Teachers:

Lessons Learned from Youth through
School-Based Prevention Programming

Katie Miller & Sierra Webb

DELTA Team

Turning Point at People's Place

Presenters



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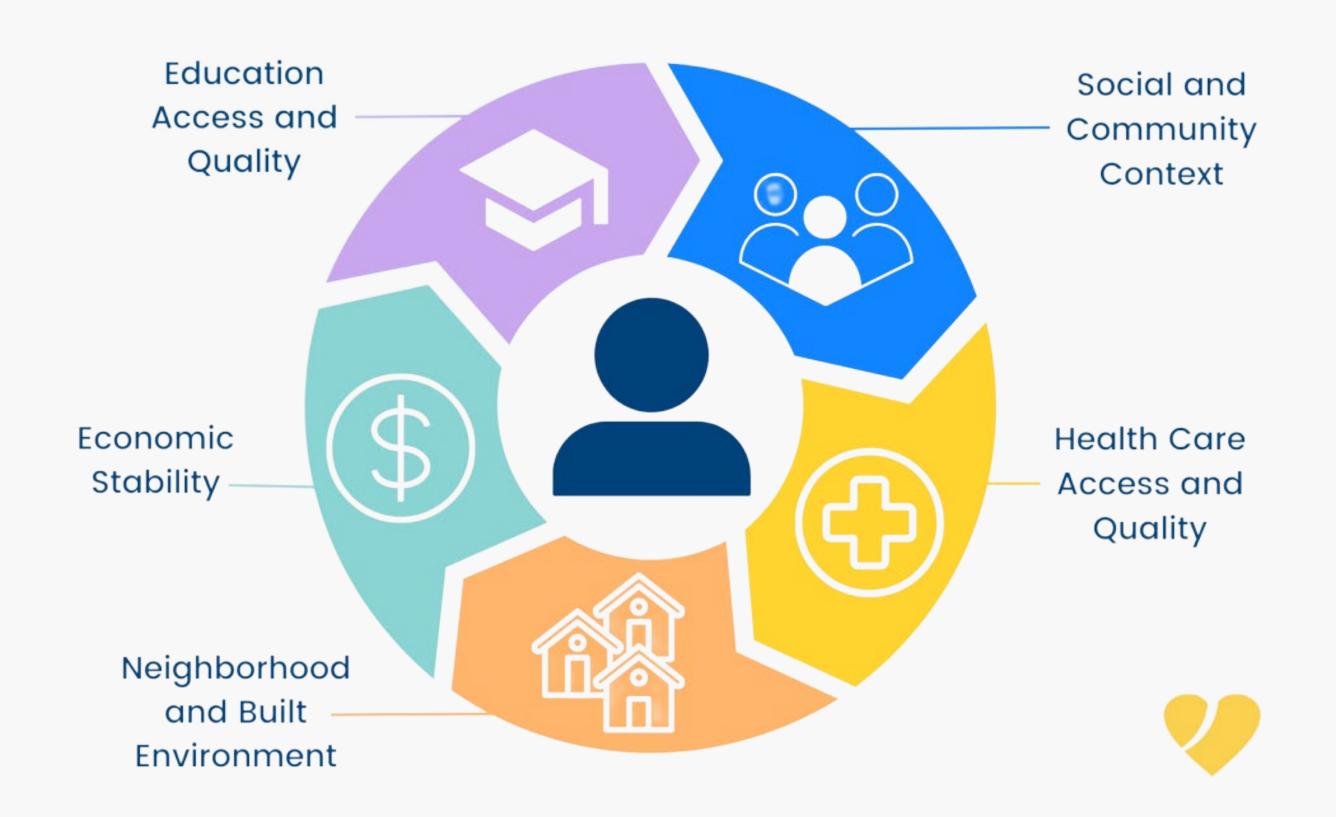
DELTA Prevention Specialist
Turning Point at People's Place



