

What We've Learned from Start Strong Schools

Piloting two evidence-based curricula
in school and after-school programs
across the USA

Key Pad Question

Did you come here to learn about:

- 1) Proven curricula you could implement in your school district
- 2) Tips for getting into schools and successfully implementing a program
- 3) Other strategies for school climate change



**You're in the Right
Place!!**

Youth Perspective: Who should teach youth about healthy and unhealthy relationships?



Why are schools the optimal place for reaching middle school youth (and parents)?



Pre-Teens Have to Be There!

98% young people ages

7-13 are enrolled in school

(U.S. Census Bureau, Current Population Reports, 2009).

Reach families in poverty

& undocumented

immigrants

Focal point of community life

Historically have a public health role

More importantly...

- **Connections exist between students' immediate health status and academic performance.**

(Wolford-Symons, Cynthia. Bridging Student Health Risks and Academic Achievement through Comprehensive School Health Programs.. Journal of School Health 67 (Aug 1997): 224.)

- **Research shows that well-designed, well-implemented school health programs can promote healthy behaviors.**

(Kann, Laura, Nancy D. Brener, and Diane D. Allensworth. Health Education: Results from the School Health Policies and Programs Study 2000.. Journal of School Health 71 (Sep 2001): 266-278.)

The Need Is There!

- The classroom may be the only place many young people receive health information, build essential personal and social skills, and have positive behavior consistently reinforced.
- Few schools operate well-coordinated, high-quality and cost efficient health programs.

(Bogden, James. (2003). How schools work & how to work with schools: A Primer for Professionals who serve children and youth. National Association of the State Boards of Education)

How did we choose curricula?

Evidence-based curricula in 2008

- Safe Dates
- Fourth R

One more recently proven effective:

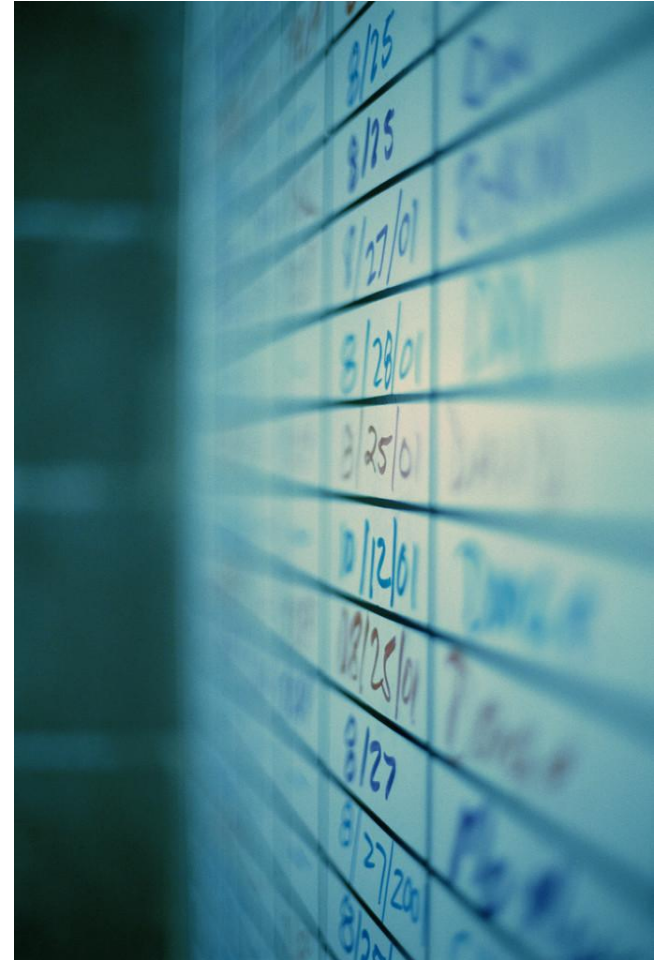
- Shifting Boundaries (Nan Stein & Bruce Taylor)

Where Can We Incorporate a Curriculum?



Classes Where Curricula Taught

- Health
- Advisory
- English Language Arts
- Math
- Social Studies/
American History
- Science
- Teen Leadership



Why do we need curriculum AND school climate change?



