



STAND & SERVE

Peer
SOLUTIONS

Presents:

STAND & SERVE

Primary Prevention Evidence Based Research

In order to ensure effectiveness, Peer Solutions uses evidence based research to design, implement and update STAND & SERVE. Activities are designed for all ages to cultivate Safety, Equality and Respect as norms to prevent child abuse, sexual, relationship, family, gang and gun violence, suicide, depression, oppression, homelessness, substance abuse, poor school performance and more before they occurs.

Peer Solutions
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STAND & SERVE PRIMARY PREVENTION SCIENCE/EVIDENCE BASED Theory

Summary:

With limited resources and a deep conviction to preventing harm before it begins, Peer Solutions, from the beginning has been committed to learning through research and practical application about what activities maximize effectiveness.

STAND & SERVE utilizes The 9 Principles of Effective Prevention and science based theory to guide our primary prevention efforts. We address the underlying conditions in order to create healthy schools, families and communities. We use developmental Assets/Positive Youth Development, Community Development, Social Norms, Diffusion of Innovation/Peer Education, Social Change and Marketing research to support our efforts as they are closely connected and the application of one often supports the application of another.

Evidence confirms that peer-facilitated school, family and community programs foster positive social change, prevent interpersonal violence and are significantly more cost-effective than addressing the problem after the fact. According to Dr. Victor LaCerva, author of *Pathways to Peace*, 90% of behavior is learned from modeling. Empowering others to model positive behaviors to their peers is a powerful way to change long-term behaviors, and creates a strong ripple effect that reaches far beyond the parameters of our program.

Our communities define the problem and own the solutions. Together we conduct needs assessments and use local and national data to guide efforts. The areas we serve host some of the greatest needs in Arizona as well as across the county. We work to improve the health and well being of others on individual, relationship, community and societal levels.

STAND & SERVE works to create the change we wish to see in the world. This is a world we all want to live in. This is a world where safety, equality and respect are norms. This is a world free from Violence including child abuse and all forms of oppression.

Developmental Assets: We cultivate developmental Assets with schools, families and communities as a means to ending sexual violence. Research conducted by Search Institute consistently shows that the more Developmental Assets youth experience in their family, school, and community life, the less likely they are to get involved in risk behavior patterns, and the more likely they are to be protected from risk factors. Moreover, data analysis shows that the greater the exposure to and experiencing of Developmental Assets by youth, the more likely they are to manifest behaviors that are consistent with highly successful development such as obtains good grades, maintains good health, and demonstrates leadership.¹ Research is indicating that the propensity toward violence is passed on through early behavior modeling or through physiological changes that occur while witnessing violence at an early age.²

Community Development: Community development theory is a driving force behind all efforts. Under this theory sexual violence is understood as a broad, pervasive social problem. As such, the eradication requires extensive change on a community level. As proposed by William Loftquist, community development theory asserts that the most successful way to address this negative social condition is by engaging the community in all stages of the prevention process, including development, implementation and evaluation.³ In addition, “Community-based approaches in conjunction with targeted approaches in schools...increase the likelihood for success to improve personal and community health.”⁴

Social Norms Theory: Social norms theory asserts that misperceptions of peer behavior can lead to negative choices, or foster environments in which these negative behaviors are accepted. Conventional prevention efforts have tended to employ “scare tactics” and capitalize on fear to discourage behavior. Yet ***social norms theory utilizes a positive approach.*** Preventionists believe that when people realize that sexual violence is not the norm, nor do they approve of it, they will be encouraged to avoid the behavior themselves and not tolerate it when engaged in by others. As S&S models that sexual violence is not an acceptable behavior others will also.⁵ One of the goals of social norms is to strengthen assets that are associated with reductions in risk.

¹ Positive Youth Development: Theory, Research, and Application to Sexual Violence Prevention Marc Mannes, Peter L. Benson, Peter C. Scales, Arturo Sesma, Jr., Search Institute, Jennifer Rauhouse, Peer Solutions, 2007

² Victor La Cerva, MD, Pathways to Peace, Heal Foundation Press 1996, DV, Journal of the American Medical Association 267 no. 23 (June 1992)

³ Loftquist, William: The Technology of Development. Development Publications, Tucson, Arizona, 1996

⁴ Healthy People 2010: Objectives for Improving Health, Chapter 7, page 7. CDC – Health Resources and Services Administration 8/02

⁵ Berkowitz, AD, Applications of Social Norms Theory to Other Health and Social Justice Issues. To be published as Chapter 16 in H. Wesley Perkins(Ed). The Social Norms Approach to Prevention, San Francisco, Jossey Bass

Peer Education, Mentoring & Modeling: Albert Bandura's theory of social learning asserts that human beings model their own behavior after the behavior they see demonstrated by others. If students see their peers practicing respectful, healthy behaviors while educating about ending sexual violence, they will retain the lessons learned and desire to reproduce them. When coupled with the facts that **90% of behavior is learned through modeling**, peers learn best from peers and that we ourselves retain a greater percentage of information when we teach it to others, peer education appears to offer the best framework for positive behavior change.⁶

Diffusion of Innovation Theory (DOI): (1) this theory addresses the processes and mechanisms needed to create community-level change, which is conceptually consistent with the social-ecological model; and (2) this theory has been empirically tested in health prevention studies and has been found to be a sound approach for health promotion. Creating Safer Communities: Rape Prevention Education Model of Community Change is that changing community norms will lead to changes in individuals' behavior. Supports safe bystander approach.

Social Change & Marketing: Social marketing is an effective strategy for changing human behavior.⁷ Social marketing techniques help to promote accurate social norms. When developing and implementing ideas we will employ a stages of change theory (Prochaska) by evaluating the target audience's position along the change continuum and tailoring programs to meet those needs.

