

Prevention in Rural Communities

Jessica Bender

Today's Presenter

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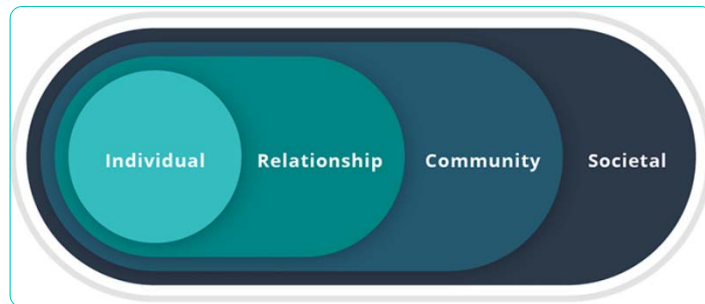


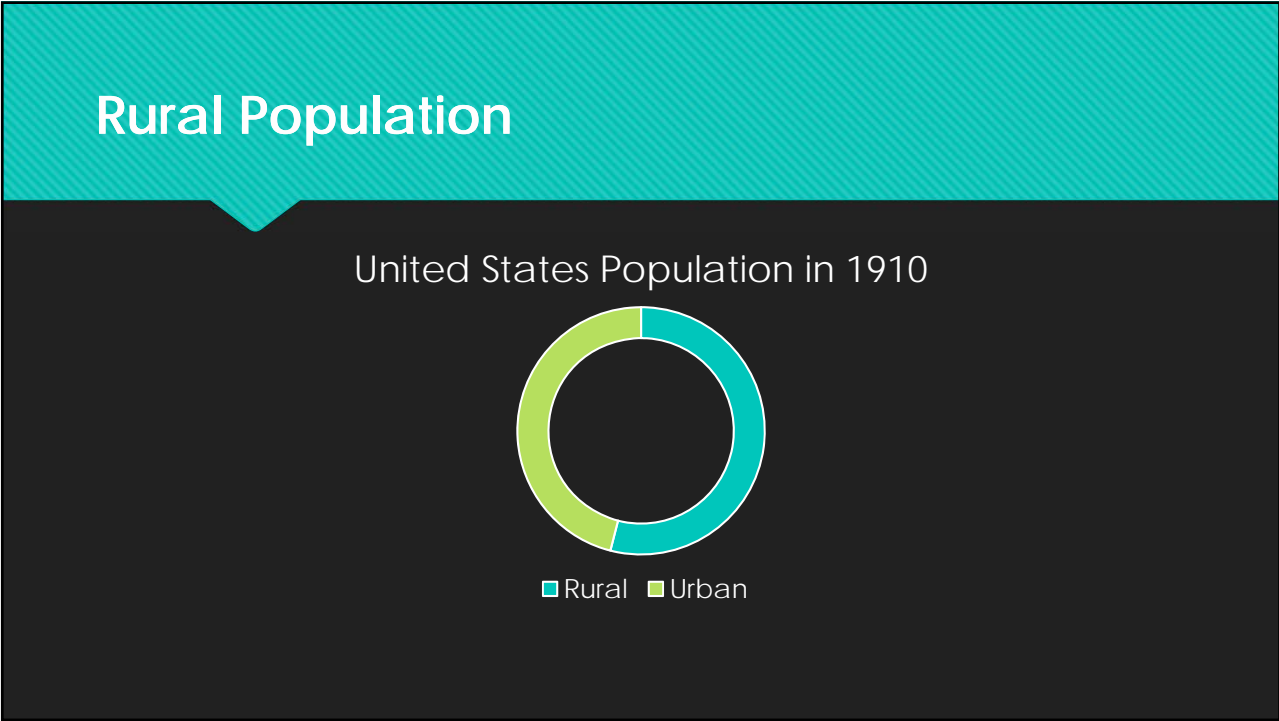
Learning Objectives

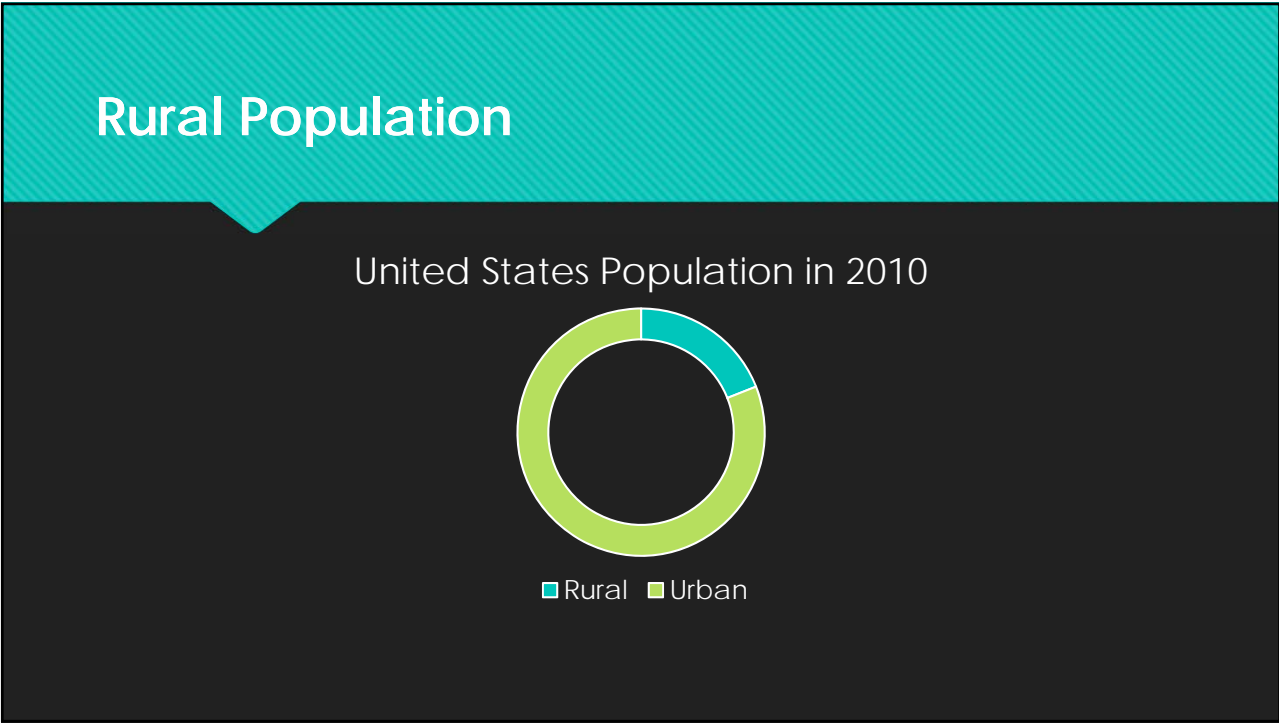
- Describe some needs of your community, including the risk factors to be addressed through your prevention programming
- Strategize a plan for your prevention programming, considering your community's needs and risk factors, as well as key partnerships
- Demonstrate responses to common issues of resistance to programming, including victim blaming and harmful gender stereotypes

What is Prevention?

- A systematic process that promotes healthy environments and behaviors to reduce the likelihood or frequency of violence occurring
- Socio-Ecological Model
 - Individual
 - Relationship
 - Community
 - Societal

