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Forward and Acknowledgements

FORWARD

This toolkit is one of three training and prevention resource toolkits created by a unique collaborative of intervention and prevention partners. The target groups for the three toolkits are persons with disabilities, students on college campuses, and school-aged children and youth and the agencies/staff serving them. These groups were initially identified in the West Virginia Sexual Violence Prevention Plan 2010-2020 after an in-depth assessment of those in the state who are most vulnerable to sexual victimization. Additionally, the training needs of the service providers positioned to provide effective training and prevention programs were identified in the plan.

Initial plans were for the toolkits to be solely compilations of prevention resources. However, the Key Players in Sexual Violence Prevention committee recognized the critical training needs of service providers for the targeted populations. They subsequently took on the added challenge of partnering with staff from the West Virginia Foundation for Rape Information and Services and allied professionals to develop and incorporate basic information on sexual violence and victimization that trainers and prevention program educators should know (*Section B*), as well as information on issues specific to the particular target populations (*Section D*). Three work groups were formed to create *Section D* for their respective toolkits,

research and review numerous training and prevention resources (*Section E*), and review and adapt sample policies and procedures (*Section F*) to both address and prevent sexual violence with their target populations. Each work group identified criteria for selecting the resources to be included in their toolkit. As work on the toolkits progressed, *Sections A* and *C* were added. This collaborative “birthing” process took the committee and its work groups 2 ½ years, with the toolkits finalized during the summer of 2012.

It is the hope of those who worked on this project that the users of this toolkit will review and utilize all toolkit sections in order to provide more effective and comprehensive training and prevention programs.

ACKNOWLEDGEMENTS

The project partners are indebted to the Centers for Disease Control (Rape Prevention Education funds) for financial support for the development of the prevention components of all three toolkits and to the Office on Violence Against Women (STOP Violence Against Women Recovery Act funds and STOP Violence Against Women State Coalition Recovery Act funds) for financial support for the development of the intervention and training components of the disabilities and campus toolkits.

Creating three toolkits was a major undertaking and involved the expertise and assistance of numerous individuals. The West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Foundation for Rape Information and Services (WVFRIS) recognize and appreciate the individuals listed below for their contributions.

Project Partners

The development of the three toolkits was a responsibility of the:

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Project Coordination

Nancy Hoffman served as Project Coordinator.

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West Virginia Key Players in Sexual Violence Prevention

This committee, in collaboration with the West Virginia Foundation for Rape Information and Services, provided direction to the three toolkit work groups and reviewed all materials. Additionally, each committee member served on a least one work group. Committee members are denoted below with an asterisk (*).

TOOLKIT WORK GROUPS

Members of the three work groups finalized the narrative sections and reviewed the resources and policies that were included in their toolkits. Their commitment and dedication to creating useful and user-friendly

resources is both commended and appreciated.

Toolkit Coordinators and Authors

Coordinators for each toolkit are denoted below with a (☉). Primary authors of the toolkits are denoted with a (☐). Contributing authors are denoted with a (+).

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User's Guide

OVERVIEW

As the field of sexual violence training and prevention education has evolved, particularly during the last 15 years, it has become clear that those doing this work must have specialized knowledge to be effective. Thus, a key reason that the *West Virginia Sexual Violence Training and Prevention Resource Toolkit for Working with School-Aged Children and Youth* was developed to enhance and standardize the core knowledge of individuals like you who are providing this education in West Virginia. The knowledge base offered in the toolkit provides a solid foundation for trainers and prevention educators to engage in the work of effective sexual violence training and prevention programming.

This toolkit is a repository of basic information, comprehensive yet concise, for you and others working with school-aged children and youth. It speaks to the multi-faceted nature of this work. In addition to developing and presenting educational sessions, initiating dialogue, coordinating trainings and otherwise engaging and mobilizing your schools on this topic, you must be able to respond to students who disclose victimization and connect them to resources. You also need to actively encourage administrative leadership to embrace comprehensive practices that support the awareness and prevention of sexual violence in their schools.