Risk Factors - http://www.cdc.gov/ncipc/factsheets/svfacts.htm	Protective Factors	Assets to Build and Strengthen http://search-institute.org/assets/
1. Family History — Child Abuse, witnessing family violence, substance abuse & an emotionally unsupportive family environment all increase SV.	S&S Supports Networks & Social Bonds	Empowerment - Community values & supports youth as resources. S&S members are change agents, mentors, & educators & help others do the same.
2. Friends who engage in problem behavior – High risk age 16-19. Sexually aggressive peers are more likely to be accepting of false norms contributing to SV.	S&S Bonds to School, Community and Peers	Positive Peer Influence – S&S members model and teach healthy behaviors and build skills to prevent sexual violence across the socio ecological model while empowering others to do the same.
3. Perceived acceptance of Sexual Violence as normal. Societal norms that support sexual violence must be addressed with Primary Prevention.	Healthy and Clear Standards	Positive Values - S&S Members will cultivate respect, equality and safety as the true norms. We also emphasize social justice, honesty & responsibility.

⁶ Victor La Cerva, MD, Pathways to Peace, Heal Foundation Press 1996, Special Issue on DV, Journal of the American Medical Association 1992

⁷ Washington State Sexual Assault Prevention Resource Center: Social Marketing, Module IV.

	/Beliefs	
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Ecological Model	Individual	Relationship	Community	Society
Risk Factors for Perpetration Source: http://www.cdc.gov/ncipc/factsheets/svfacts.htm	Witness Family Violence	Emotionally unsupportive familial environment	General tolerance of sexual assault within the community	Societal norms that support sexual violence
Assets to be Strengthened Source: http://search-institute.org/assets/	Positive Identity Personal Power, Self-Esteem, Positive View of Future	Support Positive Family Communication, Other Adult Relationships, Caring School & Neighborhood,	Empowerment Community Values Youth, Youth as Resources, Safety, Service to Others,	Positive Values Caring, Equality, Social Justice, Integrity, Honesty, Responsibility

Full Text:


Peer Solutions relies on evidence/science-based theories to support its primary prevention and intervention support program, STAND & SERVE...*Demonstrating Respect as the Norm*. Peer Solutions believes that activities based upon these theories are the most effective way to promote peace and prevent harm by decreasing risk factors while building protective factors and strengthening assets. Peer Solutions addresses the underlying conditions of *sexual, dating, family, gang, gun and school violence, child abuse, suicide, depression, oppression, self-injury, eating disorders, homelessness, substance abuse, poor school performance, delinquency and sexual risk behavior including teen pregnancy* in order to create healthy schools, families and communities. The theories Asset Development/Resiliency, Community Development/Mobilization, Social Norms, Peer Education/Mentoring/Modeling, Social Change and Social Marketing are closely connected and the application of one often supports the application of another. Peer Solutions is currently working to include Social Emotional Learning and Integrative Youth Development research.

1. Resiliency/Asset Building: Addressing Risk and Protective Factors

Resiliency refers to the ability of an individual to respond to and cope with adversity in a healthy, productive manner. Students must be raised in environments that foster skills and include the support necessary to develop and strengthen assets. Prevention efforts should focus on resiliency building so that positive responses are reinforced and

negative choices can be avoided. Children will then grow to become healthy, caring and responsible adults.⁸

This approach is especially relevant for children who experience or witness violence in the home. Research is indicating that the propensity toward violence is passed on through early **behavior modeling** or through physiological changes that occur while witnessing violence at an early age.⁹ One study found that recent exposure to violence in the home was a significant factor in predicting a child's violent behavior.¹⁰ Children exposed to a culture of violence found to be at significantly elevated risk for a broad range of serious concerns including: *sexual, dating, family, gang, gun and school violence, suicide, depression, self-injury, eating disorders, homelessness, substance abuse, poor school performance, delinquency and sexual risk behavior including teen pregnancy.*¹¹ Resiliency building may reduce the potential of individuals engaging in negative and damaging behaviors towards others and/or self. After years of research the Search Institute has created a widely used list of 40 developmental assets that, in various combinations, are proven to foster resiliency in children.¹²

 How Peer Solutions applies this theory: Peer Solutions prevention programs provide and foster a number of these resiliency-building assets, such as those listed below. The three primary assets to be strengthened include: Youth as Resources, Positive Peer Influence and Interpersonal competence. These assets decrease risk factors and build protective factors helping to create healthy, violence free lifestyles. The development of these assets is also encouraged by the application of other Peer Solutions' program theories. For instance, peer educating and modeling presents youth as a resource to their community and spreads positive peer influence. Social marketing can be used as a tool for presenting and promoting positive values such as responsibility and restraint. In both cases, the goal is to prevent harm towards others and/or self.

External Assets PEER SOLUTIONS addresses include but are not limited to:

Constructive Use of Time

Caring Neighborhood

Other adult relationships

Creative Activities

⁸ Bernard, Bonnie: *Fostering Resiliency in Kids: Protective Factors in Family, School and Community.* Western Regional Center for Drug-Free Schools and Communities, 1991.

