

MOVING UPSTREAM: MAXIMIZING YOUR IMPACT

Yvonne Cournoyer, Minnesota Coalition Against Sexual Assault

Welcome!

- The next webinar will begin shortly
- While you are waiting, please take a minute to chat in your response to:
 - What are you looking forward to doing this summer?
- Please plan to actively participate in this webinar. We want to know what you're thinking, what your challenges are, etc.

Welcome

- ❑ To minimize background noise, please **mute your telephone line: press *6**
- ❑ To **unmute your line: press *7**
- ❑ Be sure to utilize the chat function to send us questions or comments
- ❑ Do not put your line on hold—background music or other hold messages could interfere with the presentation
- ❑ We will be recording this for future use as a podcast unless anyone objects.
- ❑ We will send out a **survey—please share your feedback!**

What We Will Cover

- Why is planning important?
- What is effective for prevention
- Start with the end in mind
- Focus on outcomes first
- Tie activities to your desired outcomes
- Putting it all together

Our Premise

- Changing behavior is key. Start where your audience is and focus on moving them one step at a time.
- Know where you want to be and then work backwards.

“Never Confuse Effort with Results”

“You can either be comprehensive OR strategic.”

What is Effective for Prevention?

- Targets things we know to increase or decrease risk
- Provide multiple exposures to messages
- Addresses multiple settings in the community
- Involves collaboration
- Is tailored to the local environment
- Uses evidence

Define your target audience(s)

- Who, specifically, do you want to reach?
 - ▣ Whose behavior are you trying to change?
 - ▣ Who can help you reach your target audience?
 - ▣ Who can help reinforce your messages?
 - ▣ Who can support the changes you are seeking?

Key: Address Risk

- Use the research on risk and protective factors to focus your efforts.

Risk Factors	Protective Factors
Ideologies of male sexual entitlement	Youth valued as a resource
Inequalities based on gender, race, sexual orientation	Value equality and social justice
Social norms supportive of violence	Peaceful conflict resolution skills
Association with sexually aggressive or delinquent peers	Positive family communication
Witness family violence	Positive peer influences
Emotionally unsupportive family environment	Adult role models
Hostility toward women	Having healthy parenting as a child

Key: Comprehensive, Complementary

- What works:
 - ▣ Comprehensive, complementary tools and programs, implemented in multiple settings in a community;
- What doesn't work:
 - ▣ One time programs are NOT effective
 - ▣ Teaching children without changing the behaviors of adults is NOT effective

Example

- Bullying prevention program
 - School level components:
 - Formation of a bullying prevention committee; anonymous student survey; staff training; implementation of school policies; consequences for positive & negative behaviors
 - Classroom level components:
 - Reinforcement of school level policies
 - Classroom meetings
 - Individual level components:
 - Interventions with students (aggressors and victims)
 - Discussions with parents of students involved in bullying

Key: Collaborative

- How can you amplify your messages?
 - Who does your target audience listen to?
 - How can you engage them in echoing and amplifying your messages?

- One time programs/messages are NOT effective
- Who else can echo your messages?
- Who else can embed your messages into their work?

Example

- Bullying prevention program
 - Who are you trying to reach?
 - Students, teachers, school staff, administrators, parents
 - Who else can support and reinforce your messages/behavior changes?
 - Parents
 - Send information home; family conversation starters
 - Faith community/faith leaders?
 - Sermons, bulletin notes, incorporate in confirmation, etc.
 - Businesses/Youth Serving Organizations?
 - Signage, incentives/prizes, staff training

Key: Uses Evidence

- What we know:
- While short educational and theatre programs increase knowledge and decrease myth acceptance, they have no long term effect.
- To have a long term effect, you **MUST** add a skill building component to your efforts.

Example

- Bullying prevention program
 - Help participants think through what they would need to act
 - Practice: Provide time for practicing key skills
 - Support: Ask participants to think of who might support them in taking action and how to engage that support
 - Seek help: Help participants understand how to get help if they don't feel prepared to respond
 - Commitment: Ask participants to pledge to look for at least one opportunity to have an uncomfortable conversation in the next month

Summary of Effective Prevention

- Targets things we know to increase or decrease risk
- Provide multiple exposures to messages
- Addresses multiple settings in the community
- Involves collaboration
- Is tailored to the local environment
- Uses evidence

Start with the end in mind

- Focus on outcomes, not “events” or “programs”
- Outcomes are the changes (short, intermediate, and long term) that you are seeking.
- Use your planning to build a map of the changes needed to impact the long term conditions that effect rates of sexual violence
 - ▣ Think in terms of baby steps
 - ▣ Build on these baby steps over time

Outcomes

Short/Learning	Intermediate/Action	Long-Term/Conditions
Awareness	Behavior	Human
Knowledge	Practice	Economic
Attitudes	Decisions	Civic
Skills	Policies	Environment
Opinions	Social Action	
Aspirations/Motivation		* Adapted from the work of Charles Mindel, U of TX

Examples

Outcome Type	Example
Awareness	Participants are aware of the sexual assault program.
Knowledge	Students can identify characteristics of a healthy relationship.
Skills	Participants demonstrate how to set boundaries in a relationship.
Attitudes	Participants support gender equality.
Opinion	Participants believe bystanders can play an important role in prevention SV.
Aspirations	Participants intend to intervene when they see concerning situations.
Motivation	Participants are motivated to be an empowered bystander.
Behavior	Participants practice talking about concerning behaviors. Participants report having a concerning behavior conversation.
Practice	School creates a dating violence prevention committee.
Decisions	School selects, purchases, and trains staff to implement a dating violence curriculum.

