



Sexual violence
P R E V E N T I O N
P L A N N I N G C O M M I T T E E

TOOLKIT & RESOURCE GUIDE
2009-2010

Welcome to the Sexual Violence Primary Prevention Planning Committee (SVPPC) *Toolkit & Resource Guide*.

We hope you find the *Toolkit, Resource Guide*, and video to be useful and informative. Please provide us with any feedback or resources that may improve upon the quality of this *Toolkit & Resource Guide*. Everyone plays a part in preventing sexual violence.

SVPPC is a volunteer committee composed of agencies from across the state that promotes the prevention of sexual violence. The Committee was brought together by the State of Connecticut Department of Public Health through a grant funded by the Centers for Disease Control and Prevention to develop Connecticut's Sexual Violence Prevention Plan, available at www.connsacs.org and the DPH website.

The SVPPC met regularly during 2008-2009 to assess current activities and develop goals and objectives to increase the quantity and improve the quality of primary prevention activities in the state. The creation of the *Toolkit & Resource Guide* is a result of one of the Sexual Violence Prevention Plan's primary goals along the Spectrum of Prevention (page 4), which is to increase agency capacity to prevent sexual violence by educating providers in the broadest sense. The strategy selected by the Committee is to inform providers who will transmit skills and knowledge to others. In order to do this in a way that assists both presenters in the field of sexual violence prevention and providers a list of resources in the state and via the Internet has been made available in this document. As part of the *Toolkit & Resource Guide*, SVPPC and community members created an 8-minute video featuring interviews with key partners to raise awareness regarding sexual violence prevention as a public health issue. The video is intended for all audiences to raise awareness of everyone's role in the prevention of sexual violence.

Due to its prevalence and far reaching effect on society, sexual violence is a critical public health issue and as such it is important to have comprehensive approaches to prevention, services and justice that go beyond the current system. One strength of public health is its ability to bring together diverse communities and professionals to address complex health and social conditions. We look forward to our continued partnership and collaborations and encourage others to join with us in this effort. Only by working together can we make the changes necessary to prevent sexual violence and create a society that is free of sexual violence.

Sincerely,

Sexual Violence Prevention Planning Committee

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Content of this *Toolkit & Resource Guide* was adapted from the following:

Section 1 Toolkit:

Introduction & Purpose

- Sexual Violence Prevention Planning Committee (2009). *State of Connecticut Sexual Violence Prevention Plan 2009-2017*.

Best Practices

- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, 449-456.
- Nation, M., Keener, D., Wandersman, A., & DuBois, D. (2005) Applying the Principles of Prevention: What Do Prevention Practitioners Need to Know About What Works? *Prepared for the Centers for Disease Control and Prevention, Division of Violence Prevention*.

Training Components

- Russell, Catherine (2009). *Eastern Connecticut Area Health Education Center: Training and Professional Development in Medical Interpreting Based off the Standards of the International Association for Continuing Education and Training (IACET)*.
- Minnesota Advocates for Human Rights (2004). "Guidelines for Developing a Training Program. *Stop Violence Against Women*: http://www.stopvaw.org/Guidelines_for_Developing_a_Training_Program.html, September 2009.
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- U.S. Department of Health and Human Services. "Plain Language; A Promising Strategy for Clearly Communicating Health Information and Improving Health Literacy". *Office of Disease Prevention and Health Promotion*: <http://www.health.gov/communication/literacy/plainlanguage/PlainLanguage.htm>, September 2009.
- Brown University (2006). "Teaching and Learning Strategies". *Teaching Diverse Learners*: <http://www.alliance.brown.edu/tl/tl-strategies/index.shtml>, September 2009.
- Centers for Disease Control and Prevention (2009). "Sexual Violence Prevention". *Violence Prevention*. <http://www.cdc.gov/ViolencePrevention/sexualviolence/index.html>: September 2009.
- Prevention Connection (2009). *Prevention Connection: The Violence Against Women Prevention Partnership*. <http://www.preventconnect.org/display/displayHome.cfm>: October 2009.

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Introduction & Purpose

Sexual Violence

Sexual violence refers to sexual activity where consent is not obtained or freely given.¹ The Sexual Violence Prevention Planning Committee (SVPPC) after much deliberation and discussion, adopted the Centers for Disease Control and Prevention's uniform definition for sexual violence, which defines sexual violence as: nonconsensual completed or attempted contact between the penis and the vulva or the penis and the anus involving penetration, however slight; nonconsensual contact between the mouth and the penis, vulva, or anus; nonconsensual penetration of the anal or genital opening of another person by a hand, finger, or other object; nonconsensual intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks; or nonconsensual non-contact acts of a sexual nature such as voyeurism and verbal or behavioral sexual harassment. All the above acts also qualify as sexual violence if they are committed against someone who is unable to consent or refuse.

Sexual Violence Primary Prevention

The goal of sexual violence primary prevention is to stop sexual violence before it has occurred.² Primary prevention approaches are designed to stop initial perpetration or victimization.

Public Health Approach to Sexual Violence Prevention

The SVPPC used the public health approach to address the prevention of sexual violence, focusing on the health of an entire population rather than one individual.³ Tenets of the public health approach include benefiting the largest number of people possible, using data, and implementing evidence-based approaches. The public health approach contains four steps:

- Define the problem
- Identify risk and protective factors
- Develop and test prevention strategies
- Ensure widespread adoption

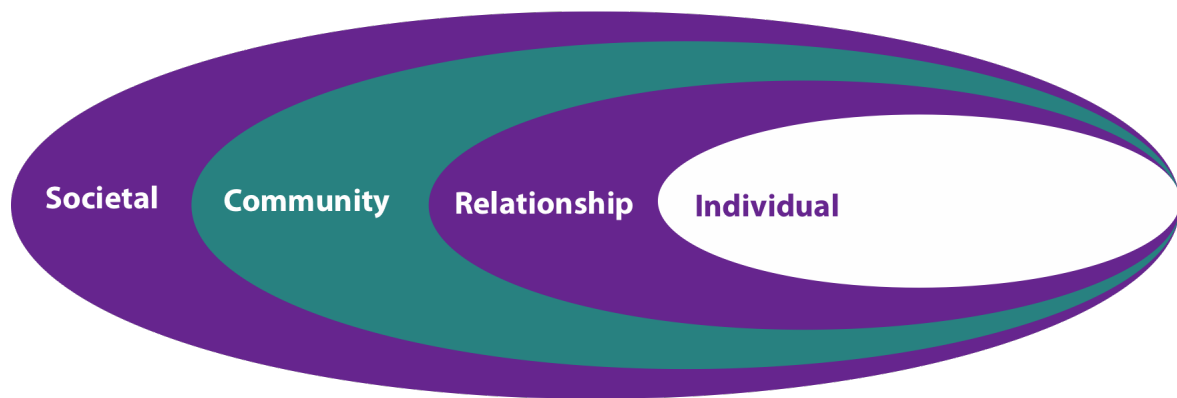
Within the SVPPC's public health approach, two complementary models helped identify risk and protective factors and guided the development of prevention strategies. The Socio-Ecological Model addresses cultural components, such as norms and beliefs, as they relate to sexual violence, across four different levels of societal interaction. The Spectrum of Prevention attempts to change elements of the social structure, through organizations and policies, in order to implement prevention strategies. These models are complementary as they seek to challenge existing cultural norms and beliefs that may support sexual violence and to change the existing structure in order to reduce sexual violence through primary prevention. Simply changing norms and beliefs without structural support is ineffective, as is changing the existing structure without altering people's ways of thinking.

The Socio-Ecological Model

The Socio-Ecological Model supports a comprehensive public health approach that not only addresses an individual's risk factors, but also the norms, beliefs, and social and economic systems that create the conditions for the occurrence of sexual violence.⁴ The Socio-Ecological model recognizes that the individual is strongly influenced by domains, systems and norms, and that influencing each of these will most effectively reduce violence. The model is based on the recognition that no one group or institution can end sexual violence alone and that change needs to take place on the individual, relationship, community, institutional, and societal levels to truly impact the problem.⁵

The Socio-Ecological Model (see Figure 1) considers the complex interplay between individual, relationship, community, and societal factors. It allows us to address the factors that put people at risk for experiencing or perpetrating violence. Prevention strategies should include a continuum of activities that addresses each level of the model. This approach is more likely to sustain prevention efforts over time than any single intervention.⁶

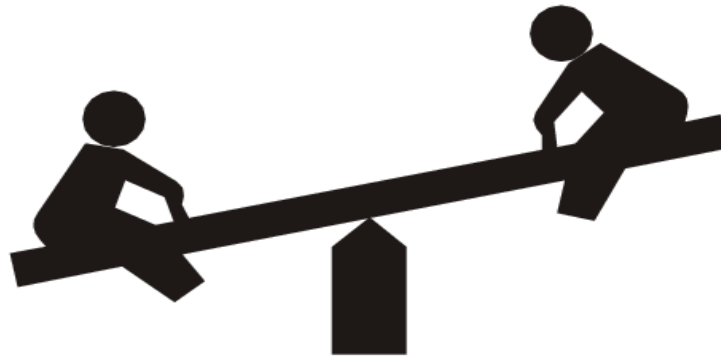
Figure 1: Social Ecological Model



First, at the *individual* level we begin by identifying biological and personal history factors that may increase the likelihood of becoming a victim or perpetrator of sexual violence. Second, at the *relationship* level we consider how a person's closest social circle of peers, partners, and family members influence behavior and life experiences. Third, at the *community* level we seek to identify characteristics of particular settings, such as schools, workplaces, and neighborhoods that are associated with individuals becoming victims or perpetrators of violence. Finally, at the *societal* level we assess broad social factors, including social and cultural norms, which help to create a climate where violence is encouraged or inhibited. Other large societal factors include the health, economic, educational, and social policies that help maintain economic or social inequalities between groups in society.

Risk and protective factors reside in each layer of the socio-ecological model. These factors influence socio-emotional wellness and behavior. *Risk factors* include characteristics, variables, or hazards that if present for a given individual make it more likely that the individual (rather than someone selected at random from the general population) will develop a disorder, problem, or some disruption in functioning. Conversely, *protective factors* include characteristics or variables that if present, enhance adaptive capacities and objectives and/or reduce vulnerability to some hazard or adversity that will result in a positive objective.

Just as interventions at each level in the model are more likely to sustain prevention efforts than any single intervention, increasing multiple protective factors or decreasing risk factors at each level of the model increases the likelihood and effectiveness of prevention efforts over time. In this regard, risk and protective factors can be seen as the two ends of the continuum, with the goal of tipping the balance to enhance protective factors, and/or decrease risk factors.



The see-saw represents the mediating and counter-balancing of risk and protective factors that occurs throughout human development

Figure 2 broadly outlines some of the most common risk and protective factors within each level of the Socio-Ecological Model. It is important to note that all members of the general population do not experience risk and protective factors equally. Within each level of the model there are wide ranges both within and across demographic groups (e.g., gender, race, social class, etc.) in terms of access to protective factors and susceptibility to risk. For a more detailed discussion of specific risk factors as they relate to sexual violence perpetration, see *Factors that Increase an Individuals Risk for Sexual Violence Perpetration*, in Section II, Literature Review of the *State of Connecticut Sexual Violence Prevention Plan 2009-2017*.

Figure 2: Risk and Protective Factors within the Socio-Ecological Model



The Spectrum of Prevention

The Spectrum of Prevention (see Figure 3) reflects a framework that is complementary to the Socio-Ecological Model in that one strategy or approach will not eliminate complex social problems such as sexual violence. Prevention efforts need to take place simultaneously on all levels of the spectrum which range from influencing policy, changing organizational practices, fostering coalitions and networks, educating providers, promoting community education, and strengthening individual knowledge and skills.⁷

Preventing sexual violence requires the recognition that conditions within our society and communities perpetuate this type of violence. The beliefs we share, the traditional gender roles we reinforce, and the myths we validate all contribute to a climate in which sexual violence is permitted and condoned. Challenging norms and beliefs that enable people to wield power and control over others, in addition to changing the social structure within which these norms and beliefs exist, presents the most complete and promising approach to preventing sexual violence before it occurs.

Figure 3: The Spectrum of Prevention

Levels of the Spectrum	Description
Strengthening individual knowledge and skills	Enhancing an individual's capability of preventing injury or crime
Promoting community education	Reaching groups of people with information and resources in order to promote health and safety
Educating providers	Informing providers who will transmit skills and knowledge to others
Fostering coalitions and networks	Bringing together groups and individuals for broader goals and greater impact
Changing organizational practices	Adopting regulations and norms to improve health and safety; creating new models
Influencing policy and legislation	Developing strategies to change laws and policies in order to influence outcomes in health, education, and justice

Purpose of Toolkit & Resource Guide

The purpose of this guide depends on which audience is utilizing it. There are two different audiences that will find this guide useful.

1. Professionals

Purpose:

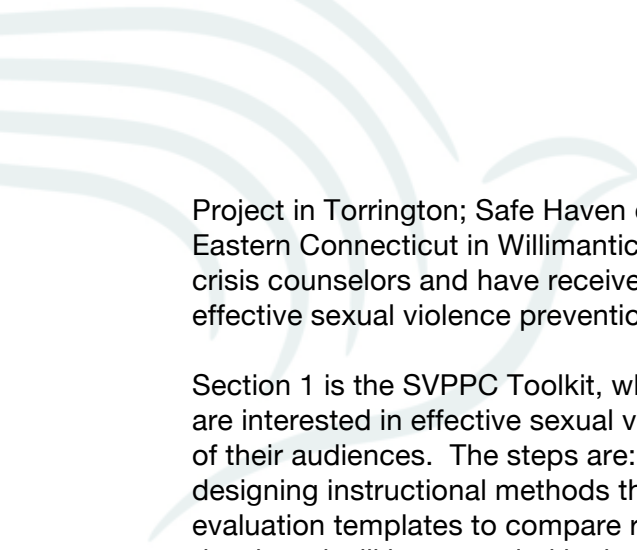
- Understand how and why to incorporate sexual violence prevention into own organization because everyone has a role
- Access sexual violence prevention education and training resources
- Learn about design, implementation and evaluation qualities of effective sexual violence prevention training/programs.
- Network and build connections with sexual violence prevention organizations
 - Professionals can collaborate, learn from, and/or be trained by other organizations to complete different training programs

2. Anyone seeking information (e.g. youth, parents/caregivers, etc.)

Purpose:

- Access resources in order to learn more about sexual violence prevention

* Please Note: Sexual violence prevention professionals in Connecticut are staff employed at Connecticut Sexual Assault Crisis Services (CONNSACS) and its nine community-based rape crisis centers: Center for Women and Families in Bridgeport; Women's Center of Greater Danbury; Women and Families Center in Meriden, Middletown, and New Haven; Rape Crisis Center of Milford; New Britain YWCA Sexual Assault Crisis Services (office also in Hartford); Center for Sexual Assault Crisis Counseling and Education in Stamford; Susan B. Anthony



Project in Torrington; Safe Haven of Greater Waterbury; and Sexual Assault Crisis Center of Eastern Connecticut in Willimantic and New London. These professionals are certified rape crisis counselors and have received training and other resources to specifically support effective sexual violence prevention activities.

Section 1 is the SVPPC Toolkit, which provides detailed considerations for professionals who are interested in effective sexual violence prevention trainings/programs specific to the needs of their audiences. The steps are: assessing learner needs, developing learning objectives, designing instructional methods that are literacy level and culturally appropriate, and utilizing evaluation templates to compare results by audience. The training and educational programs developed will be grounded in theoretical and instructional best practices. Section 2 is the SVPPC Resource Guide, which contains the *Stop Sexual Violence in Connecticut* video project, a directory of agencies in Connecticut that provide training and educational programs, and descriptions of curricula and resources available through the Internet. This section can be used to access resources in your area or resources on a specific topic.

The background is a solid dark purple color. Overlaid on this are several thick, light purple wavy lines that curve from the left side towards the right, creating a sense of movement and depth. The lines vary in thickness and curvature, some being more pronounced than others.

Section 1: Toolkit



Best Practices

This section of the document is designed to provide detailed considerations to aid in the identification of a training or educational program geared toward a specific audience. The intent is to approach the prevention of sexual violence from a theoretical framework based on known risk and protective factors. Whether the audience is a community group, professional group, or at risk of offending and/or becoming a victim, strategies need to be selected based on best and promising practices. The following nine best practices have been approved by the Centers for Disease Control and Prevention for the primary prevention of sexual violence and are published on their website through Prevention Connection:

1. **Comprehensive:** Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
2. **Varied Teaching Methods:** Strategies should include multiple teaching methods, including some type of active, skills-based component.
3. **Sufficient Dosage:** Participants need to be exposed to enough of the activity for it to have an effect.
4. **Theory Driven:** Preventive strategies should have a scientific justification or logical rationale.
5. **Positive Relationships:** Programs should foster strong, stable, positive relationships between children and adults.
6. **Appropriately Timed:** Program activities should happen at a time (developmentally) that can have maximum impact in a participant's life.
7. **Socio-Culturally Relevant:** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
8. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
9. **Well-Trained Staff:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

Comprehensive Strategies

Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors.