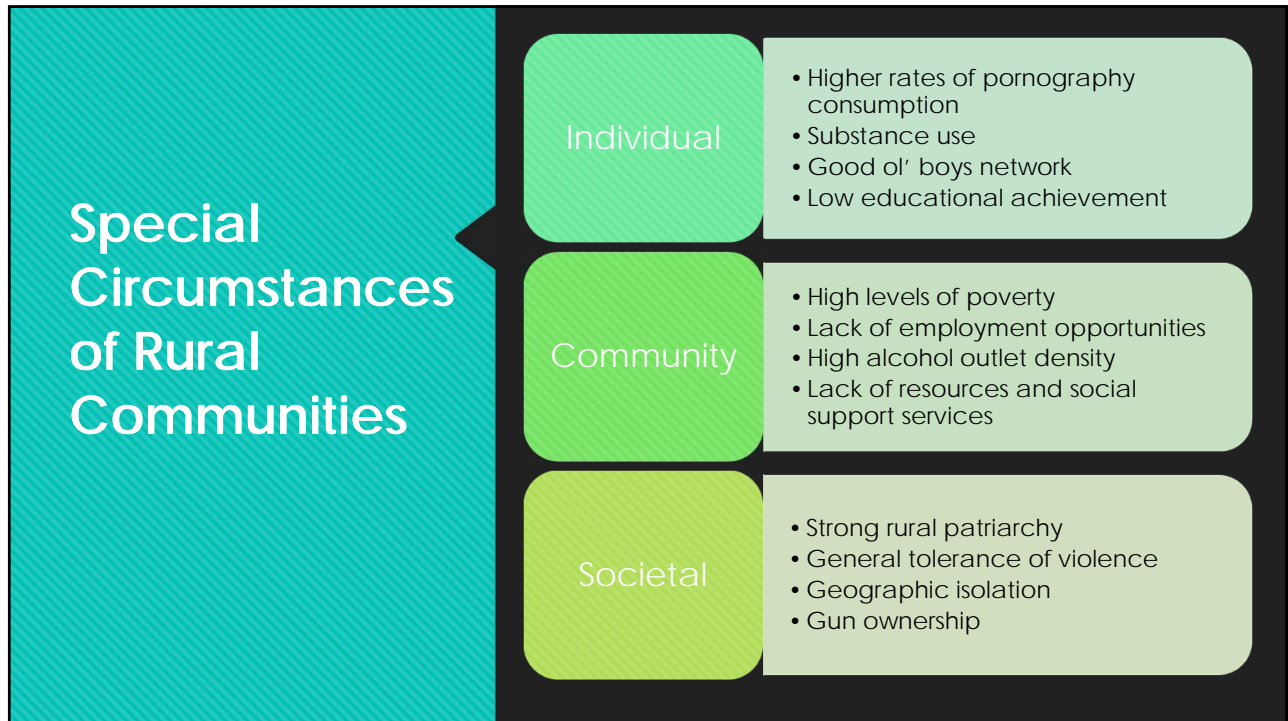
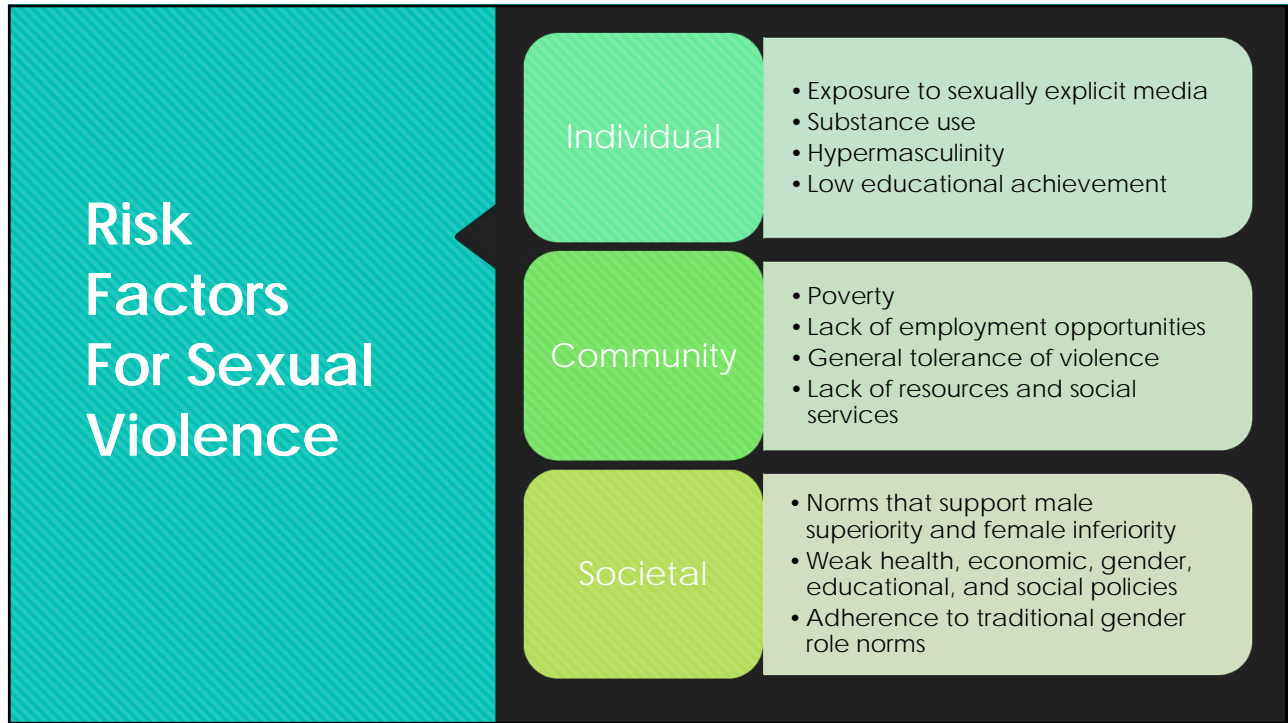






Risk Factors

A set of behaviors and/or conditions associated with a greater likelihood of violence perpetration



Assessing Your Community

- What does your community look like?
 - [Fred.stlouisfed.org/categories/27281](https://fred.stlouisfed.org/categories/27281)
 - Select your state and county
 - Choose statistics to view
 - Information above graph
 - Which risk factors are associated with this data?