Survey of Audience

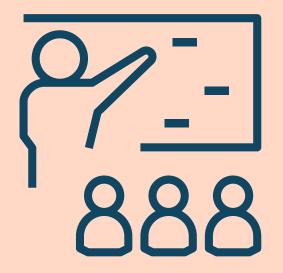
Our Prevention Strategies

Social Determinants of Health



Our Approach





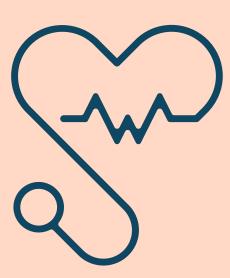
Education Access & Quality

- Healthy relationships education in health classes & community youth programs
- Community tabling events with resources



Economic Stability

- Financial empowerment presentations
 - Budgeting
 - Loans
 - Paychecks/Taxes
 - Financial Abuse



Healthcare Access & Quality

- School wellness center trainings
- Working to expand to community-based wellness centers

Primary Prevention

Actions taken to prevent violence victimization/perpetration from happening **before** it ever occurs

Secondary/Tertiary Prevention

Intervention practices **after** violence has occurred to prevent it from happening again or progressing

Primary Prevention

Actions taken to prevent violence victimization/perpetration from happening before it ever occurs

Secondary/Tertiary Prevention

Intervention practices **after** violence has occurred to prevent it from happening again or progressing

Wellness Centers

- Our relationships impact our health
- Teach wellness center staff on preventative screenings for students (primary prevention) & what to do if a student discloses abuse (secondary prevention)
- HOHU cards provide conversation starter & supportive resource
- Offer our services as a warm referral





If you or someone you know is being hurt by a partner-please call/text (for yourself or a friend)-they are kind, it's free, open 24/7 and they don't report what you say to anyone:

1-866-331-9474 | Text "loveis" to 22522 Develop a safety plan using this app: www.joinonelove.org/my_plan_app

Text trained counselors about anything else that's on your mind:





Health Classes

- Presentations provide students with information about what's healthy or unhealthy in a relationship, including consent
 - Primary prevention for victimization/perpetration
- Many students are already dating and/or may have experienced TDV before
- Discuss safety planning, how to help a friend in an unhealthy relationship, and other secondary prevention education
- Provide resources



DAPI

- Many students have experienced at least one type of trauma
- Often secondary prevention with students and primary prevention for their children
 - Healthy parenting strategies, emotional regulation
- Community health advocacy
- Disclosures & connecting students with resources