Curriculum & Environment Go Hand in Hand



School Climate is:

Rules and Norms -
clearly communicated

Sense of Physical
Security

Sense of Social and
Emotional Security



(National School Climate Center. The 12 Dimensions of School Climate Measured.
<http://www.schoolclimate.org/climate/>)

School Climate is...

Respect for
Diversity

Supportive and
caring adult
relationships
for students

Supportive and
caring peer
relationships



Feeling connected to
school/positively identified

Be Patient yet Persistent

*Organizational change occurs
through gentle pressure,
relentlessly applied.* (anonymous wise sage)

Curricula



Where are teens gathering information about relationships?

How can we ensure that young people get the information they need to develop healthy relationships?

Selecting a curriculum: Criteria to consider

➤ Broad Considerations

- ❑ Materials based on State and/or National standards of health education
- ❑ Effectiveness in behavior change demonstrated by evaluations
- ❑ Curricula content
 - Inclusive of a wide variety of topics that are involved in dating abuse - lessons on sexual assault, stalking, information regarding how to handle situations like jealousy, etc.
- ❑ Diversity



Selecting a curriculum: Criteria to consider

➤ School considerations

- ❑ Curricula need to be school specific
 - Middle versus High School
- ❑ Can materials be integrated into already existing health/English/art curriculums



- ❑ Curricula need to be flexible
 - Allow sessions based off allotted time
 - Adaptable for multiple classroom settings (Life skills, health, English, art, social studies)
- ❑ Classroom teacher vs. outside instructor

Selecting a curriculum: Criteria to consider

➤ Teaching considerations

- ❑ Curriculums need to involve multiple sessions that are either conducted in small groups or classrooms
- ❑ Teaching methodology or techniques
 - Wide variety of teaching methods and activities that allow students to be active including up-to-date videos, images, role playing



Selecting a curriculum: Criteria to consider

Recommended Action Steps

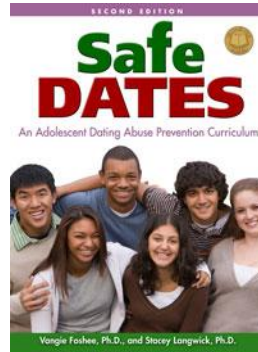
- ✓ Health educators review curricula
- ✓ Teens review curricula
- ✓ Choose curriculum that allows flexibility while still maintaining fidelity



Evidence-based Curricula

Safe Dates

- ❑ Tied to state requirements
- ❑ Student awareness on healthy and abusive dating relationships
- ❑ Equips students with the tools to help themselves/friends in abusive dating including positive communication, anger management, and conflict resolution.
- ❑ Taught by teachers or prevention specialists
- ❑ 10 sessions
- ❑ Includes dating abuse play and poster contest



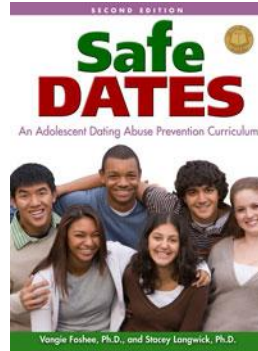
The Fourth R

- ❑ Tied to State requirements
- ❑ Social Emotional learning and skills-based approach
- ❑ A relationship-based approach to reducing dating violence and other related risk behaviors: peer and dating violence prevention, healthy growth and sexuality, substance use and abuse.
- ❑ Taught by teachers
- ❑ 21 lessons, flexible sessions
- ❑ Covers multiple risk behaviors

Evidence-based Curricula

Safe Dates

Significant Outcomes



- Perpetration of psychological abuse
- Perpetration of sexual abuse
- Perpetration of violence against a current dating partner
- Perpetration of moderate physical abuse
- Perpetration of severe physical abuse
- Sexual abuse victimization
- Physical abuse victimization



The Four R

Significant Outcomes

- Physical Dating Violence
- Condom use
- Violent delinquency

From: SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP)

Safe Dates Quotes from Facilitators

“The Feelings handout was very useful--it gave the students more vocab to describe how they feel and what terms mean to them. We needed time to talk and define some of the terms as a group.”



“Sexual assault quiz showed that gender stereotyping is SOO prevalent.”

Fourth R Quotes from Facilitators



“They were taken aback when they realized that most of the protection from pregnancy does not protect against STI's.”

