Building Comprehensive Middle School Initiatives with Shifting Boundaries

National Sexual Assault Conference
August 31, 2016

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Introduction and Overview

Nancy Bagnato, MPH, Chief
State and Local Injury Control Section
Safe and Active Communities Branch
California Department of Public Health

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Session Objectives

Participants will understand:

– essential elements of a comprehensive middle school approach for sexual violence prevention using Shifting Boundaries (SB);

– one model of collaboration among a state public health department, researchers, and local practitioners to translate evidence-based research into practice; and

– the evaluation measures and methods used by local rape prevention and education practitioners for SB, addressing both the individual and the school community.

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Shifting Boundaries Project Overview

- Designed to reduce the precursors to dating violence by focusing on sexual harassment among young adolescents in a middle school setting.

- Two components: 1) a school-wide component; and 2) a classroom-based curriculum.

- Structured to sequence the implementation of the two components.

- Models a transition from research-based to local program implementation and evaluation.

- Supports national Rape Prevention and Education (RPE) Program goals of moving beyond individual level change to community level change.

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Overview of Shifting Boundaries

Nan D. Stein, Ed.D.
Senior Research Scientist
Wellesley College Center for Research on Women
Wellesley Centers for Women

Shifting Boundaries:
Lessons on Relationships for Students in Middle School:

Nan Stein, Ed.D.
NSAC Conference August 2016
Washington DC

Wellesley Centers for Women

This project was supported by Award Nos. 2010-MU-MU-2008, 2008-MU-MU-0010, and 2005-WT-BX-0002, awarded by the National Institutes of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect those of the Department of Justice.

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Federal Recognition

- On page 9 of White House report: link to CDC companion report (36 pages) released the same day (April 30, 2014)
- How did Shifting Boundaries–a set of interventions for middle school students– end up in the White House Report to End Campus Sexual Assault?

Going deeper into the CDC systematic review of the (140) interventions

- Online source of the information:

  http://www.sciencedirect.com/science/article/pii/S1359178914000536
- Now published in *Aggression & Violent Behavior*, Volume 19, Issue 4, July–August 2014, pages 346–362
- A systematic review of primary prevention strategies for sexual violence perpetration (Sarah DeGue, Linda Anne Valle, Melissa K. Holt, Greta M. Massetti, Jennifer L. Matjasko, Andra Teten Tharp)

Prior research on teen DV/H interventions

- Most DV/H studies done with 8th grade and older students despite rising stats from YRBS (2013) on TDV (9th grade and older)–scanty research on middle school students.

- Other than SB, there is one main DV/H trial to include at least some middle school youth (8th graders) and find positive effects from an intervention on reducing DV/H behavior (Safe Dates). Also, current CDC Dating Matters evaluation with 6th, 7th and 8th graders (no results have been released).

- Wolfe evaluated the Fourth R with 20 high schools and found reductions in physical dating violence up to 2.5 years post treatment

- Replication study (NIJ funded) in the Bronx with middle school students found no effects except for slowing down of onset of sexual activity. No benefits for TDV or sexual harassment (2014).

- Coaching Boys Into Men (Liz Miller) RCT w/ 16 high schools found non-behavioral positive results

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training, services, prevention strategies, policies, and coordinated community responses for student victims of domestic violence, dating violence, sexual assault, or stalking.
- **Department of Education's Office for Civil Rights**

Community

- **Department of Justice's Office of Violence Against Women**
- **Violence Against Women** (Office of Women's Health)
- **Outreach Posters**: Outreach posters from the Department of Justice's Office of Victims of Crime promote community awareness of victims' rights, including posters on violence against women, stalking, and domestic abuse.
- **Sexual Assault Response Team Toolkit**: A collection of resources that service providers may use to formalize, expand on, or evaluate their interagency responses.

Latest Research

- **CDC's National Intimate Partner and Sexual Violence Survey (NISVS)**: On December 14, 2011, the Centers for Disease Control and Prevention (CDC) released The National Intimate Partner and Sexual Violence Survey (NISVS) 2010 Summary Report. The findings show that, on average, 24 people per minute are victims of rape, physical violence, or stalking by an intimate partner in the United States. Over the course of a year, that equals more than 12 million women and men. Those numbers only tell part of the story –1 in 5 women and 1 in 71 men have been raped in their lifetimes, the vast majority before the age of 25.These findings demonstrate that sexual violence, stalking, and intimate partner violence are important and widespread public health problems in the United States. The report underscores the heavy toll of this violence, particularly on women; the immediate impacts of victimization; and the lifelong health consequences of these forms of violence.