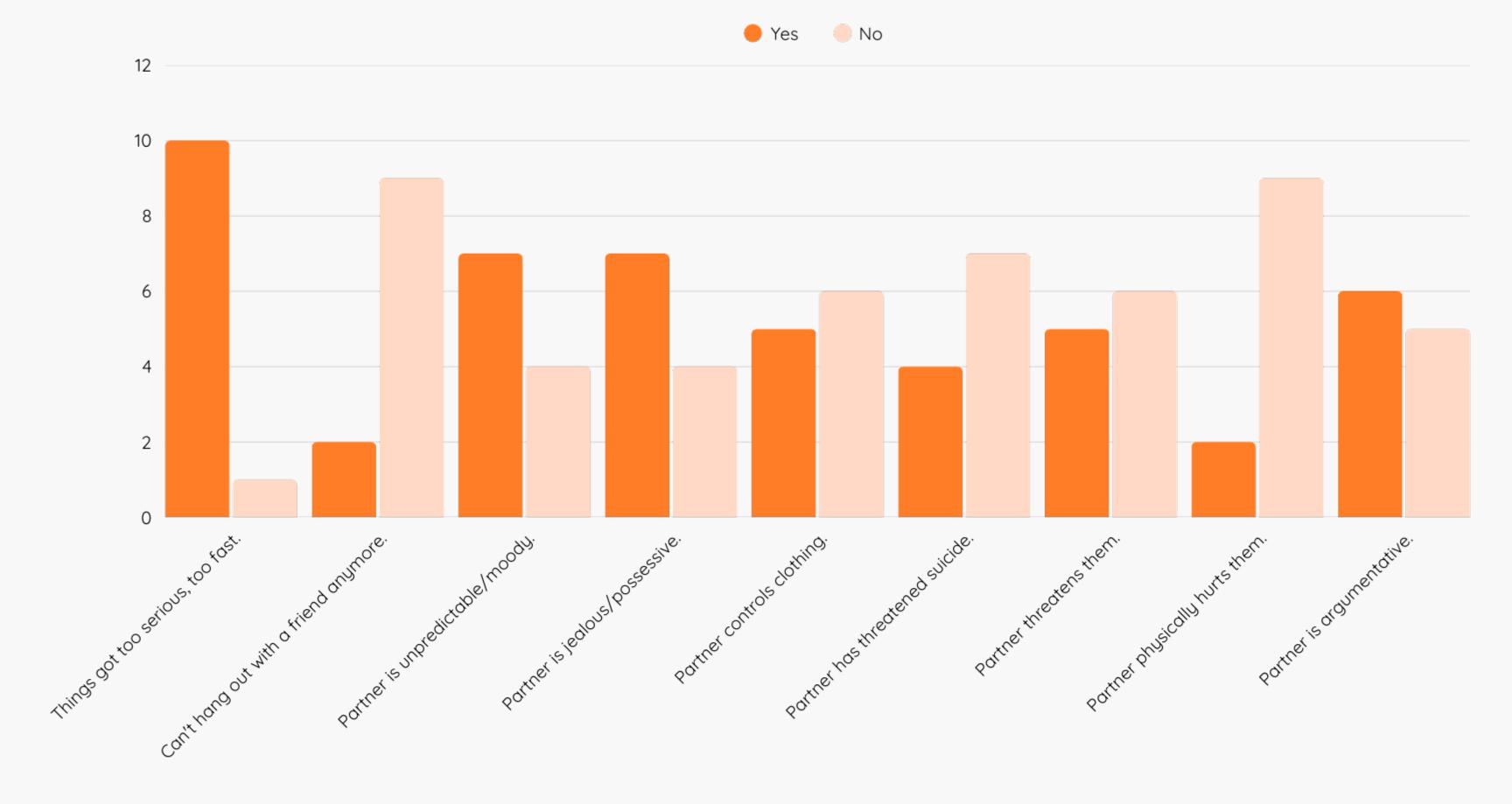
We have provided direct healthy relationships and financial empowerment programming to over

1,200 students

since February 2023!

Themes within DAPI & Building Rapport

Survey of Audience - DAPI Results



Trends

- Increase in disclosures this year
- Stalking
- Discussing retaliatory violence
- Unhealthy friendships and family dynamics
- Wanting more mental health services
- Human trafficking concerns in Sussex County



Disclosures

- Sexual violence (priorly reported)
 - o Didn't realize severity until we discussed consent
- Stalking
 - Safety planning
- Disclosing their own unhealthy behaviors
 - Respond free from judgment
 - "You don't know what you don't know"
 - "How could we handle those situations/emotions better in the future?"
- Connect with community health advocates



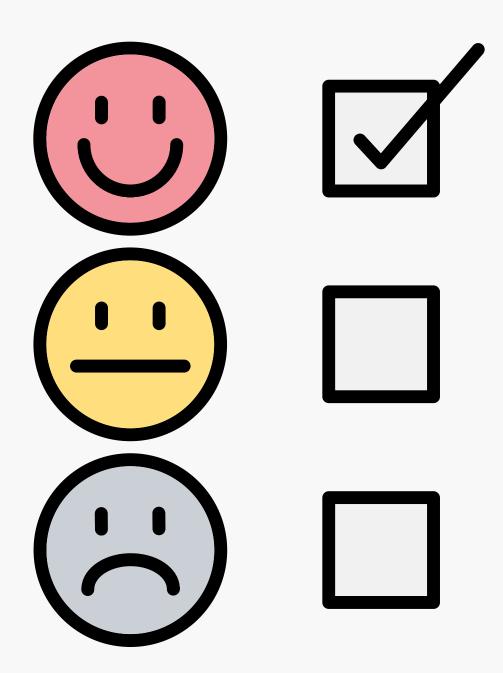
Rapport

- Check-ins at the beginning of every class
- Ask what **they** want to talk about or learn about
- Judgment-free zone
 - Students don't feel that same reception from their school staff
- Consistency made them more comfortable to disclose personal info (positive or negative)
 - Telling us the sex of their baby right after finding out
 - Engagement & sexuality discovery
- Asked us to come in weekly