Assessing Your Community

- Federal Reserve Bank of St. Louis
 - FRED
 - Categories
 - States
- Statewide coalitions
- Ask community members





Protective Factors

A set of behaviors and/or conditions that may reduce or buffer against the risk for violence perpetration

Protective Factors

- Connection to family or adults outside the family
- Parental use of reasoning to resolve family conflict
- Emotional health and connectedness
- Academic achievement
- Empathy and concern for how one's actions affect others
- Social support/prosocial activities
- Coordination of community resources
- Commitment to school
- Membership in peer groups



West Virginia

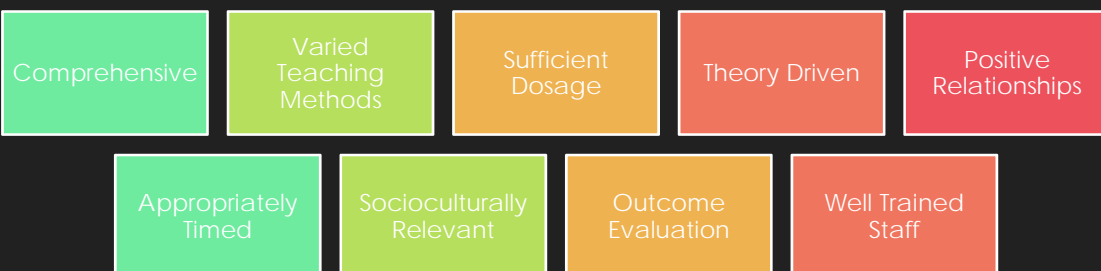
<ul style="list-style-type: none">○ Unemployment<ul style="list-style-type: none">○ Greenbrier: 6%○ Pocahontas: 9%○ Cabell: 5%○ Youth in Poverty<ul style="list-style-type: none">○ Greenbrier: 27%○ Pocahontas: 26%○ Cabell: 30%	<ul style="list-style-type: none">○ Burdened Household<ul style="list-style-type: none">○ Greenbrier: 24%○ Pocahontas: 19%○ Cabell: 30%○ Education<ul style="list-style-type: none">○ Greenbrier: 20%○ Pocahontas: 18%○ Cabell: 26%
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Second Step: Child Protection Unit


- Objective
 - Recognizing, refusing, and reporting sexual abuse
 - Reduce child sexual abuse
- Protective Factors
 - Connection to a caring adult
 - Emotional health
 - Concern for how actions affect others
- Target Audience
 - Elementary school students




Principles of Effective Programs




Choosing a Program For Your Community




ASSESS YOUR
COMMUNITY



CREATE A
CLEAR
OBJECTIVE



CONSIDER
PROGRAM
OPTIONS



LET'S DO
THIS!

Community Engagement: Awareness



Know Your Organization

Elevator speech

What is your mission?

Who do you serve?

What do you provide?



Create Awareness of the Issues

Number of client services

Community assessment

Research the facts

Media usage

Community Engagement: Awareness



Events

- Important dates
- Collaboration
- Participation
- Advertisement



Successes

- What Were You Wearing?
- Pinwheels at the Courthouse
- What's the Tea on Consent?
- Consent is Sexy

Community Engagement: Key Players



Consider Target Audience

- Who are they?
- Where are they?
- Who influences them?



Engage Key Players

- Meet them where they are
- Shared values
- Consider language

Community Engagement: Key Players



Make Your Pitch

- Come prepared
- Clear objective
- State how they may benefit
- Share your successes