⁹ Victor La Cerva, MD, *Pathways to Peace*, Heal Foundation Press 1996, Special Issue on DV, *Journal of the American Medical Association* 267 no. 23 (17 June 1992)

¹⁰ Singer, M.I., Miller, D.B., Guo, S., Slovak, K & Frieson, T., *The Mental Health Consequences of Children's Exposure to Violence.* Cleveland, OH: Cuyahoga County Community Health Research Institute, Mandel School of Applied Social Sciences, Case Western Reserve University, 1998

¹¹ Wolfe, D.A., Wekerle, C., Reitzel, D. and Gough, R., "Strategies to Address Violence in the Lives of High Risk Youth." In Peled, E., Jaffe, P.G. and Edleson, J.L. (eds.), *Ending the Cycle of Violence: Community Responses to Children of Battered Women.* New York: Sage Publications, 1995. *American Journal of Public Health*, February 2003, Vol 92, No 12, *The Prevention Researcher*, www.tpronline.org 11/04

¹² Search Institute: *Forty-Developmental Assets.* Search Institute, Minneapolis, Minnesota, 1997.

Caring school climate

Youth Programs

Resources available and accessible in the community Safety

Empowerment Community values youth

School Boundaries

Youth as resources

Positive peer influence

Service to others

Adult role models

Parent Involved in Schooling

High Expectations

Internal Assets PEER SOLUTIONS addresses include but are not limited to:

Positive Values Caring

Commitment to Learning

Self Esteem

Equality and social justice

School Engagement

Integrity

Honesty

Responsibility

Social Competencies/Planning and decision making Restraint

Peaceful conflict resolution

Bonding to school

Interpersonal competence-*empathy/sensitivity/friendship* Cultural Competence

Resistance Skills

Positive identity personal power

Sense of purpose

Positive view of personal future

Risk Factors Addressed Include:

Low commitment to school behaviors

Favorable Attitudes toward problem

Family Conflict/History behaviors

Friends involved in problem

Availability of drugs/firearms

Early initiation of problem

Media Portrayals of Violence

Low neighborhood/community attachment

Lack of adult supervision – greater reliance on and influence be peers than adults

Community Norms/Laws favorable toward drug use/crime

Protective Factors Addressed Include:

Healthy and Clear Standards/beliefs

Attachment to school/community

Bonding to school, family, community and peers	Resistance and Social skills
Community Service Opportunities	Social competence skills
Bonding with pro-social adult	Support network and social bonds
High value place on education	Opportunities for meaningful
Participation	


Risk Factor	Protective Factor	Asset to Build and Strengthen
1. <u>Family History</u> – Prior Victimization increases chances of future victimization/perpetration.	Support Network and Social Bonds	<u>Youth as Resources</u> – Students are educators, mentors and resource & referral agents. Getting help may reduce/prevent future victimization/perpetration.
2. <u>Friends who engage in problem behavior</u> – High risk age 16-19 - Risks of perpetration* are included and addressed in program activities. *Sexually aggressive peers and acceptance of myths.	Bonding to School, Community and Peers/ Community Service	<u>Positive Peer Influence</u> – Students model and teach healthy behaviors and skills to prevent violence while participating in monthly community service projects and awareness activities on and off campus. Victim empathy, perpetrator prevention and safe bystander responsibility are highlighted. 90% behavior learned through modeling. Dr. Victor LaCerva
3. <u>Acceptance of Violence in home, schools and communities</u> – favorable attitudes and norms towards violence. -Media Influences.	Healthy and Clear Standards/Beliefs	<u>Interpersonal Competence Empathy, sensitivity, healthy relationships and behaviors</u> - Students build skills by <i>Demonstrating Respect as the Norm, actively resisting stereotypes and myths and seeking help when in need.</i>

2. Community Development: Education & Mobilization

Community development theory is a driving force behind all of Peer Solutions’ efforts. Under this theory violence is understood as a broad, pervasive social problem that is connected to substance abuse, suicide, depression, oppression, homelessness, eating disorders, child abuse, teen pregnancy and sexual, family, gang, school and dating violence. As such, the eradication of harm in all forms requires extensive change on a community level. As proposed by social theorist William Loftquist, community development theory asserts that the most successful way to address this negative

social condition is by engaging the community in all stages of the prevention process, including development, implementation and evaluation.¹³ In addition, “Community-based approaches in conjunction with targeted approaches in schools...increase the likelihood for success to improve personal and community health.”¹⁴

When stakeholders participate in the forming of decisions that will affect their community, they develop a sense of ownership that strengthens their desire to pursue effective outcomes. As people work together towards these common goals, a sense of community responsibility to solve the problem is developed. This in turn leads to the formation of a sense of the common good, and the positive measures employed help to create opportunities for the collective growth of the community. As community partnership, growth and well-being is stimulated, positive community change will occur. The ownership of the solutions to the problem shifts from the hands of social service professionals into the hands of the community.

 How Peer Solutions applies this theory: Peer Solutions focuses on long term solutions and includes stakeholders in all levels of decision-making and planning in its prevention efforts both within schools, communities, regions and across the state. Stakeholders are identified, recruited and engaged by members of the target population with assistance from Peer Solutions staff. Students construct the lesson plans they will use in their peer education programs. Input from teachers, staff, and family members is sought to ensure that the programming provided is what will best serve the needs of the community. Peer Solutions collaborates with community organizations doing similar work to avoid duplication and strengthen effectiveness. Social marketing and social norms efforts are also supported by the application of community development theory, as student and community input are sought in the design of prevention messages. Peer Solutions supports the Prevention Principles for School-Based Programs by focusing on clear goals and objectives designed for each specific target group and offering on-going sequential learning promoting positive attitude and behavior change.¹⁵

3. Social Norms Theory:

Social norms theory asserts that misperceptions of peer behavior can lead to negative behavior choices for individuals, or foster an environment in which these negative behaviors are condoned and perpetuated. The theory, which was first proposed by H. Wesley Perkins and Alan Berkowitz, has primarily been applied in efforts to curb “problem” drinking on college campuses. Studies have shown that college students often overestimate the degree to which their peers engage in “high-risk” drinking. In order to conform to this perceived social norm they engage in the behavior