Themes Among General High School Students

Collecting Data



Student Surveys:

- Questions about
 - Exposure to healthy relationships education in their school
 - General attitudes about harassment in their school (from both peers and administration)
 - How the school responds to reports of violence/harassment
 - Wellness center access
 - How the school/wellness center can better support the health and safety of students

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Think back to your time as a high school student.

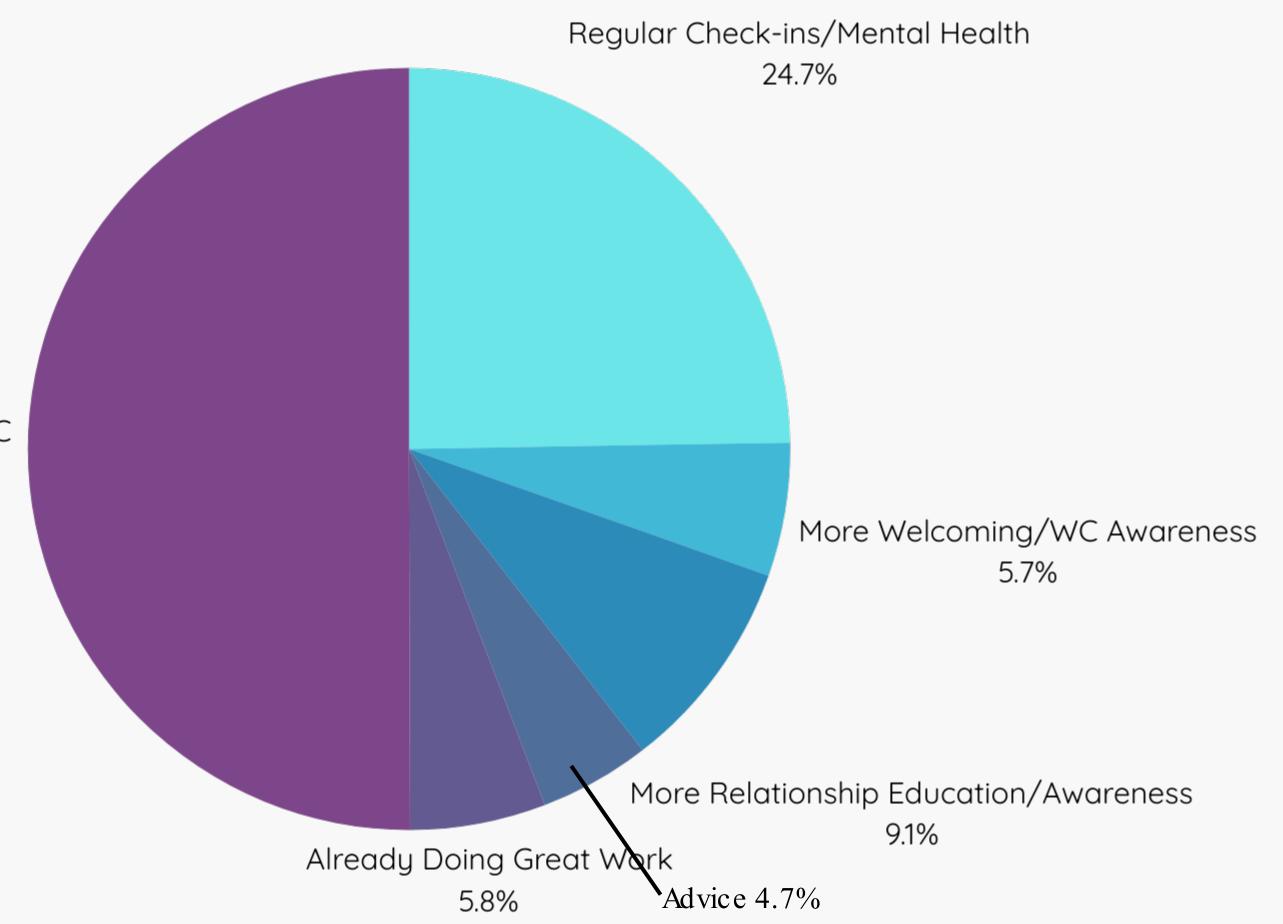
Answer the following questions like you would as your high school self.

