Clinical & Community Preventive Services-evidence-based child maltreatment prevention programming in a community setting
Stopping Abuse for Everyone

- Safety
- Healing
- Prevention
- Social Change
Expect Respect engages youth, parents, schools and communities in building safe and healthy relationships.
Clinical & Community Preventive Services:

Ensure that prevention-focused health care and community prevention efforts are available, integrated and mutually reinforcing.

Accessible
Utilized
Culturally and developmentally relevant
Non-stigmatizing
Collaborative
Children’s Exposure to Violence
National Survey on Children’s Exposure to Violence (Finkelhor et. al., 2013)

- 41% of children physically assaulted in the last year
- 13% of children harmed by a parent or caregiver
- 22% witnessed family and community violence
- 10% of girls 14-17 experienced sexual assault/abuse
- 13% of children physically bullied, 30%, emotionally bullied
- 6% experienced dating violence in the last year, 9% lifetime

Most harmful impact:
- 15% exposed to violence six or more times in the past year
- 5% exposed to 10 or more violent acts in the past year
Spanking by Parents Remains Prevalent in the U.S.

- In the U.S., 76% of men and 65% of women agree that “it is sometimes necessary to discipline a child with a good hard spanking” (ChildTrends, 2015).
- 70% of mothers of two year olds report spanking their children (Zolotor, Robinson, Runyan, & Murphy, 2011)
- By the time they reach 5th grade, 80% of American children report that they have been spanked by their parents. (Gershoff & Bitensky, 2007; Vittrup & Holden, 2010).

(Elizabeth Gershoff, Ph.D, UT Austin)
Cycle of Violence & Abuse

- Exposure to violence
- Bullying/Sexual harassment
- Child abuse
- Dating/sexual violence
- Domestic violence

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1 in 8 Girls Experience Physical/Sexual Dating Violence Each Year (YRBS, 2013)

Victimization is associated with ...
  • Injury/trauma
  • Substance abuse
  • Unhealthy weight control
  • Depression/anxiety
  • Self-harm/Suicide
  • Unwanted pregnancy and STIs

(Jouriles et al., 2006; Roberts et al., 2003; Silverman et al., 2001; Wolfe et al., 2003; Roberts et al., 2005, Decker et al., 2005)
Program Overview

EXPECT RESPECT
Multi-level Program

SCHOOL-WIDE PREVENTION
- Policy/Training
- Curriculum
- School Health
- Parent Education
- Coaches

SUPPORT GROUPS & COUNSELING
- Curriculum-based groups
- K - 12

YOUTH LEADERSHIP & EDUCATION
- Campus-based Groups
- Changing Lives Youth Theatre
- Summer Youth Leadership Academy

COMMUNITY AWARENESS & EDUCATION
- Arts organizations
- After School Programs
- Teen Pregnancy Prevention
- Travis County Sheriff’s Office

Support Vulnerable Youth
Mobilize Teen Leaders
Create Safe and Healthy Environments
Engage Community Partners

Safe and Respectful Schools
Safe and Healthy Teen Relationships
Decreased victimization/perpetration
Preventing Teen Dating Violence Requires Change at All Levels

Strategies may include:

**Individual**
- Learn & model attitudes & behaviors valuing healthy, respectful, & non-violent relationships early
- Educate teens on effective communication
- Train coaches to discuss positive gender norms in athletic activities
- Implement school programs to prevent substance abuse & sexual risks

**Relationship**
- Educate teens on effective communication
- Train coaches to discuss positive gender norms in athletic activities
- Implement school programs to prevent substance abuse & sexual risks

**Community**
- Use evidence-based strategies to promote & enhance safe schools
- Train influential adults working with youth to recognize risks & to stop dating violence

**Societal**
- Promote policies & laws supporting respectful, non-violent relationships & healthy youth development

Learn more about teen dating violence prevention from CDC: http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html
School-based Support Groups Build Skills for Vulnerable Youth

- Youth exposed to violence
- Grades K-12
- Referred by school personnel
- Same-sex groups for MS & HS
- Curriculum-based
- 847 students, 38 schools per year
- 1989-present
## Expect Respect Participants
2015-16, intake data, grades K-12, n=847

