Collaborative Planning Tool for Multi-faceted Prevention Initiative

Creating Social Change

By attending *Embracing Adolescents*, your community has identified organizations who are interested in promoting healthy teen relationships and reducing adolescent relationship abuse and sexual assault. During *Embracing Adolescents*, there will be an abundance of information flowing and frankly, you may leave here today feeling overwhelmed. We have provided your community this tool to begin designing a multifaceted approach to out-think relationship abuse and sexual assault in our communities.

Step One – Commitment by a catalytic collaboration.

Identify the champions in your community who will commit to promoting healthy teen relationships and preventing adolescent relationship abuse and sexual assault.

Catalytic Collaborations	List Possible Champions
Young people - Required	
Parent/Caregivers	
School-based personnel - Required Middle and High School, Administration, Teachers, Counselors, Healthcare, Coaches, SRO, School Board, and Parent organizations	
Youth Organizations After School Programs, Boys & Girls Club, Girl Scouts, Faith-Based Organizations, Theatre and Arts, Youth Diversity Advocacy Organizations (LGBTQ, Cultural diversity, Disability advocacy organizations) and Sports Programs (Y-Ball, Soccer, Football, etc.)	
Youth Risk Behavior Allies Adolescent Suicide, Drug and Alcohol, Gang and Youth Violence, Bullying Prevention, Adolescent Pregnancy and Adolescent STI/HIV	
Community and Governmental Intervention, Treatment & Response Organizations Domestic & Sexual Violence Advocacy Programs, CCR/Task Force, Health Care Providers, Public Health, Pediatricians/Family Practice, Adolescent Pregnancy Prevention, Juvenile Justice Systems, Juvenile Justice/Probation/Corrections, Law Enforcement, Victim Witness, Substance Abuse Treatment providers and mental health providers and Academic Researchers	

Step Two – Build capacity of collaborative to create social change

Level One	Assessment
Collaboration understanding of concepts - social issue ☐ Characteristics and skills needed for healthy teen relationships ☐ Adolescent relationship abuse and sexual assault **Community & School Assets and Obstacles** ☐ Commitment from two or more organizations ☐ Limited or no funding **Impact/Effectiveness** ☐ Increase awareness and knowledge and no behavior change.	

Level Two	Assessment
Collaboration understanding of concepts - social issue and process ☐ Characteristics and skills needed for healthy teen relationships ☐ Spectrum of adolescent relationship abuse and sexual assault ☐ Adolescent brain development ☐ Connection between unhealthy relationships and risk behaviors ☐ Socio-ecological, public health model for a multi-faceted approach ☐ Protective factors and risk factors ☐ Universal and possible targeted approach in middle and high school ☐ Evaluation of some components of approach **Community & School Assets and Obstacles** ☐ Commitment from four or more organizations ☐ Evidence-based approach on two or more of the socio-ecological levels ☐ Some level of funding **Impact/Effectiveness** ☐ Increase awareness and knowledge ☐ Change attitudes and limited or no behavior change	

Level Three	Assessment
Collaboration understanding of concepts - social issues, process, research and theories ☐ Characteristics and skills needed for healthy teen relationships ☐ Spectrum of adolescent relationship abuse and sexual assault ☐ Adolescent brain development and healthy adolescent sexual development ☐ Connection between unhealthy relationships and risk behaviors ☐ Socio-ecological or public health model or Spectrum of Prevention ☐ Protective factors and risk factors and damaging oppressive social norms ☐ Universal, targeted, and indicated approach across life span ☐ Theories and research guide initiative, i.e. social learning theory, attachment theory, social change theory, social diffusion, role of gender, neuromarketing, impact of media, and other applicable theories and research ☐ Highly adaptive and engaged in social change cycle ☐ Ongoing evaluation **Community & School Assets and Obstacles** ☐ Commitment from all the categories of needed for a catalytic collaboration ☐ Evidence-based approach on all socio-ecological levels ☐ Funding to take to implement and take to scale **Impact/Effectiveness** ☐ Increase awareness and knowledge and positive change in attitude ☐ More likely to have behavior change of adolescents	