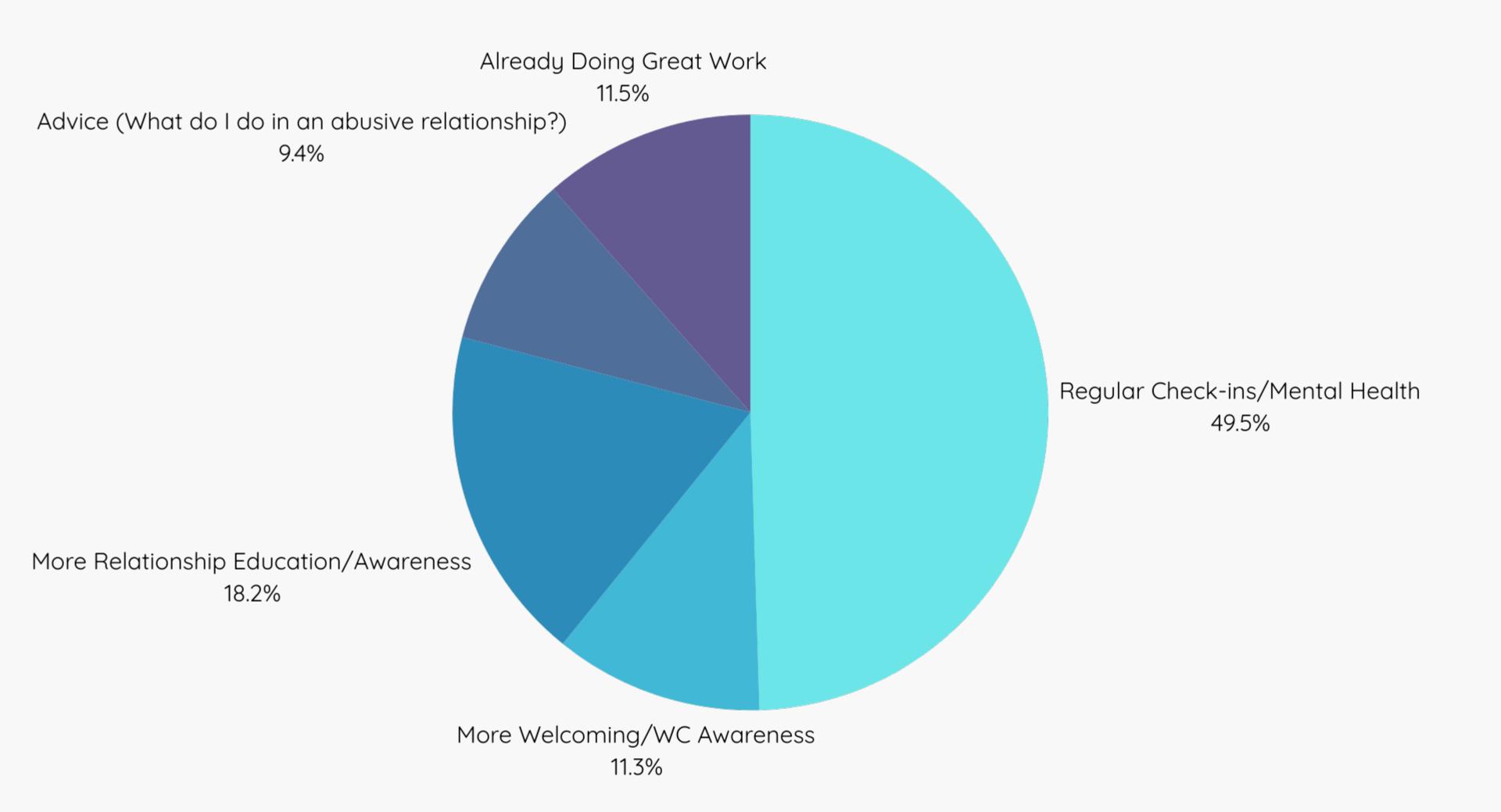


In what ways could your school staff or the wellness center further support the health and safety of you and your peers?