> - **Shifting Boundaries: A Summary of Findings from a National Institute of Justice Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools**: The National Institute of Justice has released a study by Bruce Taylor, Ph.D., Nan D. Stein, Ed.D., Dan Woods, Ph.D., Elizabeth Mumford, Ph.D., which examines the impact of a dating violence prevention program for middle school students in a large urban school district. Researchers concluded that a comprehensive school program was effective in reducing dating violence and sexual harassment.

www.whitehouse.gov/1is2many/resources

Key Policy Letter from the U.S. Department of Education Secretary and Deputy Secretary on:

Gender-based Violence in Schools

February 28, 2013

Dear Chief State School Officers,

President Obama has proclaimed February 2013 National Teen Dating Violence Awareness and Prevention Month.[1] This proclamation is the latest in a series of efforts by the Administration to create safer communities for young women by raising public awareness of gender-based violence, educating communities about how violence affects women and youths, and encouraging new efforts to prevent and respond to violence. At the same time, we recognize that gender-based violence affects boys and girls of all ages (from every socioeconomic group, race, religion, and sexual orientation; in all regions of the country; and in schools of every type), and its consequences can be significant for victims and their communities. As educators and administrators, you play an important role in protecting your students from victimization and its long-lasting effects on health and life outcomes. I want to inform you of the Department's recent efforts to support you and your school communities in preventing teen dating violence and other forms of gender-based violence.

Gender-based violence may include, but is not limited to, sexual assault, intimate partner or teen dating violence, and stalking. Gender-based violence may also include other behaviors that degrade and harm children and youths, such as human trafficking.

While these forms of violence can affect any member of the school community, girls typically face disproportionate rates of victimization, and that victimization can begin very early.[2] Many types of gender-based violence occur as early as elementary school.[3] Of those who have ever experienced rape, physical violence, or stalking by an intimate partner, about 1 in 5 women and nearly 1 in 7 men were first victimized between 11 and 17 years of age.[4]

Gender-based violence has serious consequences for victims and their schools. Witnessing violence has been associated with decreased school attendance and academic performance.[5] Further, teenage victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy dieting (e.g., taking diet pills or laxatives, vomiting to lose weight), engage in risky sexual behaviors, and attempt or consider suicide.[6] Sex trafficking has devastating consequences for minors, including long-lasting physical and psychological

www2.ed.gov/policy/gen/guid/secletter/130228.html

trauma, disease (including HIV/AIDS), drug addiction, unwanted pregnancy, malnutrition, social ostracism, and even death.[7] Although all victims of gender-based violence are affected negatively, research reveals that female victims of dating violence often experience more severe and longer-lasting consequences than do male victims.[8,9]

Research shows that schools can make a difference in preventing teen violence and other forms of gender-based violence.[10] As with most of the risk factors threatening the health and safety of our students, we should work to create safe school climates by strengthening students' social and emotional skills, by developing educator capacity to engage students and families, and by implementing multitiered behavioral supports.[11] However, such efforts are only the first step in preventing gender-based violence. Schools should educate their communities about prevention and identification, and develop locally tailored responses to address incidences of teen dating violence, stalking, sexual assault, and trafficking. Without a comprehensive approach that takes into account the unique challenges that these offenses present (e.g., victim reluctance to report, trauma from sexual violence), we will not be successful in reducing the number of school-aged victims, in providing effective support to traumatized youths, or in addressing the behavior and needs of perpetrators.

I urge you to take action and consider how your school community will reduce gender-based violence. Enclosed is the *What Schools Can Do* brief, which provides you with simple activities and resources to help you reduce gender-based violence and its consequences. Included are sample definitions of behaviors associated with gender-based violence that may be helpful to you and your community in understanding this critically important issue. Further, the Department's National Center on Safe Supportive Learning Environments recently released a new teen dating violence training module – *Get Smart, Get Help, Get Safe*[12] – to build the capacity of specialized instructional support personnel to develop comprehensive school policies regarding teen dating violence, and to identify and respond appropriately to signs of abuse.

I look forward to continuing our work together to promote safe and respectful schools for America's students.

Sincerely,

/s/

Arne Duncan

Enclosure MS Word (197 KB)

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[1] Presidential Proclamation – National Teen Dating Violence Awareness and Prevention Month, 2013. Office of the Press Secretary, The White House. www.whitehouse.gov/the-press-office/2013/01/31/presidential-proclamation-national-teen-dating-violence-awareness-and-pr.

[2] Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. 2011. The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

[3] Ibid.

[4] Ibid.

[5] Eaton, D.K., Davis, K.S., Barrios, L., Brener, N.D., & Noonan, R.K. 2007. Associations of dating violence victimization with lifetime participation, co-occurrence, and early initiation of risk behaviors among U.S. high school students. *Journal of Interpersonal Violence* 22: 585–602.

[6] Silverman, J.G., Raj, A., Mucci, L.A., & Hathaway, J.E. 2001. Dating violence against adolescent girls and associated substance use, unhealthy weight control, sexual risk behavior, pregnancy, and suicidality. *Journal of the American Medical Association* 286 (5): 572-579.

[7] Office to Monitor and Combat Trafficking in Persons. 2013. What is modern slavery? U.S. Department of State. www.state.gov/j/tip/what/index.htm.

[8] Ackard, D.M., M.E. Eisenberg, & Neumark–Sztainer, D. 2007. Long–term impact of adolescent dating violence on the behavioral and psychological health of male and female youth. *Journal of Pediatrics* 151 (5): 476–481.

[9] NISVS: 2010 Summary Report.

> [10] Taylor, B., Stein, N.D., Woods, D., Mumford, E. 2011. Shifting Boundaries: Final Report on an Experimental Evaluation of a Youth Dating Violence Program in New York City Middle Schools. U.S. Department of Justice. https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf.