Step Three and Four – Sort and design a multi-faceted approach

Core Strategies Multi-faceted Approach	Notes
Engaging young people in school and out of school settings **Individual Socio-ecological Level**	
Level One – Universal - one to three sessions - Emerging curricula - relationships ☐ Love What's Real in middle school and high school **Level Two – Universal – 2+ evidence-based and evaluated curricula; middle school and high school** - Emerging curricula ☐ Love What's Real Lesson Plans in middle school and high school - Evidence-based, evaluated curricula-relationships ☐ 4th R for 7th or 8th Grade health class ☐ Safe Dates - Evidence-based, ongoing evaluation-bystander ☐ Green Dot High School - Promising community mobilization, engaging men ☐ Coaching Boys Into Men - Evidence-based Out of School ☐ 4th R Afterschool Program **Level Three – Universal/Targeted – 3+ evidence-based and evaluated curricula; middle and high school** - Evidence-based, evaluated curricula-relationships ☐ 4th R 7th or 8th Grade health class ☐ Safe Dates/Dating Matters - Evidence-based, ongoing evaluation- bystander ☐ Green Dot – Middle School ☐ Green Dot – High School - Promising community mobilization-engaging men ☐ Coaching Boys Into Men - Evidence-based, evaluated; targeted-support ☐ Expect Respect – 24 week adolescent support group for students who have experienced - Evidence-based after school program ☐ 4th R Afterschool Program ☐ Develop and evaluate brief interventions and other tools to engage and educate youth These are the curricula recommended by the Idaho Coalition. A full curriculum review will be available on November 1st on www.engagingvoicesorg. For an overview of Understanding Evidence go to www.cdc.gov/ViolencePrevention/pdf/Understanding_Evidence-a.pdf	

Engaging parents/caregivers and adult influencers **Relationships Socio-ecological Level**	

Level One – Universal, one-time session
- ☐ Parent handbooks for Students of Middle or High Schools (see order form)
- ☐ Emerging Workshop Start Strong Idaho Healthy Relationships Protect Teens curriculum for parents of middle school students (parent/teen workshop – 1 night)
- ☐ Educating teachers, coaches, and other influencers to support the healthy teen relationships and practice the skills of being an active bystander

Level Two and Three – Universal/Evidence-based, multi-session engagement
- ☐ Emerging Workshop Healthy Relationships Protect Teens curriculum for parents of middle school students (parent/teen workshop – 1 night)
- ☐ Parent handbooks for Middle or High Schools
- ☐ Educating teachers, coaches, and other adult influencers to support the healthy teen relationships and skills of being an active bystander
- ☐ Strengthening Families or other multi-session evidence-based program
- ☐ Develop and evaluation brief interventions and other tools to engage parents/caregivers

Policy to promote healthy teen relationships and prevent and respond to adolescent relationship abuse and sexual assault **Institution Socio-ecological Level**	

Level One
- ☐ Implement portions of model policy in local school
- ☐ Training for key school personnel

Level Two
- ☐ Implement portions of model policy in local school or school district
- ☐ Training for all school personnel
- ☐ Training for youth organization staff

Level Three
- ☐ Implement model policy in local school district
- ☐ Multiple trainings for all school personnel
- ☐ Trainings for youth organizations staff, health care providers, faith based organizations, and any organization or system working with adolescents

