

ICCR WEBINAR SERIES

FEBRUARY 2023

RURAL COLLABORATIONS TO END TEEN DATING VIOLENCE

IDAHO COALITION AGAINST SEXUAL & DOMESTIC VIOLENCE
OVW RURAL TECHNICAL ASSISTANCE PROVIDERS ON
TEEN DATING VIOLENCE



DISCLAIMER

OVW TA RURAL TEEN DATING VIOLENCE PROJECT

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WELCOME & INTRODUCTIONS!

MEET YOUR FACILITATORS!



JESSICA MORENO, LCSW

SHE/HER

COLLECTIVE

CAPACITY

CONSULTING



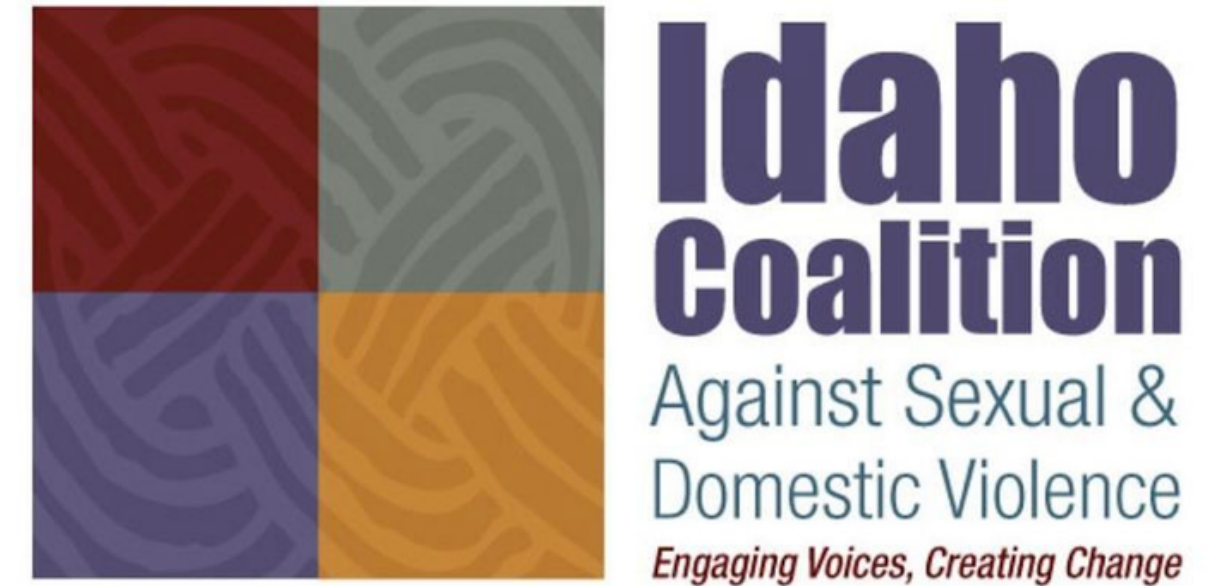
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THEY/THEM

IDAHO COALITION AGAINST
SEXUAL & DOMESTIC
VIOLENCE

RURAL TEEN DATING VIOLENCE PROJECT

WELCOME & INTRODUCTIONS!



RURAL TEEN DATING VIOLENCE PROJECT

CRITICAL DEFINITION FOR TEEN DATING VIOLENCE

"... a general term used to capture any type of violence rooted in exploiting unequal power relationships between genders. [Including] gender norms and role expectations specific to society as well as situational power imbalances and inequities..."