“Boys had a hard time with birth control. They believe it's still the girls' responsibility.”

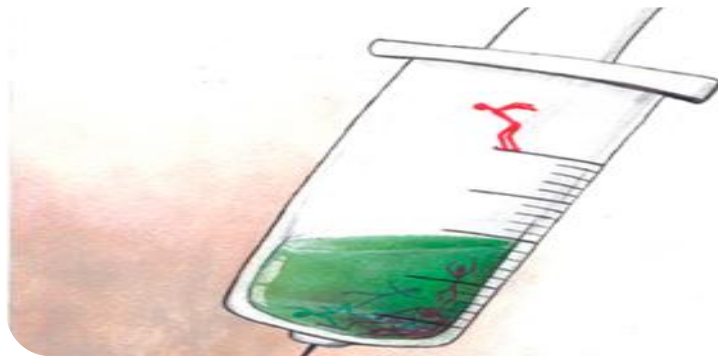
Fourth R Quotes from Facilitators

“The bully and cyber bullying lessons had a tremendous impact. Even now, I see the results of the lessons. The students are now more sensitive to the needs of others. I have seen this in how they deal with each other and how they deal with staff.”



Fourth R Quotes from Facilitators

“Students loved the lesson on the repercussions of drug use. They were so into the lesson that that they decided to create presentations (skits, power points, puppet shows) to draw attention to some of the issues.”



Fourth R Quotes from Facilitators



“Learning how to get out of an abusive relationship is really important. Explicit info on how to deal with this type of situation is very beneficial to students.”

Key Pad Question

Based on the information you just heard Kyle discuss about the different curricula, which do you think would work best in your school district or area?

1. Safe Dates
2. Fourth R



Activity from Fourth R



- Looks like...
- Sounds like...
- Makes you feel...

Getting Accepted: Working with Schools

1. Evaluate the educational environment in the community you serve.
 - Assess school readiness
 - Learn about local educational settings, protocols, and priorities
2. Inform key stakeholders of your work.
 - Include both high level stakeholders as well as district teachers and principals
3. Determine what individuals or groups you must persuade.
 - Consider administration buy-in versus teacher buy-in
 - Whose buy-in is really necessary for the success of your program?

Key Pad Question

Whose buy-in do you think is more important for the success of your program?