[11] For Federal assistance regarding multitiered behavioral supports, please see the Office of Special Education Programs' Center on Positive Behavioral Interventions and Supports (www.pbis.org) and the National Center on Response to Intervention (www.rti4success.org).

[12] For more information about *Get Smart, Get Help, Get Safe*, please see the National Center on Safe Supportive Learning Environments at http://safesupportivelearning.ed.gov/index.php?id=1511.

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How Is Our Study Different?

- **Peer sexual harassment as a precursor to teen dating violence**
  - o Schools as training grounds for domestic violence–public performance of GV
  - o Rights guaranteed under Federal law Title IX
- **Emphasis on claiming one's boundaries and personal space**
  - o Enables articulation of personal rights
  - o Not focused on "healthy relationships"
- **Youngest sample in RCT on TDV** (11-13 yrs old)

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SHIFTING BOUNDARIES:

Lessons on Relationships for Students in Middle School

by Nan D. Stein, Ed.D.

with Kelly Mennemeier, Natalie Russ, and Bruce Taylor, Ph.D.

with contributions from the New York City Department of Education:
Elayna Konstan, Lois Herrera, Eric Pliner, Marion Thomas,
Nicole Yarde, Michele Singer, Rhonda Paganetti,
Neil Rothberg, Zahidali Rohoman, and Olmon Hairston;
the 50 Substance Abuse Prevention/Intervention Specialists who
worked with us in this research project; and Dr. Catherine Stayton
of the New York City Department of Health and Mental Hygiene

CONTENTS

The School-Wide Interventions

- Respecting boundaries agreement (counseling intervention)

- "Hot spots mapping" of safe and unsafe areas of the school

- Posters to increase awareness and reporting of DV/H with contact names for school counselors

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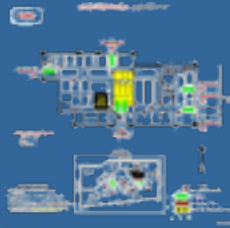
Sample Blueprint of Safe and Unsafe Spaces

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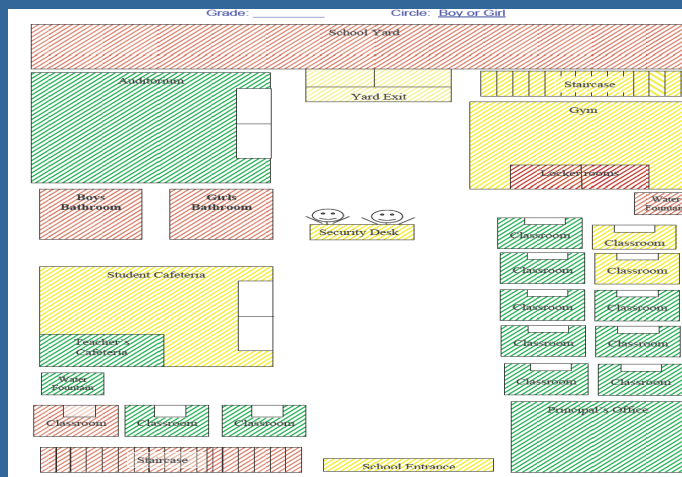
Mapping Discussion

Discussion questions:

1. Which areas on your map do you consider "cool" locations, places that are safe and welcoming?

2. Which areas on your map do you consider "hot" or unsafe, or do you try to avoid?

3. Might certain locations be considered "cool" by some people but "hot" by others?
    • If yes, which? Why might that happen?

4. Might the "hot or coolness" of certain areas differ depending on your gender? If so, why?

5. Might the "hot or coolness" of certain areas differ depending on your age and grade? If so, why?

6. Might the "hot or coolness" of certain areas differ depending on your physical size? If so, why?

7. What are other reasons certain areas may be labeled as "hot" or "cool"?

8. What can we as students do to make the problem areas safer and more welcoming? How can we feel safer and more comfortable at school?

9. In what ways could the school staff make the problem areas "cooler"?

Actual Example (1) of student "hot spot" mapping
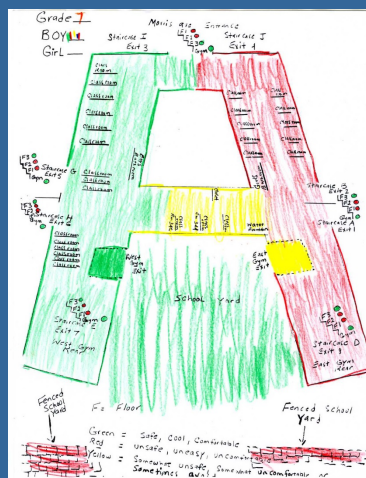
Actual Example (2) of student "hot spot" mapping
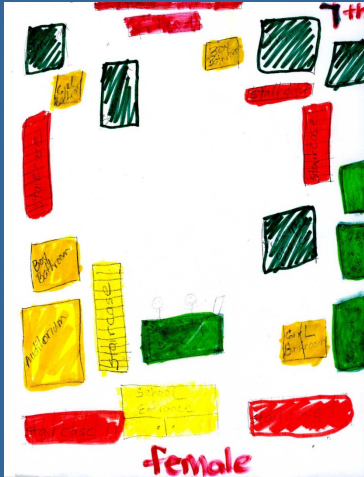
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Actual Example (3) of student "hot spot" mapping

