

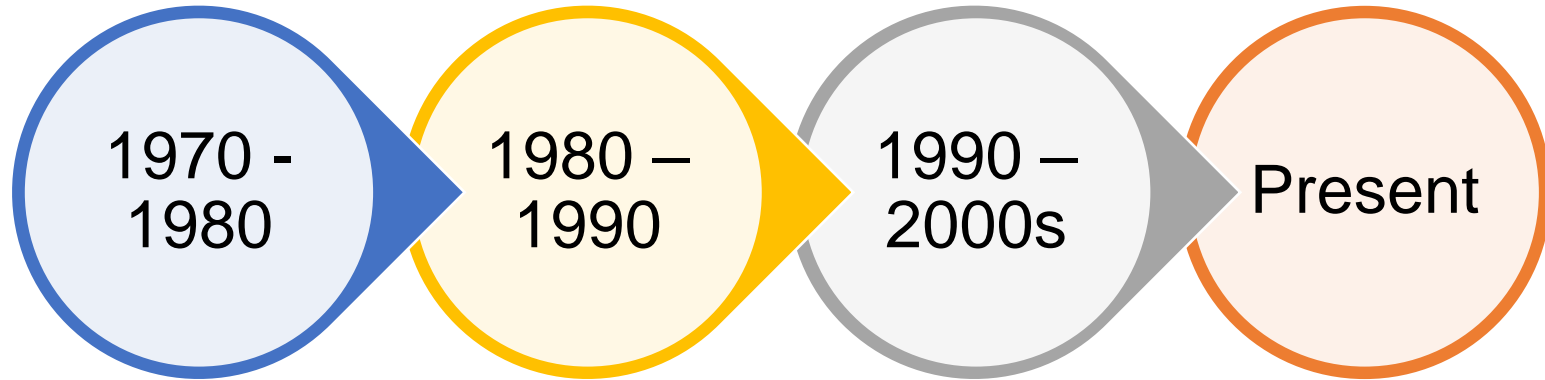
# Community Level Prevention for RPE Leadership Webinar

December 3<sup>rd</sup>, 2019

What year did you get involved in the sexual violence field?

What motivated you about the work at this time?

# History of Work Related to Sexual Violence In the United States



1970 -  
1980

Grassroots battered  
women's justice movement

Earliest rape crisis centers  
established in major cities

UN adopts the convention on  
the Elimination of All Forms  
of Discrimination Against  
Women

1980 -  
1990

The anti-rape movement spreads to universities and other academic institutions

Rape Crisis Centers joined to create State Coalitions – including NY's own State Coalition in 1987.

Public interest and conversation increased but backlash still persisted.

1990 –  
2000s

**1990** - Congress passed the Clery Act, requiring colleges and universities to report rape and other crimes.

**1994** - Violence Against Women Act (VAWA) is passed; Collaborations between community organizations and government formed to address domestic violence

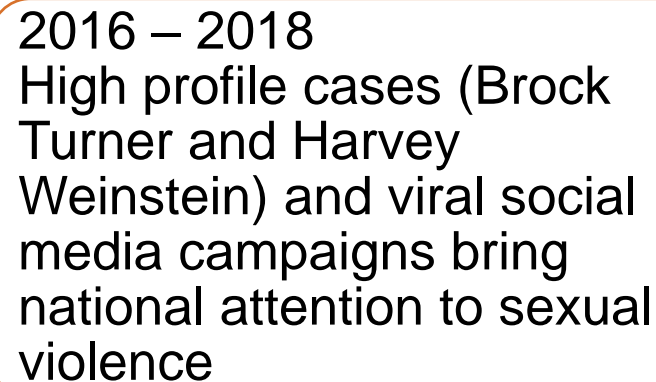
**1996** - World Health Organization declares Intimate Partner Violence and Sexual Violence global public health problems



Present



2011 - Department of  
Education releases “Dear  
Colleague Letter”



2016 – 2018  
High profile cases (Brock  
Turner and Harvey  
Weinstein) and viral social  
media campaigns bring  
national attention to sexual  
violence



How does the RPE Program fit  
into this?