<table>
<thead>
<tr>
<th>Type</th>
<th>Austin ISD</th>
<th>Manor ISD</th>
<th>Average</th>
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<tbody>
<tr>
<td>Witnessed family violence</td>
<td>41%</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>Verbal abuse by family member</td>
<td>24%</td>
<td>5%</td>
<td>18%</td>
</tr>
<tr>
<td>Physical abuse by family member</td>
<td>10%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Neglect</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Sexual abuse or assault</td>
<td>16%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Dating abuse-verbal/emotional</td>
<td>14%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Dating abuse-physical</td>
<td>4%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Aggressive toward peers</td>
<td>28%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Aggressive toward dating partner</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Participants

BOYS

It basically taught me to recognize girls’ feelings and express my feelings more to females.

It helps you to communicate, to get your point across instead of yelling or shouting or doing any kind of verbal or physical abuse.

I realized that the way I treat girls is not the way to treat a girl. I see people taking advantage of girls because they’re drunk. I never looked at that as something that was wrong.

GIRLS

It gave me the courage to stand up for myself.

I have also learned to respect myself...if you can’t love yourself then you can’t love anybody else

I know what signs to look for before getting into a relationship to see if it is going to be abusive.

Ball, B., Kerig, P., & Rosenbluth, B. (2009). “Like a family but better because you can actually trust each other.” The Expect Respect dating violence prevention program with at-risk youth. Health Promotion Practice
Facilitators

BOYS

“There was change to the point of them really being able to **open up** and talk about their own personal experiences of domestic violence and being able to use those experiences to develop empathy and **change those attitudes** [dominance over women, misogyny] and the way they spoke about women.”

“I think the whole group started understanding the need to be able to **communicate effectively** with the people around you. And that even though it is difficult to be assertive, it’s really worth trying.”

GIRLS

“**Breaking up is hard.** I would have wanted her to say that she was no longer in that relationship, but I don’t think that she was ready for that yet.”

“She realizes that the person she was dating was **not good for her**. It took the whole year for her to break up with him. And we all supported her.”

“I had a couple of girls who were actually the **perpetrators** in the relationship. I think I’ve seen the most improvement with them.”

In Summary

**BOYS**
Communication and Connection

**GIRLS**
Empowerment and Assertiveness
Decreased Perpetration & Victimization
Controlled Outcome Evaluation, 2010-2015, CDC, n=1,330

BOYS
- Number of group sessions attended were related to incremental declines in:
  - Reactive and proactive aggression
  - Psychological and sexual dating violence perpetration
  - Psychological, sexual, and physical dating violence victimization
- Boys with increased violence at baseline attended the most sessions and had the most positive outcomes

GIRLS
- Number of group sessions attended were related to incremental declines in:
  - Reactive and proactive aggression

Success #1

Youth Leaders Change Social Norms

- Campus-based leadership groups
- Changing Lives Youth Theatre Ensemble
- Summer Youth Leadership Academy
- 7,000 students per year
School-Wide Prevention Promotes Positive Learning Environments

AISD is Committed to Respect for All

The Austin Independent School District is dedicated to providing a positive school environment where students have the right to learn in an environment free of harassment, bullying and violence.
Texas Teen Dating Violence Law
TEC 37.0831 (2007)

- Definition
- Safety planning
- Enforcement of protective orders
- School-based alternatives to POs
- Training for teachers and administrators
- Counseling for affected students
- Education for students and parents

Success #2:
Let’s Make Austin a “No Hit Zone!”

International expert, Dr. Elizabeth Gershoff, UT Austin, says the evidence is overwhelmingly clear, spanking is harmful to children.
Thank You!

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Questions

1. One action to address the problem that your program addresses.
   ◦ Increasing healthy relationships for vulnerable youth and engaging youth as leaders to change social norms.

2. One policy to address the problem.
   ◦ Universal education for teens on healthy relationships, (including dating abuse and sexual coercion) as part of routine health exam in schools and community settings.

3. Magic wand to impact child maltreatment.
   ◦ Eliminate physical punishment of children.