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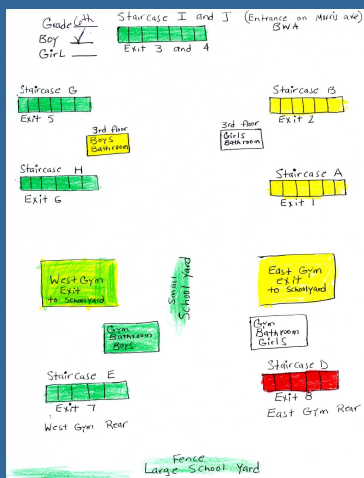
Actual Example (4) of student "hot spot" mapping
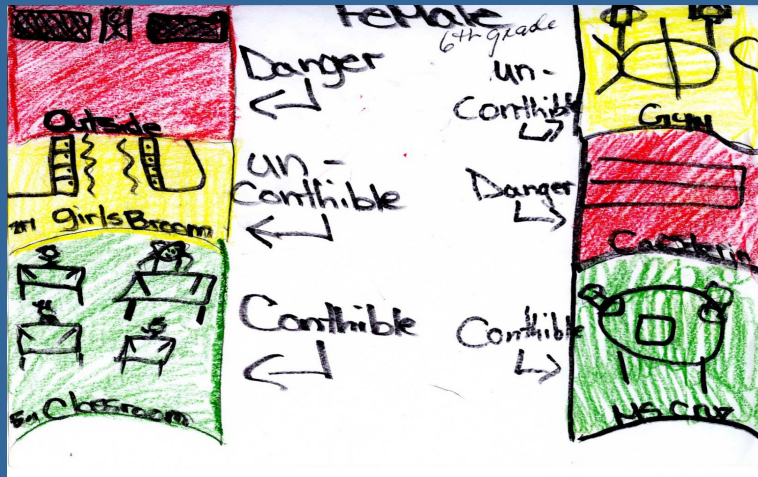
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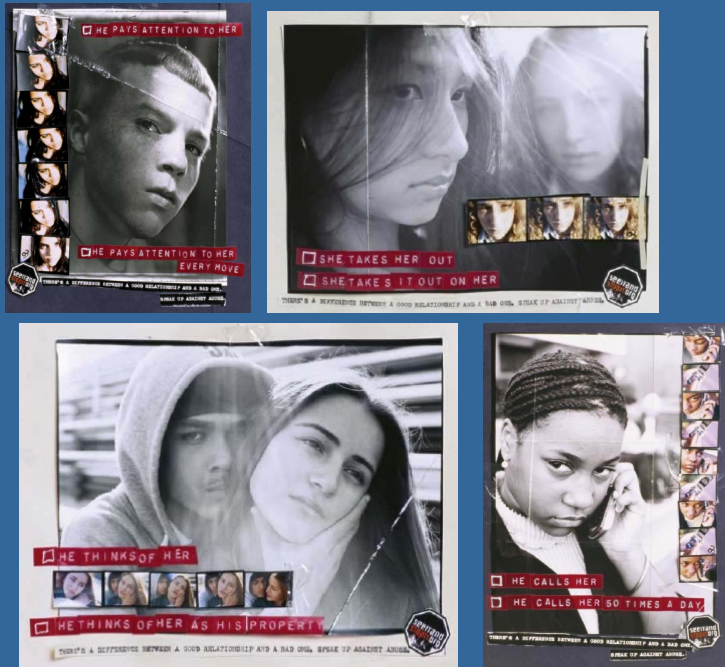
NIJ/DOJ Funding

- Cleveland area (15) middle schools in 3 towns (2005-2007) with collaboration with Cleveland Area Rape Crisis Center
- New York City Schools (2008-2010; 2011-2015)
- Started with 54 middle schools; ended up with 30 schools who completed all surveys and participated in evaluation/focus groups of adults

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Shifting Boundaries moved to NYC 2008-2010: Classroom and School-wide Interventions

- The NYC classroom-based intervention synthesized the lessons from the two components from Ohio (Interaction, and Law & Justice) that the interventionists concurred were the most successfully received by students.
- Refined/developed interventions with significant input from the NYC Dept. of Ed. central office.
- Interventions implemented by school-based staff SAPIS (Substance Abuse Prevention and Intervention Specialists) over 6-10 weeks

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Methods

- <u>NIJ</u> funded randomized experiment, longitudinal design

- Setting in NYC – largest school district in U.S.

- 30 public middle schools with all three waves of data
  - Two 6th and two 7th grade classrooms in each building
  - Total of 117 classrooms (n=58 classes in 6th grade & 59 in 7th grade)
  - 2,655 students (n=1,266 students in 6th grade and n=1,388 7th grade)

- Power of 80% to find 8% differences between treatment vs. control (11% to 19%)

- Students are nested within classes which are nested within schools – we added a statistical correction in Stata for robust clustered standard errors

RCT Design

Intervention	Receives building-level	No building-level
Receives Classroom	**7** schools & 28 classrooms **Both**	**6** schools & 23 classrooms **Classroom only**
No classroom	**8** schools & 30 classrooms **Building only**	**9** schools & 36 classrooms **Neither**
Total	15 schools & 58 classrooms	15 schools & 59 classrooms

Methods

- Quantitative student surveys
  - Before the intervention
  - Immediately post-implementation
  - About six months post-intervention
- Qualitative focus groups
  - Interventionists
  - Students

Description of Sample

- 45% Hispanic
- 27% African American, 26% Asian, 26% Caucasian, 18% multi-racial, and 3% other
- 39% of our sample had prior experience with a violence prevention educational program
- 48% had been in a dating relationship (> 1 week) at least once in their lifetime; of those 44% had 1 or 2 prior partners (73% had ≤ 6)
- 70% never in relationship > than 6 months.