¹³ Loftquist, William: *The Technology of Development*. Development Publications, Tucson, Arizona, 1996

¹⁴ *Healthy People 2010: Objectives for Improving Health*, Chapter 7, page 7. CDC – Health Resources and Services Administration 8/02

¹⁵ The National Institute on Drug Abuse (NIDA) checklist for prevention education: *Prevention Principles for School-Based Programs*

and create an environment that condones it. Conventional prevention efforts have tended to employ “scare tactics” and capitalize on fear to discourage the behavior. Yet *social norms theory utilizes a positive approach*. Students are made aware of the true norm, in this instance that most college students are not binge problem drinkers, and are encouraged to conform to the positive behavior instead. Students are no longer characterized as deviants but as role models, and this shift from the negative to the positive increases the effectiveness of prevention.

Schools such as James Madison University, Mary Washington College and Western Washington University are now beginning to apply social norms theory to violence prevention. They are using social marketing and peer education to dissolve false norms about violence and replace them with awareness of the true norms in order to change behavior and undermine the violent culture of our society. Preventionists believe that when people realize for instance that most men are not abusers, nor do they approve of abuse, they will be encouraged to avoid the behavior themselves and not tolerate it when engaged in by others. As men and women model that sexual violence is not an acceptable behavior others will also.¹⁶


-  How Peer Solutions applies this theory: A primary objective of Peer Solutions' prevention and education program **STAND & SERVE...*Demonstrating Respect as the Norm*** is the replacement of false norms with accurate information, highlighting and encouraging the positive qualities of today's youth and adults. When students learn that violence is not the norm and that the majority of people do not perpetrate it, they will be more likely to avoid the behavior and not tolerate it from others. Peer Solutions educates about these accurate norms and empowers youth to model and promote them to their peers, thus enhancing the potential to alter behavior by employing both the social norms approach and peer education/mentoring/modeling.
 - ⌘ Peers are often “carriers of the misperception” and unintentionally end up promoting problematic norms. Thus, teaching peers the true healthy behaviors of the majority help them to be more effective as peer educators. (Social Learning Theory)
 - ⌘ One of the goals of social norms is to identify and strengthen “protective factors” that associated with reductions in risk behaviors thereby fostering resiliency.
 - ⌘ Research shows that providing correct information about the true norm helps people move through the stages of change more quickly.
 - ⌘ Social Marketing is an effective strategy that utilizes social marketing techniques to promote program goals and positive social norms.

4. Peer Education, Mentoring & Modeling:

Albert Bandura's theory of social learning starts with a simple premise: human beings tend to model their own behavior after the behavior they see demonstrated by others. The probability that they will replicate a modeled behavior greatly increases if the modeler seems more like themselves. This means that peer modeling has an


¹⁶ Berkowitz, AD (Forthcoming), Applications of Social Norms Theory to Other Health and Social Justice Issues. To be published as Chapter 16 in H. Wesley Perkins(Ed). The Social Norms Approach to Prevention, San Francisco, Jossey Bass (also available from www.Alanberkowitz.com)

especially strong referent power. If students see their peers demonstrating respectful, non-violent, healthy behavior and taking the time to educate and raise awareness about respect and interpersonal violence in their communities, they will retain the lessons learned and desire to reproduce them. The motivating factor is the reward of becoming a part of the group. Obviously, the application of this theory has significant potential for positive change and youth development.¹⁷ When coupled with the fact that 90% of behavior is learned through modeling, peers learn best from peers and that we ourselves retain a greater percentage of learned information when we teach it to others, peer education, mentoring and modeling appears to offer the best framework for educating and effecting positive behavior change.¹⁸ Model Goodness & Others Will Too.

 How Peer Solutions applies this theory: Peer education, mentoring and modeling is the cornerstone of Peer Solutions' prevention strategy. Programs are designed to meet the needs of each target group, are youth driven and led and supported by community partnerships and relationships with caring adults. Positive role models are provided to assist individuals in achieving personal growth. Students are equipped with the knowledge and skills necessary to facilitate workshops, provide resources and referral and model positive, respectful behavior on their campuses, within their families and in the community. Others witness their violence-free healthy behavior and begin to model it also. Youth participate in programs within schools and community organizations to educate their peers and promote accurate social norms, drawing upon this additional theory to enhance the effectiveness of their presentations.

5. Stages of Change:

An important concept in guiding prevention programming is the realization that behavior change is not instantaneous but rather develops along a continuum in a time frame specific to the individual or community involved. Research developed by the Centers for Disease Control (CDC) has revealed that people begin by thinking about the implications of a new behavior, and then form intentions to change. Next, people acquire the skills to do so and begin to perform the new behavior. After consistent reproduction, they reevaluate its effectiveness and its priority for them. This theory has important implications for enhancing the value of program evaluation. Instead of simply measuring the absence or presence of behavior change, the target's development along the continuum can be assessed, leading to a re-direction or fine tuning of prevention efforts if necessary, and validating programs by providing evidence of movement towards long-range goals.¹⁹

 How Peer Solutions applies this theory: When developing and implementing programs, Peer Solutions employs stages of change theory (Procheska), evaluating the target audience's position along the behavior change continuum and tailoring programs to meet those needs. Information gathered from community development

¹⁷ Bandura, Albert: Social Foundations of Thought and Action, 1986

¹⁸ Victor La Cerva, MD, Pathways to Peace, Heal Foundation Press 1996, Special Issue on DV, Journal of the American Medical Association 267 no. 23 (17 June 1992)


¹⁹ Higgins, Donna L. and O'Reilly, Kevin R.: Aids Community Demonstration Projects for HIV Prevention Among Hard-to-Reach Groups. Public Health Reports, Centers for Disease Control, Atlanta, Georgia.

efforts are often used to assess the stage of change of the audience and for curriculum development. In addition, Peer Solutions formats its program evaluation model and tools so that they may accurately reflect the movement along the continuum of change that its prevention efforts are stimulating. For example, we may implement a campus climate survey and assessment tools include questions that ask about new information learned, attitudes and the intentions for behavior change; answers will display whether important prevention concepts were absorbed and if the workshop was effective in getting participants to think about creating personal change.