No Response/Never Been to WC 50%





Student Feedback

Common Themes:

- Requesting consistent check-ins from school/wellness staff
- More mental health resources/therapy services
- Mentions of sexual harassment from female students
- Wanting more programming around sex ed/healthy relationships
 - o Presentations, pep rallies, assemblies

DELAWARE STUDENT SURVEY SCHOOL / WELLNESS CENTER EXPERIENCE

Scan QR code to complete survey online



Please take a few moments to answer the following questions about your experience with healthy relationship education in your school and at your school Wellness Center or community health center. Please do not put your name on this survey. No one will see your individual answers – they will be combined with responses from other students. You may skip any questions that you do not want to answer, and you can stop taking the survey at any time. Your honest answers will help your school and Wellness Center improve their services to students like you.

Please indicate the extent to which you agree or disagree with the following statements. Please choose only one answer.

1.	Adults in my community care about youth.										
	☐ STRON	GLY AGREE	☐ AGREE	□UNDECIDED	☐ DISAGREE	☐ STRONGLY DISAGREE					
2.	While at school, I have personally been exposed to education designed to help better understand healthy relationships for people my age.										
	□ STRON	GLY AGREE	☐ AGREE	□UNDECIDED	☐ DISAGREE	☐ STRONGLY DISAGREE					
3.	and the second s			The state of the s		in has helped me better al or employment future.					
	□ STRON	GLY AGREE	☐ AGREE	□UNDECIDED	☐ DISAGREE	☐ STRONGLY DISAGREE					
3.4.5.6.	Most studer	nts at my sch	ool accept (to	lerate) small leve	ls of sexual har	assment and dating violence.					
	□ STRON	GLY AGREE	☐ AGREE	□UNDECIDED	☐ DISAGREE	☐ STRONGLY DISAGREE					
5.	If I personal seriously.	ly reported s	exual harassm	ent or dating vio	lence, the school	ol administration would take it					
	□ STRON	GLY AGREE	☐ AGREE	□UNDECIDED	☐ DISAGREE	☐ STRONGLY DISAGREE					
 4. 5. 7. 	The way my	school curre	ntly responds	to reports of sex	ual harassment	and dating violence is effective.					
	☐ STRONGLY AGREE		☐ AGREE	□UNDECIDED	☐ DISAGREE	☐ STRONGLY DISAGREE					
4.5.6.	How likely are YOU to do or say something if you see someone promoting unhealthy boundaries or disrespectful behaviors toward another person in your school?										
	☐ STRONGLY AGREE		☐ AGREE	□UNDECIDED	☐ DISAGREE	☐ STRONGLY DISAGREE					
2.	About how often do you access your school or community Wellness/Health Center?										
	☐ Daily ☐ At least :		1x per Week	☐ At least 1x p	er Month	☐ At least 1x per year					
	□ Never	Other:									
						Please turn survey over ->					

In what ways could your school staff or the wellness center further support the health and safety of you and your peers?

Have more in -depth discussions about relationships as a whole group.

Check in on us a little more and pay attention to issues we bring up.

Don't just sweep it aside.

Take more notice to things like bullying.

Talk to us about healthy relationships once a month.

Ask about our mental health and have more mental health resources.

Make people more aware of the wellness center and what they do.

In what ways could your school staff or the wellness center further support the health and safety of you and your peers?

Have more in -depth discussions about relationships as a whole group.

Check in on us a little more and pay attention to issues we bring up.

Don't just sweep it aside.

Take more notice to things like bullying.

Take us seriously.

Talk to us about healthy relationsh once a month.

Ask about our mental health and have more mental health resources.