Violence in Lifetime

- Experienced any dating violence as a <u>victim</u> in lifetime---19.4% (9.8% Nation, 10.9% NYC- 09 YRBS/CDC TDV for 9th-12th grade)
- Any dating violence perpetration against others ----------20%
- Experienced any peer violence as a <u>victim</u> ------------------66%
- Any peer violence perpetration against others ------------57%
- Experienced any sexual harassment as a <u>victim</u> -----------69%
- Any sexual harassment perpetration against others -----   46%

DV/H Knowledge & Intentions

↑ Increases in <u>knowledge</u> of DV/H immediately post-treatment and six month post for "both" group

↑ Increases in <u>behavioral intentions</u> to reduce violence immediately after "building only" intervention: Results dissipate 6 months post txt

↑ Our "building only" intervention was associated with more positive intentions to intervene as a <u>bystander</u> (e.g., reporting an incident of violence to a teacher) at 6 months post txt

↑ Txt promotes some <u>pro-social attitudes</u> against TDV

Building Intervention Reduces Youth Dating Violence

Treatment – Building intervention only

↓ ~ 50% fewer incidents of victimization & perpetration of any dating violence at 6 months follow-up

  ↓ 2 findings p<.05 and 1 finding between p<.05 to .10 level

Both classroom and building intervention

↓ 31% drop in prevalence of victimization of any dating violence at 6 months follow-up (p=.09)

Classroom only intervention

No statistically significant findings

Interventions Generally Reduce Sexual Harassment

↓ Treatment group has three desirable significant findings for lowering the frequency of sexual harassment victimization and perpetration at 6 months follow-up (two building only and one both txt)

↓ However, one undesirable result for the building only txt for having a higher prevalence of any sexual harassment at 6 months follow-up

Mostly Desirable Effects of Treatment on Any Peer Violence

- Focus of treatment was on TDV and SH not peer violence
- 5 desirable findings and 3 undesirable findings
- Immediate post txt prevalence of any peer violence perpetration higher for building only group and higher at 6 months follow-up but turns to a desirable result for a 30% lower frequency of peer violence perpetration at 6 months for the building only and both txts
- 6 months follow-up for the prevalence of any peer violence victimization is higher for building only group, but for those experiencing it the # of victimization and perpetration incidents is lower by about 30% for the building only and both txts groups

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Building Intervention Reduces Sexual Dating Violence

Treatment – Building intervention only

↓ ~ 50% lower prevalence and frequency of incidents of sexual dating violence victimization at 6 months follow-up

↓ ~ 50% lower frequency of incidents of sexual dating violence perpetration at 6 months follow-up

Both classroom and building intervention

↓ 27% lower frequency of incidents of sexual dating violence perpetration immediately after txt ($p=.17$)

No statistically significant findings for classroom only

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Building Only & with Intervention Group Reduce <u>Peer</u> Sexual Violence: 10 Data Pts

Both classroom and building intervention

⇣ Over 30% lower prevalence and frequency of incidents of peer sexual violence victimization (all combos significant $p < .05$) immediately after txt & at 6 months post follow-up

⇣ 36% lower frequency of incidents of peer sexual violence perpetration at 6 months post txt

Treatment – Building intervention only

⇣ Over 34% lower prevalence and frequency of incidents of peer sexual violence victimization and perpetration at 6 months post treatment

Shifting Boundaries Intervention Design

New York City Project I (2008-10)	New York City Project II (2011-2015)

• 30 out of 40 middle schools
• 6th and 7th classes only
• 4-cell RCT: classroom x school tx
• Classroom intervention (6 sessions over 6-9 weeks)
  • Emphasizes DV/H consequences
  • Boundaries/ personal space & communication activities, videos and worksheets
• School-wide intervention (6-9 w)
  • Hot spot mapping
  • Relocate security personnel
  • Posters
	• 26 out of 50 middle schools
	• 6th, 7th and 8th grade classes
	• RCT to 4 treatment groups:
	  • Classroom intervention & School building-level interventions combined
	• Varying dosage
	  • Group 1: 6th grade only
	  • Group 2: 6th & 7th grade
	  • Group 3: 6th, 7th, and 8th grade
	  • Group 4: 6th grade students received 3 years of tx

NYC-II Research Question:
Effectiveness of grade-differentiated DV/H prevention

- How much of a difference in the study outcomes does it make when all three grades in a middle school receive a set of interventions compared to when only two of the three grades receive it or only one receives it?
- Comparison between three arms: 6 grade only; 6 and 7 grades; 6,7 and 8 grades
  - Excluded the 2 control schools (assumes intervention effect holds as from NYC I study)
  - Excluded the 1 school w/ tx for only 7th grade
  - Combined 6 grade only and 6 grade longitudinal groups

Stay tuned for

MORE results!