6. Social Change & Marketing:

Social marketing is an effective strategy for changing human behavior in regards to a social or public health issue. Social marketing capitalizes upon the ideas and practices of traditional commercial advertising to promote an idea, attitude, or behavior. In order to promote positive and respectful behaviors, inspire change and prevent negative behavior choices, the message must be marketed in a fashion that ensures its delivery to the target populations. In a sense, the behavior promoted becomes the "product," and a recognizable and resonating "brand" must be created in order for the target population to retain the idea and ultimately be encouraged to implement it.²⁰

 How Peer Solutions applies this theory: Peer Solutions currently incorporates the principles of this theory in all of its prevention programs. It is a very effective way to expose large populations to messages that promote peace, respect, and resources and referral for victims, perpetrators and witnesses of violence. **STAND & SERVE** members have branded the club and its messages. Slogans such as ***Demonstrating Respect as the Norm*** and ***Model Goodness and Others Will Too***, and the sign language symbol meaning "I love you" are often used to reinforce concepts. Due to the exposure of these symbols and slogans at program activities and on T-shirts, flyers, posters, announcements and other print and electronic media, schools and the community have begun to associate them with the mission and vision of STAND & SERVE and Peer Solutions. Social marketing techniques help to promote accurate social norms and are tailored to the appropriate stage of change of the target audience. Information is delivered in a positive, personal context thereby increasing the positive impact on the individual. Social marketing compliments and strengthens all Peer Solutions' theories.

²⁰ Washington State Sexual Assault Prevention Resource Center: Social Marketing, Module IV. Washington Coalition of Sexual Assault Programs, Seattle, Washington.

CDC S. V. Prevention Guidelines

🎗️ Vision: A World free of sexual violence because society, communities, relationships and individuals support this goal.

🎗️ Mission: Creating social conditions, systems and environments to prevent sexual violence before it occurs by mobilizing partners, key constituents and communities; by educating adults, youth and children; and by training professionals.

<http://www.cdc.gov/ncipc/dvp/SVPrevention.htm>

Sexual Violence Prevention Beginning the Dialogue

Ecological Model -



Dahlberg & Krug 2002

Individual level influences: Biological & Personal History
Factors that increase chances of perpetration/victimization.
Examples: Drugs, Attitudes that support SV, hostility, childhood abuse... **Think Primary Prevention – Positive**

Interpersonal relationship: Relationships with peers, intimate partners & family that may shape behavior. Strategies may include bystander intervention skill development, education & peer programs promoting relationships based on mutual respect, equality and trust.
Think Primary Prevention - Positive

Ecological Model Continued



Community level influences: Experiences & relationships with community & social environments...schools, workplaces & neighborhoods. Strategies impact the climate, processes and policies. Social norm/marketing campaigns are often used to foster community climates that promote relationships based on mutual respect, equality and trust. **Think Primary Prevention – Positive**

Societal level influences: Big picture...gender roles, religious or cultural belief systems, societal norms & economic or social policies. Strategies may involve collaborations by multiple partners to promote social norms, policies & laws that foster relationships based on mutual respect, equality and trust. **Think Primary Prevention – Positive**

WHY DOES SEXUAL & RELATIONSHIP VIOLENCE EXIST?

ACCORDING TO PREVENTIONINSTITUTE.ORG,

1. **SILENCE/DENIAL**
2. **POWER/CONTROL OVER OTHERS (OPPRESSION)**
3. **UNHEALTHY GENDER ROLE SOCIALIZATION (OPPRESSION)**
4. **VIOLENCE PERCEIVED AS THE NORM**

⌘ GENDER ROLES THAT PROMOTE DOMINATION, CONTROL AND DANGEROUS RISK-TAKING BEHAVIOR; THAT PROMOTE OBJECTIFICATION AND OPPRESSION.

⌘ POWER, WHERE VALUE IS PLACED ON CLAIMING AND MAINTAINING CONTROL OVER OTHERS;

⌘ VIOLENCE, WHERE AGGRESSION IS TOLERATED & BLAME IS ATTRIBUTED TO PERSONS VICTIMIZED; &

⌘ PRIVACY, WHERE NORMS ASSOCIATED WITH INDIVIDUAL AND FAMILY PRIVACY ARE CONSIDERED SO SACROSANCT THAT SECRECY AND SILENCE IS FOSTERED AND THOSE WHO WITNESS VIOLENCE ARE DISCOURAGED FROM INTERVENING.

[HTTP://PREVENTIONINSTITUTE.ORG/DOCUMENTS/VP_RWJ_INTIMATEPARTNERVIOLENCE_RWJFFORMATTING.PDF](http://PREVENTIONINSTITUTE.ORG/DOCUMENTS/VP_RWJ_INTIMATEPARTNERVIOLENCE_RWJFFORMATTING.PDF)

Addressing the Underlying Conditions of Sexual Violence is at the Heart of Peer Solutions' Program Activities.