Make people more aware of the wellness center and what they do.

Results

DOVER HIGH SCHOOL SURVEY RESULTS

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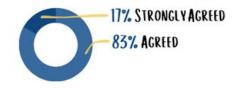
PROGRAM TITLE

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CONNECTEDNESS

Students agreed or strongly agreed that the adults in their community care about youth

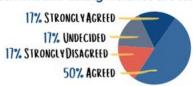


TOLERANCE OF VIOLENCE & HARASSMENT

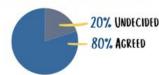
Students who agree they would act if they saw someone promoting unhealthy boundaries or being disrespectful toward someone else



Students who agree that small levels of sexual harassment and dating violence are tolerated



The way my school responds to reports of sexual and dating violence is effective

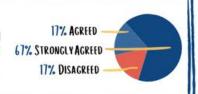


If I reported sexual harassment or dating violence the school would take it seriously



REACH

While at school, I have personally been exposed to education designed to help better understand healthy relationships for people my age





REAL Relationships promotes healthy and safe relationships, focusing on creating protective social environments for teens to reduce rates of teen dating violence.

Visit realrelationshipsde.org for more information.



CONTACT TURNING POINT AT PEOPLE'S PLACE FOR MORE INFORMATION

> 1131 Airport Road Milford, Delaware 19963 302-424-2420

To learn more about what's being done to promote youth relationships in Kent and Sussex Counties that are full of respect, equality, acceptance, and love visit:

www.REALrelationshipsDE.org

DE Health Class Education Requirements Grades K-12

DE Health Class Education Standards

- Inclusion of comprehensive sexuality education & HIV prevention programming that stresses the benefits of abstinence from high-risk behaviors
- Inclusion of the core concepts of nutrition, family life, and sexuality
- Inclusion of research-based fire safety education in grades kindergarten through grade 6
- Inclusion of an evidence-based tobacco, alcohol, drug, and interpersonal violence prevention programming
- Inclusion of evidence-based/informed age &developmentally appropriate instruction on the meaning of consent &respecting others personal boundaries



DE Health Class Education Break Down by Grade Level

• Grades K-4

• Minimum of 30 hours of comprehensive health education & family life education; at least 10 hours must address drug/alcohol education

• Grades 5-6

• Minimum of 35 hours of comprehensive health education & family life education; at least 15 hours of drug/alcohol education

• Grades 7-8

• Minimum of 60 hours of comprehensive health education & family life education; at least 15 hours of drug/alcohol education

• Grades 9-12

- 0.5 credit of comprehensive health education is <u>required</u> for graduation; at least
 15 hours drug/alcohol education
- No less than 2 hours of the course is to include CPR instruction, &a component on life saving/enhancing affects of organ/tissue donation

National Youth Risk Behavior Survey Results

YRBS 2013-2023

- National survey conducted by the CDC that monitors youth trends/behaviors for grades 9-12
- Conducted every two years

Focus Areas:

- Sexual Behaviors
- Substance Use
- Experiencing Violence
- Mental Health/Suicidality
- New & Emerging National Data



YRBS Experiencing Violence Data (2013-2023)

The Percentage of High School Students Who:*	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	2023 Total	Trend (All Years Available)	2-Year Change (2021-2023
Were threatened or injured with a weapon at school	7	6	6	7	7	9		
Did not go to school because of safety concerns	7	6	7	9	9	13		
Were electronically bullied	15	16	15	16	16	16	\Diamond	\Q
Were bullied at school	20	20	19	20	15	19		
Were ever forced to have sex	7	7	7	7	8	9		\Q
Experienced sexual violence by anyone [†]	-	-	10	11	11	11		\



State of DE Annual Report on TDV/Sexual Assault in DE Public

Schools

2022-2023 Annual Report

Executive Summary:

- 2021-2022 school year marks the 9th year of the report
- Local education agencies (LEAs) reported 126 incidents
 - ALL were sexual assaults
 - No incidences of Teen Dating Violence (TDV) reported
- Middle schools reported almost have of the incidents (46%)
- Top offense categories:
 - (1) Sexual harassment
 - (2) Pornography (possession & production)