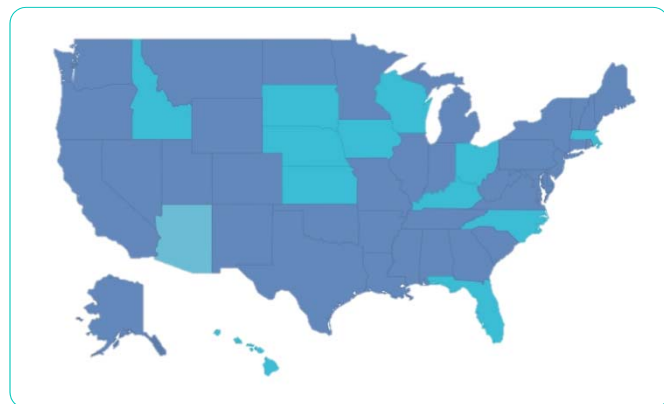
Follow-Up

- Express gratitude
- Provide evaluation
- Participate
- Leave door open

Erin's Law

Requires that all public schools implement a child sexual abuse prevention program:

- **Students:** Grades PreK-12th, age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
- **School personnel:** Child sexual abuse education and training
- **Parents & guardians:** Warning signs of child sexual abuse, referrals, and resources



Partnerships



Greenbrier
Humane
Society



Greenbrier
Valley
Theatre



Men's
Outreach
Group



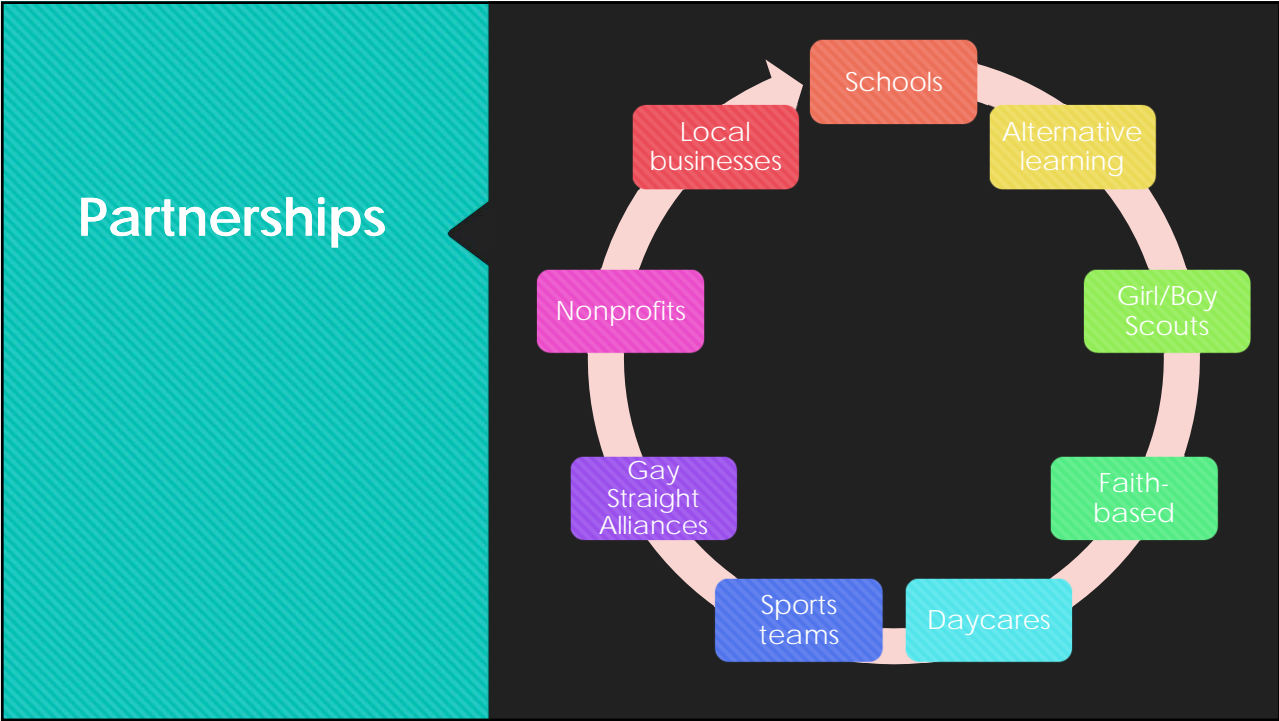
Youth
Reporting
Center

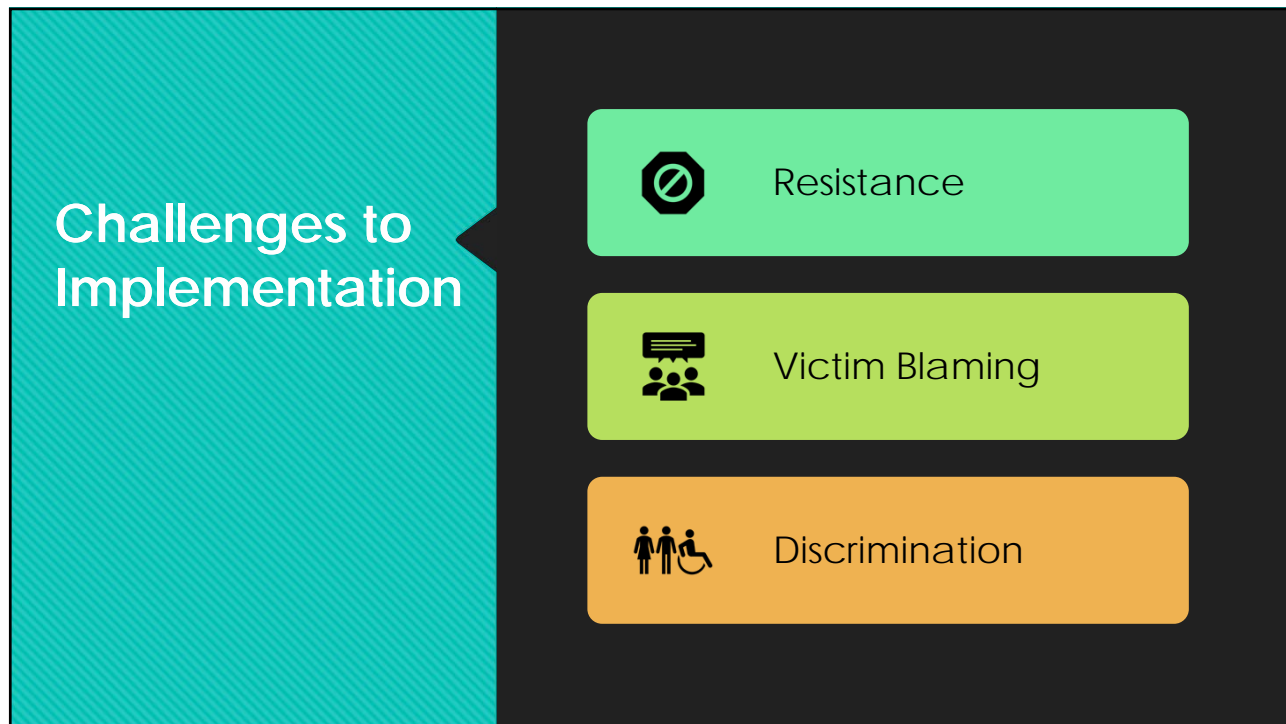


Allies
Aspiring
for Equity



Rainbow
Justice
League





Scenario 1

You set-up a meeting with the school counselor of your local elementary school to discuss programming for next year. You tell her that you would love to implement the Second Step: Bullying Prevention Unit with her fourth and fifth grade students. She says it seems like a nice program, but bullying isn't an issue in her school.

How can you respond?

Scenario 2

You set-up a meeting with the school principal of your local high school to discuss programming for next year. You tell him that you would love to implement Safe Dates, a program which educates on healthy relationships, with the sophomore class. He says it seems like a nice program, but he doesn't want to give the kids permission to have sex.

How can you respond?

Scenario 3

