



Prevention

"Strategies for Engaging
LGBTQ Youth in Dating Violence
Prevention Efforts"

Lórien Castelle
Director of Prevention Programming
New York State Coalition Against Domestic Violence
(585) 413.0887 | Fax: (585) 413.0887
Castelle@nyscadv.org

1



Frameworks

- Public Health Model for primary prevention- DELTA
- Promising youth engagement practices
- Domestic violence movement analysis
- Community organizing techniques
- Social change analysis

2



Defining "Youth-led"

The issue of youth leadership has to do with a few key questions:

- Who decides how RESOURCES will be allocated?
- Who decides WHAT gets done?
- Who decides HOW it gets done?
- Who DOES it?

3



A youth-led organization or project

- "is one in which the youth decide *what* gets done and *how* it gets done,
- Youth-led does not necessarily mean "no adult involvement or role,"
- Youth-led is a *relationship* between youth and adults where adults are supporting youth to gain the skills, information and capacity to make decisions..."

– The Movement Strategy Center and the Young Wisdom Project

4



A youth-led organization or project

- Adults are **coaches**, trainers, and advisors to young people who are the decision makers,
- Youth leadership promotes the notion that adult allies should not do for youth what young people can do for themselves."

– The Movement Strategy Center and the Young Wisdom Project



A Spectrum of Youth Engagement

Youth led

Youth run
Youth driven
Youth involvement
Youth participation
Youth as clients

6



- Youth as clients- youth served by adults/no input in program or decision making
 - Youth participation- input occasionally solicited by adults
 - Youth involvement- youth provide regular input
 - Youth driven- substantive, meaningful roles and leadership
 - Youth run- youth hold majority of staff positions, run day to day operations
 - Youth led- all leadership positions are served by youth

7



Ways to involve teens:

8



Definitions

Dating Violence is physical, emotional, or verbal abuse by one partner towards another in a dating relationship.

- It is referred to by a variety of names—relationship violence, dating abuse, and intimate partner violence—terms used interchangeably.
 - **Interpersonal violence** suggests violence *between* people- not applicable here--Our analysis refers to a *pattern* of abusive behavior aimed at *controlling* or hurting a dating partner and thus includes coercive tactics, threats and acts of intimidation.

(WomensLaw.org, 2007; CDC, 2007)

9



Definitions

- The pattern of coercive tactics or behavior can include physical, emotional, economic, sexual or stalking behavior.
 - *Culturally* learned and *socially* condoned...
 - ***If it's learned it can be unlearned!***

10



Definitions for today:

Primary Prevention: Stopping violence *before* it occurs, changing conditions in the culture.

Social Change Movement: Formally organized group that acts consciously and with some continuity to promote or resist change through collective action.

11



Prevention & Intervention

Prevention:  preventing dating violence from ***initially*** occurring

- Focusing on conditions that support it
 - Focusing on promoting conditions that inhibit
 - Promoting behaviors you want others to adopt

Intervention*:
Addressing the effects of
the violence after the
violence has occurred
and preventing a re-
occurrence of violence

- Recognizing
 - Responding
 - Referring

*sometimes referred to as secondary and tertiary prevention

12



Prevention is NOT

- A one-time session or event
- One skill-building session
- One protocol

Prevention is:

an ongoing process, requiring a commitment to social change efforts that compliment intervention strategies

13



Youth Engagement Strategies

- Youth informed, youth driven, youth led, youth directed...moving along the continuum"
- Peer service learning model, promotes leaders
- Strength-based, promoting positive behaviors not focused on stopping negative

- Nurturing a core group of leaders...
Growing activists!!