- Effective programs address multiple areas of a person’s life such as health, education, social connections, and social conditions by providing services in a variety of relevant settings.
- Effective programs offer a wide variety of activities to address the target problem, which usually has multiple risk factors. These activities may include several components such as curriculum-based interventions, media campaigns, systems change, and environmental strategies that can affect socioeconomic conditions.

Action Checklist:

- Does the program include multiple components?
- Does the program provide activities in more than one setting?
- Do the activities happen in settings related to the risk and protective factors associated with the problem?

Varied Teaching Methods

Strategies should include multiple teaching methods, including an active, skills-based component.

- Effective programs focus on the development of skills that enable the participants to avoid problem behaviors. Skills that have been associated with effective prevention include helping participants develop their cognitive (thinking) skills, their ability to communicate assertively, and the ability to negotiate resisting the problem behavior.
- Effective programs provide hands-on experiences for participants. Rather than only depending on sharing information and discussion, effective programs facilitate activities (e.g., role plays, verbal and written practice) that allowed participants to develop and practice their new skills.

Action Checklist:

- Does the program include more than one teaching method?
- Does the strategy include interactive instruction, such as role-play and other techniques for practicing new behaviors?
- Does the strategy provide hands on learning experiences, rather than just presenting information or other forms of passive instruction?

Sufficient Dosage

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

- Dosage can be measured by the number of contact hours, including the number of sessions, and the length of the each session. Effective programs on average provide more contact with participants than ineffective programs.
- The amount of dosage needed to produce positive outcomes is contingent on the participant's level of risk and the amount deficits. The greater the risk factors of the participants, the greater the dosage necessary.
- Effective prevention programs provide some type of follow-up or booster sessions to help sustain the effects of the original intervention. The effects of most strategies diminish over time. Booster sessions support the continued use of information and skills learned in the original activity.
- Research has consistently shown that programs that emphasize a one-time presentation focused on raising awareness rarely produce behavioral change.

Action Checklist:

- Does the strategy provide more than one session?
- Does the strategy provide sessions long enough to present the program content?
- Does the intensity of the activity match the level of risk/deficits of the participants?
- Does the strategy include a schedule for follow up or booster?

Theory Driven

Prevention strategies should have a scientific justification or logical rationale.

- Effective prevention programs are able to describe a theory about how problem behaviors develop. This theory is often used as a basis for developing an approach to intervention that addresses the problem before it develops.
- Effective prevention programs are also able to describe a theory of how or why the strategy is likely to change behavior. By describing a theory, the strategy model can be refined to maximize its chances of producing positive outcomes. A logic model is a theory of action.
- Effective prevention strategies use reverse engineering to prevent behavior problems and promote positive behaviors. They start with the goal or outcome in mind (after identifying the problem or need), and work backwards to develop a strategy that will produce the desired outcome.

Action Checklist:

- Does the program provide (or can you identify) a theory of how the problem behaviors develop?
- Does the program articulate a theory of how and why the intervention is likely to produce change?
- Bring your model of the problem and model of the solution together to develop a logic model.
- Based on the model of the problem and the model of the solution, do you believe that the program will produce change?

Positive Relationships

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

- Effective programs support the development of positive parent–child relationships. Strategies can be parent-focused interventions such as training in parenting skills, or facilitate communication between parent and child.
- In the absence of good parent-child relationships, effective programs provide an opportunity for youths to establish a strong relationship with at least one adult role model, who is invested in their well-being.
- Programs that provide an adult mentor (e.g., Big Brother/Big Sister) appear to be effective in providing children with an important, positive relationship, and in preventing poor outcomes.
- Effective prevention programs are careful not to depend too heavily on adult relationships that are focused on case management or therapy. For some problem behaviors, these types of professional relationships do not replace the need for positive connections with other adults.

Action Checklist:

- Does the program provide opportunities for parents and children to strengthen their relationship?
- For situations where parents are not available, does the strategy offer opportunities for a participant to develop a strong connection with an adult mentor?
- Does the strategy provide opportunities for the participant to establish close relationships with people other than professional service providers?

Appropriate Timed

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

- Effective prevention programs focus on the risk factors and/or risk behaviors before they develop, rather than waiting for the problem behavior to develop before intervening.
- Effective programs are tailored to the intellectual, cognitive, and social development level of the participants. For example, effective teen pregnancy prevention interventions for middle school-aged students contain a different content than those for high school-aged students.

Action Checklist:

- Does the strategy happen before participants develop the problem behavior?
- Is the strategy timed strategically to have an impact during important developmental milestones related to the problem behavior?
- Does the activity content seem developmentally (intellectually, cognitively) appropriate for the target population?

Socio-culturally Relevant

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

- Effective programs are careful to tailor the content to make it culturally appropriate and relevant to its participants. When interventions are not relevant, the programs often have difficulty in recruiting and retaining the participants most in need of intervention.
- Making a program socio-culturally relevant means going beyond making cosmetic changes like translating the language or changing audio-visuals. It includes *deep structure* modifications, (i.e., making changes in the materials or curricula that acknowledge the social norms and cultural/religious beliefs and practices of the target population).
- Effective programs are also careful not to adopt a one-size-fits-all approach. Activities that are flexible enough to adapt to unique circumstances of their participants are more likely to produce positive outcomes.
- One way to increase socio-cultural relevance is to include participants in the program planning and implementation. Typically, participants are invested in preventing poor outcomes, and may have ideas that can be used to compliment or enhance the activity.

Action Checklist:

- Does the strategy appear to be sensitive to the social and cultural realities of the participants?
- If not, are you capable of making the changes that are needed to make it more appropriate?
- Is the strategy flexible to deal with special circumstances or individual needs of potential participants?
- Is it possible to consult some potential participants to help you evaluate and/or modify the strategy?

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

- Effective programs build an evaluation strategy into the implementation of the strategy (process evaluation). Approaches such as continuous quality improvement (CQI) have been shown to provide important ongoing feedback on the implementation process to make it more likely that they will achieve positive outcomes.
- Rather than waiting for an audit evaluation of the program outcomes at the end, evaluation can be used to provide feedback at several stages. Systems like *Getting to Outcomes (GTO)* provide a comprehensive system for program development, implementation, and evaluation.
- The evaluation plan for a program should match the logic model of the program. It should measure the desired outcomes of the program.

Action Checklist:

- Is there a plan for evaluating the program?
- Does the evaluation plan provide feedback prior to the end of the program?
- Is there a plan for receiving feedback throughout the program development and implementation?



Well-trained Staff

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

- To increase the likelihood of getting good objectives, effective programs are implemented by staff members that receive formalized training to deliver the program. Trainings ranging from hours to multiple days are useful in allowing staff to practice delivering the intervention, and allowing them to get their questions answered.
- Reviews show that, even if the staff is sufficiently trained, the effect of the strategy may be limited by high rates of turnover, low morale, or a lack of “buy-in”. In addition to consistency in the program, a stable staff provides continuity to the program that allows the implementers to establish trusting relationships with the participants.

Action Checklist:

- Is there sufficient staff to implement the program?
- If so, has the staff received sufficient training and supervision and support to implement the program properly?
- Will efforts be made to encourage stability and high morale in the staff members who will provide the program?

Additional Resources

Centers for Disease Control and Prevention (2009). "Sexual Violence Prevention". Violence Prevention. <http://www.cdc.gov/ViolencePrevention/sexualviolence/index.html>: September 2009.

Prevention Connection (2009). Prevention Connection: The Violence Against Women Prevention Partnership. <http://www.preventconnect.org/display/displayHome.cfm>: October 2009.

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Training Components

This section provides professionals with important training components/guidelines that should be addressed in all sexual violence prevention training. These components can be added to existing training or can be used to develop a new training.

Developing Training Programs

To learn more about how to:
Develop Comprehensive Prevention Programs
How to Teach Primary Prevention
How to Draw Upon Evidence and Lessons learned to Advance Primary Prevention Practice, visit Prevention Connection website at <http://www.preventconnect.org>

Identify Need

Learning needs are identified, documented, reviewed and updated.

- In designing and developing educational events and programs for the primary prevention of sexual violence, learning needs of the target audience are identified through a variety of processes and information is collected from stakeholders who will ultimately benefit from the training. Methods for identifying learner and stakeholder needs are as follows:
 - Focus groups
 - Questionnaires
 - Surveys
 - Reports of self assessments
 - Literature search
 - Customer requests

The first step in any training program should be a needs assessment. A needs assessment is a systematic exploration of the gaps between the current situation and the desired or necessary situation in relation to the issue in question. The *analysis of the current situation* includes determining the present state of skills, knowledge, and abilities of the current and/or future target audiences. This analysis also examines specific organizational goals, climate, and internal and external constraints. For example, a focus group of young women and men who experienced sexual violence in a dating situation discussed great difficulty in setting initial boundaries with their date regarding readiness for sexual activity. The analysis of the current situation would include the assumption that young adults are not necessarily prepared to set personal sexual boundaries by the time dating begins.

The *analysis of the desired* or necessary situation focuses on the necessary standards for change, as well as the skills, knowledge, and abilities needed to accomplish these successfully. It is important to identify the desired or necessary conditions for organizational and personal change, and not just observe the current practices. A distinction must be made

between the actual needs and the perceived needs, or wants. For example, the desired state may then be to help young people establish personal sexual boundaries and respect partner boundaries.

The difference between the current and the desired or necessary situation will identify the needs, purposes, and objectives of the training program.

To facilitate a needs assessment, it might be helpful to consider the following questions:

A. What do the participants/organizations want or expect from the training?

- If there are no official expectations outlined, are you as the presenter clear about what is expected of you? Take into account varying expectations within the same group of people/organization.
- Is a specific group being addressed? (this allows the presenter to access the distinctive professional culture which surrounds each particular audience)

B. What administrative support and materials are already available?

- Are there other sources of help to consider or is the presenter responsible for taking care of logistics?

C. What do the participants know?

- Has a needs assessment already been done (e.g. a report from a previous training workshop)?
- Can you visit any of the participants in their workplace to get a better assessment of their self-defined training needs? Is additional research required here?

D. What does the presenter know?

- What is the presenter's perspective before preparing for the workshop?
- What reference materials are to be consulted (local/national/international)?
- Are there previous workshop agendas/reports or research findings?
- What literature should be addressed? (written/electronic; published/gray)
- What videos and resource materials might be consulted?
- What materials (if any) are already available within the organization?
- Which local experts might be usefully consulted?
- What is the presenter's perspective after preparing for the workshop?

E. What are the goals and objectives of the training program in terms of:

- The desired changes in knowledge, skills and attitudes of the participants, and how to assess whether the goals/objectives have been achieved?

- The concepts developed and recorded and materials produced for use at future workshops (e.g. training manuals or toolkits), and/or newsletter or journal articles, brochures, etc.

Each training session should have a clear goal statement that introduces the concepts that will be conveyed during the session. In general terms, the goal statement can be an answer to the question: Why is this session occurring? For example, a goal statement might be phrased as: To prepare young men and women with the interpersonal skills for healthy dating experiences.

A needs assessment is also crucial when selecting training curricula, especially if either the presenter or the training program was developed for a different audience or comes from a different culture. Even the same audience may have different needs at different times so the adaptation of multiple curriculums based on needs assessments is a common practice.

Develop Learning Objectives

Learning objectives reflect what learners will achieve for each learning event

- Learning objectives articulate the intended purpose of the learning event.
- Learning objectives describe what the learners are expected to achieve and under what conditions.

Learning objectives are clear, specific, concise and measurable

- Learning objectives are evaluated based on answering the following questions:
 - Does the objective clearly state the performance the learner should be able to accomplish?
 - Does it specify the conditions under which the learner is able to perform?
 - Does the learning objective specify the criteria for acceptance of the performance?
 - Is it directly related to the subject matter and content?
 - Is the number of learning objectives sufficient for the length and content of the program?

Example Objective: Participants will be able to effectively role-play scenarios that demonstrate the 3 main elements of establishing sexual boundaries with a date.

- Performance: Clearly communicate sexual boundaries
- Conditions: Role-play dating situations
- Criteria: The three elements of clear sexual boundaries are stated
- Related: Establishing sexual boundaries is related to developing healthy dating relationships
- Number: Yes, this is the only learning objective for three sessions

Instructional delivery includes discussion of learning objectives.

- Participant and/or presenter materials must include the directive that learning objectives are discussed at the beginning of the event.
 - Participant manuals and other materials begin by stating the learning objectives.
 - Presenter manuals and other materials start with stating the learning objectives followed by a brief discussion for presenters to share with their audiences.
- Learning objectives are always stated by the presenter and evaluated by the participants at the end of the learning event.

A learning objective is the response expected from the participant. It is not:

- a goals statement;
- a course title; or
- what the presenter intends to do.

The types of learning objectives include the following:

- *Cognitive* - what the participant will perceive, comprehend or remember. The participant should clearly receive information and develop knowledge.

- *Affective* (attitudinal) - what the participant will feel, value, become committed to or enthusiastic about. The participant will become sensitized to the issue in question.
- *Behavioral* - what the participant will be able to do, perform, demonstrate, use or explain. The participant will acquire or reinforce skills.

Effective training aims to improve:

+ knowledge

+ skills

+ attitudes

to contribute to:

appropriate behavior.

Writing Learning Objectives

1. Begin the objective with a statement of the expected result, e.g., "As a result of this session, the participants will be able to..."
2. Select the appropriate verb - be sure to use an action verb, e.g., identify, write, organize, utilize, create, define, apply, analyze, conduct, evaluate, develop.
3. Complete the learning objective with the content of the relevant course segment, e.g., "As a result of this session, participants will be able to develop measurable learning objectives for school aged children to demonstrate the ability to resolve conflict with their peers".

Preparing the Training Program: Structure and Content

The structure of the training session should be organized around each topic that will be given the amount of time it will take to adequately cover the most important points. It is not necessary to plan an equal amount of time for each topic that is going to be covered. Materials that are easily comprehensible should be presented at the beginning of the class. After the initial groundwork is laid and the participants have a basic understanding, the presenter can proceed to more complex materials. It is important for presenters to be prepared to spend more time on some topics if the need develops, however, be aware this may reduce planned discussion in other areas. Sometimes unexpected questions and problems arise and the presenters may not be prepared. When answering questions, always be honest in your response. If you don't know the answer, think of other resources to recommend on the subject in question. Use visual support throughout any training to address all learning styles and build in early participation to engage the audience from the beginning.

Content is a sequenced list of topics to be covered with an indication of the amount of time to be spent on each.

Monitoring and evaluation determine the extent to which the training was successful in achieving its objectives and goals. The pattern of monitoring and evaluation may take several forms, either formal or informal; open response or directed questionnaire; during, at the end or some time after the workshop.

In preparing the training structure and content the presenters should consider the following:

<p>What they intend to do:</p>	<p>Goal To prepare young men and women with the interpersonal skills for healthy dating experiences.</p> <p>Objective Participants will be able to effectively role play scenarios that demonstrate the 3 main elements of establishing sexual boundaries with a date</p>
<p>How are they going to do it:</p>	<p>Content Social-emotional developmental tasks of early adolescence, peer protective factors</p> <p>Method Identify and analyze verbal and nonverbal cues that a partner is not ready to have sex</p> <p>Materials Flip chart, markers Dating Tips Handout</p>
<p>How will they know if they have succeeded:</p>	<p>Monitor Students determine which category verbal and nonverbal cues should be placed. Peer and presenter feedback</p> <p>Evaluation Students role play guided scenarios for class discussion and feedback from presenter</p>

While conducting the training and the individual exercises, the presenter should always remember the main objective of the session, and take opportunities to remind the group as well.

Instructional Methods

Once the needs assessment data is complete, as well as the analysis of the content and development of the objectives, the content needs to be organized or sequenced in a logical manner.

- See Framework to Design a Training Program- TEMPLATE (page 39) for guidance.

Instructional methods accommodate various learning styles and are designed to promote interaction between and among learners, presenters, and learning resources to achieve the stated learning objectives.

- Instructional design can involve the following sequence
 - gaining attention;
 - informing the learner of the objective;
 - stimulating recall of prerequisite learning;
 - presenting new material;
 - providing learning guidance;
 - eliciting performance;
 - providing feedback about correctness;
 - assessing performance; and
 - enhancing retention and recall
- Training and educational programs for adult learners are developed to integrate lecture with discussion and draw on the participant's personal and professional experiences.
- Training and educational programs are developed within the context of **VAK** (visual, auditory and kinesthetic) learning modes or learning preferences.

Exercises and Activities

The purpose of the training exercises and activities is to facilitate the learning process. For the training exercises to be successful they should meet the following requirements:

The exercises should:

- have an objective;
- be strategically placed within the training;
- occur within a specific time frame.

Therefore, besides a general training plan, it is necessary to develop a more detailed plan of how each exercise will be conducted.

While planning an exercise, it is advisable to take into account priorities, i.e. all important issues should be addressed at the beginning of the session, secondary issues may be combined and summarized for the remainder of the time.

Each exercise is divided into specific consistent logical steps:

1) **Presenter's introduction** leads the training group into the main topic of the exercise and sets the guidelines.