New York City Mayor's Office to End Domestic Violence



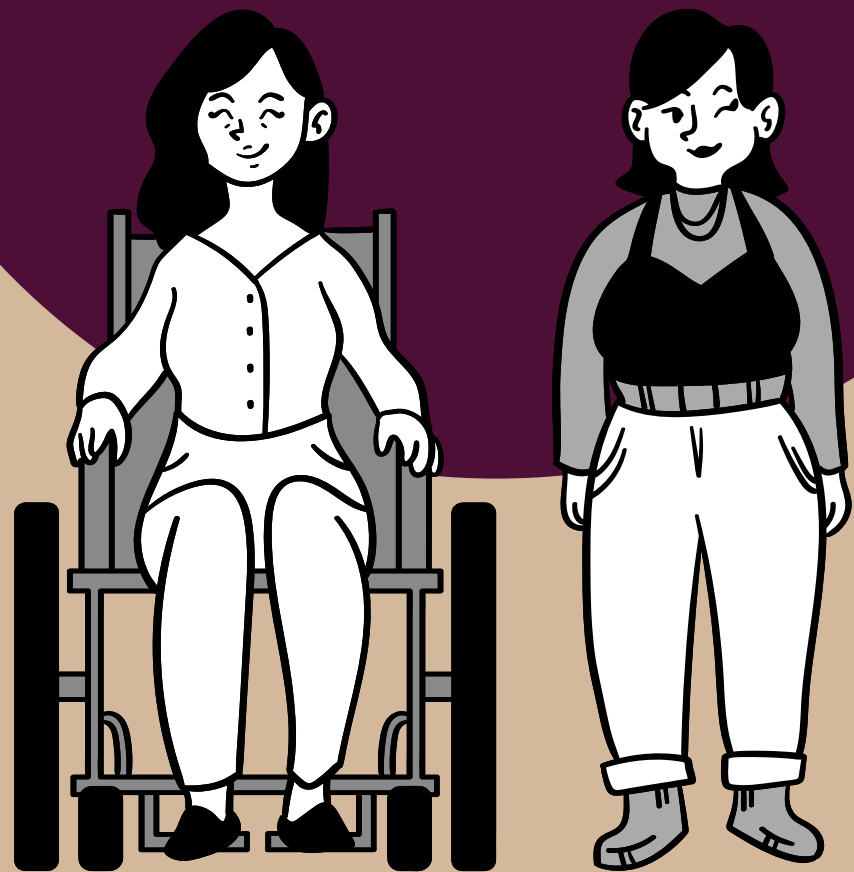
EXAMPLES OF **TEEN DATING VIOLENCE**

- Stalking
- Technological
- Harassment
- Hazing
- Physical
- Emotional/Psychological
- Sexual Assault & Rape

Continuum and Patterns of Power & Control



UNIQUE BARRIERS



- availability of services for youth
- transportation
- parental involvement laws
- mandated reporting
- no-low financial freedom
- language
- awareness of resources/services
- school involvement

TRAUMA INFORMED CARE & ADVOCACY SPECIFIC TO:



BLACK, BROWN & INDIGENOUS YOUTH

How do we center the experiences of non-white Youth?



QUEER & TRANS YOUTH

What ways can we make sure that we are meaningfully engaging Queer & Trans Youth?



YOUTH W/ DISABILITIES & DEAF YOUTH

In what ways are our services & programming accessible to everyone?

HISTORICALLY MARGINALIZED COMMUNITIES

TRAUMA INFORMED CARE & ADVOCACY SPECIFIC TO:



IMMIGRANT & RESETTLED YOUTH

Is our programming culturally relevant & sensitive to non-citizens & resettled folks?



JUSTICE-INVOLVED YOUTH

In what ways are we creating space for participation from Youth who are institutionalized?



RURAL YOUTH!

What challenges are there for youth in rural communities?