Youth-driven social marketing and communications strategy Societal/Social Norms Socio-ecological Level	
Level One – Universal, 1 to 2 times a year *Print materials and wearable messaging (shirts, bracelets)* ☐ Positive social norm awareness materials promoting healthy relationships ☐ Awareness materials re warning signs of abuse or sexual assault ☐ National Teen Dating Violence Awareness & Prevention Month awareness activity **Level Two – Universal, Targeted – several times a year** *Print materials and wearable messaging (shirts, bracelets)* ☐ Positive social norm awareness materials promoting healthy relationships ☐ Awareness materials re warning signs of abuse or sexual assault *Social marketing- youth driven* ☐ Social networking and media sharing sites such as Facebook, Tumblr, YouTube, Pintrest, and others *Awareness events – youth-driven* ☐ National Teen Dating Violence Awareness & Prevention Month youth-driven events ☐ Arts-based or popular culture events **Level Three – Universal, based on neuromarketing and other applicable research – throughout the year** *Print materials and wearable messaging (shirts, bracelets)* ☐ Positive social norm awareness materials promoting healthy relationships ☐ Awareness materials re warning signs of abuse or sexual assault *Social marketing – youth-created and driven* ☐ Social networking and media sharing sites such as Facebook, Tumblr, YouTube, Pintrest, and others *Youth as content creators!* ☐ Writing contests poster contests ☐ Blogs, submission online *Awareness Events – youth-created and driven* ☐ National Teen Dating Violence Awareness & Prevention Month youth-driven events ☐ Arts-based or popular culture events- adolescents and parents (Power of Words, Chalkheart, Water Works) *Skill development events* ☐ Break-up Summit ☐ In Their Shoes For FREE awareness materials and to build your community capacity, contact the Idaho Coalition at www.engagingvoices.org or the teen site www.lovewhatsreal.com	

Definitions of Key Concepts

Social change involves an ongoing cycle of engagement. Steps one through four of the social change process are set out in this document. The full cycle involves eight steps that the collaboration should continually cycle through:

Step 1 - Commitment to social change through a catalytic collaboration

Step 2 - Build capacity of collaborative by acquiring knowledge, exploring theories and mapping the concepts and assets and obstacles

Step 3 - Sorting through the inventory of the possible components of a multi-faceted approach design

Step 4 - Designing a multi-faceted approach or initiative

Step 5 - Implementing a multi-faceted approach in one school or one community

Step 6 - Scale to impact through networks to other schools and/or communities

Step 7 - Adapt throughout the process and access opportunities and respond to evolving research

Step 8 - Sustainability through ongoing evaluation to determine effectiveness, policy, leveraging resources, protecting investment in social change

Primary Prevention focuses on avoiding relationship abuse and sexual assault *before* it ever occurs through targeting the entire population within a school or community. Objectives of the programs may involve increasing protective factors and reducing risk factors towards those individuals most likely to later experience or perpetrate relationship abuse or sexual assault.

Secondary Prevention is designed to address abuses that are already occurring in a relationship. These approaches generally target at-risk individuals who have exhibited abusive behaviors or possess certain risk factors that are associated with adolescent relationship abuse and/or sexual assault.

Tertiary Prevention is intervention involving direct services to individuals who have already experience, or are currently, experiencing relationship abuse or sexual assault. Tertiary prevention programs attempt to reduce relationship and/or sexual assault once it has already occurred.

Universal approach addresses the entire population with messages and programs aimed at prevention or delaying problem behaviors.

Targeted approach addresses subsets of the total population that are assessed as at-risk for problem behaviors by virtue of their membership to a particular population segment.

Indicated approach identifies individuals who are exhibiting early signs of problem behavior(s) and targets these students with special programs to prevent future exposure to violence in Middle and High School

Socio-Ecological Systems Theory is a public health, multi-faceted model of prevention that addresses the individual, relationship, institution, and societal levels.

Spectrum of Prevention proposes that individual behavior is fundamentally shaped by relationship factors, such as the presence or absence of physical violence and level of emotional support in family relationships; community factors, such as employment opportunities and the strength of community sanctions against violence; and societal factors, such as the extent of oppression and gender inequality. www.preventioninstitute.org

For capacity building assistance, please contact the Center for Healthy Teen Relationships, a project of the Idaho Coalition Against Sexual & Domestic Violence at www.engagingvoices.org or 208 384-0419.