2) Then, through various techniques, the presenter gradually facilitates reaching the **goal of the exercise**.

3) The exercise concludes with the **presenter's commentary** or **debriefing**, which allows the training team to summarize the results of the discussion, briefly review the group's accomplishments and emphasize the most important points regarding the subject of the exercise. The presenter's commentary is a response to the objectives set forth for the exercise.

The training team should share a very clear vision of the results they seek to achieve with the group, as well as the techniques that will be used in the process. Interactive methodologies facilitate attaining the objective of the exercise, as well as the free exchange of thoughts and feelings after each exercise. However, with some interactive methodologies, such as a group discussion, it is important that the presenter focus the group's attention on the main issue and prevent any irrelevant issues from being discussed. It is advisable to determine the parameters for conducting the group discussion. The parameters will depend on the time remaining for each exercise (it is particularly necessary to narrow the topic of discussion when time is short) or on the group composition (professional affiliation of group members, their education, age, etc.). Such planning helps presenters make their points more effectively and avoid controversial arguments.

Some flexibility is necessary, however, to ensure active participation, otherwise the group's grasp of the subject matter may be insufficient and they will not master any new information.

Presenters might find it helpful to use this evaluation checklist a guide while choosing among different training exercises and activities:

- *Real-World Relevance.* Does the training exercise help participants learn skills and concepts that are applicable to the workplace? Do the roles in the training exercise relate to easily recognizable real-world situations?
- *Appropriate Structure.* Is the basic structure of the training exercise appropriate for the instructional objectives, participant characteristics, type of learning, and intended use?
- *Flexible Format.* Does the training activity permit easy modifications to suit local resources and constraints in terms of schedule, number and background of participants, and physical facilities?
- *Participant Involvement.* Are all participants involved in the training activity at all times?
- *Effective Instructions.* Does the training activity include clear and concise instructions? Do the rules avoid unnecessary and irrelevant items?
- *Intellectual Stimulation.* Are the participants engaged in challenging tasks instead of rote memory activities?
- *Criterion Reference.* Is the mastery of useful skills and knowledge obvious to the participants?
- *User Friendliness.* Can a typical presenter use the activity without having to spend too much time preparing the materials or learning the rules?
- *Cost-Effectiveness.* Is the training activity inexpensive? Can a cheaper alternative produce the same training objectives?

Depending on the training objective and the characteristics of the participants, different activities may be more relevant than the others.

Designing & Selecting Materials at the Appropriate Level of Literacy

To ensure participants understand the information and social messages in your training program, presenters must know how to reach their audiences. Writing and speaking clearly are critical steps to achieve that goal. Presenting to the appropriate literacy level of your audience will influence the quality of the presentation and the capacity of the participants to achieve the learning objectives. Discussions regarding sexual development, sexual activity and sexuality can be stressful and intimidating.

Some audiences will not know the proper terms for body parts or may be uncomfortable asking questions if the content/jargon is difficult for them to understand. Audiences who are at an elevated risk for victimization or perpetration usually experience a disproportionate number of risk factors compared to the general population, which may impede their ability to assimilate the information given to them. Designing and selecting curriculum for the appropriate literacy level is a component of Connecticut's Sexual Violence Prevention Plan.

Low Literacy Skills

A person who has limited or low literacy skills is not illiterate. This fact is not always well understood. Therefore, it is important to clarify the differences among the terms "literacy," "low literacy," and "illiteracy".

- ▶ **Literacy** is defined by the National Literacy Act of 1991 as “an individual's ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential”.
- ▶ **Low literacy** is a *limited* ability to do what is defined above as literacy.
- ▶ **Illiteracy** means being unable to read or write.

Communication and developmental disorders –There are challenges for individuals suffering with mental health diseases and disorders that impair or obstruct clear communication, no matter how plain the language. These individuals will require strategies that are tailored to their needs and abilities. Developing improved ways to communicate information to these audiences is a crucial component in addressing literacy levels.

Comprehension Levels

ASK	ASSESS	ACCOMODATE
What are their experiences?	Look around at the expressions!	Slow Down
What are their education levels?	Ask for feedback!	Speed Up
Is everyone following?	Have you lost anyone in the group?	Review

Plain Language: A Promising Strategy for Clearly Communicating Health Information and Improving Health Literacy

Limited English Proficient (LEP) speakers

Simply translating health information into a person's native tongue does not guarantee that non-English speakers will be able to read or understand it. To better ensure understanding, information for people with limited English proficiency needs to be communicated plainly in their primary language, using words and examples that make the information understandable in their language. See Checklist for Effective Low Literacy Presentations & Materials (page 26) for guidance.

Tips for Speaking with People who are Limited in English Proficiency

- ▶ Give your full attention.
- ▶ Be comfortable with silence & long pauses.
- ▶ Be patient.
- ▶ Be aware of nonverbal cues that may signal lack of understanding.
- ▶ Recognize that people may be having difficulty saying exactly what they mean.
- ▶ Concentrate.
- ▶ Be aware of your own biases.
- ▶ Remember communication styles differ.
- ▶ When waiting for a response, pause longer to allow the other person to answer.
- ▶ Allow people to finish sentences and thoughts for themselves.

Preparing for your Presentation

Sometimes no message is better than half of a message.

- ▶ Make sure you have enough time to get your entire message across.
- ▶ Conversely do not talk to fill time (you will lose your audience).
- ▶ Be prepared and practice!
- ▶ Use visuals as often as possible.
- ▶ Your audience will be diverse so make sure your message is appropriate for everyone

Communicating your Message

- ▶ First impressions last a lifetime
- ▶ How you sound is just as important as what you say
- ▶ Keep your composure
- ▶ Actions speak louder than words

Using Praise & Encouragement

- ▶ Use words like “that’s a really great question”
- ▶ Provide regular feedback
- ▶ Provide sufficient information
- ▶ Provide the necessary paperwork
- ▶ Be sure to ask if they feel they have a good understanding of the materials
- ▶ Mention frequently asked questions
- ▶ Reiterate key concepts and points
- ▶ Show care and concern
- ▶ Use words that will encourage not intimidate

Checklist for Effective Low Literacy Presentations & Materials

- ___ The material or presentation allows for audience involvement
- ___ The material or presentation gives “how-to” information
- ___ Words said or in writing are familiar to the audience
- ___ New words are clearly defined in the presentation or material
- ___ Sentences as you speak or in writing are simple, specific and direct
- ___ Each idea is logically ordered, as it would make sense to your audience
- ___ Concrete examples are given and/or shown
- ___ Type, style, and size of print are easy to read
- ___ Color, images and design are appropriate for age, culture or ethnicity, etc for your audience
- ___ Pictures and drawings are simple and meaningful to your audience
- ___ Check for understanding as you introduce each new step

Designing & Selecting Training Programs to be Culturally-Relevant

Values and beliefs regarding sexual development, sexuality and gender are bound to culture. Values and beliefs are also interwoven with common misperceptions relating to sexual violence of any type. Therefore, understanding cultural influences are essential in order to accurately assess current skills, knowledge or behaviors regarding the subject matter and to determine the desired outcomes that would be appropriate for the culture of the audience.

Just as designing and selecting curriculum for the appropriate literacy level is a component of Connecticut's Sexual Violence Prevention Plan, cultural competency in training and programming is also a component specified in the strategic document.

Understanding Culture & Cultural Competence

Culture is a system of beliefs, values and assumptions about life that guide behavior and are shared by a group of people.

Culture has many aspects

- ▶ Culture has to do with values and beliefs
- ▶ Culture involves customs and traditions
- ▶ Culture is collective and shared among groups
- ▶ Culture is learned
- ▶ Culture influences behavior
- ▶ Culture influences perception
- ▶ Culture is trans-generational
- ▶ Culture is unconscious

Culture involves many aspects of a person's life

- ▶ Race
- ▶ Ethnicity
- ▶ Religion
- ▶ Language
- ▶ Sexuality
- ▶ Physical ability
- ▶ Age
- ▶ Spirituality
- ▶ Education
- ▶ Socioeconomic status
- ▶ Fears
- ▶ Tradition

Culture Competence is the *continuous process of seeking cultural sensitivity, knowledge, and skills to work effectively with individuals and families from diverse cultural*. Cross-cultural efficacy implies that the presenter effectively interacts with individuals of different cultures and that neither the presenter nor the student/participant's culture is preferred or more accurate.⁸

Maintaining cultural sensitivity is crucial but not always easy

- ▶ Be aware of your own culture and how it may be a positive or a negative influence
- ▶ Understand that culture is complex, diverse and always changing
- ▶ Learn to appreciate cultural differences as learning experiences
- ▶ You do not have to agree but you need to accept

- Universally competent communication
- ▶ Acknowledge that there are many culturally based points of view and standards for behavior
- ▶ Do not use generalized statements based on stereotypes. Avoid words such as “all” or “every” instead use “many,” “some,” or “in my experience”.
- ▶ Appreciate differences in communication
- ▶ Involve everyone in conversations
- ▶ Be sensitive to varied levels of comprehension, understanding and interpretation
- ▶ Deliver messages that are reflective of everyone in the group
- ▶ Show respect, equity of importance and validity to different cultural norms, values and etiquettes
- ▶ Express human centered attitudes and values

Culturally Responsive Teaching

Presenters need to understand that there is more than one way to interpret a statement, event, or action. By allowing participants to learn in different ways or to share viewpoints and perspectives in a given situation based on their own cultural and social experiences, they become active participants in their learning.

1. Research participants’ experiences with learning styles
 - Ask people who come from the same cultural background as the participant group about effective teaching strategies
 - Visit the communities of the participants to find out how they interact and learn in their social environments
 - Ask participants, their families, educators, etc... about their learning style preferences
2. Bridge cultural differences through effective communication
 - Teach and talk to students about differences between individuals
 - Show how differences among the students make for better learning
 - Attend community events of the students and discuss the events with the students
3. Create an environment that encourages and embraces culture
 - Use examples and demonstrations that reflect the participants’ cultural beliefs and values
 - Allow participants ample opportunities to share their cultural knowledge
 - Question and challenge participants’ beliefs and actions
 - Teach participants to question and challenge their own beliefs and actions

Culturally Sensitive Non-Verbal Communication

Messages are communicated through facial expressions and body movements that are specific to each culture. You should be aware of variations in nonverbal communication to avoid misunderstandings or inappropriate movements that may unintentionally offend clients. Also, you should use caution in interpreting the participant's facial expressions or body movements. Your interpretation might be quite different from the participant's intent.

Silence

You may view silence as awkward or wasteful of time. However, some cultures are quite comfortable with periods of silence. Participants may view silence as a normal part of a conversation and may not appreciate your efforts to fill the void with small talk. Some Native Americans, for example, consider a minute and a half to be the normal amount of time to wait to respond, while in the Arabic community it may be appropriate to spend 30 minutes or more sitting together in silence. Conversely, some cultures consider it entirely appropriate to speak before the other person has finished talking; therefore, you should not mistakenly think this overlap as rude behavior on the part of the participant. Being tolerant and allowing for natural pauses or interruptions in the communication process will help foster group respect.

Distance

The most comfortable physical distance between two people varies among culture. The American generally prefers to be about an arm's length away from another person. Latinos usually prefer closer proximity than Americans, in contrast to Asians, who tend to prefer greater distance. Giving participants space options, such as saying, "*Please have a seat wherever you like,*" can help establish the proper distances.

Eye Contact

The amount of eye contact that is comfortable varies with each culture. Many Americans are brought up to look people straight in the eye. However, older African Americans may have been taught not to make eye contact with whites. Staring is considered impolite by some groups, including Native Americans and Asians. However if you avoid eye contact or break eye contact too frequently it may be misinterpreted as disinterest. Observing the participant both when listening and speaking can offer clues to appropriate contact. Also, you can arrange seating to meet the situation such as by sitting next to the participant rather than across from him or her to reduce direct eye contact.

Expressions

Expression of emotion among people of different cultures varies from very expressive, as with many Latinos, to non-expressiveness with some Asian peoples. People have a tendency to regard those who are more expressive as immature and those who are less expressive as unfeeling. Happiness and sorrow are emotions common to all people, but they may not be openly expressed, particularly to outsiders. Varying beliefs about the origin and treatment of pain will dictate different emotional behaviors in different cultures. Also, people of some cultures may smile or laugh to mask other emotions.

Language

The position, gestures, and motion of the body can be interpreted differently depending on the culture. The use of hands is a common vehicle for nonverbal expression. A firm handshake may be a positive gesture of goodwill in the dominant American culture, but some

other cultures prefer only a light touch. For instance, a vigorous handshake may be viewed as a sign of aggression by some Native Americans. Touching or being touched by a stranger may be considered inappropriate or an intimacy signal, as is the case with many Asians, but entirely appropriate with many Latinos. Standing with hands on hips may imply anger to some participants. Pointing or beckoning with a finger may appear disrespectful, particularly to Asians who use that gesture to call their dogs. Positioning of feet also can be misinterpreted. Conservative use of body language is prudent when you are uncertain as to what is appropriate within a cultural group. Observing the client's actions and interactions with others may give you direction for acceptable body language.

Communication

How you speak is as important as what you say in cross-cultural communication. Your tone of voice should be positive, avoiding a condescending, disinterested, or unpleasant tone. The volume should be audible, but not so loud as to make your audience feel uncomfortable. Sometimes people mistakenly assume that a louder voice is clearer and therefore better understood. Articulation of each word is important, especially for the client whose native language is not English. You may also need to adjust your rate of speech for persons with limited English proficiency. Speech that is too rapid might not be understood, while speech that is too slow might actually bore participants.

You might ask "*Am I speaking too fast?*" and adjust your rate appropriately. Avoiding slang and technical jargon will also help your audience understand. You should not try to imitate an ethnic communication style that is not naturally your own. For example, using African American language and communication style, when you are not of African American heritage, may be misinterpreted as ridicule.

Americans tend to be informal in their oral communication, but some other cultures prefer to keep a relationship more formal. You should not assume that a first name basis is appropriate for client relationships. Many African American males dislike being addressed by a first name, viewing it as too familiar and inferring disrespect. In Vietnamese, Chinese, Latin American and some Afro-Caribbean cultures, people have three- or four-word names. The first word is the family name, the second word the middle name, and the last one or two words are the given name. The given name is usually preferred along with the title of "Mr." With any participant, terms of endearment such as "honey," or potentially derogatory terms such as "boy" or "girl" when referring to adults, should be avoided.

Rapport

Establishing rapport with your audience is important. Too much chatting, too many questions, or "too nice" may cause uneasiness or raise suspicion. An opening statement such as, "*I am here today to talk about... What do you know about the topic?*" If the audience is not responsive to an open-ended question, you might state several options for the group to choose from. Silence on the part of the audience doesn't necessarily reflect disinterest, but rather may be a thoughtful reaction to a question. Demonstrating patience, respect, and awareness of the participants' culture will help to establish rapport.

Asking a person how he or she prefers to be addressed is the easiest solution.

Subject

The subject matter may influence the success of your training program. Certain subjects may not be acceptable for discussion. For example, some participants may be unwilling to discuss some issues as private personal or family matters. Religious beliefs may also be taboo therefore, behavior or actions based on them may be sensitive or difficult to discuss. You may be able to phrase questions in ways that are culturally more appropriate and explain why it is necessary to talk about such issues in the particular learning environment. You can also say to a participant, *"Please tell me if you do not want to answer"*.

Addressing the Primary Modes of Learning

Presenters must ensure that trainings address the three primary learning styles to engage and maintain active involvement of the participants in the learning process. Addressing the learning styles is incorporated into the presentation itself, the presenter, materials, instructional strategies and activities. Self-assessments are available to help individuals determine the personal primary mode of learning, which can be useful for presenters to know about themselves or their audiences.

Visual

People who have a visual learning style learn best if a major component of the material or lesson is something they can see or watch. This learner works best with written material and instructions, diagrams, posters, and demonstrations. The information that the visual learner takes in is translated into, and stored as, pictures or images in their brains. These learners are usually neat and well organized. They may use statements with visual cues such as "I get the picture". Unnecessary movement can be a distraction to a visual learner.

Auditory

People who have an auditory learning style learn best if there is an oral component to the material being learned. Verbal instructions, taped lectures and face-to-face instruction work best. These learners filter the information they hear and store the relevant data but don't necessarily form pictures around it. When problem solving, auditory learners prefer to "talk it out". While talking they may use phrases, which relate to how they learn such as "I hear you". Unnecessary noise can be a distraction for the auditory learner.

Kinesthetic

People who have a kinesthetic or tactile learning style learn best when they can touch or feel what they are learning about. The use of their body and feelings are very important to these learners so hands-on projects work best for them. Kinesthetic learners do not always have a good time sense or sense of orderliness or neatness. They often live for the moment and do not have a vision of the future. Kinesthetic learners will often speak of their learning in terms of feelings, prefacing statements with "I feel". People with this learning style will have a tendency to move around while trying to solve a problem.⁹

Presenters must ensure that trainings address all three learning styles equally and participants should be aware of what style they learn from best before beginning the training.