14



Promising Practice Framework:

- Public Health Model:
 - Social ecological model
 - Prevention Principles- comprehensive, sufficient dosage, etc...(see handout)
 - Risk and protective factors
 - Prevents first-time perpetration/changes KABB's (Knowledge, Attitudes, Beliefs & Behaviors)



15



Promising Practice Framework:

- New York DELTA
 - Promoting positive behavior vs. stopping “bad”
 - Changing social norms/conditions—focusing on perpetration rather than victimization
 - Saturation vs. sprinkling
 - Domestic Violence Movement Analysis
 - Anti oppression framework
 - Social cultural context
 - Community Organizing/Social Movement Theory
 - Youth Informed to Youth Driven to Youth Led
 - Awareness to ACTION

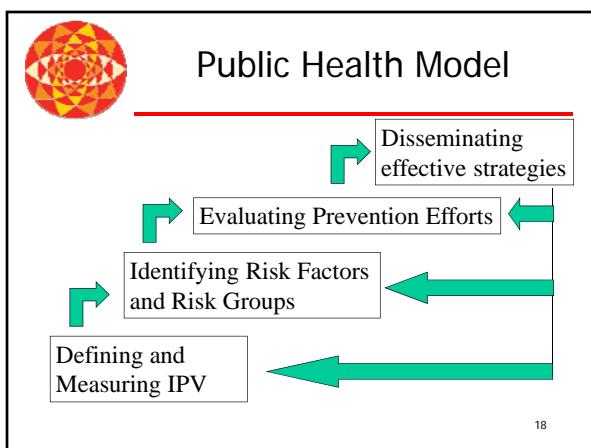
16



Prevention Principles

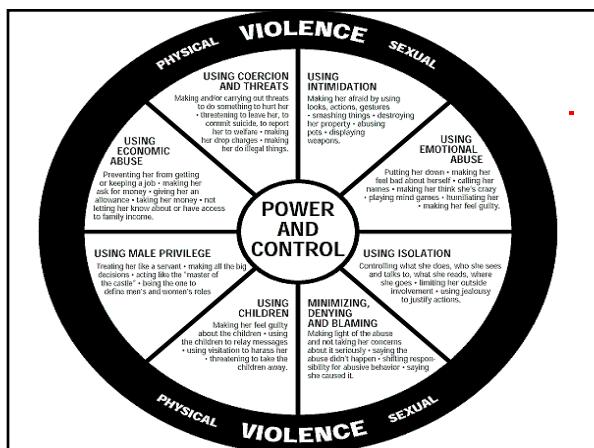
- Comprehensive
 - Varied teaching methods
 - Sufficient dosage
 - Theory driven
 - Positive Relationships
 - Appropriate timing
 - Socio-cultural relevance
 - Outcome evaluation
 - Well- trained staff

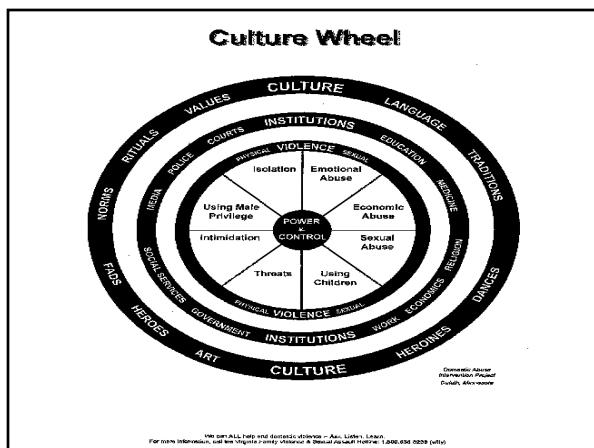
17



18









Strategies: Paul Kivel

- Days of Respect: Organizing a School-wide Violence Prevention Program (HS, Middle)
 - Step-by-step instructions for putting together an event that brings together students, parents, teachers and community leaders for a common goal: preventing violence and creating an atmosphere of respect in school so that everyone can feel safe.
 - Making Allies, Making Friends: A Curriculum for Making the Peace in Middle School
 - Flexible, multi-track curriculum design has over 30 innovative, creative classroom sessions designed to prepare young people to build a healthy multi-cultural community and prevent violence. They address issues of race, class, gender and sexual identity that middle-schoolers face and can be adapted to the needs of many different school environments.