HISTORICALLY MARGINALIZED COMMUNITIES

IDENTIFYING POTENTIAL COLLABORATORS



Purpose	Partners
Develop and implement an awareness raising campaign	<ul style="list-style-type: none"> → Representatives from local media → Local artists, especially youth artists → Young people who are especially active in social media or other public venues
Develop dating violence and sexual assault policies for a high school	<ul style="list-style-type: none"> → Faculty and administrators → Title IX representatives → Individuals who would be responsible for enforcement of policies → Students active in campus-student groups
Coordinate dating and sexual violence comprehensive responses	<ul style="list-style-type: none"> → Mental health counselors and social workers → Health care providers → Youth survivors of dating violence → Restorative justice activists
Lobby for policy change efforts at the city level	<ul style="list-style-type: none"> → Prominent business people, members of chambers of commerce → Current or former staffers for council members → Students with an interest in government
Implement a comprehensive prevention effort in the school district	<ul style="list-style-type: none"> → School personnel → Representatives from after-school programs → Students from various schools with various interests

Questions for Reflection

Need for the Collaboration	<ul style="list-style-type: none">- What is the specific problem we are trying to address by forming this collaboration?- How does this collaboration address the problem and how would it potentially lead to a solution?- How is this work made better or what is the value added by forming the collaboration?
Current State of the Relationships	<ul style="list-style-type: none">- Do we have authentic relationships with the people most impacted - youth, and specifically youth from historically marginalized communities?- What is the history between all of the partners in the collaboration?- What are some anticipated challenges with the different parties working together?- What specific partnerships or collaborations have worked in the past in our community?
Core Principles	<ul style="list-style-type: none">- What do we always want to keep in mind as we collaborate together?- Why is this collaboration important?- Who is at the center of the work?- Who benefits from the work that the collaboration will do?



HART'S LADDER



Intergenerationally, shared decisions with adults: This occurs when projects or programs are initiated by young people and adults through an intergenerational process and decision-making is shared between young people and adults. This type of collaboration is full of opportunity to share expertise and learn across ages.
Young people-initiated and directed: This occurs when young people initiate and direct a project or program. Adults are involved only in a supportive role. This process can minimize the experience and wisdom of adults.
Adult-initiated, shared decisions with young people: This occurs when projects or programs are initiated by adults but the decision-making is shared with young people. Processes are developed to invite full youth participation. This process can minimize the experience and wisdom of youth.
Youth are consulted and informed: This occurs when young people give advice on projects or programs that are designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. This might embody utilizing youth advisory groups.
Youth are assigned but informed: This occurs when young people are assigned a specific role and informed about how and why they are being involved. This embodies talking to youth for one time purposes such as focus groups.
Youth as token participants: This occurs when young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.
Youth as decoration: This occurs when young people are used to help or “bolster” an initiative indirectly.
Youth for marketing: This occurs when young people are used in pictures and materials to show youth involvement when there is really none.

**Adapted from Robert Hart’s, Children’s Participation: The Theory and Practice of Involving Young Citizens in Community Development And Environmental Care.*

"INTERNS"



THE BEGINNINGS OF "YOUTH ENGAGEMENT"

- Youth as "open" or "empty" vessels that required filling & adults just *knew* better
- Mainstream recruitment of youth from traditionally successful families and mainstream to inform our work
- Fear-based engagement and warnings of Teen Dating Violence