Adult Learners

Adults want to spend their time wisely and have a degree of control over their learning environment. They want to be treated as equals and to have their experiences validated. Most adult learners expect the following from training:

- Presenter’s knowledge of the content.
- Logical organization of materials and clarity of presentation.
- Explicit application to daily life.
- Opportunities for practice.
- Active participation and varied teaching methods.

The adult learners’ motivation for attending training conditions their sense of purpose and participation. Those who attend voluntarily will be highly motivated and often participatory. Those who attend because the training is mandatory or because they feel obliged to do so may be less motivated, sometimes even resentful or disruptive. It is the presenter’s job to stimulate all students regardless of their motivation and to reassure those who may be nervous.¹⁰

Young Learners

Children and youth are eager to learn especially when they are engaged and their curiosity is peaked. Young learners are not considered “equals”, but they need to be treated with respect and have their feelings validated.

- Teach or show children positive or right examples
- Tell children what you want them to do, not what you do not want them to do
- Positive reinforcement (verbal praise) goes a long way.
- Catch them doing things right!

Active participation and varied teaching methods are important to keep young learners engaged in the learning process. Give guided opportunities to practice new behaviors or skills with positive reinforcement.

General Audience Techniques for Managing Class Dynamics

- Initiating: Introducing a concept by raising a question or opening a topic. (“What does the term sexual violence mean to you?”)
- Facilitating: Keeping the conversation moving by involving others, summarizing and keeping the agenda moving. (“Let’s discuss behavior problems a little longer and then we need to move on”.)
- Inquiring: Asking directly for information that seeks a definite response, helping to discover or generate new ideas and bringing information to the group. (“Should a staff member directly intervene on behalf of a child who is very disruptive in the waiting room?”)
- Catalyzing: Connecting ideas or people. (“I think your comment about the difficulties of intervening supports Jose’s example”.)

- **Participating:** Participating by fully engaging in the process. (“I’d like to hear your opinion on...”)
- **Challenging:** Posing questions that challenge old or current behaviors or thoughts. (“What happens when you only react to a young person’s negative emotions or behavior?”)
- **Acting:** Proposing approaches or solutions that address the issues with which the group is struggling (“Would you consider asking your supervisor for advice before making that decision on your own?”)
- **Listening:** Asking questions for clarification, showing that one is listening by responding and expanding on comments. (“Would you mind giving us another example of responding from a strength-based approach?”)
- **Sharing experiences:** Relating personal examples (“I’d like to share a positive and not-so-positive interaction with an adolescent to illustrate the point”.)

General Audience Techniques for Managing Negative Class Dynamics

In facilitating the learning process, the presenter may meet with resistance, inadequacy, confusion or doubt. S/he can manage these difficulties by understanding what precipitates them and actively seek solutions with the class.

- **Resistance:** Resistance is often rooted in fear of modifying familiar beliefs and behavior. The presenter should elicit and listen to the student’s concerns and address them before they become a block to learning.
- **Inadequacy:** Students may be hesitant to participate in discussions or perform role-plays if they feel their skills are inadequate. The presenter should validate their existing skills and experience, emphasizing that the training content is new to most students.
- **Confusion:** A student may become confused despite the presenter’s careful preparation and delivery of the content. S/he should respond to the confusion quickly, identifying the source of the confusion and providing clarification.
- **Doubt:** Student questions or doubts may indicate that they have not understood the purpose of their new skills. The presenter should both reiterate the purpose of each skill and allow ample time to practice. The presenter’s support and feedback during exercises and role-plays are critical to defusing doubt.

Evaluation

Evaluate Participant Learning

Evaluation procedures are established during learning event planning.

- Identify evaluation procedures and tools for each learning objective during the planning process.
 - Evaluation procedures and tools are based on the methods of instructions, which are linked to the level of learning or skill(s) to be achieved.
 - More than one evaluation tool may be needed to evaluate one learning objective or one tool may be sufficient to measure two or more learning objectives.

Learners are provided feedback on their mastery of learning objectives.

- Presenters should provide each participant with feedback during the training or course instruction.
 - Feedback may be verbal comments on role-plays or other types of performance activity or classroom participation.
 - Feedback may include a grade on a writing assignment or pre/post assessment instrument.
 - Feedback may include written results on an assignment or activity.
 - Self-assessment and peer-assessment may be used to complement presenter feedback but are not used as a substitute for presenter feedback.

Please note: CONNSACS has evaluation examples designed for different audiences that can be accessed by contacting them.

Connecticut Sexual Assault Crisis Services, Inc. (CONNSACS)

96 Pitkin Street
East Hartford, CT 06108
telephone: 860-282-9881
fax: 860-291-9335
email: info@connsacs.org
<http://www.connsacs.org>

Evaluate Training Program

A program evaluation must be established for learning activities.

- Formative evaluation is the incorporation of revisions made on the content, instructional methods, and evaluation as recommended by the pilot audience before it is offered again.
- Formative evaluation procedures are incorporated into each educational or training event at the end of each workshop or seminar and annually for training courses.

The results of the post-program review must be incorporated into learning activity improvements.

- Revisions through the formative evaluation process are made on the content, instructional methods, and assessment as recommended by the pilot audience.
 - Feedback from pilot audiences, presenters, and staff is compiled and discussed during a curriculum workgroup meeting
- The summative evaluation process is identified by the end of a learning event, academic semester, or at least annually.
- Continual quality improvements may include the needs assessment, logistical, and instructional planning, program execution, presenter selection, evaluation, and examination of the extent to which identified learning objectives were achieved.

Presenters are reasonable and consistently effective in meeting learning objectives and learners' expectations.

- Presenters are given feedback based on the rating of the program evaluation in terms of participants rating the achievement of learning objectives. Presenters are given this information as compiled in the evaluation results.
- Presenter should be evaluated by supervisor annually.
- Evaluation comments or presenter feedback includes, but is not limited to the following:
 - Demonstrates expert knowledge of subject matter and adherence to the learning objectives
 - Utilizes appropriate instructional and assessment methods
 - Demonstrates strong classroom management skills
 - Responsive to the needs of the learners
 - Sets clear expectations of course requirements (e.g. attendance policy, etc)

Additional Resources:

Centers for Disease Control and Prevention (2009). "Sexual Violence Prevention". Violence Prevention. <http://www.cdc.gov/ViolencePrevention/sexualviolence/index.html>: September 2009.

Prevention Connection (2009). Prevention Connection: The Violence Against Women Prevention Partnership. <http://www.preventconnect.org/display/displayHome.cfm>: October 2009.

Useful website for developing sexual violence prevention training programs: Minnesota Advocates for Human Rights (2003). http://www.stopvaw.org/Guidelines_for_Developing_a_Training_Program.html?SEC={5074C791-13DC-4EAB-993F-F350719CE970}&Type=B_BASIC: September 2009.

Zannoni, Joanne, MSW. Primary prevention of sexual violence: A public health model "how-to" guide. Connecticut Sexual Assault Crisis Services, Inc. 2005

Zannoni, Joanne, MSW. Public health model of violence prevention: how sex assault coalitions can play a vital role. Connecticut Sexual Assault Crisis Services, Inc. 2005

For additional information about sexual violence prevention trainings and training components in Connecticut contact the statewide coalition:

Connecticut Sexual Assault Crisis Services, Inc. (CONNSACS)
96 Pitkin Street
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telephone: 860-282-9881
fax: 860-291-9335
email: info@connsacs.org
<http://www.connsacs.org>

Framework to Design a Training Program- EXAMPLE

Training Name/Topic: Sexual Violence Awareness/Prevention

Time Frame/Length: 3 hours

Learning Goals

What do you want the audience to be able to do at the end of this training? As much as possible, design your goals to describe what participants will know and/or do at the end of training.

1. Provide resident freshmen with a sexual violence prevention orientation.

How Were These Training Goals Selected?

Discussion with agency represented who requested the training:

- Resident advisors and directors requested an orientation for freshmen living on campus in addition to what is offered by the college.

Result of pre-assessment data collection:

- Increase in harassment complaints to campus police from the previous year.

Other(s):

Learning Objectives

What new capabilities do you want the audience to have? What do you want participants to be able to do as a result of the new knowledge, skills and/or abilities?

You may need several learning objectives for each of your overall training goals.

1. Resident freshmen will be able to identify three ways to protect themselves while attending a party.
2. Resident freshmen will be able to demonstrate an understanding that acquaintance/date rape is a crime.
3. Resident freshmen will be able to describe the elements of informed consent.

Learning Activities/Methods

What activities will you undertake to reach the learning objectives? Learning activities may not match learning objectives on a one-for-one basis.

1. Role-play scenarios of effective and ineffective strategies in self-protection.
2. Small group discussion to define and describe rape, acquaintance rape, and date rape.
3. Presenter will address myths from small group discussion and provide the correct definitions of rape, acquaintance rape, and date rape.
4. Presenter will present the elements of informed consent.

Evidence and Evaluation of Learning

Evidence of Learning	Who Will Evaluate It?	How Will They Evaluate It?
- Effective role-play	- Self, peer or presenter assessment	- Rubric
- Increase in knowledge base	- Presenter or self score	- Pre/Post test

Framework to Design a Training Program- TEMPLATE

Training Name/Topic:

Time Frame/Length:

Learning Goals

What do you want the audience to be able to do at the end of this training? As much as possible, design your goals to describe what participants will know and/or do at the end of training.

- 1.
- 2.

How Were These Training Goals Selected?

Discussion with agency represented who requested the training:

Result of pre-assessment data collection:

Other(s):

Learning Objectives

What new capabilities do you want the audience to have? What do you want participants to be able to do as a result of the new knowledge, skills and/or abilities?

You may need several learning objectives for each of your overall training goals.

- 1.
- 2.
- 3.
- 4.

Learning Activities/Methods

What activities will you undertake to reach the learning objectives? Learning activities may not match learning objectives on a one-for-one basis.

- 1.
- 2.
- 3.
- 4.
- 5.

Evidence and Evaluation of Learning

Evidence of Learning	Who Will Evaluate It?	How Will They Evaluate It?

PARTICIPANT EVALUATION - PROFESSIONAL AUDIENCE- TEMPLATE

Name of Training: _____

Location: _____ **Date:** _____

Directions: Using the rating scale below, please indicate the number that best represents your thoughts about each of the following statements.

Rating Scale

1: Strongly Disagree **2:** Disagree **3:** Neutral **4:** Agree **5:** Strongly Agree

Objectives (List each in the form of an “I” statement) Ex. I am able to describe the elements of informed consent.	1	2	3	4	5
Program Content					
Topics were presented in a logical manner.	1	2	3	4	5
Enough time was allotted to discuss each topic.	1	2	3	4	5
I found the materials useful.	1	2	3	4	5
Relevant to my current work responsibilities.	1	2	3	4	5
Presenter’s Facilitation and Teaching Skills					
Was knowledgeable about the subject area.	1	2	3	4	5
Responded well to the audience’s needs.	1	2	3	4	5
Encouraged discussion and feedback.	1	2	3	4	5

Continued on reverse side

Recommendations for future trainings: Please check as many as apply

Bullying

LGBTQI Issues*

Conflict Resolution

Media Influence

Dating Violence

Mentoring

Early Childhood Intervention

Sexual Assault/Rape

Gender Equity

Sex Education

Health Services

Sexual Harassment

Healthy Relationships

Sexual Violence Prevention

HIV/STD Prevention

Touching Safety

Internet Safety

Recommendations & Comments:

* Lesbian, gay, bisexual, transgender, queer/questioning and intersex.



PARTICIPANT EVALUATION YOUNG ADULT AUDIENCE- TEMPLATE

Name of Training: _____ Date: _____

This information is collected as a grant requirement.

1. What is your sex? Female Male Transgender
2. What is your age? _____ Yrs
3. How would you classify yourself? Please check **all** that apply to you.
 African American/Black Asian or Pacific Islander
 Anglo/Caucasian/White Hispanic/Latino(a)
 Native American Other: (specify) _____

Please answer the following questions based on your experience here today:

1. How would you rate the training overall?

Excellent Very Good Good Fair Poor

2. How would you rate the training as having a positive influence on your attitudes about relationships? (Excellent: greatly influence my attitudes positively---Poor: no or negative influence on my attitudes about relationships.)

Excellent Very Good Good Fair Poor

3. How would you rate the training as having a positive influence on your behavior in the future? (Excellent: will greatly and positively influence my behavior---Poor: no or negative influence on my future behavior in relationships.)

Excellent Very Good Good Fair Poor

4. Would you be interested in participating in similar experiences in the future?

Yes No Maybe

On the back side of this page, please give us your feedback and recommendations.

PARTICIPANT EVALUATION

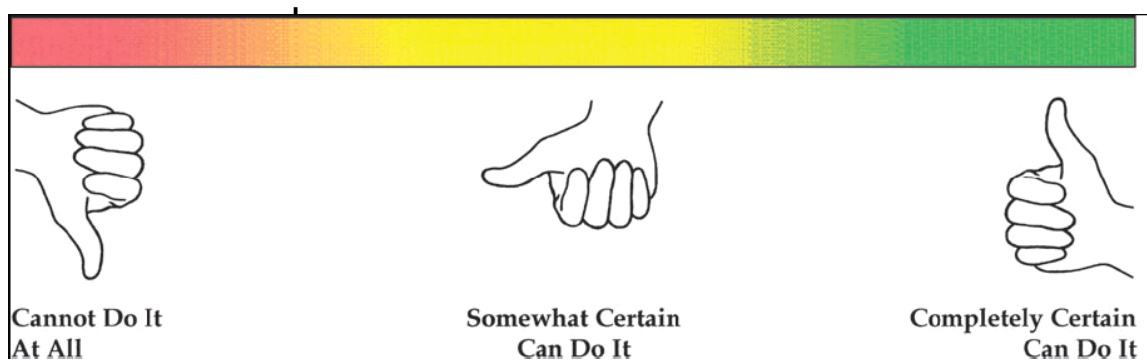
GENERAL AUDIENCE- INSTRUCTIONS

Personal Rating Based on Perceived Ability to Act

Directions for Presenter: The interviewer will read these scenarios, in order, to the whole group. The participant will draw a line up and down across the colored bar to show how certain or confident they are that they could perform the given behavior. Give the participants time to mark the line, and make sure they are not looking at each other's lines. You should read each story two times, or more if necessary. This assessment template is appropriate for children, low literacy level and Limited English proficient audiences. It can also be fun for high school and adult audiences as well.

Directions to read to the participants: I'm going to tell you about some situations you might come across (e.g., in dating situations). I'd like you to listen carefully to each story and imagine that you are in that situation. Think about how you would feel. When I am finished describing the situation to you, make one mark up and down across the colored bar to show how you think you would act, like this [show the participants how a mark would look by drawing a single line up and down across the colored bar].

Story:



You can make your mark anywhere you want. If you make it near the red end, you're saying that you don't think that you can do whatever the situation asks you to do. At the very end of the red side means that you are certain you cannot do what the situation asks you to do. If you mark it near the green end, you are certain you can do it. At the very end of the green end means that you are completely certain you can do what the situation asks you to do. Somewhere in the middle means you are somewhat certain. There are no right or wrong answers, and you should not look at anyone else's answers. Remember to imagine that you are in the situation, and to think about what you would do.

PARTICIPANT EVALUATION GENERAL AUDIENCE- TEMPLATE

Directions: Read each story and imagine that you are in that situation. Make a single mark up and down across the colored bar to show how certain you are that you can or cannot do what is asked of you in each story.

STORY:



A horizontal bar with a color gradient from red on the left to green on the right. Below the bar are three hand-drawn icons: a hand with the thumb pointing down, a hand with the index finger pointing to the right, and a hand with the thumb pointing up. Each icon is centered under a portion of the bar.

**Cannot Do It
At All** **Somewhat Certain
Can Do It** **Completely Certain
Can Do It**

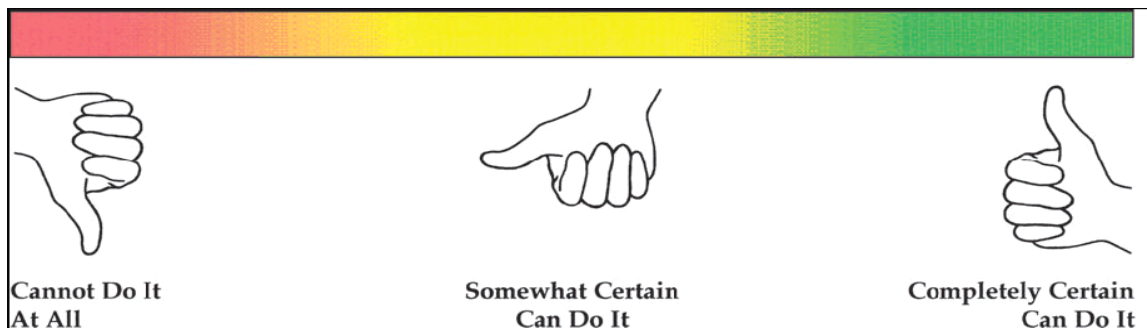
STORY:



A horizontal bar with a color gradient from red on the left to green on the right. Below the bar are three hand-drawn icons: a hand with the thumb pointing down, a hand with the index finger pointing to the right, and a hand with the thumb pointing up. Each icon is centered under a portion of the bar.