The toolkit was designed to help prepare you for your role of educating students, their parents and caregivers, and school staff about sexual violence and its prevention. In West Virginia's K-12 schools, persons responsible for designing

and implementing sexual violence training and prevention programs typically have other fulltime responsibilities and, in most instances, have little or no background in the field of sexual violence. The toolkit's focus is to fill this gap, thereby increasing the likelihood that you and other trainers and prevention educators will be successful in carrying out your tasks.

You can initially use this toolkit to facilitate your orientation to this complex, challenging and rewarding work. As a training aid, the toolkit addresses the multi-faceted capacity-building needs of trainers and prevention educators. Reviewing the toolkit can assist you in:

- Understanding the extent of this problem and the need for training and prevention education;
- Thinking comprehensively about what the response to and prevention of sexual violence against school-aged children and youth entails;
- Increasing your knowledge of key points you need to know prior presenting trainings and prevention programs;
- Building your comfort and competency in facilitating dialogue on this topic;
- Responding appropriately when individuals disclose victimization; and
- "Doing no harm" in your programming efforts (e.g., by learning how to respond appropriately to disclosures of victimization).

You can also use the toolkit when planning training and prevention education strategies (see below for more on how the

toolkit can be used in this regard). Lastly, the toolkit is a reference source for you to help address issues and challenges that arise in the course of your presentations.



Acquiring new knowledge and putting it into practice is a process. *Keep in mind that you are not expected to “know” the information in the toolkit all at once.* Instead, you can work through toolkit sections at your own pace, building your knowledge base as you go and considering how new information fits into your programming efforts.

Note that you will see this “FYI” at the beginning of most toolkit sections, to encourage you not to get overwhelmed by the intensive amount of information presented.

ORGANIZATION

The toolkit is organized into six sections as summarized below. See the toolkit’s *Table of Contents* for specific topics covered in each section.

A. Are You Ready to Do This? This section offers a self-assessment tool to help you (1) assess your readiness for presenting sexual violence training and prevention programs, (2) identify your strengths and areas for improvement, and (3) identify sections of the toolkit that can help you build upon your strengths and address your informational needs. This short survey can be completed in just a few minutes.

B. What You Need to Know. This section provides an introduction to the key issues that toolkit creators identified as critical for any sexual violence trainer or prevention educator to know. It includes general information on (1) sexual violence, (2) how to respond when someone has been victimized, and (3) preparing to present and evaluate trainings and prevention programs.

C. Primary Prevention of Sexual Violence. This section offers basic information on the public health concept of primary prevention and its relevance to the elimination of sexual violence. It challenges you to look beyond the “one-time presentation” and suggests ways to implement a comprehensive approach. It includes an opportunity for you to test your knowledge on this topic.

D. Getting Started. This section explores sexual violence issues specific to the target population of this toolkit: school-aged children and youth.

E. Resources. This section provides resources that were reviewed and selected by the toolkit work group as promoting promising practices for sexual violence trainings and prevention programs or as useful supplements for working with school-aged children and youth.

F. Sample Procedures. This section offers sample procedures related to issues that can impact sexual violence prevention and intervention for school-aged children and youth. You are encouraged to review these samples carefully and make adaptations as appropriate to your program’s mission, services and target audiences.



Be sure to periodically check www.fris.org for toolkit.



Explanations of terms can be found throughout the various sections of the toolkit. Two important initial explanations are:

- Although both males and females are victims of sexual violence, most reported and unreported cases involve female victims (Rennison, 2002; Tjaden & Thoennes, 1998, 2006) and male offenders (Greenfeld, 1997). Thus, victims are often referred to in this toolkit as females and offenders as males. This use of terms is

not intended to minimize the fact that male sexual victimization and same gender sexual violence do occur.

- The terms “sexual violence” and “sexual assault” are generally used in this toolkit to encompass sexual assault, sexual abuse and other forms of sexual violence, unless otherwise specified.

Schools are strongly encouraged to partner with their local rape crisis centers in preparing and implementing training and prevention programs. Not only are center staff trained specifically to provide these programs and will do so at no cost, they also have many of the resources identified in the toolkit.

IDEAS FOR PROGRAMMING

This toolkit can help you develop the various components of your program.