ROOTED IN PATERNALISM

Stories of
Transformation
Poetry
Celebration

Follow Us @ourgenrev



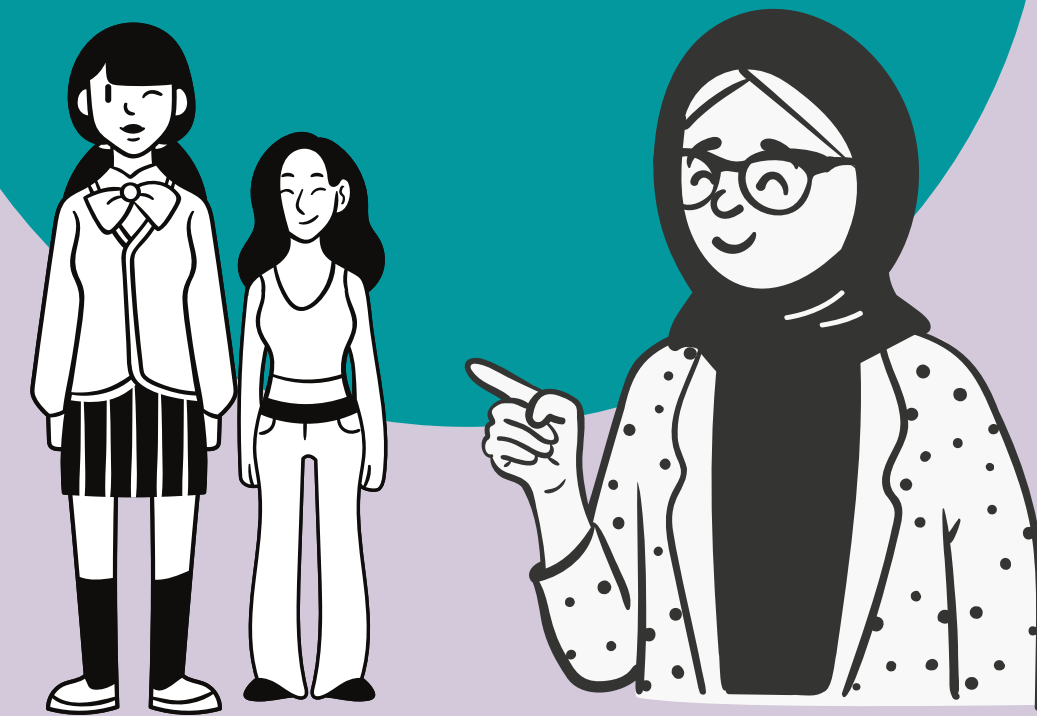
Connecting through Our
Stories of Transformation

THE MIDDLE: KNOWING THERE IS BETTER

- Teen Dating Violence/Gender Violence has to be informed by people most impacted
- Young people *know* more about "Youth Culture"
- Adultism: a system that favors adults & diminishes the agency of young people
- Undoing harmful misconceptions of gender and violence
- Understanding how race and ethnicity are interconnected to gender violence

SERVICES & PROGRAMMING MUST BE ADAPTED FOR YOUNG PEOPLE'S NEEDS

"YOUTH ACTIVISTS"





NOW: A MULTI-GENERATIONAL STRATEGY TO END GENDER VIOLENCE

INTERGENERATIONAL PARTNERSHIPS

- Youth are integrated at every level of our work
- Young people are active contributors to identifying strategies and implementing culture shifts
- Adults advocate for change in systems for youth
- Elders provide guidance and support in culturally significant ways

**YOUNG PEOPLE ARE CRITICAL TO
ENDING VIOLENCE IN ALL COMMUNITIES**





**WE ARE FIFTEEN-YEAR-OLD GIRLS. WE ARE WITH YOU
CHRISTINE BLASEY FORD, PH.D**



CONFIDENTIALITY SAMPLE POLICY



(Insert collaboration name) adheres to a strict confidentiality policy in line with (insert name of program). All members of this collaboration agree to indefinitely respect the privacy of survivors and others represented and/or discussed through the course of this collaboration, including the confidentiality of members and member organizations of this collaboration.

(List the kind of information that needs to be kept confidential here)

If information must be shared, e.g. in the case of mandatory reporting, youth clients or youth collaborative participants must be kept informed about what information must or will be shared as soon as possible.

MANDATORY REPORTING SAMPLE POLICY

Within the (insert collaboration name) the following individuals are responsible for reporting child abuse and neglect, including dating violence perpetration, to the (name of the reporting agency within the state).