**Cannot Do It
At All** **Somewhat Certain
Can Do It** **Completely Certain
Can Do It**


STORY:


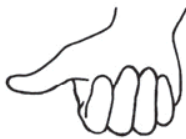



A horizontal bar with a color gradient from red on the left to green on the right. Below the bar are three hand-drawn icons: a hand with the thumb pointing down, a hand with the index finger pointing to the right, and a hand with the thumb pointing up. Each icon is centered under a portion of the bar.


**Cannot Do It
At All** **Somewhat Certain
Can Do It** **Completely Certain
Can Do It**




STORY:



		
<p>Cannot Do It At All</p>	<p>Somewhat Certain Can Do It</p>	<p>Completely Certain Can Do It</p>

STORY:



		
<p>Cannot Do It At All</p>	<p>Somewhat Certain Can Do It</p>	<p>Completely Certain Can Do It</p>

Presenter Evaluation Form- TEMPLATE

Presentation Component	1	2	3	4	Points
Organization	Lacks sequence of information.	Difficult to follow presentation because student jumps around.	Presents information in logical sequence which audience can follow.	Presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Does not have grasp of information; cannot answer questions about subject.	Does not seem comfortable with subject and fails to elaborate.	Seems at ease and answers most questions with explanations and some elaboration.	Demonstrates full knowledge by answering all class questions with explanations and elaboration.	
Visual Aids	Uses superfluous visual aids or no visual aids.	Occasionally uses visual aids that rarely support the presentation.	Visual aids relate to the presentation.	Visual aids explain and reinforce the presentation.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	No eye contact and only reads from notes.	Occasionally uses eye contact, but still reads mostly from notes.	Maintains eye contact most of the time but frequently returns to notes.	Maintains eye contact with audience, seldom returning to notes.	
Verbal Techniques	Voice is garbled. Audience has difficulty hearing presentation.	Voice is low. Audience in back of class has difficulty hearing presentation.	Voice is clear, tone of voice is appropriate to topic and questions.	Voice is engaging and interesting, altering volume, tone and inflection.	
				Total Points:	
A= 24-23	B= 22-21	C= 20-219	D= 18-17	F= 16- 0	



Section 2:

Resource Guide

Stop Sexual Violence in Connecticut Awareness Video

Awareness Video Project

This video can be used as a training tool itself or it can be incorporated into a multi-session training venue. The purpose and goals of your training will help you decide how to best use the video. For example: If the goal is to provide resident freshmen with an orientation on the prevention of sexual violence, then the video can be used to address common misperceptions and beliefs that were presented as false in the video.

The following questions are suggestions to initiate discussion.

General & Initial Questions Suggested for Large or Small Group Discussion:

- What were your initial impressions of the video?
- What, if anything, was surprising?
- How would you define sexual violence?
- How would you define sexual violence prevention?
- What can you do personally to prevent sexual violence?

Major Concepts for Consideration

Gender:

- How is gender defined (cultural concept)? Create group consensus on definition.
- How does society reinforce gender roles and expectations?
- Depending on the audience, you can approach the topic from the context of:
 - Media
 - Secondary schools
 - Higher education
 - Workforce environment
 - Religion
 - Parenting/child rearing practices
 - Public policies and laws

If multiple settings or environment are discussed, cross compare contexts/environment and identify themes and contradictions.



Healthy Relationships/Modeling:

- Describe the characteristics of healthy and unhealthy relationships. Track the characteristics on a continuum from most healthy to most unhealthy.
- Describe how we learn about relationships and how we are taught to appropriately interact with the same and opposite sex. Look for similarities and differences by sex, race, culture or other commonalities among group members.

Communication:

- Discuss why sexuality and sexual activity are difficult to talk about:
 - Socially
 - Politically
 - Personally with partner
 - Religiously
 - Parent-child relationship
 - Other
- How does gender both advance and impede our ability to talk about sexuality?
- How will you improve your communication skills regarding the topic and with whom?

Personal Stories Project

The video project also includes two personal stories. Sara is trainer/educator for Hartford/New Britain Sexual Assault Crisis Service (YWCA). She is transgendered and uses female pronouns. The video clip is three minutes long. Jennifer is a young woman who tells her story of being raped and the legal process she endured. The video clip is thirteen minutes long.

The following questions are suggestions to initiate discussion:

Sara's Story

Process Questions:

- Presenter defines transgender. Transgender: An umbrella term for people whose gender identity, expression or behavior is different from those associated with their assigned sex at birth, including but not limited to transsexuals, cross-dressers, androgynous people, genderqueers, and gender non-conforming people. Transgender is a broad term and is good for non-transgender people to use. "Trans" is shorthand for "transgender".¹¹
- What is your initial reaction to Sara's story?
- Why do you think transgendered individuals are at particular risk for sexual violence?
 - What emotions, thoughts and feelings does the concept of transgender raise for you?
- What should the policy for shelters be regarding transgendered individuals?
 - What would you advocate for, and why?

Jennifer's Story

Process Questions:

- What steps did Jennifer take to protect herself?
- Describe the legal challenges Jennifer had to deal with.
 - How did you feel when Jennifer describes these challenges?
- How did the trauma impact Jennifer's sense of safety... even now?

Resources in Connecticut

The Connecticut Inventory is organized by topic (e.g., bullying, dating violence, gender equity, etc.) and organization. If you wish to speak with a professional to learn more about a specific topic, you can begin by looking up the topic in the index. There, you will find a list of the organizations with the capacity to either present a program or training on that topic, or provide you with additional information and resources. In addition, the index also lists the counties in which a particular organization offers its services. To learn more about the organization(s) in your area, check the organization inventory.

Alternately, you can begin by browsing the organization inventory to find a list of specific trainings and programs offered by each organization. Here, you will find contact information for the organization, in addition to the populations the organization works with and program/training specifics (i.e., description, length, and cost).

Please note that this is not an exhaustive inventory of the organizations working in sexual violence prevention across the state. This inventory only includes the organizations that provided their information to the SVPPC and is subject to change.

Resources in Connecticut Index by Subject

Bullying

The Center for Women & Families (Fairfield County)
Connecticut Sexual Assault Crisis Services, Inc (Statewide)
Connecticut State Department of Children and Families (Statewide)
Connecticut State Department of Education (Statewide)
Planned Parenthood of Southern New England, Inc. (Statewide)
The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)
Susan B. Anthony Project, Inc. (Litchfield County)
Women's Center of Greater Danbury (Fairfield County)
Women and Families Center (New Haven & Middlesex Counties)

Conflict Resolution

The Center for Women & Families (Fairfield County)

Dating Violence

The Center for Women & Families (Fairfield County)
Connecticut State Department of Children and Families (Statewide)
Planned Parenthood of Southern New England, Inc. (Statewide)
The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)
Southern Connecticut State University (New Haven County)
Susan B. Anthony Project, Inc. (Litchfield County)
Women's Center of Greater Danbury (Fairfield County)
Women and Families Center (New Haven & Middlesex Counties)

Early Childhood Intervention

Connecticut State Department of Children and Families (Statewide)

Gender Equity

The Center for Women & Families (Fairfield County)
Connecticut Sexual Assault Crisis Services, Inc (Statewide)
Connecticut State Department of Children and Families (Statewide)
CT Women's Consortium (New Haven County)
The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)
Susan B. Anthony Project, Inc. (Litchfield County)
Women's Center of Greater Danbury (Fairfield County)
Women and Families Center (New Haven & Middlesex Counties)

Health Services

Connecticut Department of Public Health
Connecticut State Department of Children and Families (Statewide)
Connecticut State Department of Education (Statewide)

Healthy Relationships

Aetna Foundation Children’s Center (Hartford County)
The Center for Women & Families (Fairfield County)
Connecticut Sexual Assault Crisis Services, Inc (Statewide)
Connecticut State Department of Children and Families (Statewide)
Planned Parenthood of Southern New England, Inc. (Statewide)
The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)
Susan B. Anthony Project, Inc. (Litchfield County)
Women’s Center of Greater Danbury (Fairfield County)
Women and Families Center (New Haven & Middlesex Counties)

HIV/STD Prevention Education

Connecticut State Department of Education (Statewide)

Human Trafficking

CT Women’s Consortium (New Haven County)
The Paul & Lisa Program (Statewide)
Women’s Center of Greater Danbury (Fairfield County)

Internet Safety

Aetna Foundation Children’s Center (Hartford County)
The Paul & Lisa Program (Statewide)
Planned Parenthood of Southern New England, Inc. (Statewide)
The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)
Susan B. Anthony Project, Inc. (Litchfield County)
Women’s Center of Greater Danbury (Fairfield County)
Women and Families Center (New Haven & Middlesex Counties)

LGBTQI Issue

The Center for Women & Families (Fairfield County)
Connecticut Sexual Assault Crisis Services, Inc (Statewide)
Connecticut State Department of Children and Families (Statewide)
Connecticut State Department of Education (Statewide)
Planned Parenthood of Southern New England, Inc. (Statewide)
The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)
Susan B. Anthony Project, Inc. (Litchfield County)
Women’s Center of Greater Danbury (Fairfield County)
Women and Families Center (New Haven & Middlesex Counties)

Media Influence

The Center for Women & Families (Fairfield County)
Connecticut Sexual Assault Crisis Services, Inc (Statewide)
Planned Parenthood of Southern New England, Inc. (Statewide)
The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)
Susan B. Anthony Project, Inc. (Litchfield County)
Women’s Center of Greater Danbury (Fairfield County)
Women and Families Center (New Haven & Middlesex Counties)

Mentoring

Connecticut State Department of Children and Families (Statewide)

Sexual Assault/Rape

Aetna Foundation Children's Center (Hartford County)

The Center for Women & Families (Fairfield County)

Connecticut Sexual Assault Crisis Services, Inc (Statewide)

Connecticut State Department of Children and Families (Statewide)

The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)

Southern Connecticut State University (New Haven County)

Susan B. Anthony Project, Inc. (Litchfield County)

Women's Center of Greater Danbury (Fairfield County)

Women and Families Center (New Haven & Middlesex Counties)

Sex Education

Planned Parenthood of Southern New England, Inc. (Statewide)

Sexual Harassment

The Center for Women & Families (Fairfield County)

Connecticut Sexual Assault Crisis Services, Inc (Statewide)

Connecticut State Department of Children and Families (Statewide)

The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)

Susan B. Anthony Project, Inc. (Litchfield County)

Women's Center of Greater Danbury (Fairfield County)

Women and Families Center (New Haven & Middlesex Counties)

Sexual Violence Awareness/Prevention

Aetna Foundation Children's Center (Hartford County)

The Center for Women & Families (Fairfield County)

Connecticut Sexual Assault Crisis Services, Inc (Statewide)

The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)

Southern Connecticut State University (New Haven County)

Susan B. Anthony Project, Inc. (Litchfield County)

Women's Center of Greater Danbury (Fairfield County)

Women and Families Center (New Haven & Middlesex Counties)

Touching Safety

Aetna Foundation Children's Center (Hartford County)

The Center for Women & Families (Fairfield County)

Planned Parenthood of Southern New England, Inc. (Statewide)

The Sexual Assault Crisis Service of the YWCA New Britain (Hartford & Tolland Counties)

Susan B. Anthony Project, Inc. (Litchfield County)

Women's Center of Greater Danbury (Fairfield County)

Women and Families Center (New Haven & Middlesex Counties)



Aetna Foundation Children's Center

114 Woodland St, Suite 1020

Hartford, CT 06105

860.714.5039

www.childabuseservices.org

Serving Hartford County

Contact Person: Stacy Karpowitz (skarpowi@stfranciscare.org)

Areas of Expertise: Healthy Relationships, Internet safety, Sexual Assault/Rape, Sexual Violence Awareness/Prevention, Touching Safety, Child Sexual Abuse

Populations Served: Elementary School Students, Middle School Students, High School Students, College Students, Parents/Caregivers, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, Clergy

Programs and Trainings:

Child Sexual Abuse: 101

This presentation focuses on the definitions of child sexual abuse, why all people should learn about it, who abuses, how abuse happens, the effects of child sexual abuse, and what you can do to help protect children from sexual abuse.

Target Audience: College students, parents/caregivers, law enforcement, professionals in schools, other professionals
Number of Sessions: 1
Program Length: 1.5 hours
Fee: None

Darkness to Light- 7 Steps to Protecting our Children

This presentation's main focus will raise awareness of the prevalence and consequences of child sexual abuse by educating adults about the steps they can take to prevent, recognize, and react responsibly to the reality of child sexual abuse. This program teaches that child safety is an adult's job.

Target Audience: College students, parents/caregivers, law enforcement, professionals in schools, other professionals
Number of Sessions: 1
Program Length: 3 hours
Fee: None

My Body Is Mine

The program teaches youth about healthy peer relationships, how to maintain and respect individual boundaries, as well as other peer's boundaries, and emerging issues in peer relationships. It also covers what is natural and healthy sexual behavior (per specific age group), and discuss sexual development as an ongoing process that includes mind, body, and spirit. It also encourages youth to tell a trusted adult if they have received an unwanted or unsafe touches.

Target Audience: Middle and high school students
Number of Sessions: 1
Program Length: 1 hour
Fee: None

My Body Is Special

This program teaches children about safe and unsafe touching; how to say "no," and who to tell.

Target Audience: Elementary school students
Number of Sessions: 1
Program Length: 30 minutes
Fee: None



The Center or Women & Families

753 Fairfield Ave.
Bridgeport, CT 06604
203.334.6154
www.cwfefc.org

Serving Fairfield County

Contact Person: Amanda Posila (aposila@cwefec.org)

Areas of Expertise: Bullying, Dating Violence, Gender Equity, Healthy Relationships, LGBTQI Issues, Media Influence, Sexual Harassment, Sexual Assault/Rape, Sexual Violence Awareness/Prevention, Touching Safety, Conflict Resolution

Populations Served: Elementary School Students, Middle School Students, High School Students, College Students, Parents/Caregivers, The Elderly, Law Enforcement, Professionals in Schools, Other Professionals

Programs and Trainings:

Adults Protecting Children: Child Sexual Abuse Prevention

This knowledge building presentation challenges participants to shift the burden for preventing child victimization and perpetration from children to adults. By taking the responsibility to recognize the potential warning signs of adults who may be abusers, to confront uncomfortable situations, and to advocate for children in our communities, adults can prevent sexual abuse before it happens.

Target Audience: Parents/caregivers, law enforcement, professionals in schools, other professionals
Number of Sessions: 1
Program Length: 1-2 hours
Fee: Contact program director for additional information

Dating Violence Prevention

This presentation will increase participants' understanding about teen dating violence, its dynamics and the effects on the victims and perpetrators. Participants will also learn about how to communicate with teens about healthy relationships and the importance of parents and professionals as role models in leading discussions with youth about cultural beliefs around power and control, sexuality, gender roles. This curriculum will also emphasize ways schools and communities can take a leadership role to change social norms that support relationship violence including sexual violence perpetration.

Target Audience:	Parents/caregivers, law enforcement, professionals in schools, other professionals
Number of Sessions:	1
Program Length:	1.5 hours
Fee:	Contact program director for additional information

Dating Violence Prevention

This curriculum demonstrates primary prevention in that it raises awareness about the issue of dating violence and shows the importance of the influence peers have on each other. Focus will be on issues such as consent, consequences of gender stereotyping and the looking beyond traditional gender roles. This curriculum will also address the importance of boundaries, and the importance of being a leader/role-model when it comes to combating dating and sexual violence.

Target Audience:	High school students, college students
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Dynamics of Sexual Violence

This presentation will increase participants' understanding about the dynamics of sexual assault, including legal definitions and statistics and its impact on communities. Participants' will learn about impact of sexual assault on victims and basic intervention skills. Participants' will also learn the process of medical evidence collection and the available resources for adult and child victims of sexual assault.

Target Audience:	Parents/caregivers, law enforcement, professionals in schools, other professionals
Number of Sessions:	1
Program Length:	1-2 hours
Fee:	Contact program director for additional information

Gender and the Media

This workshop focuses on defining gender role stereotypes related to media violence & its impact on relationships.

Target Audience:	High school students, college students
Number of Sessions:	3
Program Length:	45 minutes per session
Fee:	None

Healthy Relationships

This workshop focuses on defining boundaries, self-esteem, aspects of healthy and unhealthy relationships, consent, dating violence and effective communication skills.

Target Audience:	Middle school students, high school students
Number of Sessions:	3
Program Length:	45 minutes per session
Fee:	None

Media Violence

This presentation will help participants' enhance their knowledge about the great impact that media violence has and how it has reached epidemic proportions in society. Media violence is being used with the purpose to entertain our children and youth. Children and youth are the one at a higher risk of being affected by media violence; since after being exposed to it all the time, they start thinking that violence is acceptable, fun and entertaining. Throughout this training, participants will learn about the effects of media violence, strategies to prevent children and youth from normalizing violence, statistics, and media stereotypes.