For more information, contact Nan Stein:
nstein@wellesley.edu
781-283-2502

Shifting Boundaries Project Overview

- Designed to reduce the precursors to dating violence by focusing on sexual harassment among young adolescents in a middle school setting.

- Two components: 1) a school-wide component; and 2) a classroom-based curriculum.

- Structured to sequence the implementation of the two components.

- Models a transition from research-based to local program implementation and evaluation.

- Supports national Rape Prevention and Education (RPE) Program goals of moving beyond individual level change to community level change.

Project Development

Project development steps included:

- Created a project partnership with Nan Stein, Ed.D.;
- Funded local RPE Program sites;
- Provided statewide SB training;
- Developed evaluation methods and measures;
- Established Technical Assistance and Training Plan; and
- Developed Comprehensive Guidelines for local RPE program sites.

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Shifting Boundaries
Project Overview

Nancy Bagnato, MPH, Chief
State and Local Injury Control Section
Safe and Active Communities Branch
California Department of Public Health

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Shifting Boundaries Project Evaluation Methods and Measures

Evaluation Methods and Measures

Key Aspects

- Explores the process for a transition from research model to local program evaluation that is appropriate and achievable.
- Commits to moving beyond individual level change to community level (school-wide) change within the social ecological model.
- Assesses potential school-wide indicators of climate change.
- Builds practice-based evidence of promising practices for comprehensive sexual violence prevention programs.

Evaluation Methods and Measures

<u>Objective 1</u>. **Increase school administrative and staff prioritization of sexual harassment and dating violence prevention.**

Measures/evaluation activities:

- Facilitators will conduct key informant interviews with school administrators and staff after completion of SB implementation.

Evaluation Methods and Measures

<u>Objective 2</u>. **Improve policies/procedures to prevent sexual harassment and dating violence within the school where SB is implemented.**

Measures/evaluation activities:

- Facilitators will track efforts to adopt/strengthen policies and procedures and document the status/content of policies and procedures before, during, and after program implementation.

Evaluation Methods and Measures

<u>Objective 3</u>. **Improve school climate around sexual harassment and dating violence.**

Measures/evaluation activities:

- Use pre/post results from school campus mapping.
- Track student attendance rates by grade.
- Facilitators will conduct key informant interviews with school administrators and staff after completion of SB implementation.
- Facilitators will complete Facilitator Survey after finishing the SB classroom lessons.
- Facilitators will obtain data from California Healthy Kids Survey and school climate survey if available from the school site, and can also distribute additional teacher/staff/administrator survey as a pre/post survey.

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Evaluation Methods and Measures

<u>Objective 4</u>. **Change knowledge, attitudes, perceptions, and social norms about sexual harassment and dating violence among school participants (includes students, teachers, staff, parents, and administrators).**

Measures/evaluation activities:

- Facilitators administer pre/post surveys to youth in classroom activities.

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Evaluation Methods and Measures

<u>Objective 5</u>. Reduce overall sexual harassment and dating violence victimization on campus.

Measures/evaluation activities:

• Facilitators will collect baseline and follow-up information on formal incident reports of sexual harassment on campus.
• Facilitators will collect information on disciplinary actions for sexual violence/harassment, including suspensions/expulsions.
• Use pre/post results from school campus mapping.
• California Healthy Kids Survey.
• Facilitator survey.
• Possible additional teacher/staff/administrator survey.

Evaluation Methods and Measures

<u>Objective 6</u>. Document Program Fidelity

Measures/evaluation activities:

• Facilitators complete Fidelity Logs and Attendance Sheets after each lesson.
• Facilitators complete Facilitator Survey after finishing all lessons.
• CDPH will conduct site visits with Facilitators and visit school sites during a classroom lesson to conduct third-party observations of how the students engage/react during the lessons, document program implementation, and conduct observations about the school environment. Key informant interviews with school staff may also be conducted during this site visit.

Shifting Boundaries Project
Comprehensive Guidelines

Comprehensive Guidelines

- Developed as an implementation and evaluation guide for local programs implementing SB.
- Includes two components: 1) a school-wide component; and 2) a classroom-based curriculum.
- Structured to sequence the implementation of the two components, with the school-wide component implemented prior to the classroom-based curriculum.
- Designed to model best practices of building a comprehensive approach to sexual violence prevention.

Required School-wide Component Activities

• Secure commitment from school administrators to implement all components of SB and complete a Memorandum of Understanding.

• Collect baseline data from school administrators, websites, and other sources in consultation with CDPH staff.

• Review existing policies and procedures on dating violence and sexual harassment on campus with school administrators and revise as needed.

• Create the "Respecting Boundaries Agreement (RBA)" which must be aligned with the student discipline code. Counselors should then be trained to use them with students.

• Train school staff on each component of SB.

• Place posters all over the school campus, especially in locations where students congregate.

• Map safe and unsafe areas of the school ("hot spots").

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Required Classroom Activities

The classroom curriculum includes the following content:

• Construction of gender roles;

• Setting and communicating of boundaries in interpersonal relationships;

• Role of the bystander as intervener;

• Consequences of perpetrating; and

• State and federal laws related to dating violence and sexual harassment.