# What is Community Level Prevention?



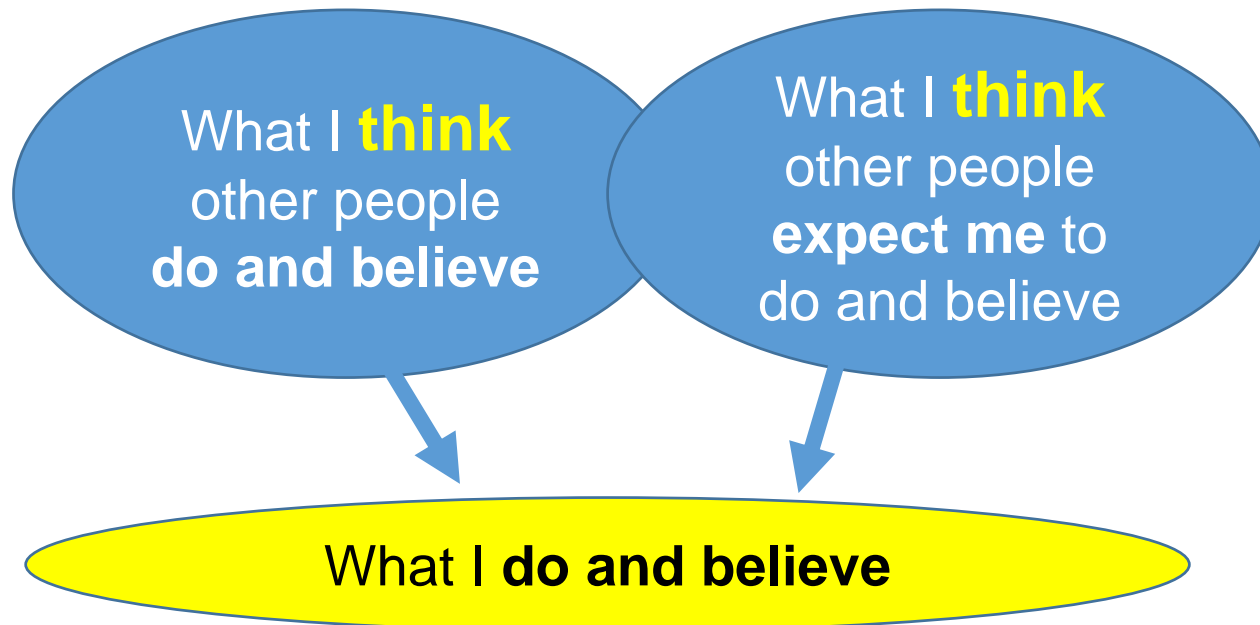
# Effective Community Level Plan

- Integrated and Comprehensive
- Focused
- Multilayer approach:  
**multiple** interventions  
that work in **synergy and**  
**reinforce** each other



# Social Norm

“Sanctioned” behavior, beliefs, and attitudes  
in a given community



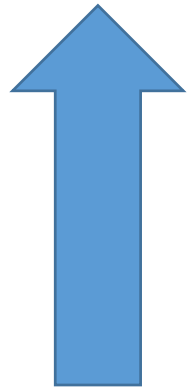
# Social Norms Associated with Sexual Violence Prevention

- Supporting and affirming consent
- Active bystander behaviors
- Empathy and emotional health
- Healthy relationships
- Healthy gender roles and expectations
- Celebrating diversity/respect for others

# “Concretize” the Social Norms

- What **thoughts and behaviors** do we want to **decrease** or see less of?
- What **thoughts and behaviors** do we want to **increase** or see more of?

# Bystander Intervention

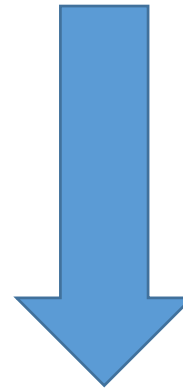


## **Thought:**

*“They look uncomfortable I should get help”*

## **Behavior:**

*Asking, “are you okay?”*



## **Thought:**

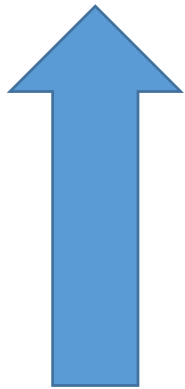
*“It’s not my problem. I should mind my business”*

## **Behavior:**

*Walking away or looking away*



# Supporting and Affirming Consent

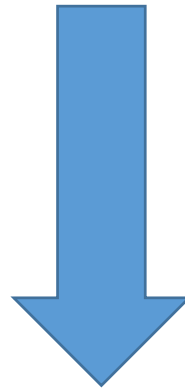


## **Thought:**

*“I should check in to make sure that they want to continue”*

## **Behavior:**

*Asking, “Can I continue?”*



## **Thought:**

*“They already kissed me. They are just playing hard to get.”*

## **Behavior:**

*Keeps trying to make advances without checking in.*

Social Norm	Thoughts and actions that we hope to decrease	Thoughts and actions that we hope to increase
Supporting and affirming consent	<p>“Girls usually say ‘no’ to sexual activity when they mean yes”</p> <p>Pressuring people into sexual activity when they say no</p>	<p>“When someone says ‘no’ to sexual activity it is important that I listen”</p> <p>Seeking affirmative consent when engaging in sexual activities</p>
Active bystander behaviors	<p>“It is not my job to intervene, someone else will intervene”</p>	<p>“I know that people usually want me to intervene in a dangerous situation”</p>
Empathy and emotional health	<p>“Sexual violence does not impact me”</p> <p>“People who are raped probably deserve it”</p>	<p>Talking about sexual violence and related social norms to the people in my community</p>
Healthy relationships	<p>“When I get jealous I have the right to tell my significant other what to do”</p>	<p>“I should not feel controlled by my significant other”</p>
Healthy gender roles and expectations	<p>“It is not right for women and girls to express opinions too strongly”</p> <p>Bullying people for being LGBTQ</p>	<p>“It is beneficial for women to be leaders and involved in different professions”</p>
Celebrating diversity/respect for others	<p>Sexual violence does not impact the people in my community</p> <p>“Gay people cannot be sexually assaulted”</p>	<p>“Men, women, trans people and people of all races can be victims of sexual violence”</p>



How Do We  
Apply this to  
Our RPE  
Work?

# The Role of the Regional Coordinator

# Effective Community Level Plan

- Integrated and Comprehensive
- Focused
- Multilayer approach:  
**multiple** interventions that  
work in **synergy and**  
**reinforce** each other



# Defining the community

## Nightlife



## School District



## Sports Teams



## Neighborhood



# Engaging Decision Makers

- Identify Decision Maker
  - Decision Makers vs. Champions
- Work with Decision Maker to:
  - Determine the vision
  - Present ‘menu’ of strategies to implement
    - Training, Signage, Environmental Interventions, etc.
  - Plan implementation

# Implement Multi-Layered Approach

- Policy
- Social Norms Approach
- Implement Evidence Based Interventions
- Media (Social Media/Signage)
- Environmental Interventions
- Modeling Behavior





# Closing