The UNDERLYING CONDITIONS OF SEXUAL VIOLENCE named in any given community will be specific to that community. It is likely that some of these categories of conditions will appear, but not necessarily. These are examples of what you may expect to see. The following is a list of UNDERLYING CONDITIONS of sexual violence common in most communities targeted in the State of Washington.

- 🌐 Violence accepted as a norm
- 🌐 Oppression issues (sexism, racism, classism, etc.)
- 🌐 Abuse of power and control
- 🌐 Gender role stereotypes
- 🌐 Lack of knowledge and education about sexual violence
- 🌐 Lack of consequences and resources for perpetrator behavior
- 🌐 Victim-blaming
- 🌐 Systems failing to work together
- 🌐 Modeling of inappropriate and violent behavior
- 🌐 Silence and fear

SOURCE: *Community Development and Sexual Violence Prevention, Creating Partnerships for Social Change* By: Gayle M. Stringer, M.A.1999, A publication of the Washington Coalition of Sexual Assault Programs 2415 Pacific Ave. S.E. Olympia, WA 98501

Peer Solutions therefore strives to:

- ⌘ Demonstrate Respect as the Norm as a means to primary prevention. (Stopping the problem before it happens)
- ⌘ Promote Identity Respect, Healthy Relationships and Behaviors.
- ⌘ Increase awareness and education of sexual violence while addressing the negative effects and underlying conditions including depression/suicide, eating disorders, negative body image, homelessness, poor school performance, teen pregnancy, substance abuse, oppression and dating/domestic/family/gang and gun violence.
- ⌘ Encourage Perpetrator Responsibility including education and treatment to reduce future victimization.
- ⌘ Promote resources, referral, validation and empathy for victims of rape – (Only 7-15% of rapes are reported. People that hurt themselves or other most likely have been hurt and need help and understanding, without help, the cycle may continue.)
- ⌘ Are founded in community development and includes stakeholders in program development and implementation.
- ⌘ Build Safe Bystander Responsibility, Communication and Empowerment Skills as an alternative to violence.
- ⌘ Actively Address Ethnic and Cultural Relevance and Sensitivity to strengthen prevention and education efforts.
- ⌘ Take a **STAND & SERVE** our communities so that rape may be prevented. Model Goodness - Positive thoughts, words, feelings and actions. **(90% of behavior is learned through modeling- Dr. Victor LaCerva – Pathways to Peace)**

9 Principles of Effective Prevention

Peer Solutions was introduced to Abe Wandersman when they served on the First CDC Panel for Grades K-12 to develop National Sexual Violence Prevention Guidelines in 2005. Abe presented the Nine Principles of Effective Prevention. These principles are the result of a meta-analysis of 100 Prevention Program Studies. It was very clearly established that the most effective and long lasting change occurred when programs followed these principles. It was immediately apparent that Peer Solutions was on track and had been for years. What we are doing is working and here is more proof. Peer Solutions has since Edited Getting to Outcomes with Developmental Assets and is committed to the 9 Principles for the following reasons.

- 1) Comprehensive: Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.**

S&S offers a wide variety of on-going comprehensive strategies during lunch, after school, on weekends on and off campus, as stated throughout the proposal while utilizing several risk and protective factors across the ecological model.

- 2) Varied Teaching Methods: Strategies should include multiple teaching methods, including some type of active, skills-based component.**

S&S activities offer an on-going wide variety of teaching methods including discussions, workshops, seminars, art projects, community service, interactive, reflective, visual, verbal and non-verbal. Peer Solutions staff and peer educators are schooled in utilizing varied teaching methods to strengthen positive long term impact.

- 3) Sufficient Dosage: Participants need to be exposed to enough of the activity for it to have an effect.**

From the beginning, S&S program activities are weekly, on-going and offered year round. One time presentations have proven less effective in creating long term change and simple knowledge acquisition has also proven to not change behavior. The program needs to be on going for lasting change to occur. Many of the primary prevention concepts

take time to understand and practice much less teaching it to other. The result however is generations of positive change.

4) Theory Driven: Preventive strategies should have a scientific justification or logical rationale.

STAND & SERVE utilizes several science based theories as mentioned previously.

5) Positive Relationships: Programs should foster strong, stable, positive relationships between children and adults.

One of Peer Solutions main activities is building relationships with staff, students, schools, families and communities in order to establish ownership of the problem and the solution. We are all Peers, We are all the Solution.

6) Appropriately Timed: Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.

Peer Solutions offers a wide range of activities for different age groups.

7) Socio-Culturally Relevant: Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.

All program activities are individually designed to meet the individual needs of the target population. The target population is included in the development, implementation and evaluation of activities.

8) Outcome Evaluation: A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

Peer Solutions is committed to tracking and reporting process and program outcome data. Goals and objectives must be measurable and achievable and linked to the established need, strategies and implementation.

- 9) Well-Trained Staff: Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.**

Peer Solutions is committed to providing all staff with an initial 40 hours of training and also offers monthly training opportunities to staff. It is important to keep up with the most effective practices and be skilled in the work we do in order to cultivate the deepest, longest lasting generational change. Training includes observations, reading books and journals, viewing videos, web conferences, conferences and other workshops provided locally and nationally.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of Effective Prevention Programs? American Psychologist, *58*, 449-456.