Target Audience:	College students, parents/caregivers, professionals in schools, other professionals
Number of Sessions:	1
Program Length:	1-2 hours
Fee:	Contact program director for additional information

Safe Friendships

This workshop focuses on teaching students about conflict resolution skills, as well as bullying, cyber bullying, and internet safety. Also includes strategies for empathy development.

Target Audience:	Elementary school students, middle school students
Number of Sessions:	3
Program Length:	45 minutes per session
Fee:	None

Safe/Unsafe Touch

This program focuses on empowering children grades K-2 through body safety awareness as well as explores appropriate vs. inappropriate touches and what to do about it.

Target Audience:	Elementary school students
Number of Sessions:	1
Program Length:	45 minutes
Fee:	None

Sexual Harassment Prevention

This knowledge building curriculum will increase participants' understanding about the dynamics of sexual harassment and strategies for preventing this type of behavior. Participants will learn about the types of sexual harassment, differences between sexual harassment and flirting, and what they can do if a child is being harassed, accused of harassment and how they can support children if they are seeing someone else being sexually harassed. Participants will also be able to identify available resources for victims, bystanders and perpetrators of sexual harassment. Finally, participants will learn basic skills to assist them in communicating with children about sexual harassment.

Target Audience:	Parents/caregivers, law enforcement, professionals in schools, other professionals
Number of Sessions:	1
Program Length:	1-2 hours
Fee:	Contact program director for additional information

Sexual Violence 101

This curriculum is a violence prevention program designed to be presented to college students. Topics covered include: an overview of sexual assault in terms of consent and coercion, recognizing different forms of sexual assault and assaultive behavior, addressing attitudes that contribute to date rape and sexual assault, and promotion of prevention strategies and healthy intimacy.

Target Audience:	College students
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

SHARE: Sexual Harassment & Respecting Everyone

This workshop focuses on preventing sexual harassment, defining gender roles as well as effective communication.

Target Audience: Middle school students, high school students
Number of Sessions: 3
Program Length: 45 minutes per session
Fee: None

Strategies for Bullying Prevention

This presentation will increase participants' understanding about bullying, its dynamics and the long-term effects on the victims, bullies, and bystanders. Participants will also learn about the differences between boy and girl bullies, cyber bullying, important messages to send children and how to promote resiliency with children, family, and community in order to prevent this type of violence in schools.

Target Audience: Parents/caregivers, law enforcement, professionals in schools, other professionals
Number of Sessions: 1
Program Length: 1-2 hours
Fee: Contact program director for additional information

Connecticut Sexual Assault Crisis Services, Inc. (CONNSACS)

96 Pitkin St.
East Hartford, CT 06108
860.282.9881
www.connsacs.org

Serving all Counties in Connecticut

Contact Person: Beth Ann Morhardt (bmorhardt@connsacs.org)

Areas of Expertise: Bullying, Gender Equity, Healthy Relationships, LGBTQI Issues, Media Influence, Sexual Harassment, Sexual Assault/Rape, Sexual Violence Awareness/Prevention

Populations Served: College Students, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, and Legislators

Programs and Trainings:

Eliminating Sexual Harassment: Keys to a Harassment-Free Workplace

This program provides information and tools to begin to create a professional work environment that promotes dignity and respect for all employees.

Target Audience: Professionals in schools, other professionals
Number of Sessions: 1
Program Length: 2 hours
Fee: Negotiable

Empowerment and Prevention

This program provides professionals with information and skills to assist them in creating supportive environments for victims/survivors as well as ways to foster an overall atmosphere of mutual respect.

Target Audience: Professionals in schools, other professionals
Number of Sessions: 1
Program Length: 2 hours
Fee: Negotiable

Partnership in Patient Care

This program provides medical professionals with knowledge and skills to best support victims/survivors through the healthcare system following disclosure of a sexual assault.

Target Audience:	Medical professionals
Number of Sessions:	1
Program Length:	2 hours
Fee:	Negotiable

Understanding and Empowering Victims/Survivors

This program provides law enforcement professionals with knowledge and skills to best support victims/survivors through the legal process following a sexual assault.

Target Audience:	Law enforcement
Number of Sessions:	1
Program Length:	2-4 hours
Fee:	Negotiable

Yes Means Yes!

This program provides participants with an understanding of active consent, as well as language they can use to develop empowered sexual relationships.

Target Audience:	High school students, college students, professionals in schools, other professionals
Number of Sessions:	1
Program Length:	2 hours
Fee:	Negotiable



Connecticut State Department of Children and Families

250 Hamilton St.
Hartford, CT 06106
860.418.8000

<http://www.ct.gov/dcf/site/default.asp>

Serving all Counties in Connecticut

Contact Person: Duckworth Grange (duckworth.grange@ct.gov)

Areas of Expertise: Bullying, Dating Violence, Gender Equity, Healthy Relationships, LGBTQI Issues, Sexual Harassment, Sexual Assault/Rape, Mandated Training, Diversity, Adolescent and Transitional Services, Mentoring, Behavioral Health Services, Early Childhood Intervention

Populations Served: Elementary (pre-K-5), Middle (6-8), and High (9-12) School Students, College Students, Parents/Caregivers, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, Legislators, Daycare Providers

Programs and Trainings:

Mandated Reporter

This program provides up to date information on the responsibilities of professionals working with children and youth under 18 on how to make an abuse report or when to make a Child Protective Services Report.

Target Audience:	Law enforcement, professionals in schools, other professionals
Number of Sessions:	10 or more
Program Length:	2 hours per session
Fee:	None

Connecticut State Department of Education

25 Industrial Park Rd.

Middletown, CT 06457

860.807.2077

www.ct.gov/sde/healthyconneCTions

Serving all Counties in Connecticut

Contact Person: Bonnie J. Edmondson (bonnie.edmondson@ct.gov)

Areas of Expertise: Bullying, LGBTQI Issues, HIV/STD Prevention Education, Curriculum Development, Health Services

Populations Served: College Students, Parent/Caregivers, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, and Legislators

Programs and Trainings:

Connecticut School Health Survey

This program provides an overview of behavioral data based on the national Youth Risk Behavior Survey (grades 9-12) and the Youth Tobacco Survey (grades 6-12). The surveys include questions on sexual behaviors, substance use, nutrition, physical activity, injury, harassment, and protective factors.

Target Audience: College students, parents/caregivers, law enforcement, professionals in schools, other professionals, legislators
Number of Sessions: 1
Program Length: 1-2 hours
Fee: None

Coordinated School Health

This program provides professional development in health education and physical education curriculum development, comprehensive sexuality education, HIV/STD and pregnancy prevention, nutrition and physical activity, and other health and mental health issues.

Target Audience: College students, professionals in schools, other professionals, legislators
Number of Sessions: 1
Program Length: Dependent upon needs
Fee: None

Healthy Gay, Lesbian, Bisexual, and Questioning Students Project

This program provides professional development for school based nurses, counselors, social workers, and psychologists addressing the health and mental needs of lesbian, gay, bisexual, and questioning youth. This program is developed in partnership with the American Psychological Association.

Target Audience:	Professionals in schools, other professionals
Number of Sessions:	1
Program Length:	4-5 hours
Fee:	None

Pregnancy Prevention/HIV/STD Prevention Education Cadre of Trainers

Trainers offer prevention education professional development for school and community-based professionals in pregnancy prevention/HIV/STD programs.

Target Audience:	College students, professionals in schools, and other professionals
Number of Sessions:	1
Program Length:	3-5 hours
Fee:	None

School Climate Professional Development

Target Audience:	College students, parents/caregivers, professionals in schools
Number of Sessions:	1
Program Length:	3-5 hours
Fee:	None

School Nursing Cadre of Trainers

Trainers offer professional development to school based personnel in school health issues, including self-injurious behaviors.

Target Audience:	Professionals in schools, other professionals
Number of Sessions:	1
Program Length:	3 hours
Fee:	None

Tell Me What You See

This program is an art-based prevention education initiative for high school aged youth. Artwork developed by incarcerated youth is used as a foundation for this unique prevention initiative for all youth.

Target Audience:	Professionals in schools, other professionals
Number of Sessions:	1
Program Length:	3 hours
Fee:	Minimal to cover materials



CT Women's Consortium

205 Whitney Ave., 2nd Floor
New Haven, CT 06511
203.498.4184

www.womensconsortium.org

Serving New Haven County

Contact Person: Carol Huckaby (chuckaby@womensconsotrium.org)

Areas of Expertise: Gender Equity, Human Trafficking

Populations Served: College Students, Parents/Caregivers, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, Legislators

Programs and Trainings:

Human Trafficking

This training uses case examples to examine labor and sex trafficking. The training will help participants define human trafficking, identify victims and what steps to take to help them.

Target Audience:	College students, parents/caregivers, the elderly, people with disabilities, law enforcement, professionals in schools, other professionals, legislators
Number of Sessions:	1
Program Length:	4 hours
Fee:	\$15.00



The Paul & Lisa Program

PO Box 348
Westbrook, CT 06498
860.767.7660
www.paulandlisa.org

Serving all Counties in Connecticut

Contact Person: Shaleen Silva (shaleen@paulandlisa.org)

Areas of Expertise: Internet Safety, Commercial Sexual Exploitation of Children

Populations Served: Elementary (pre-K-5), Middle (6-8), and High (9-12) School Students, College Students, Parents/Caregivers, Professionals in Schools, Other Professionals

Programs and Trainings:

Internet Safety

This Internet and Predator Awareness Presentation can be tailored to meet the needs of both youth and adolescents and a presentation for parents/caregivers.

Target Audience: Elementary, middle, and high school students, college students, parents/caregivers
Number of Sessions: 1
Program Length: 1.5 hours
Fee: None, accepts donations

My Life, My Choice

My Life, My Choice (MLMC) provides young people with the skills and knowledge they need to avoid exploitation in the commercial sex industry. The goal and objective of MLMC is to decrease the number of vulnerable adolescent girls at risk for sexual exploitation through prostitution. MLMC groups provide education and skill building in a psycho-educational format to girls at greatest risk of recruitment, including those with a known history of exploitation through prostitution. All groups are co-facilitated by a clinician and a survivor and utilize survivor testimony throughout. Group curriculum includes: Introductions/Expectations, Understanding Predators and Recruitment v Internet Safety and Predator Awareness, Tools for Reducing the Risk of Exploitation, Making the Link between Substance Abuse and Exploitation, Developing Self-Esteem, Sexual Health, Stories from “the Life,” Resources on Finding Help and Finding Safety, and Wrap Up.

Target Audience: Adolescent girls in group and residential settings
Number of Sessions: 10 or more
Program Length: 1.5 hours per session

Fee: Determined on a sliding scale

Understanding & Combating Commercial Sexual Exploitation of Children

This is an in-house training for staff. The training provides an overview of commercial sexual exploitation of children (CSEC), human trafficking, risks and vulnerabilities, pimps and recruitment tactics, the impact of CSEC, responding to victims, and running My Life, My Choice groups.

Target Audience: Professionals in schools, other professionals
Number of Sessions: 1
Program Length: 2-6 hours
Fee: Determined on a sliding scale

Planned Parenthood of Southern New England, Inc.

State Offices
345 Whitney Ave.
New Haven, CT 06511
203.752.2821

Serving all Counties in Connecticut

Contact Person: Susan Lane (susan.lane@ppct.org)

Areas of Expertise: Bullying, Dating Violence, Healthy Relationships, Internet Safety, LGBTQI Issues, Media Influence, Touching Safety, Sex Education (for Parents, Professionals, Developmentally Disabled Children/Adults, Latino/a)

Populations Served: Elementary (pre-K-5), Middle (6-8), and High (9-12) School Students, College Students, Parents/Caregivers, People with Disabilities, Professionals in Schools, Other Professionals, Legislators, Parents/caregivers for people with disabilities

Programs and Trainings:

Adolescent Healthcare: Legal Rights of Teens

This program helps participants to understand CT laws regarding adolescents and privacy, birth control, sexual assault, and mandatory reporting.

Target Audience:	Parents/caregivers, professionals in schools, other professionals
Number of Sessions:	1
Program Length:	3 hours
Fee:	\$40 per person if part of training calendar, otherwise based on an agency's ability to pay

Internet Safety

This program is a primer for parents/caregivers about what kids are doing on the internet and tips on how to keep them safe.

Target Audience:	Parents/caregivers
Number of Sessions:	1
Program Length:	3 hours
Fee:	Based on an agency's ability to pay; offered directly to parents for free

Sex Ed for Parents/Askable Adult

This program helps parents, caregivers, youth serving professionals talk to kids about sex and sexuality.

Target Audience:	Parents/caregivers
Number of Sessions:	1
Program Length:	2 hours
Fee:	Based on an agency's ability to pay; offered directly to parents for free

Tackling Teen Pregnancy Issues using Science Based Approaches

This program helps participants understand the factors driving teen pregnancy, which factors can be altered, understand adolescent risk taking behavior, learn components of effective prevention programs, practice concrete strategies that can help teens adopt healthy behaviors.

Target Audience:	Parents/caregivers, professionals in schools, other professionals
Number of Sessions:	2
Program Length:	3 hours per session
Fee:	\$100 per person if part of training calendar, otherwise based on an agency's ability to pay

Teen Talk

This is a multi-session sex education program that teaches teens about healthy relationships, how to prevent pregnancy, STDS/HIV.

Target Audience:	High school students
Number of Sessions:	4
Program Length:	2 hours per session
Fee:	None

Transgender Sexual Health

This program focuses on understanding sexual health needs of transgender and intersex individuals.

Target Audience:	Parents/caregivers, professionals in schools, other professionals
Number of Sessions:	1
Program Length:	4 hours
Fee:	Based on an agency's ability to pay; offered directly to parents for free

The Sexual Assault Crisis Service of the YWCA New Britain

YWCA New Britain
22 Glen St.
New Britain, CT 06051
860.225.4681 x217

<http://www.ywcanewbritain.org>
Serving Hartford and Tolland Counties

Contact Person: Paula Broderick (pbroderick@ywcanewbritain.org)

Areas of Expertise: Bullying, Dating Violence, Gender Equity, Healthy Relationships, Internet Safety, LGBTQI Issues, Media Influence, Sexual Harassment, Sexual Assault/Rape, Sexual Violence Awareness/Prevention, Touching Safety

Populations Served: Elementary (pre-K-5), Middle (6-8), and High (9-12) School Students, College Students, Parents/Caregivers, The Elderly, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, Juvenile and Adult Incarcerated Females and Males

Programs and Trainings:

BullyProof

This is a highly interactive program utilizing skits and art that teaches child to respect themselves and all others as unique and valued members of their community.

Target Audience: Elementary school students
Number of Sessions: 4
Program Length: 3 hours (total)
Fee: None

Tough Guise

This program looks at the current media culture and its emphasis on strict gender roles which has fueled the "crisis in American masculinity". Developed by national know Violence Prevention Educator, Jackson Katz.

Target Audience: Middle and high school students, incarcerated adults and youth
Number of Sessions: 3
Program Length: 1 hour per session
Fee: None

Challenging Queerphobia

This program challenging Queerphobia addresses the need to be knowledgeable about, and inclusive of, all gender expressions and sexual orientations to create a safe and welcoming community.

Target Audience:	Middle and high school students, parents and caregivers, the elderly, people with disabilities, law enforcement, professionals in schools, other professionals, members of the sexual assault and domestic violence fields
Number of Sessions:	3
Program Length:	1-3 hours per session
Fee:	None

Healthy Relationships

This program develops the ability to respect oneself, others, and the community through creative art, media, and large and small group activities.

Target Audience:	Middle and high school students, parents and caregivers, other professionals, youth programs and incarcerated youth
Number of Sessions:	4
Program Length:	1-1.5 hours per session
Fee:	None

Sexual Assault 101

This program covers Sexual Assault Crisis Service services and the effects of Rape Trauma Syndrome (RTS).

Target Audience:	High school students, parents and caregivers, the elderly, people with disabilities, law enforcement, professionals in schools, other professionals, incarcerated adults and youth
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Sexual Harassment

This program covers the state and federal laws as they applied to both employees and management.

Target Audience:	Professionals in schools, other professionals, non-profit, government, business, and corporate entities
Number of Sessions:	1
Program Length:	1.5 hours
Fee:	Yes, \$150 per session or \$300 for 3 sessions

Real Man/Strongest Man

This program was developed by the internationally known group Men Can Stop Rape. In this highly interactive program males develop critical thinking skills around what the media tells us a "Real Man" is and what it really means to be a man of strength.

Target Audience:	Middle and high school students, parents and caregivers, law enforcement, professionals in schools, incarcerated adult and juvenile males
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Female Images in the Media

This program is modeled after the award winning Killing Us Softly DVD produced by nationally acclaimed producer Jean Kilbourne.

Target Audience:	Middle and high school students, parents and caregivers, professionals in schools, other professionals, incarcerated female youth
Number of Sessions:	1
Program Length:	1-2 hours
Fee:	None



Southern Connecticut State University

Department of Public Health
501 Crescent St.
New Haven, CT 06514
203.392.5136

www.southernct.edu/public_health

Serving New Haven County

Contact Person: Deb Risisky, PhD (risiskyd1@southernct.edu)

Areas of Expertise: Dating Violence, Sexual Assault/Rape, Sexual Violence Awareness/Prevention

Populations Served: College Students, Graduate Students



Susan B. Anthony Project, Inc.