(List individual roles that are mandatory reporters here)

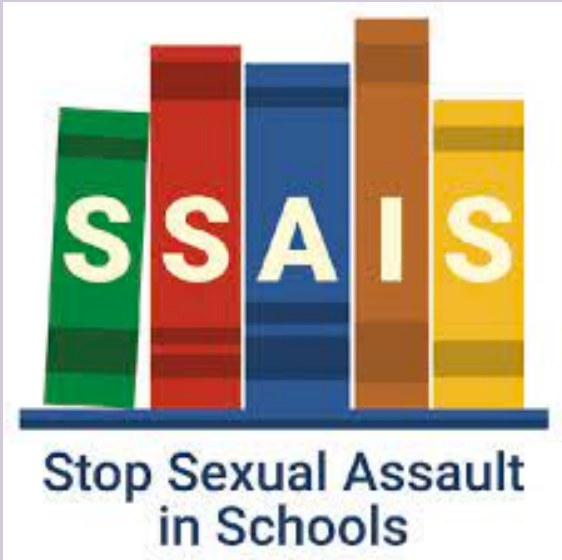
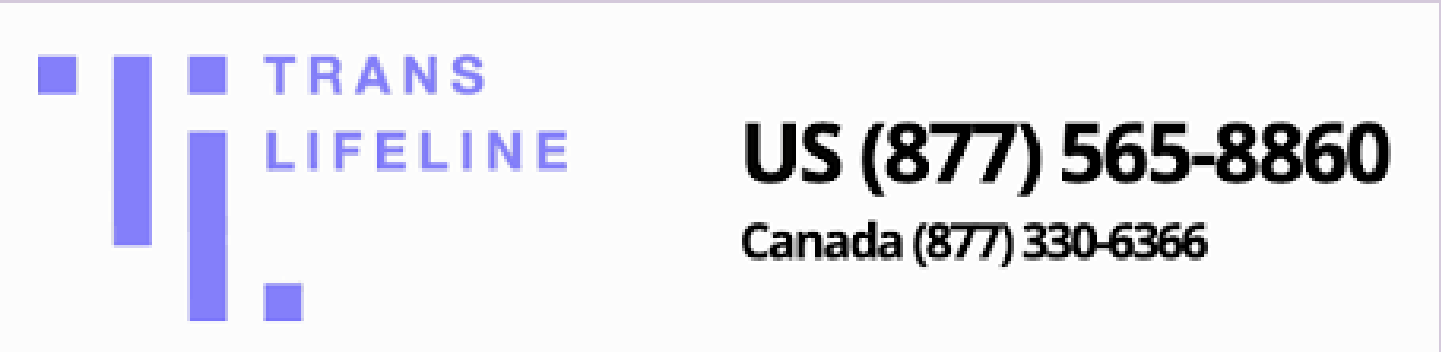
Prior to a potential disclosure of abuse by a young person to a mandatory reporter, a young person will be informed of the mandatory reporting requirements and given the option of continuing to disclose or not. This choice will not impact the ability of a young person to participate and/or lead this project or collaboration.

FOR STATE LAWS VISIT:

VICTIM RIGHTS LAW CENTER

CHILDWELFARE.GOV

REFERRAL RESOURCES

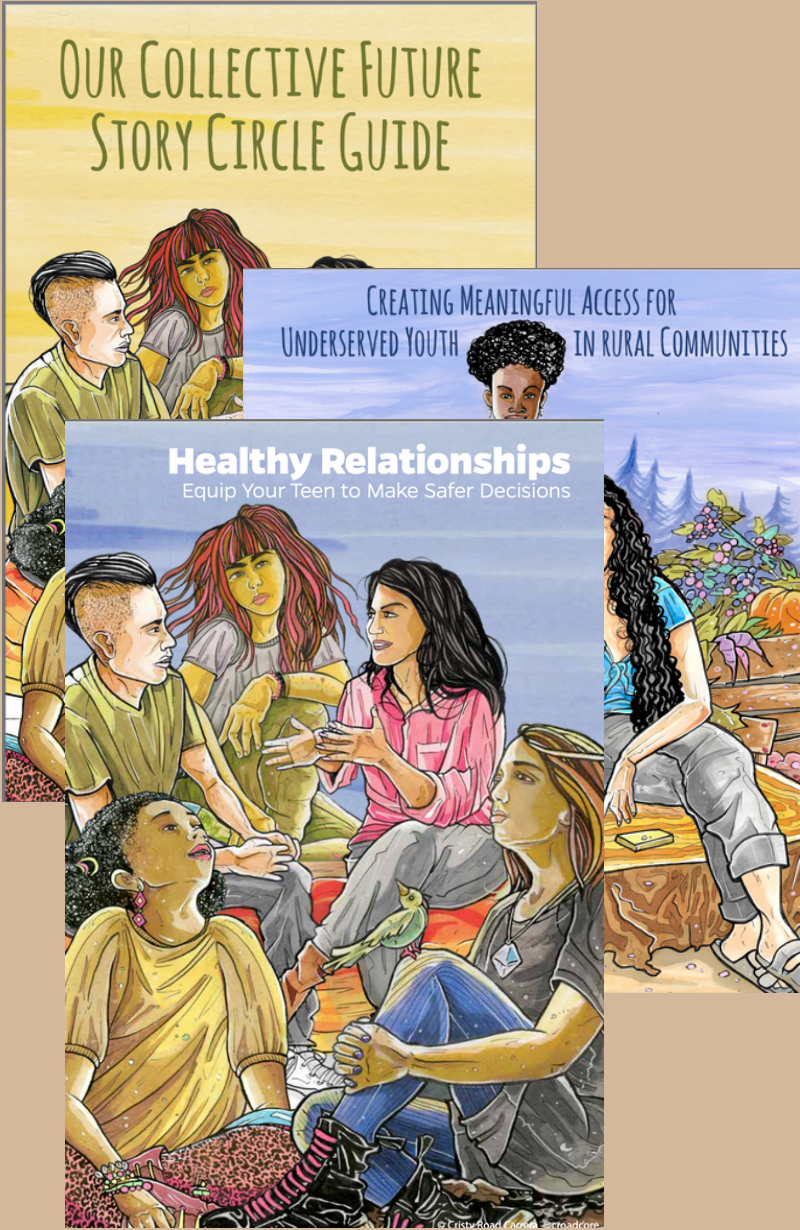


ORDER & DOWNLOAD FREE NATIONAL TEEN DATING VIOLENCE AWARENESS & PREVENTION MONTH MATERIALS!

MANUALS



GUIDES



POSTERS

BROCHURES

1. SELF-REFLECT

2. APOLOGIZE

3. REPAIR

4. CHANGE BEHAVIOR



“Apologizing is a chance to acknowledge the hurt you caused, take responsibility, and change your behavior.”

The Journal of Interpersonal Violence 26(10) 1987-1997 © 2011 Sage Publications
10.1177/0886260511419877
jiv.sagepub.com
hosted at
http://online.sagepub.com

Conflict, misunderstandings, and small harms can happen in healthy relationships. Accountability is about being responsible for your choices and changing your behavior. Accountability has four important parts to the process.

Part 1. Self-Reflection
is needed to understand
your actions and the
impact of those actions.

Part 2. Apologizing
is a chance to
acknowledge the hurt
you caused and take
responsibility for
the harm.

Part 3. Repair
needs to happen in
a relationship. Repair
means making amends
and rebuilding trust in a
relationship.

Part 4. Changing behaviors is one of the hardest parts of accountability. It will likely take time to change your behavior and lots of practice.

ACCOUNTABILITY IN HEALTHY RELATIONSHIPS

1. SELF-REFLECT

2. APOLOGIZE

3. REPAIR

4. CHANGE BEHAVIOR



“Accountability is more than apologizing, it’s about changing your behavior so harm doesn’t happen again.”

The program is available for just \$6,000 (1-800-441-1144).
 accepted by the 2000-01 National Science Foundation. It is designed
 to award the primary awards, not the secondary awards, and to provide
 supplementary grants, not the supplementary grants, and to provide
 awards that are not subject to the same rules as the Department of State.

REQUEST TRAINING & TECHNICAL ASSISTANCE FOR THE PREVENTION & RESPONSE TO TEEN DATING VIOLENCE



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IDAHO COALITION AGAINST SEXUAL & DOMESTIC VIOLENCE

THANKS FOR JOINING US TODAY!

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