1. Administration buy-in
2. Teacher buy-in



Getting Accepted

4. Identify key allies.

- Identify a school champion or liaison
- Consider broad based support

5. Develop your case.

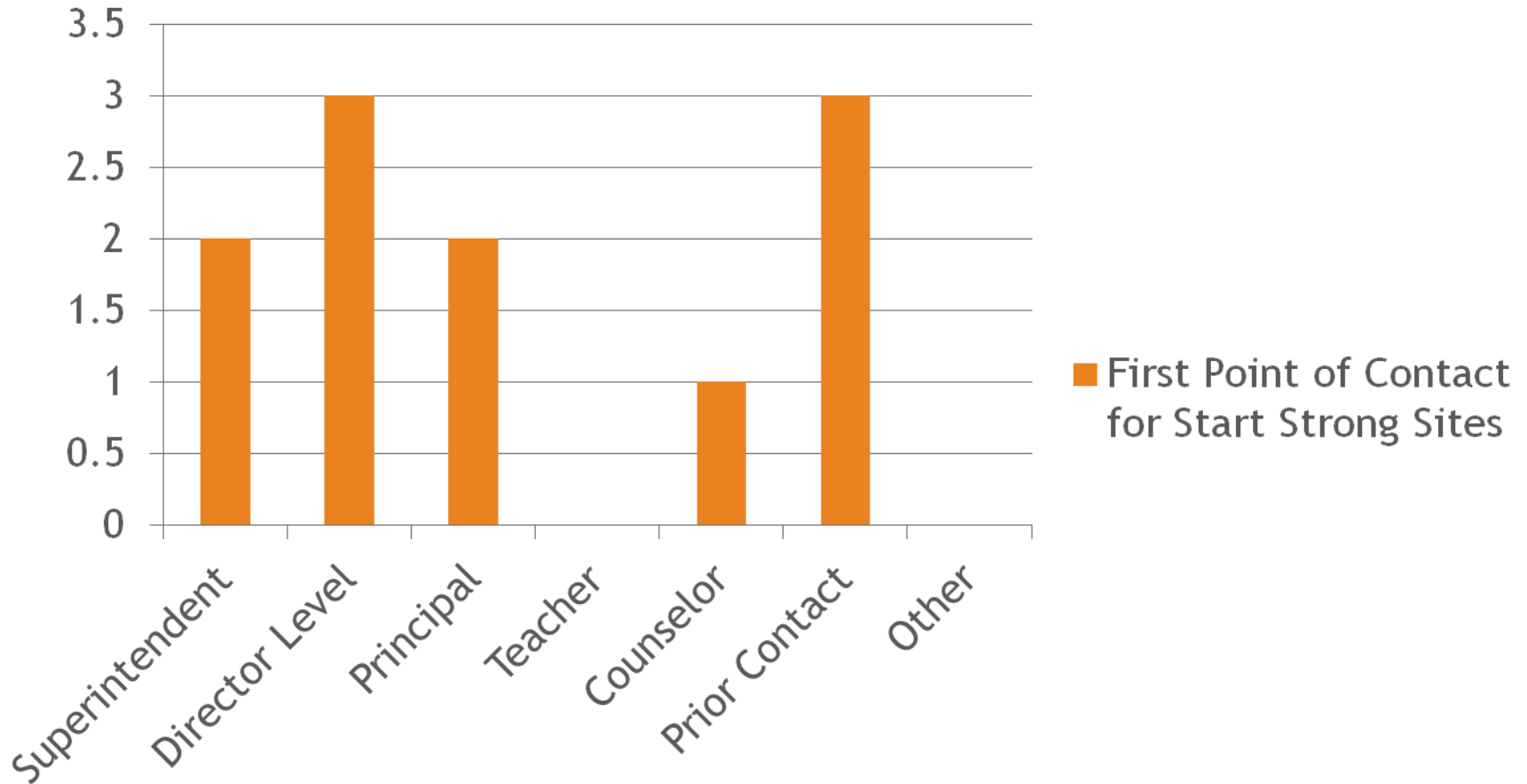
- Use information from Step 1 to build your case
- Be prepared!

6. Make your “ask.”

- Clearly articulate what you want and what you’re asking for
- Consider using a key ally or champion from Step 4 to make the ask for you



First Point of Contact for Start Strong Sites



Getting Accepted

7. Seek media support for your work along the way.
8. Participate in meetings with key stakeholders.
9. Offer ongoing support and information throughout the process of development and implementation.
 - Be willing to compromise
 - Be flexible with program implementation models
10. Establish a procedure for evaluating, updating and improving your efforts.
11. Consider sustainability efforts.



REJECTED

Key Pad Question

Are you currently delivering healthy relationship programming?

1. Yes
2. No



Implementation Strategies: Now what?

- Consider the educational environment
 - Urban vs. Rural
 - Big School District vs. Small School District
 - Public, Private, or Charter School

Start Strong Sites:

Atlanta
Austin
Bronx
Bridgeport
Boston
Idaho
Indianapolis
Los Angeles
Oakland
Rhode Island
Wichita



Youth Perspective: How should healthy relationship education be taught?



Implementation Strategies

Method of program delivery

- Program Staff vs. School Staff



Special Considerations

- Need for staff training
- Comfort level of teacher
- Collaboration with support staff
- Ongoing support and development

Implementation Strategies

Stipends/Rewards

- A few considerations:
 - Rewards don't have to be monetary
 - Make sure you are working with people who are invested in the project and not just the reward
- Make sure your partnering school district allows stipends or rewards to be distributed



Implementation : Now what?

- **Unforeseen challenges?**
 - Budget cuts, staff turnover, or school or district change
- **Here's your opportunity!**
 - Be highly adaptive
 - Be receptive to outside signals
 - Be agile enough to change course
 - Be flexible enough to respond to new opportunities



Implementation Strategies

- Expand in-school strategy to other school activities
 - National Teen Dating Violence Awareness & Prevention Month
 - Movie showings
 - English/Reading and Writing Contest

Can't Change Me
I am beautiful
And I don't care what you say
You can love me for me
I am not going to change
I love you
You say you love me, too
But I don't know what you say
If it's really the truth
I hope you understand
You can't change my mind
You can't change my looks
You can't change my views
And you definitely,
One hundred and ten percent,
Can't
Change
Me

Danielle Siegel
South Junior High School
Ms. Olley — Teacher

Love What's REAL Writing Contest

Middle/Junior High School Writing Contest
Enter the **Love What's Real** writing contest for National Teen Dating Violence Awareness & Prevention Month. Writing must be 75 words or less (800 does not count). The prompt is "What do healthy teen relationships feel like, sound like or look like?"