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Required Classroom Activities (cont'd)

- Curriculum includes four lessons for 6th graders and six lessons for 7th graders.
- The timing of the lessons is flexible to accommodate school schedules, but they are generally taught for a full class period over the course of a few weeks. It is recommended to use two lessons per week if possible.
- Lessons contain both concrete/applied materials and abstract thinking components.
- Lessons link to school-wide component activities, including hot-spot mapping, RBAs, posters, etc.
- Classroom activities include evaluation activities.

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Local Program Implementation

Center for a Non-Violent Community
      Devon Sokyrka, Prevention Educator

SafeQuest Solano
      Alaina Star, Prevention Educator

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Shifting Boundaries

Devon Sokyrka

NSAC 2016

Tuolumne County

- 55,736 people
- 4,903 people
- Faith Based
- 90% Caucasian

Curtis Creek Elementary School

○ **K-8**

○ **Diverse socio-economic backgrounds**

○ **Rural**

○ **86% of students didn't believe they had a voice**

○ **An increase of sexual jokes/comments/gestures on campus**

○ **Significant changes over past 8 years**

Why We Chose CCES

- **In 2009 a Sexual Harassment incident was reported.**

- **School Administration labeled situation as "bullying".**

- **Each subsequent year, there has been at least one Sexual Harassment case involving middle school aged students.**

- **All SH incidents have occurred on the school playground.**

- **CNVC provided one 3-day workshop to 6th-8th grades.**

Relationship with CCES

- CCES reached out for us to provide sexual violence prevention workshops.

- Community Mapping – determining blind spots.

- School asks for continuous support each year.

- Meetings with Tuolumne County Superintendent of Schools, CCES Superintendent and Board.

Leadership group

Shifting Boundaries Classes

Sexual Harassment Awareness Workshop

Yard Duty/Playground Assistance

Teacher & Classified Staff Training

Administration/Policy Review

Prevention Goals:

- SV policy and practices align with a supportive school environment.
- Decrease prevalence of SV at Curtis Creek Elementary School

SB Curriculum 6th/7th

- ○ Class 1: What is a Boundary?
- ○ Class 2: Measuring Personal Space
- ○ Class 3: Big Deal or No Big Deal
- ○ Class 4: Introduce Respecting Boundaries Agreement
- ○ Class 5: Says Who Questionnaire
- ○ Class 6: Mapping Hot and Cool Spaces at School.

Lesson 1. What is a Boundary?

- Define boundaries ranging from personal to geo-political.

- Examine how boundaries will be present in a students' relationships with other classmates, and with those in their personal lives.

Class surveys: Lesson 1 Q. 2
" How do other people set boundaries for you?"

Most students responded...

Verbally stating uncomfortable behavior.

Only after a boundary has been crossed.

Lesson 1 Q.4
"How do you recognize when you have crossed a boundary? What may happen?"

7th : Most students said that if you pay attention to the other person, you might see changes in the person's behavior.

- Body Language
- Eye Contact
- Willingness

6th : Most common repercussion- getting in trouble or injured or harmed in a physical way.

Lesson 1 Q. 8
" How do you respond if your boundaries are crossed?"

Students included a wide variety of reactions that were polar opposites. Reactions could vary depending on their relationship.

- Simple communication expressing discomfort.
- Lashing out in physical violence.

Lesson 1 Q. 9
## "How do other people know your personal boundaries?"

Most students shared …

⊘ They will tell other people about their boundaries, so they will be respected.

⊘ Other students weren't sure how other people would know their boundaries.

In a class discussion…

⊘ Students unanimously decided the easiest way to communicate your boundaries is by verbally stating them to others.

Mapping: Hot and Cold Spots

⊘ **Hot** Areas: places considered **unsafe**.

⊘ **Cold** Areas: places considered **safe**.

⊘ **Warm colors** indicate **Hot** areas

⊘ **Cool** colors indicate **Cold** areas.

⊘ **Hot: yellow, red, pink, orange.**
Cold: Blue, green, purple.
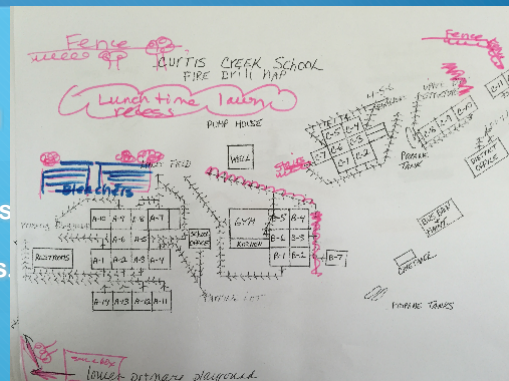
Which areas do you consider cool locations?

- 16 students felt that the classrooms only were safe.

- 28 students felt the classrooms in combination with other administration areas such as the school office, district office, and counselor's office were safe.

- 4 students included the gym as a safe zone.

Mapping: Q2. Which areas on your map do you consider hot locations?

- 28 students considered the restrooms to be unsafe.

- 27 students considered the gym and playgrounds unsafe.

- 9 students felt that out of bounds areas such as propane tanks, and bus barn to be hot spaces.

- 2 students specifically mentioned not feeling safe wherever adults are NOT present.