You are presenting an awareness program for Teen Dating Violence Awareness Month that addresses red flags of unhealthy or abusive relationships. In between classes, the teacher whose classroom you are in says, "I'm really glad you're here today. So many of these girls have no respect for themselves and just allow these men to control their lives. I see so many of them making stupid decisions every day, staying with boys that treat them like dirt."

How can you respond?

Scenario 4

You are invited to table at a teen health fair at your local middle school. You have pride flags left over from June so you bring those with you, along with information on healthy LGBTQ relationships. After the event, the coordinator sends you a panicked email saying a handful of angry parents are calling him demanding an explanation as to why their children were given flags that support the LGBTQ community.

How can you respond?

Scenario 5

You are having a discussion with a local business leader about collaborating for an upcoming awareness event. He asks you what has been going on lately in your organization, and you answer that your staff recently attended a training on oppression and privilege to better serve people of color in your community. He chuckles and says, "You know, I really think this so-called privilege ordeal has gotten out of hand. Everyone has their own struggles, but we're all dealt the same cards."

How can you respond?

Solutions to Challenges to Implementation



Community assessment
Have a clear solution
Listen to their reasoning



Focus on awareness
Hold others accountable
Counter with other examples



Represent diversity
Know the facts
Acknowledge all biases

Questions?

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