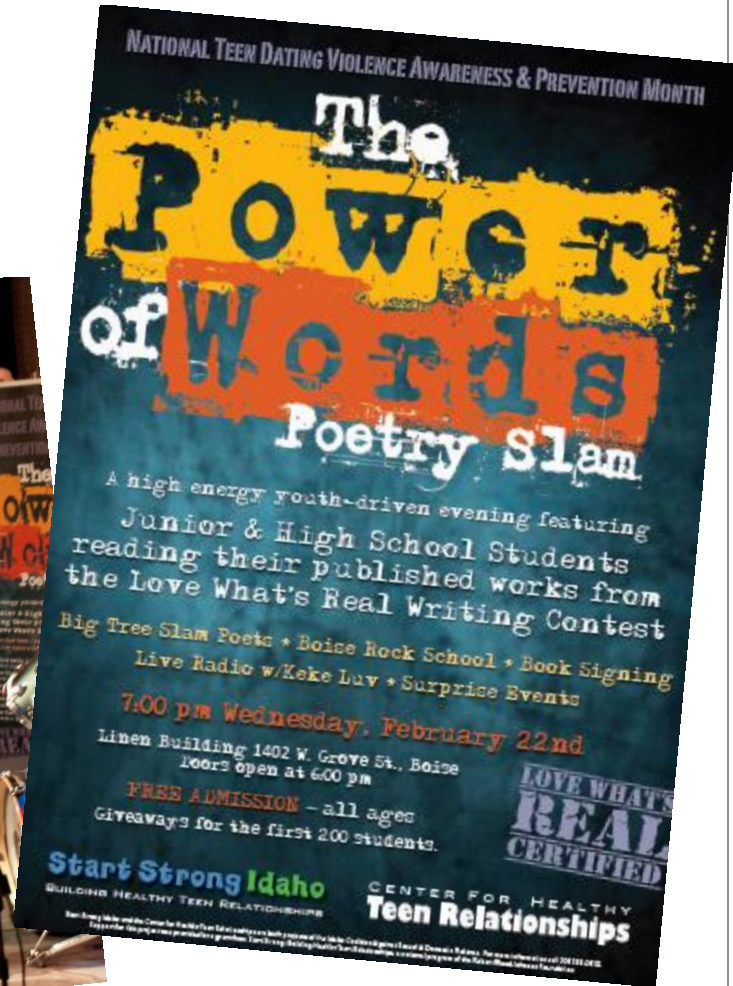
Writing tips from Idaho's nationally recognized award-winning authors — Anthony Doer and others — and Idaho's outstanding poetry teachers will be posted weekly on the **Love What's Real Facebook** page beginning October 15th.

Awards
\$500 First Place Winner **\$250** Second Place Winner **\$100** Third Place Winner
\$25 for each of the additional 100 or more writings selected for publication.
Make sure your school is represented!