179 Water St.
Torrington, CT 06790
860.489.3798
www.sbaproject.org

Serving Litchfield County

Contact Person: Jessica Marini

Areas of Expertise: Bullying, Dating Violence, Gender Equity, Healthy Relationships, Internet Safety, LGBTQI Issues, Media Influence, Sexual Harassment, Sexual Assault/Rape, Sexual Violence Awareness/Prevention, Touching Safety

Populations Served: Elementary (pre-K-5), Middle (6-8), and High (9-12) School Students, College Students, Parents/Caregivers, The Elderly, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, Legislators, Spiritually Organizations (e.g., churches and temples)

Women's Center of Greater Danbury

2 West St.
Danbury, CT 06810
203.731.5200 X224
www.wcogd.org

Serving Fairfield County

Contact Person: Melanie E. Danyliw (medanyliw@snet.net)

Areas of Expertise: Bullying, Dating Violence, Gender Equity, Healthy Relationships, Internet Safety, LGBTQI Issues, Media Influence, Sexual Harassment, Sexual Assault/Rape, Sexual Violence Awareness/Prevention, Touching Safety, Trauma Sensitive Classroom, Link Between Interpersonal Violence and Animal Cruelty, Identifying and Responding to the Trafficking Victim, Teen & Adolescent Sexuality, College Safety, Impact of Domestic Violence and Sexual Assault on Pregnancy, Domestic Violence in the Workplace, Countering the Effects of the Parent Who Batters

Populations Served: Elementary (pre-K-5), Middle (6-8), and High (9-12) School Students, College Students, Parents/Caregivers, The Elderly, People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals, Legislators

Programs and Trainings:

ACT OUT!

During this workshop, a theater group presents scenarios relating to all forms of sexual assault. Students then interact with actors to challenge behaviors. Risk reduction lessons are introduced throughout by the presenter/educator.

Target Audience: High school students, college students, people with disabilities
Number of Sessions: 1
Program Length: 1 hour
Fee: None

Adolescent and Teen Sexuality

This program explores age-appropriate versus problematic sexual behaviors and appropriate responses from the professional. Includes discussion of youth with sexually problematic behavior, statutory rape, consent, the role of alcohol and some discussion of making healthy sexual decisions even when consent exists.

Target Audience: Parents/caregivers, professionals in schools
Number of Sessions: 1
Program Length: 2-3 hours
Fee: None

Bullying and Relational Aggression

This interactive program deals with bullying, rumors, cliques, backstabbing, etc. While bystander intervention and target safety are thoroughly covered, there is additional focus on interventions for the child with the bullying behaviors. High school version can be "Shooters" (analyzing mass student killings from the perspective of the shooter being a victim of bullying).

Target Audience:	Elementary, middle, and high school students
Number of Sessions:	1
Program Length:	45 minutes-1 hour
Fee:	None

Campus Safety

This workshop explores campus risks and safety measures around sexual assault, including stalking, harassment, date rape drugs and alcohol. Includes rights on campus and under Cleary Act, risk reduction and prevention.

Target Audience:	High school students, college students, parents/caregivers
Number of Sessions:	1
Program Length:	2.5 hours
Fee:	None

Choose Respect

School-wide awareness-building initiatives based on national and state campaigns. Week-long educational programs, activities and/or signage to help students make healthy relationship decisions.

Target Audience:	High school students, college students, parents/caregivers
Number of Sessions:	Does not apply
Program Length:	Varies
Fee:	None

Core Skills for Resiliency

This program explores skills and character traits that reduce vulnerability to becoming a victim or perpetrator of unhealthy behavior. Modules include self-esteem and goal-setting; boundaries; conflict resolution; feelings identification and behavior management, etc.

Target Audience:	Middle and high school students
Number of Sessions:	4
Program Length:	1 hour per session
Fee:	None

Creating a Trauma Sensitive Classroom

This program explores educational consequences of exposure to family violence or sexual trauma and how to create a classroom environment that will support learning and social development by countering these impacts.

Target Audience:	Professionals in schools
Number of Sessions:	1
Program Length:	3-4 hours
Fee:	None

Domestic Violence in the Workplace

This program covers dynamics and impact of domestic violence, identifying and responding to victims, safety planning in the workplace and victim rights in the workplace. Versions available for managers and employees.

Target Audience:	Corporations and Businesses
Number of Sessions:	1
Program Length:	2 hours
Fee:	Negotiable, for supervisor training; non-supervisor workshops are free

Healthy Relationship Series

This program covers dating violence, date rape and sexual harassment, counterpointing healthy with unhealthy behaviors. This is a risk reduction, prevention and primary prevention (incorporating protective and resiliency factors) program. Middle schools often substitute gender images for date rape; high schools can add gender images to bring the program to a point where root causes of abuse are analyzed and options for social activism are brainstormed. Concurrent parent and teacher curricula are available in order to teach reinforcement of concepts taught in the classroom, identification, response and interventions.

Target Audience:	Middle and high school students, college students, parents/caregivers, people with disabilities, professionals in schools
Number of Sessions:	3
Program Length:	1 hour per session
Fee:	None

Healthy Relationships with Clickers

This program explores the myths and assumptions that support date rape, dating violence and sexual harassment through the use of clickers that interact anonymously with presenter's computer.

Target Audience:	Middle and high school students
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Internet Safety

This program covers social networking, cyber bullying, on-line predators, sexting, You Tube, etc. Can also cover moving from on-line to real life relationships.

Target Audience:	Elementary, middle, and high school students, college students, parents/caregivers, people with disabilities
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Media Literacy

This program provides a hands-on analysis of movies, advertisements, song lyric, video games etc. and their link to interpersonal violence with a heavy emphasis on critical thinking skills to assess and challenge unhealthy messages.

Target Audience:	Elementary, middle, and high school students, college students, parents/caregivers, professionals in schools
Number of Sessions:	1
Program Length:	1-2 hours
Fee:	None

MOVE: Men (boys) on Violence Education

This is a leadership-based all male program for young men in order to reexamine cultural definitions of masculinity and develop skills to assert healthy male behaviors, counter negative stereotypes, and be proactive bystanders in challenging unhealthy peer attitudes or behaviors.

Target Audience:	Middle and high school students, college students,
Number of Sessions:	6
Program Length:	1 hour per session
Fee:	None

Protecting Your Child

This is a child Sexual Assault risk reduction program. Includes discussion of building protective and resiliency factors in your child and how adults can confront adults and adolescents with problematic sexual behaviors.

Target Audience: Parents/caregivers, the elderly
Number of Sessions: 1
Program Length: 2-2.5 hours
Fee: None

Raising Healthy Children in a Violence-Prone Society

This program explores gender roles and systems of oppression and their link to sexual assault. This program provides ways for parents/caregivers to counter these messages for their child.

Target Audience: Parents/caregivers, the elderly
Number of Sessions: 1
Program Length: 2.5 hours
Fee: None

Safe/Unsafe Touch

This program focuses on child sexual assault. Emphasis is on children's rights, personal boundaries, gut instinct, assertiveness and safe helping resources. Presented as puppet show for pre-school - grade 1.

Target Audience: Elementary school students
Number of Sessions: 1
Program Length: 45 minutes
Fee: None



Women and Families Center

169 Colony St.
Meriden, CT 06451
203.235.9297 x127

www.womenfamilies.org

Serving New Haven and Middlesex Counties

Contact Person: Carissa Conway (cconway@womenfamilies.org)

Areas of Expertise: Bullying, Dating Violence, Gender Equity, Healthy Relationships, Internet Safety, LGBTQI Issues, Media Influence, Sexual Harassment, Sexual Assault/Rape, Sexual Violence Awareness/Prevention, Touching Safety

Populations Served: Elementary (pre-K-5), Middle (6-8), and High (9-12) School Students, College Students, Parents/Caregivers, The Elderly People with Disabilities, Law Enforcement, Professionals in Schools, Other Professionals

Programs and Trainings:

Bullying and Harassment

The workshop addresses the causes of bullying, long and short term consequences, and how to cope-whether the students are victims of bullying, bystanders, or potential bullies themselves. We emphasize community and personal responsibility as well as emotional awareness as the most important way to prevent bullying.

Target Audience: Elementary, middle, and high school students
Number of Sessions: 1
Program Length: 1 hour
Fee: None

Conflict Resolution

This program is based on the knowledge that teaching specific skills, such as effective communication and anger management, leads to resolving conflicts constructively and without violence. Teaching students these skills in a supportive environment will enhance students' confidence in solving conflicts.

Target Audience: Middle and high school students
Number of Sessions: 1
Program Length: 1 hour
Fee: None

Gender Roles and Stereotypes

In an age-appropriate fashion, this program gives students a chance to explore their own experiences with gender stereotypes, both positive and negative, and ask them to consider where these stereotypes come from. We discuss the ways in which gender stereotypes can become problematic—the pressure on us to fit into certain roles, and that people who don’t conform are sometimes met with violence.

Target Audience:	Elementary, middle, and high school students, college students
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Healthy Relationship Series

This series includes Gender Roles and Stereotypes, Sexual Assault and Consent, and Healthy Relationships. Substitutions are allowed by request to create a tailored series of three programs.

Target Audience:	Elementary, middle, and high school students, college students
Number of Sessions:	3
Program Length:	1 hour per session
Fee:	None

Healthy Relationships

This program helps students develop the tools, which will enable them to distinguish unhealthy or potentially abusive relationships from healthy ones. Using these tools students will explore their rights and responsibilities in peer, family and dating relationships.

Target Audience:	Middle and high school students
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Leadership

In this program, participants will learn the concepts of accountability, altruism, and sympathy as the basic skills of leadership.

Target Audience:	Middle school students
Number of Sessions:	8
Program Length:	1 hour per session
Fee:	None

Sexual Assault and Consent

The focus of this program is on social causes of rape (such as attitudes and social pressures based on gender stereotypes), and the importance of understanding and obtaining consent. The lesson is an important and necessary piece of health education on an issue effecting epidemic proportions of youth.

Target Audience:	High school students, college students
Number of Sessions:	1
Program Length:	1 hour
Fee:	None

Teen Share

This group supports girls in gaining the skills and knowledge to keep them safe and healthy throughout the challenges they face growing up. We create a safe and confidential space for the girls to discuss the most pertinent issues they face as teens and pre-teens.

Target Audience:	Middle school students
Number of Sessions:	8
Program Length:	1 hour per session
Fee:	None

Violence Intervention Partners (VIP)

VIP targets males to reduce risks of current and later-life violence such as gang violence, fighting, sexual and domestic violence, etc.

Target Audience:	Middle school students
Number of Sessions:	8
Program Length:	1 hour per session
Fee:	None

Curricula & Resource Guide

The Curricula and Resource Guide begins with resources to provide you with a general overview of sexual violence and sexual violence prevention. The guide is organized by target audience (e.g., people with disabilities, men, service providers, etc). Under each heading you will find a brief description of the materials available for that population and information detailing how to access the materials. Materials include established curricula, training modules, and resource guides, as well as links to other resources and organizations.

*Denotes information obtained from the Minnesota Department of Health's Resource Kit

Where to Begin...

Sexual Violence Prevention

Centers for Disease Control and Prevention (CDC)

Website: <http://www.cdc.gov/ViolencePrevention/sexualviolence/index.html>

This website is a great place to begin learning about sexual violence prevention. The CDC provides a comprehensive overview of sexual violence along with definitions, data sources, risk and protective factors, consequences, and prevention strategies.

Website: <http://www.cdc.gov/Ncipc/dvp/SV/svp-resources.htm>

This website provides links to other sexual violence prevention resources.

Prevention Connection

Website: <http://www.preventconnect.org/display/displayHome.cfm>

This website provides great resources and technical assistance to agencies providing sexual violence prevention programming.

General Overviews...

Combating Gender-Based Violence

United Nations Population Fund and United Nation Development Fund for Women

PDF Materials:

http://www.unfpa.org/upload/lib_pub_file/531_filename_combating_gbv_en.pdf

This toolkit provides a comprehensive overview of gender-based violence in relation to poverty, reproductive health, HIV/AIDS, and conflict situations.

Engaging Bystanders in Sexual Violence Prevention

Joan Tabachnick (author), National Sexual Violence Resource Center (publisher)

PDF Materials:

http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Booklets_Engaging-Bystanders-in-Sexual-Violence-Prevention.pdf

This book presents an 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.

Family Violence Prevention Fund

Website: <http://www.endabuse.org>

This antiviolence organization works both organizationally and in direct service. The website is a good place to look for statistics on family violence and rape. There are also resources (including information about programs) focused on: children and families, judicial services, global prevention, health care, immigrant women, public communications, public policy, teens, and the workplace.

Institute on Violence, Abuse, and Trauma

Website: <http://www.fvsai.org/>

This institute is an international resource and training center at Alliant International University. Their mission is to provide professional training and information to improve the quality of life for those affected by violence, abuse, and trauma on local, national,

and international levels. The Family Violence and Sexual Assault Institute is a part of the institute and serves as a resource and training center focused directly on the family. The website provides links to a book store, relevant journals, and additional information on other similar organizations.

A Place to Start: A Resource Kit for Preventing Sexual Violence

Minnesota Department of Health

PDF Materials (hard copies can be purchased online for \$10):

<http://www.health.state.mn.us/injury/pub/kit/index.cfm>

This toolkit includes two books: 1) *Information and Strategies for the Prevention of Sexual Violence* and 2) *Tools for the Prevention of Sexual Violence*. Book one contains an overview of sexual violence, strategies for people working to prevent sexual violence (communities, services providers, law enforcement, media, workplaces, schools, etc), contacts, and resources. Book two contains tools for individuals and families, communities, criminal justice professionals, various populations, service providers, social influence, youth development, and evaluation.

Prevention Institute

Website: <http://preventioninstitute.org/index.html>

The Prevention Institute aims to move beyond approaches that target individuals to change the conditions that impact community health. The website offers information about general violence prevention, as well as information focused on gender.

National Sexual Violence Resource Center (NSVRC)

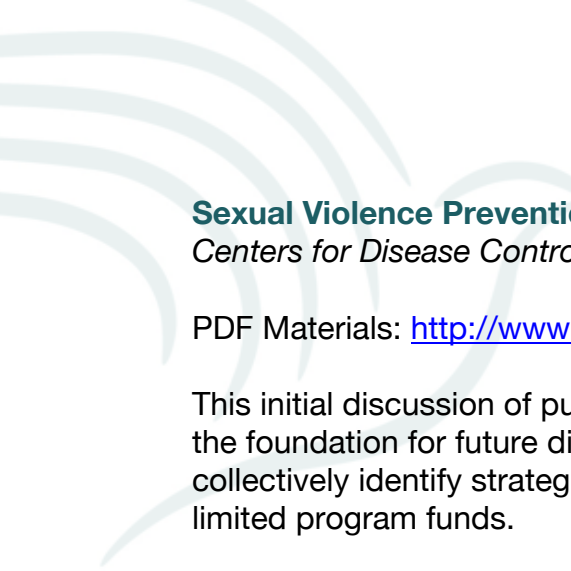
Website: <http://www.nsvrc.org/>

The NSVRC serves as an information and resource center regarding all aspects of sexual violence. The website provides links to upcoming conferences and educational opportunities, a database of publications (e.g., articles, fact sheets, guides, newsletters, reports, toolkits, webinars, etc...), links to other organizations, current news, a list of funding opportunities, as well as an online store with additional resources for purchase.

Rape, Abuse & Incest National Network (RAINN)

Website: <http://www.rainn.org/>

RAINN is the nation's largest anti-sexual assault organization. RAINN operates the National Sexual Assault Hotline (1.800.656.HOPE) and educates the public about sexual assault. The website provides information about sexual assault as well as ways to get involved in the prevention of assault.



Sexual Violence Prevention: Beginning the Dialogue
Centers for Disease Control and Prevention (CDC)

PDF Materials: <http://www.cdc.gov/ncipc/dvp/SVPrevention.pdf>

This initial discussion of public health approaches to sexual violence prevention lays the foundation for future dialogue about ways RPE programs can individually and collectively identify strategies and opportunities for maximizing the effectiveness of limited program funds.

Cultural Communities . . .

Be Aware, Be Safe: A Training Package for Southeast Asian Teenagers*

King County Sexual Assault Resource Center, Renton, WA (206.226.5062)

This kit includes a teaching guide, video, and informational booklet for teens. This program is designed specifically for Southeast Asian teenagers to assist educators in presenting sexual assault information to Southeast Asian adolescents.

The Community Engagement Continuum: Outreach, Mobilization, Organizing, and Accountability to Address Violence Against Women in Asian and Pacific Islander Communities

Mimi King for the Asian and Pacific Islander Institute for Domestic Violence

PDF Materials: <http://new.vawnet.org/category/Documents.php?docid=726>

This manual is designed to help communities engage in step-by-step strategies to prevent violence against women through four stages: 1) community outreach and education, 2) community mobilization, 3) community organization, and 4) community accountability.