**Best Practices Incorporated into Peer Solutions
STAND & SERVE...Demonstrating Respect As the Norm Program**

Alan D. Berkowitz

June, 2004

Peer Solutions *Demonstrating Respect as the Norm* incorporates a number of strategies that are considered to be “best practices” in the prevention field. These include the following:

1. **It is theory-based.** The program incorporates strategies derived from a number of well-validated theories in the prevention field.
2. **Peers are involved in primary roles.** Effective programs are relevant to the audience. This may require that presenters are from the same groups as their audiences. Peer Solutions involves youth in an empowering manner.
3. **The relation of sexual assault to other issues is acknowledged.** Sexual assault is not treated in isolation, but is connected to other relevant issues such as alcohol use, self-esteem, other forms of violence, and positive sexuality.
4. **Experts are used in an advisory role.** Judicious use of national experts helps ensure that the program is “state of the art” and that it employs the best practices described here.
5. **Collaborative partnerships are developed with key stakeholders.** Peer Solutions invests in the development of long-term partnerships with local and regional organizations that have common concerns and that can support each others’ work.
6. **Commitment to evaluation.** Programs are evaluated and revised based on feedback.

7. **Synergy is created between program elements.** Program components are “synergistic” or “mutually reinforcing” rather than distinct and isolated. This fosters interaction effects so that whole is greater than the parts.

8. **Prevention is seen as a long-term process.** Building relationships, gaining trust, revising programs, and developing educators is a long-term process that requires patience.

9. **Tailored programs.** Programs are tailored to the needs of the audience, school and community to ensure that they are “relevant” and “salient” to participants.

(Presented at the Center for Disease Control’s 3rd National Sexual Violence Prevention Conference, May 2004, Los Angeles)

THE THEORETICAL AND EMPIRICAL BASIS FOR STAND & SERVE

By Marc Mannes, PhD

BACKGROUND

It is natural, and commonplace for youth work to pay exclusive attention to risk factors, deficits, and pathology such as youth exposure to and engagement in violence, involvement in sexual activity, use and/or abuse of alcohol, illegal drugs, and tobacco, experiencing depression, conduct and eating disorders, having thought of suicide, as well as being raised in poor and/or single female headed households. It is the primary way youth work has been, and continues to be conducted. Far too much attention is paid to risks and deficits than is paid to the factors and ingredients that constitute positive and healthy development. The biggest problem with this traditional orientation is that the emphasis on risks and deficits severely limits how youth are perceived and how they are served. In the same way that we define general health by the absence of bad conditions or risk factors, and not by the presence of good conditions, we define success among youth as the absence of bad conditions and not the presence of good conditions in their lives.

Fortunately an alternative approach to conducting youth work has emerged. In this alternative approach, known as Positive Youth Development (PYD), the intent is to counter the traditional responses to youth, and offer a different set of principles, strategies, methods, and practices. PYD is defined by the presence of protective factors, the manifestation of resilience, and an emphasis on promotion. Healthy youth are understood as much more than individuals being problem free or successfully avoiding the negative consequences of risk. Instead, healthy youth are understood as young people living with emotional vitality, experiencing emotional, psychological, and social well-being, and capable of performing positively in the private and social realms of their lives.

The Stand & Serve Program operated by Peer Solutions embraces and employs a PYD orientation. It makes use of the most widely known PYD models, the research-based Developmental Asset Framework, created by Search Institute of Minneapolis, Minnesota.

In the remainder of this document we clarify the value and benefits associated with Peer Solutions adoption of a PYD approach for its Stand & Serve Program. First, we provide the evidence-based for PYD and the Developmental Assets to legitimate the work of the Stand & Serve Program. Second, we describe insights from a study of the youth work field funded by the W.K. Kellogg Foundation, to affirm Stand & Serve’s implementation methods. Third, we describe the conditions that need to be operational in settings that serve youth to promote their positive development and convey the actions Stand & Serve takes to make sure those conditions are present. Fourth, we clarify the ways in which Stand & Serve is applying these research-based theories and concepts to implement a program with a greater likelihood for success.

A BRIEF OVERVIEW OF THE PYD FIELD

PYD is an approach predicated upon applied research and practice. It is well grounded in theory and empiricism, and encompasses various conceptual models and frameworks that guide a broad range of community-based initiatives responsive to youth along with youth-serving programs. PYD makes the case that our understanding of adolescent development has been so dominated by the investigation and amelioration of pathologies and deficits that we have an incomplete – if not distorted – view of how young people develop. Larson (2000) contrasts PYD with developmental psychopathology and suggests the former is about “how things go right” while the latter focuses on “how things go wrong”. Lerner, Fisher & Weinberg, 2000 contend that “Preventing the actualization of youth risk behavior is not the same thing as taking

actions to promote positive youth development.” PYD addresses the shortcomings of traditional risk-based or developmental deficit reduction strategies when dealing with youth, and contend that much more is needed. This perspective is best captured in the youth development mantra “problem free is not fully prepared” (Pittman & Fleming, 1991).

While PYD scholars and practitioners readily accept the premise that reductions in health-compromising behaviors are important markers of developmental success, they have greater interest in studying and supporting health-enhancing behaviors – that is, the attributes, skills, competencies and potentials youth needed to succeed in the spheres of family, work, and civic life. Larson sees PYD focusing on “the pathways whereby children and adolescents become motivated, directed, socially competent, compassionate and psychologically vigorous adults” (p. 170).

Catalano, Berglund, Ryan, Lonczak and Hawkins (1999; 2004) conducted a major review of the PYD field with support from the National Institute of Child Health and Human Development. They were able to delineate the multiple promotional objectives of PYD approaches including: bonding; resilience, social, emotional, cognitive and behavioral competence, behavioral and moral competence; self-determination; spirituality; self-efficacy; positive identity; belief in the future; recognition for positive behavior; opportunities for pro-social involvement; and pro-social norms.

MAJOR PYD THEORY AND CONCEPTUAL FRAMEWORKS

Damon (2004; Damon & Gregory, 2003) argue that PYD represents a sea change in psychological theory and research primarily because of its advocacy for a strength-based approach to defining and understanding the developmental process. PYD theory remains grounded in a generous and optimistic view of human capacity and potential, and according to Damon (2004) it “emphasizes the manifest potentialities rather than

the supposed incapacities of young people ...” p. 15). The essence of PYD theory entails explaining how youth acquire vital capacities and their potential expresses itself.