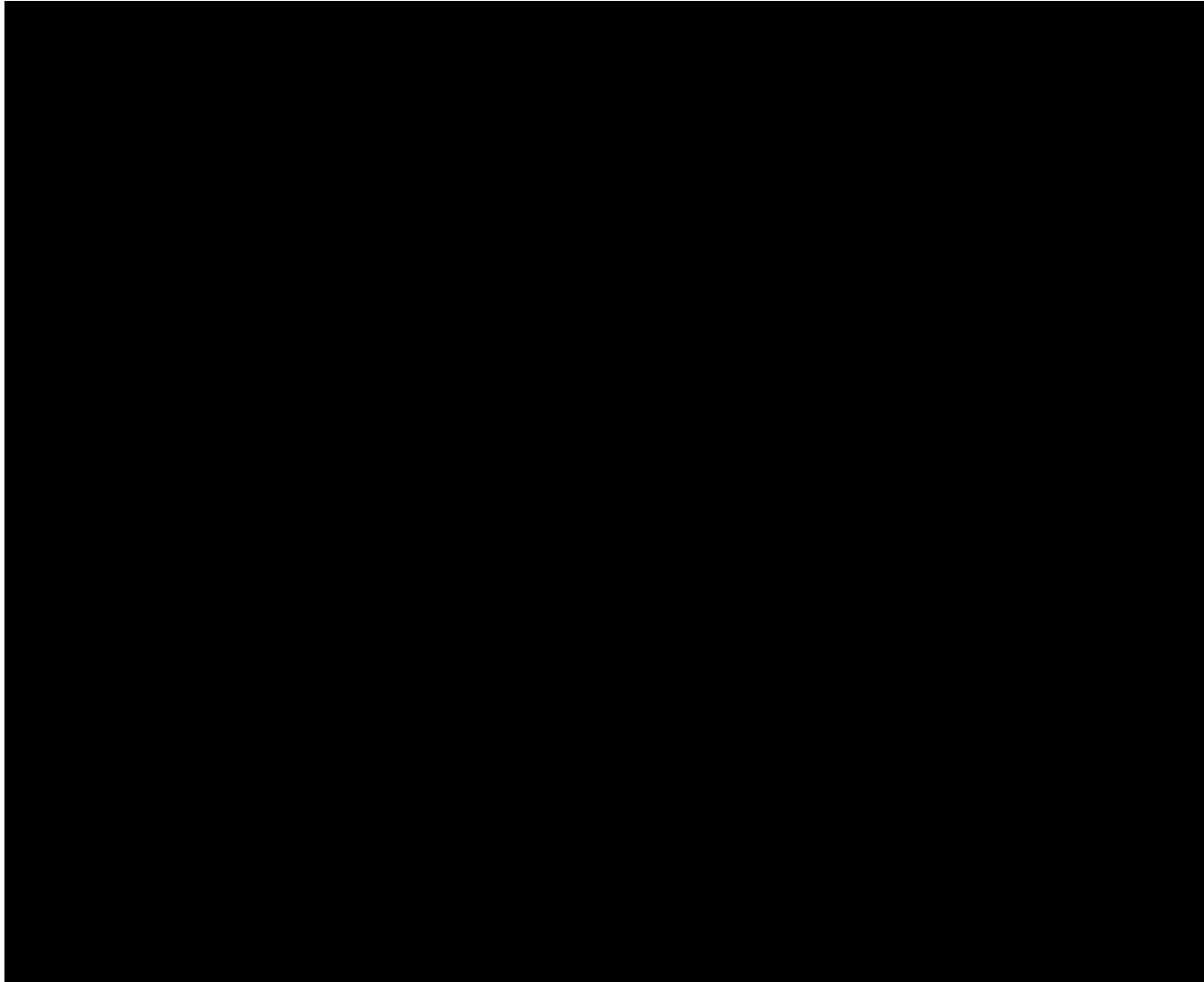
Go to www.startstrongidaho.com to enter by **December 5th**
Questions? Contact the Idaho Coalition Against Sexual & Domestic Violence at 1.800.275.6118.
Support for this contest provided by agencies from Start Strong Building Healthy Communities, a national organization that is not affiliated with this contest.

Implementation Strategies

- Expand in-school strategy to out of event



Power of Words



Implementation Strategies

- Expand out of school events to in-school strategy



Out of School Settings

- **Why do it? Youth are there!**
 - Youth Organizations
 - Boys & Girls Clubs
 - Girl Scouts
 - YMCA
 - After School Programs
 - Cultural/Ethnic Organizations
 - Faith-based youth groups
- **Youth organizations - champions and allies!**



Out of School Settings



- **Challenges**
 - Fluctuating attendance
 - Focus on athletics or homework/tutoring
 - No need for topic area
- **Opportunities**
 - Mutual goals
 - Expand youth leadership
 - Build on existing curricula or activities
 - Build capacity of youth organization staff as champions

Questions?

Assessing
Readiness
Rural - Urban

School
Engagement
~
Champion in
School

Out-of-
school
activities

I'd like to
know
more
about...

How do I
get
started?

Safe Dates
vs
Fourth R

School climate
change