27



Strategies: Paul Kivel

- Making the Peace: A 15-Session Violence Prevention Curriculum for Young People
 - "Once again, the Oakland Men's Project leads the way in our field in creating a thoughtful, sensitive and user-friendly curriculum. Their comprehensive approach helps young people deal with the deeper more sensitive issues around violence in a caring safe and respectful manner."
 - I Can Make My World a Safer Place: A Kid's Book about Stopping Violence (6-11 yr olds)
 - This book, which was written for adults to read with 6-11 year olds, is about the first steps in preventing, healing from and finding alternatives to violence. Topics include what to do about teasing and bullies, fights, gangs and weapons, anger, drugs and suicide, child abuse and domestic violence.

23



Why promising?

- Public health model:
 - Incorporates prevention principles (varied learning methods, sufficient dosage, positive relationships)
 - Addresses KABBS
 - Social ecological – individual and relationship
 - NYS model:
 - Address anti-oppression (sexism, racism, classism, homophobia)
 - Pro-social messages
 - Saturation
 - Youth led
 - Community organizing methods

26



Ways to involve teens:

- Utilize a peer service learning model
 - Youth are deliverers of the message
 - Conduct focus groups- "rap sessions". Have teens facilitate!
 - Have teens design activities, programs, curricula, author and act in plays, conduct poster contests
 - Have teens help to interpret research- help to design "research"
 - Nurture a core group of leaders...

25



Ways to involve teens:

- Teens need to see themselves in the program/activities
 - Most are not gay positive enough for LGBTQ(IFP) youth to do that
 - We can fix that with a few simple adjustments to our youth programming...

26



LGBT-friendly ideas

Post Signs:

- Display signs notifying students of LGBT Pride Month, as you might for Black History Month or Women's History Month.

Cover LGBT History in Class:

- Use GLSEN's *When Did It Happen: LGBT History* activity to teach your students about important leaders and events in LGBT history.

Gay, Lesbian Straight Education Network www.glsen.org

27



LGBT-friendly ideas

Increase Knowledge:

- Use GLSEN's *Talking the Talk: LGBT Terminology* resource to increase your students' knowledge of LGBT terminology and their history. This will increase students' understanding and give them the foundation to begin discussing LGBT issues in class.

Read LGBT Themed/Inclusive Books in Class:

- Use GLSEN's BookLink (an online resource featuring LGBT themed/inclusive books organized by grade level) to find books appropriate for your classroom.

www.glsen.org

28



LGBT-friendly ideas

Teach Respect:

- Use GLSEN's *Think B4 You Speak Educator's Guide* to teach respect and inclusiveness of LGBT students with the campaign's public service announcements (PSA's) featuring Wanda Sykes and Hilary Duff. Watch the PSA's online or request a free DVD and set of six *Think B4 You Speak Posters* from GLSEN.

Resource: www.thinkb4youspeak.com

29



GLSN's Safety Kit

WHAT'S INCLUDED IN THE *GUIDE TO BEING AN ALLY TO LGBT STUDENTS*?

The *Guide to Being an Ally* contains four main sections.

- ▼ **Know the Issues** gives background information about the experiences of LGBT students and anti-LGBT bias.
- ▼ **Support** describes specific actions you can take to be an effective support to LGBT students.
- ▼ **Educate** discusses ways to teach students and inform school staff about combating anti-LGBT bias and behavior.
- ▼ **Advocate** provides strategies you can use to promote change within your school.

The last section includes additional materials, including definitions of LGBT-related terms and a comprehensive list of resources and referral sources for LGBT youth.

30



Guiding Principles

1. ***If it's learned it can be unlearned!***
2. Prevention is an *ongoing process*, requiring a commitment to *changing social norms* with activities that *compliment* intervention strategies
3. Move from awareness to ACTION. Nurture a core group of leaders...Grow activists!!
4. Knowledge, changes in the environment and long-term programming is needed. (Address KABB's at every level of social ecology.)
5. Design programs to address those with greatest need/risk

31



Wrapping up..

1. Can you identify one thing we discussed today that you are really excited about and that you are going to make happen back at work?
2. Can you identify one thing we discussed today you want to know more about?

32