Measuring Change

What?	How?
Awareness	Pre/post survey
Knowledge	Short answer or multiple choice quiz; pre/post survey
Attitudes	Focus group; survey
Skills	Role play observation; Post-test survey
Opinion	
Motivation	Pre/post survey; pledge
Behavior	Observation; follow-up survey
Practice	
Decisions	
Policies	
Social Action	

Key: After Outcomes, Activities

- Once you are clear on the changes you are aiming for, think about what activities you can do to create those changes.
- Even if you have an activity in mind, work backward to clarify the change you are seeking.

Examples

Outcome:	Activities:
Participants are aware of the SA program.	Handout; tour of facility; introduce staff;
Students can identify characteristics of a healthy relationship.	Hand out note cards with a mix of healthy and unhealthy characteristics; Ask students to sort;
Participants demonstrate how to set boundaries in a relationship.	Role playing exercise; Small group activity;
Participants intend to intervene when they see concerning situations.	Teach skills for intervening; Provide scenarios and scripts to use for practice; Use pledge cards to commit

Examples

Outcome:	Activities:
Participants practice talking about concerning behaviors.	Provide situations; ask participants to discuss ways to respond; Participants role play conversations
Participants report having a concerning behavior conversation.	Brainstorm common situations where participants could intervene; Ask participants to sign a pledge to act;
School creates a dating violence prevention committee.	Meet with administrators; engage teachers, parents, students to support;
School selects, purchases, and trains staff to implement a dating violence curriculum.	Provide a list of quality resources; meet with administrators; offer to provide additional back-up.

Case Study

- Fired Up: Survivor Stories of trauma, HOPE, and change
- Ultimate goals:
 - Engage and amplify survivor voices for prevention
 - Community prioritizes and takes collective responsibility to prevent/end sexual violence in all of its forms
- Where is my audience currently?
 - Ranges from unaware, unengaged, uninterested to motivated, committed, already acting

Who are my audiences?

- Target Audiences:
 - ▣ Survivors, allies of survivors
 - ▣ Professionals who work with survivors
 - ▣ Elected officials who set policies
 - ▣ Media
 - ▣ Community leaders
 - ▣ Youth Serving Organizations

What Actions?

Who?	What?
Survivors, allies of survivors	Talk about their experiences for prevention
Elected officials who set policies	Motivate to prioritize prevention
Media	Deepen knowledge about CSA; motivate to cover prevention
Community leaders	Aware of SA provider;
Youth Serving Organizations	Aware of SA provider as a resource; motivate to attend a training about safe policies and procedures

What will I see?

What?	What can I measure?
Talk about their experiences for prevention	Sign up for Using the Arts workshops; Sign up for HOPE mailing list; Contact policy makers
Motivate to prioritize prevention	Meet with constituents to learn about prevention; Agree to author or co-author legislation; vote for prevention policies;
Deepen knowledge about CSA; motivate to cover prevention	Stories reflect more accurate understanding of the dynamics of CSA; More mentions of prevention and prevention resources;
Aware of SA provider;	Contact SA provider; Join prevention committee
Aware of SA provider as a resource; motivate to attend a training about safe policies and procedures	Sign up for mailing list; attend a training; ask for assistance; implement improved policies

How will I measure?

What can I measure?	How will I measure
Sign up for Using the Arts workshops; Sign up for HOPE mailing list; Contact policy makers	Registration; participation; pre/post changes; self-report
Meet with constituents to learn about prevention; Agree to author or co-author legislation; vote for prevention policies;	Number of meetings; number of bills authored; track votes
Stories reflect more accurate understanding of the dynamics of CSA; More mentions of prevention and prevention resources;	Analyze media content pre/post;
Contact SA provider; Join prevention committee	Log of contacts; meeting minutes;
Sign up for mailing list; attend a training; ask for assistance; implement improved policies	Pre/post changes; log of requests; copies of changed policies

Questions & Problem Solving

□ Please

Toolkit Resources

- Risk and Protective Factors (attached)
- Blank Work Plan format (attached)
- Blank Logic Model (attached)

Next for Champion Communities

- Join our prevention and/or policy action list serve by e-mailing me at ycournoyer@mncasa.org.
- Stay tuned as we wait for the legislature to act on the budget.

Thank you!

- We are available to help you start or reignite your community prevention team. Contact us for help!
- Yvonne Cournoyer ycournoyer@mncasa.org OR 651-288-7444
- Chuck Derry gvi@frontiernet.net OR 320-558-4510