For example, it can aid you in:

- Identifying key education issues for students, parents/caregivers and staff;
- Ensuring that your prevention approach is mainly based on a public health model of primary prevention;
- Identifying considerations for working with different groups of students;
- Thinking about how to engage school and local allies to help implement activities;
- Considering which resources and policies might be useful to your efforts;
- Thinking about ways to keep programming fresh and interesting (e.g., by using several resources at a time and rotating their use from year to year);
- Recognizing that you can be the catalyst for systemic change when you advocate for effective policies with school administration;
- Developing an overall strategy of diverse and ongoing training or prevention activities, to reach the widest audience

possible and have the greatest positive impact;

- Strategizing how to tie the different components of programming together (e.g., seek to have a policy mandating training for school staff and then utilize the toolkit’s materials to develop that training);
- Developing the details of programming;
- Preparing to be an effective presenter;
- Creating materials for public awareness and publicity; and
- Deciding how to assess the impact of your programming efforts and how to use the results to improve your programs.

The toolkit can help you in developing the content of your educational sessions and workshops, and can provide handouts and presenter talking points.

These sessions should target a variety of constituents—students as well as their parents/caregivers and school staff. Some options:

Train-the-trainer sessions: You can coordinate training for staff and student peer educators (as appropriate to the grade level) for those who are involved in sexual violence training and prevention programming at your school. Agendas for such training programs could start out with a self-assessment, provide a general introduction to sexual violence intervention and prevention and presenting programs, offer an overview of primary prevention, and then move into issues specific to K-12 schools. Information about resources, policies and procedures relevant to your school can be reviewed and discussed. Almost any of the issues discussed in the toolkit could also be a topic for a weekly meeting discussion, a staff professional development meeting or an educator’s supervision meeting.

Educational sessions or workshops: You can coordinate and present presentations for any number of groups, such as:

- Male students only;
- Female students only;
- A mixed gender audience;
- New students;
- Students leaders;
- Student athletes;
- Students participating in clubs and organizations;
- Students in particular courses (health, social studies, etc.);
- Students participating in special services programs;
- Administrators;
- Teachers at all levels;
- Health and guidance staff;
- Special education staff; and
- Parents and caregivers.

Depending upon your target audience and the scope of your responsibilities, consider what type of programming would be most beneficial to present across schools in a district or to specific schools.

It is important that participants in training and educational sessions have the opportunity to translate information they receive into practice, through interactive activities that promote skill-building (e.g., role play). See Section *E. Resources* of the toolkit for potential resources.

There are other ways beyond training and educational presentations to get prevention and intervention messages out to schools, to encourage dialogue on the issue, and to engage personal involvement in responding to and preventing sexual violence. The toolkit provides information that can assist you in:

- Creating written materials to support programming messages;

- Crafting public service announcements;
- Preparing articles for school publications;
- Writing proposals to school administration, requesting adoption of certain policies to respond to and prevent sexual violence;
- Preparing for events designed to address and prevent sexual assault at strategic times and places during the year (during Sexual Assault Awareness Month, prior to school breaks, around school-sponsored activities and athletic events, etc.)
- Preparing a variety of activities to expand the impact of your efforts (coordinating information tables at back-to-school nights, incorporating violence prevention into the school character building activities, etc.); and
- Publicizing relevant milestones (e.g., your program is a year old), media campaigns, partnerships, products (e.g., pins, notebooks and pens), etc.

The toolkit also provides information to help you evaluate your program and consider how to use evaluation results to improve your efforts.

These are just some ideas for programming. Use your own creativity, input from your constituents (students, parents/caregivers and school staff) and your knowledge of your specific school to figure out the best ways to incorporate toolkit material into your programming effort.

REPRODUCTION OF MATERIALS

The non-commercial use and adaptation of this toolkit to increase knowledge about sexual violence prevention programming and/or to use as a supplement or guide to training or professional development is permitted.

Toolkit Credits

*Please credit any material used from this toolkit to the **West Virginia Key Players in Sexual Violence Prevention, a partnership of the West Virginia Foundation for Rape Information and Services and the West Virginia Department of Health and Human Resources (2012).***

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