Mapping: Q4. Might the hotness or coolness of certain areas differ depending on your gender? If so why?

- 11 students answered "no".

- 2 of the students that answered "no" said "Except the restrooms".

- 27 students said "yes".

- 5 of the students who answered "yes" stated that the restrooms were a problem.

- 17 of the students who answered "yes" stated that girls and boys feel uncomfortable in different areas, and in different situations.

Mapping: Q8. What can we as students do to make the problem areas safer and more welcoming? How can we feel safer and more comfortable at school?

- 4 students answered, "I don't know".

- 1 student suggested hanging posters about harassment.

- 4 students suggested more recess or outside time.

- 15 students suggested ways to stop bullying such as speaking up when they see bullying, standing up for others and being kind or nice to each other.

Mapping: Q9. In what ways could the school staff make the problem areas cooler?

○ **2 students answered that staff has tried and failed.**

○ **8 students said, "I don't know".**

○ **4 students suggested more consequences for bullying.**

○ **19 students suggested more adult supervision, and 8 of those students stated that staff needs to "pay attention".**

Program Successes

○ Overall students had a good knowledge of boundaries.

○ School Introduced new matrix

○ Increase of SV reports.

○ 2016 CHKS 47 % Increase in students having a voice.

Challenges:

○ **Pre-test**

○ **RBA**

Lessons Learned

○ RBA follow-through

○ Address unsafe areas.

○ Students didn't feel safe on campus (outside of the classroom) due to a lack of supervision.

○ Coaching with classified staff on-site.

○ Sexual Harassment workshop as a prerequisite for next year's incoming 6th grade students.

○ Leadership Group

SHIFTING BOUNDARIES
NSAC 2016

ALAINA STAR,
PREVENTION EDUCATION COORDINATOR

SOLANO COUNTY

- **Population: 436,092 people**
  - **60.4% White alone**
  - **14.8% Black or African American**
  - **1.3% American Indian/Alaska Native**
  - **15.7% Asian**
  - **1.0% Native Hawaiian/**
    - **Other Pacific Islander**
  - **6.9% Two or more races**

  - **26.0% Hispanic/Latino**
  - **39.1% White alone, not Hispanic/Latino**

RELATIONSHIP WITH SCHOOL DISTRICT

MOU with Fairfield-Suisun Unified School District:
- Pre-existing MOU for Rape Prevention Education

  ❖ *Shifting Boundaries* classroom sessions
  ❖ *Shifting Boundaries* Full-Implementation

CRYSTAL MIDDLE SCHOOL (2015-2016 YEAR)

- **Fairfield-Suisun Unified School District**
  - Rural/Urban
- **Middle School (6th - 8th grade)**
  - 6th Grade
- **980 students**
  - 352 6th grade
  - 341 7th grade
  - 287 8th grade
- **High needs population**
- **Full time school counselor**

ADAPTATIONS & PROJECT DESIGN

- **Principal Contact Meetings**
- **Back to School Night & 6th Grade Orientation**
- **RBA development**
- **Individual Classroom Observations**
- **11 6th grade classrooms**
  - Initial mapping activity
  - 6 sessions; weekly
- **Interim Principal**
- **Comment Box**

SUCCESSES

- **Staff Trainings on *Shifting Boundaries***
  - *6th Grade Team*
  - *Administrative Team*
  - *6th and 7th Grade Teams*
- **Respecting Boundaries Agreement**
  - Pre-existing Forms
  - School-wide Involvement
- **Evaluation Results**

NEXT STEPS (2016-2017 YEAR)

- **6th grade <u>and</u> 7th grade**
- **Respecting Boundaries Agreement**
  - Revisions and Record-Keeping
- **Sexual Harassment Fact Sheet**
- **Internal School Reporting System**
- **Counselor Involvement**

CHALLENGES

- **Pre-test and Post-test**
  - Adaptations
- **Teacher Involvement**
- **Staff Involvement**
  - Administration, Security, Campus Security Officer
- **Mapping Activity**

Evaluation Planning:
Challenges and Lessons Learned

Nancy Bagnato, MPH, Chief
State and Local Injury Control Section
Safe and Active Communities Branch
California Department of Public Health

Evaluation Planning:
Challenges and Lessons Learned

- Measuring individual level change with pre/post-tests is relatively easy compared to evaluating changes at the school/community level.

- School staff and teacher participation is crucial to successful program implementation and evaluation, and the ability to measure *and impact* school climate change.

- Many school (community) level outcomes are dependent on changes in administrative staff and teacher knowledge, actions, and beliefs.

Evaluation Planning:
Challenges and Lessons Learned

• Agreements with school administration need to include clear communication regarding the intended outcome of school climate change, and clear expectations of the school administration's role and responsibilities for evaluation activities. School staff should be prepared to:

- – work on reviewing/revising school policies;
- – participate in orientation/training and support classroom and school-wide activities;
- – commit to promoting positive school climate change; and
- – support necessary evaluation-related activities with students and school staff, and provide evaluation data.

Closing Comments

Questions and Answers

For more information:

Nancy Bagnato: nancy.bagnato@cdph.ca.gov

Nan Stein: nstein@wellesley.edu

Devon Sokyrka: devon@nonviolentcommunity.org

Alaina Star: alaina@safequest.us