2023-2024 Annual Report

Executive Summary:

- Local education agencies (LEAs) reported <u>210 incidents</u> involving teen dating violence, sexual assault, &consensual misconduct
 - o 69% of the incidents were sexual assaults
- Middle schools reported more than half of the incidents (54%), and 67% of students who received disciplinary action were males
- Top offense categories:
 - (1) Sexual harassment
 - (2) Consensual sexual misconduct
 - (3) Pornography (possession & production)



Barriers to Schools

Barriers

- Lack of buy-in and/or communication from administration
 - Rely on specific teachers to branch out
- Increase in lower literacy rates among students
 - Sussex Tech one class had 9th grade students all at only a 1st-5th grade reading comprehension level
- Language barriers



School Champions & Expansion Opportunities

Dover High School











Wellness Center

Guidance Office

Classrooms



Woodbridge High School









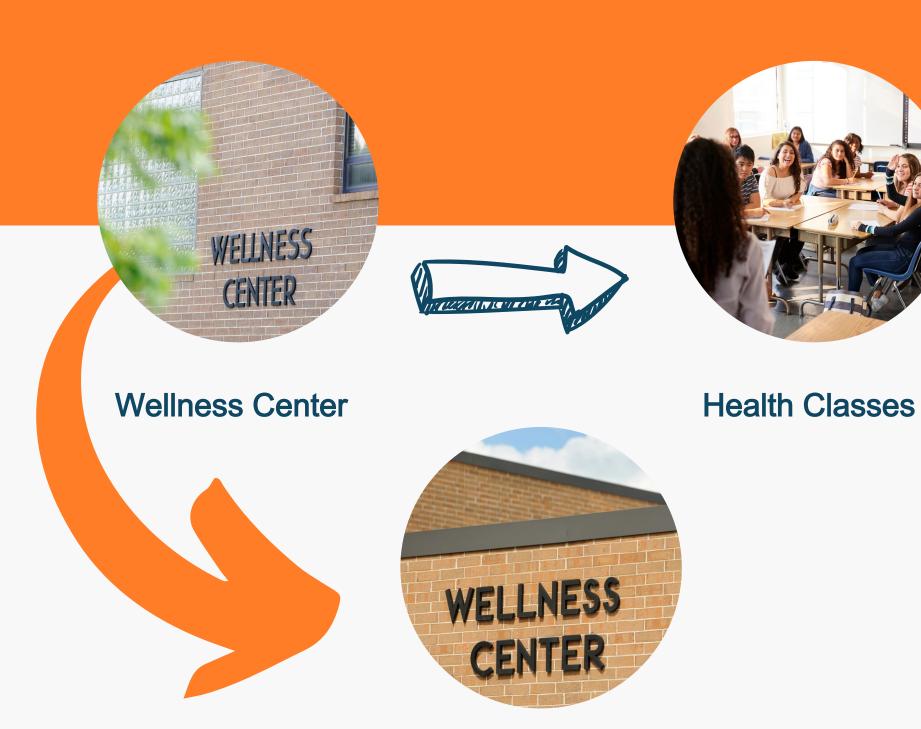


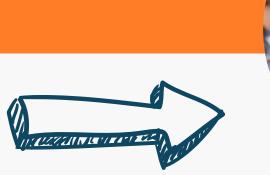
Wellness Center

Health Classes

Teacher Academy

Woodbridge High School







Teacher Academy

New Connection at Indian River High School

Sussex Technical High











Community Outreach & Info Tables

Health Classes

Donations



Meeting Students Where They're At

Middle School Expansion

- Partnership with DE Center for Justice
 - Middle schoolers in their programs experiencing and/or exhibiting red flags
- Pairing primary prevention & intervention services
- George Read Middle School (NCC)
- Gunning Bedford Middle School (NCC)





Prevention MUST start early.

It MUST take an intersectional approach.

It MUST rely on <u>youth's</u> input and meeting <u>their</u> needs where they're at.

Thank You!

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Sierra Webb

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