Helping Your Child to Be Safe*

King County Sexual Assault Resource Center, Renton, WA (206.226.5062)

This kit includes a presentation outline, video with discussion questions, and a parents' informational booklet. This program is designed to provide awareness about child sexual abuse and prevention for Southeast Asian parents. Materials directly address Southeast Asian cultural issues.

For more information on the King County Sexual Assault Resource Center, visit:

<http://www.kcsarc.org/>

La Víctima y la Sobreviviente: A Latina Sexual Assault Victim Advocate's Toolkit

Arte Sana (Art Heals), Victim Advocacy SIN Fronteras

Available for Purchase Online (\$165):

http://www.arte-sana.com/press_releases/pr_cdtoolkit06.htm

This kit contains both original information created by Arte Sana as well as translations of existing data. The material is organized into ready-to-use formats including five PowerPoint presentations that may be used with an LCD projector or as transparencies. A facilitator's guide is also included, along with presentation handouts. This resource has been created for bilingual victim advocates, to promote healthy

Latino communities, enhance sexual violence prevention efforts, and build awareness about victim rights.

Preventing Intimate Partner Violence and Sexual Violence in Racial/Ethnic Minority Communities

Centers for Disease Control and Prevention (CDC)

PDF Materials: http://www.cdc.gov/ncipc/dvp/Preventing_IPV_SV.pdf

This book highlights challenges and lessons learned in the development, implementation, and evaluation of intimate partner and sexual violence prevention programs for racial/ethnic minority populations.

Teen Dating Violence Prevention Curriculum and Workbook for Native American Girls

Native American Women's Health Education Resource Center

Available for Purchase Online (Workbook, \$10, Facilitator's Guide, \$12):
www.nativeshop.org

The curriculum addresses both dating violence and date rape. The workbook contains information and exercises that deal with self-esteem, warning signs, communication, setting and enforcing boundaries, gender stereotypes, healthy relationships, self-care, and healing. The accompanying facilitator's guide provides discussion topics and approaches to help facilitate insightful and useful discussions. Ideal for the classroom or community groups.

Faith/Spiritual Communities...

About Sexual Abuse: A Program for Teens and Young Adults

Fred and Betty Ward (Authors)

Available for Purchase Online (\$9.70): <http://www.ecampus.com/book/9781558961753>

This curriculum is designed to help teens and young adults become aware of sexual abuse, understand abusive behaviors, and explore their own feelings about abuse. Each module includes a description of the goals to be met, materials needed, background information, and activities.

Faith Trust Institute

Website: [http://www.faithtrustinstitute.org/index.php?p=Training %26 Consultation](http://www.faithtrustinstitute.org/index.php?p=Training%26Consultation)

The Faith Trust Institute is a national, multi-faith, multicultural training and education organization. The institute provides communities and advocates with the tools and knowledge they need to address the religious and cultural issues related to abuse. The institute works with many communities, including: Asian and Pacific Islander, Buddhist, Jewish, Latino/a, Muslim, Black, Anglo, Indigenous, Protestant, and Roman Catholic.

Preventing Child Sexual Abuse, Ages 5-8 (10 one-hour sessions)*

Rev. Kathryn Goering Reid (Author)

and Preventing Child Sexual Abuse, Ages 9-12 (13 one-hour sessions)*

Rev. Kathryn Goering Reid and Rev. Dr. Marie Fortune (Authors)

Distributed by: Center for the Prevention of Sexual and Domestic Violence, Seattle WA

Both curricula address sexual abuse prevention and are intended for use in religious education classes, but may also be used in other formats.

Sexual Abuse Prevention: A Course of Study for Teenagers*

Rebecca Voelkel- Haugen and Marie M. Fortune (Authors), United Church Press (Distributor)

Available for Purchase Online (\$9.00): <http://www.amazon.com/Sexual-Abuse-Prevention-Course-Teenagers/dp/082981082X>

This booklet addresses date rape, stranger rape, and incest, while looking at the cultural context in which these experiences occur, with a special emphasis on media.



Tough Talk: Men Confronting Men who Abuse*

Jon H. Leonard, Jr. (Author), Presbyterian Publishing House (Distributor)

Available for Purchase Online (\$1.25): <http://www.pcusa.org/marketplace/item.list.jsp>

This set of five training designs is intended to empower men to speak up about abuse as well as speak to those who are abusive.

People with Disabilities . . .

Project Action Curriculum: Sexual Assault Awareness for People with Disabilities’*

Seattle Rape Relief, Seattle, WA (206.325.5531)

This curriculum is intended for all age groups. It includes information on sexual violence, sexuality, touching, relationships, body parts, sexual exploitation, telling people, and using behavior recording forms.

Curriculum on Prevention for Group Home Residents with Disabilities*

Itasca Alliance Against Sexual Assault (218.326.5008)

This curriculum focuses on ways adult residents can prevent sexual assault. Topics include: respect, boundaries, good and bad touch, personal body rights, emotions and feelings, safety rules for dating, and healthy sexuality.

For more information on the Itasca Alliance Against Sexual Assault, visit:

<http://www.iaasa.org/svpd.html>

No-Go-Tell!*

Elisabeth J. Krents and Dale V. Atkins (Authors), James Stanfield Company (Distributor)

Available for Purchase Online (\$499 w/ dolls, \$399 w/out dolls):

<http://www.stanfield.com/sexed-1.html>

This curriculum provides easy to teach lessons on child protection and is designed specifically for children with special needs, ages 3-7. The curriculum includes two anatomically correct dolls, simply illustrated teaching panels, parents’ and teachers’ guides, and post-instruction assessment.

STARS (Skills Training for Assertiveness, Relationship-Building, and Sexual Awareness) Curriculum*

Waisman Center, University of Wisconsin, Madison, WI (608.263.5996)

This curriculum serves as a guide for teaching positive sexuality and the prevention of sexual abuse to children with developmental disabilities.

For more information on the Waisman Center, visit: <http://www.waisman.wisc.edu/>



Men...

Engaging Men and Boys in Changing Gender Based Inequity in Health

World Health Organization

PDF Materials: http://www.who.int/gender/documents/Engaging_men_boys.pdf

This review assessed the effectiveness of programs seeking to engage men and boys in achieving gender equality and equity in health by analyzing data from 58 evaluation studies (identified via an internet search, key informants, and colleague organizations) of interventions with men and boys. Interventions were rated as: gender-neutral, gender-sensitive, and gender-transformative. Programs were also rated on overall effectiveness.

Men Against Sexual Violence: Toolkit Training Curriculum

Pennsylvania Coalition Against Rape

PDF Materials: <http://www.menagainstsexualviolence.org/toolkit/toolkit.pdf>

This toolkit provides resources to start up a local Men Against Sexual Violence Chapter. The toolkit includes: talking points, registration forms, chapter guidelines, ideas to build the chapter and get youth involved, start-up procedures for creating a Working Collegiate Men's Group, information about victimized males, and a resource guide.

Men Can Stop Rape

Website: <http://www.mencanstoprape.org/index.htm>

Men Can Stop Rape (MCSR) is an organization that seeks to mobilize male youth to prevent violence against women. MCSR builds young men's capacity to challenge aspects of traditional masculinity, to value alternative visions of male strength, and to embrace their vital roles as allies with girls in fostering healthy relationships and gender equity. The website provides information on the organization's strength campaign as well as information on their trainings and workshops.

Tough Talk: Men Confronting Men who Abuse*

(listed in the Spiritual Communities section)

Service Providers . . .

CDCynergy- Social Marketing Edition 2.0

Turning Point Social Marketing National Excellence Collaborative

Available for Purchase Online (\$6.00, for 15 units)

This CD-ROM can help public health professionals to analyze health problems and to plan, implement, and evaluate social marketing programs to address those problems. Social marketing is a powerful tool you can leverage to improve health. It goes beyond simply raising awareness, and focuses on creating voluntary behavior change. The CD-ROM contains case studies, commentary from experts in the field of social marketing, tutorials for each stage of effective program development, an extensive resource library and tips for managers who oversee social marketing programs.

Family Violence Handbook for the Dental Community*

Health Canada National Clearinghouse on Family Violence (613.957.2938)

PDF Materials: <http://www.phac-aspc.gc.ca/ncfv-cnivf/pdfs/fvdental.pdf>

This manual covers the ways in which dental professionals should address issues of family violence in their practices, in educational settings, at conferences, and in the community at large.

Looking Back-Moving Forward: A Guidebook for Communities Responding to Sexual Assault

National Criminal Justice Reference Service

Available for Purchase Online (\$40):

<http://www.ncjrs.gov/App/Publications/AlphaList.aspx>

The guidelines were developed with the input from a multidisciplinary group of 36 national experts as well as the project's co-sponsors: the National Victim Center, the American Prosecutors Research Institute, and Police Foundation. In addition, the Sexual Assault Interagency Council in Snohomish County (Wash.) reviewed and tested the manual's final draft by developing a community sexual assault response protocol. Individual sections focus on the establishment of an effective interagency council, the development of an interagency protocol, victim-centered approaches to law enforcement, prosecution as a component of victim-centered case management, the role of victim service providers, victim medical services, and implementation issues. Figures, checklists, sample documents, and appended chart, discussions of rape-related post-traumatic stress disorder, HIV/AIDS and victims, and reports about rape in the United States

Preventing Sexual Violence: An Educational Toolkit for Health Care Professionals *American Academy of Pediatrics (AAP)*

Web Based Modules: <http://www.aap.org/pubserv/PSVpreview/start.html>

This toolkit is organized around four video vignettes: preschool, school age, younger adolescent and adolescent. Each vignette progresses through three phases: green light- general counseling for all families; yellow light- a concern is raised that needs to be addressed during the visit; and red light- a concern is raised that goes beyond the pediatrician's ability to handle in the office, necessitating referral and follow up. For each age group, a second case is described with quiz questions.

Each vignette is accompanied by supporting tools grouped into four categories: clinical, parent/patient, community recourses/advocacy, and practice management.

NOTE: Full video clips for 12 visits can be viewed on the CD-ROM version, available for purchase online in the [AAP Bookstore](#). The CD-ROM version also includes AAP patient education information and purchasers can earn 3.0 continuing medical education (CME) credits.

Working with the Media: A Toolkit for Service Providers

Michigan Coalition Against Domestic Violence and Sexual Violence

PDF Materials:

http://www.preventconnect.org/images/PDFsforPC/Guide_for_Advocates_B_W.pdf

This toolkit was designed to help reshape the public discussion on sexual assault. The toolkit includes information to assist service providers in: creating a foundation to work with the media, building relationships, approaching the media, and preparing for interviews.

Youth, Adolescents & Young Adults...

Acquaintance Rape of College Students

US Department of Justice, Community Oriented Policing Services

PDF Materials: <http://www.cops.usdoj.gov/files/RIC/Publications/e07063411.pdf>

Rape is one of the most common violent crimes on American college campuses today. This guide describes the problem of acquaintance rape of college students, addressing its scope, causes, and contributing factors; methods for analyzing it on a particular campus; tested responses; and measures for assessing response effectiveness. With this information, police and campus public safety officers can more effectively prevent the problem.

Child Abuse and Youth Sports: A Comprehensive Risk Management Program*

National Alliance for Youth Sports Administration (800.729.2057)

This program aims to make sports safe and positive for young athletes and focuses on protection, promotion, and prevention. The program includes a user's guide, video support, and brochures for administrators, coaches, parents, and athletes.

For more information on the National Alliance for Youth Sports Administration, visit: <http://www.nays.org/>.

Community Action Kit

Choose Respect Initiative, Centers for Disease Control and Prevention- National Center for Injury Prevention and Control

PDF Materials: <http://www.chooserespect.org/scripts/materials/actionkit/actionkit.asp>

The Community Action Kit contains information on dating abuse; healthy versus unhealthy relationships; relationship skills; and how kids, parents, educators, schools, and others in the community can help prevent dating abuse. This kit can help communities develop activities to reinforce awareness-raising messages.

Coordinated School Health

Connecticut State Department of Education

Website: <http://www.ct.gov/sde/healthyconneCTions>

Coordinated School Health (CSH) is an effective system designed to improve health

and academic achievements. CSH improves students' health and their capacity to learn through the support of families communities, and schools working together. The Healthy and Balance Living Curriculum Framework (Health Education content standards) and Guidelines for a Coordinated Approach to School Health are available online.

Expect Respect Violence Prevention Project*

SafePlace, Austin TX
(512.445.5776)

A school-based project designed to prevent bullying and student-to-student sexual harassment. Includes components on classroom education, school policies and procedures, parent involvement, staff training, and support services.

For more information on SafePlace, visit:

<http://www.safeplace.org/Page.aspx?pid=183>

Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family Consumer Sciences

Available for Purchase Online (\$25): www.wcwoonline.org

The *Teaching Guide* makes use of selections from literature and history to include lessons on the themes of friendship, mutuality, affection, courage, and loyalty. The goal of the guide is to go beyond discussion of negative interpersonal interaction.

Girls and Boys Getting Along: Teaching Sexual Harassment Prevention in the Elementary Classroom*

Minnesota Department of Children, Families, and Learning

Available for Purchase Online (\$25): <http://www.amazon.com/gp/product/0788181998>

This program is geared towards students in grades K-6. It uses age-appropriate storytelling, puppetry, and other activities to teach students about personal safety, respect, identifying sexual harassment, positive gender-based relationships, and positive conflict resolution.

It Happened to Me and A Time to Tell*

Boy Scouts of America (972.580.2225)

This program is designed to minimize liability for leaders and the organization and to reduce risk for participants. It includes videos for use with Cub Scouts and Boy Scouts, along with a training video for leaders and a discussion guide.

For more information on the Boy Scouts of America, visit: <http://www.scouting.org/>

Rape 101: Sexual Assault Prevention for College Athletes*

Andrea Parrot (Author), Learning Publications, Inc. (Distributor)

Available for Purchase Online (\$20.33):

<http://www.ecampus.com/book/9781556910999>

This curriculum provides background and detailed instructions for planning and conducting sexual assault prevention programs for male college athletes. Includes background for why athletes are targeted and information about which approaches have been most successful.

See It and Stop It!- Online toolkit

Teen Action Campaign (TAC), created by teens in Massachusetts

PDF Materials: <http://www.seeitandstopit.org/pages/getorg/toolkit.html>

This toolkit contains materials to help groups (either led by or working with teens) plan a project or start a campaign related to teen dating violence prevention and awareness. Materials available online include: posters, sample projects, fact sheets, and a TAC brochure.

Shifting the Paradigm: Primary Prevention of Sexual Violence

American College Health Association

PDF Materials: http://www.acha.org/sexualviolence/docs/ACHA_PSV_toolkit.pdf

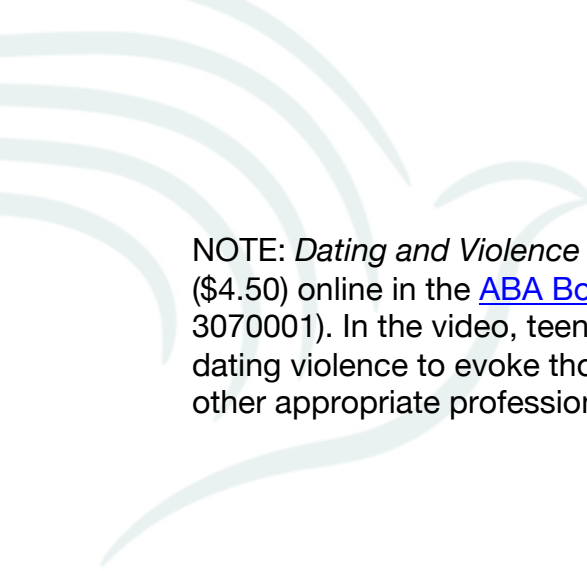
This toolkit was created to provide facts, ideas, strategies, conversation starters, and resources to everyone on campus who cares about the prevention of sexual violence. Sexual Violence” to male students and discussing these points with them. The toolkit provides information on: screening for sexual violence, spreading the word about prevention, 10 ways men can prevent sexual violence, the importance of consent, empowering campus bystanders, and alcohol and sexual violence. In addition, an assessment tool and resource guide are included.

Teen Dating Violence Toolkit

American Bar Association (ABA)

PDF Materials: <http://www.abanet.org/publiced/teendating.shtml>

This toolkit was originally created for the first National Awareness Week. PDF materials include: teen dating violence prevention poster, warning signs and prevention recommendations, teachers guide, toolkit instructions, an attention educators card, and a thank you card.



NOTE: *Dating and Violence Should Never Be a Couple* DVD is available for purchase (\$4.50) online in the [ABA Bookstore](#) or via phone, 800-285-2221 (product code 3070001). In the video, teenagers talk about their personal experiences with teen dating violence to evoke thought and dialogue among teens, educators, parents and other appropriate professionals.

Parents, Caregivers & Families...

Talking About Sex: A Guide for Families*

Planned Parenthood Federation of America (800.669.0156)

This kit includes a 30-minute animated video, 60 page Parent's Guide, and a 16 page activity book for children aged 10-14. The program is designed to be used by individual families or groups to promote open and honest discussion about sexuality between parents and children.

For more information on Planned Parenthood, visit <http://www.plannedparenthood.org/>

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