PYD theory is most at home in a family of theoretical approaches constituting the large metatheory known as developmental systems theory (Ford & Lerner, 1992; Gottlieb, 1997). Lerner and his associates (Lerner, 1998; 2002; 2003; 2004; Lerner, Brentano, Dowling & Anderson, 2002; Lerner, Anderson, Balsano, Dowling & Bobek, 2003) have taken the lead in connecting core ideas in developmental systems theories to the emerging PYD field. Their overarching view is that “changes across the life span are seen as propelled by the dynamic relations between the individual and the multiple levels of the ecology of human development (family, peer group, school, community, and culture) all changing interdependently across time (history)” (Lerner, Brentano, Dowling, & Anderson, 2002, pp.13-14).

Several more recent lines of theory and associated inquiry are also congruent with developmental systems thinking. The goodness-of-fit model, for example, demonstrates the adaptive consequences of good matches between individual competencies and needs with the demands, features and responsiveness of developmental settings such as families and schools (Bogenschneider, Small & Tsay, 1997; Chess & Thomas, 1999; Galambos & Turner,). Similarly, Eccles and her colleagues (Eccles, 1997; Eccles & Harold, 1996), employ a stage-environment fit model, to demonstrate how embeddedness in a developmentally significant environment such as a school influences motivation and academic achievement.

A common PYD conceptual framework is described as the “5 C’s” because it specifies the positive effects of youth development work as generating: competence, confidence, connection, character and compassion (Eccles & Gootman, 2002; Lerner, Fisher & Weinberg, 2000; Roth & Brooks-Gunn, 2003). Lerner (2004) has written extensively about a “6th C”, which he labels as “contribution”. Moreover, in light of the PYD

integration of personal developmental success and civic advancement, Lerner (2004), argues that all of the 6 C's are essential not only for individual developmental health and well being, but also for the creation of a healthy and productive civil society.

Another major conceptual framework is the Social Development Model (Hawkins & Catalano, 1996). This model asserts that children who experience developmentally appropriate opportunities derived from active involvement with their peers, in their families, schools and communities, and are recognized for their efforts, acquire “protective factors” and are more likely to form positive bonds and attachments that inhibit deviant or problem behavior (Catalano, Mazza, Harachi, Abbott, Haggerty, Fleming, 2003). The individual and peer protective factors entail religiosity, belief in a moral order, social skills, pro-social peer attachment, a resilient temperament, and sociability. In the family, school and community realms, the core protective factors are attachment, and opportunities and rewards for pro-social involvement.

A third widely employed conceptual model is Search Institute's Developmental Assets. The concept of Developmental Assets emerged in 1990 (Benson, 1990; 1997; 2002; 2003). The model has triggered community application and social change in hundreds of towns and cities throughout the United States and Canada. The Developmental Assets have also spawned research on youth, adults, and developmental habitats including schools, families, and youth-serving organizations (Sesma, Mannes & Scales, 2006). The Developmental Assets is a theory-based model linking features of ecologies (external assets) with personal skills and capacities (internal assets). It is premised on the hypothesis that external and internal assets are dynamically interconnected “building blocks” that, in combination, enhance many forms of developmental success (i.e., thriving), and prevent high risk health behaviors. The 40 Developmental Assets are empirically grounded constructs that were derived from a review and synthesis of hundreds research studies across streams of literature including child and adolescent development, prevention, resiliency, and child and adolescent psychiatry (Scales and Leffert, 2004). In addition to the version of the Developmental Assets for adolescents, there are frameworks covering middle childhood and early childhood.

THE EMERGING EVIDENCE BASE FOR PYD AND THE DEVELOPMENTAL ASSETS

Catalano et al., (2004) conducted an extensive review of PYD programs and concentrated on 25 that were well-evaluated and showed significant effects on behavioral outcomes. Nineteen of them demonstrated significant improvements in PYD outcomes such as: interpersonal skills, quality of peer and adult relationships, self-control, problem solving, cognitive competence, self-efficacy, commitment to school, and academic achievement. Twenty-four showed significant reductions problem behaviors such as; alcohol and other drug use, school problems, aggressive behavior, violence, and risky sexual behavior.

In a review of over 1,200 studies of outcomes for prevention programs for children and adolescents, including violence prevention, Durlak (1998) identified eight strength-based factors that were critical to minimizing engagement in problem behaviors and are consonant with the objectives of PYD: social support, personal and social skills, self-efficacy, good parent-child relationships, positive peer modeling, high quality schools, effective social policies, and positive social norms.

Eccles and Barber (1999) examined the effects of 10th graders pro-social activity (church involvement and/or participating in volunteer and community service) on current and future (2 years later) risk behaviors and academic outcomes. Students engaged in pro-social activities drank alcohol and used marijuana to a lesser degree, and also had higher grade point averages at both points in time.

Allen, Philliber, Herrling, and Kuperminc (1997) used a randomized control group experiment and showed that high school students in a treatment group consisting of

structured community service time and a related classroom-based curriculum had significantly lower rates of course failure, school suspension, and rates of pregnancy for both females and males (ever been pregnant for the females, and being responsible for a pregnancy for the males) than youth in the control group.

Crosnoe, Erickson, and Dornbusch (2002) studied a diverse sample of adolescents from 9 California and Wisconsin high schools. Their findings suggest protections against delinquency and substance use were realized by those who experienced warm relations with parents, came from relatively well-organized households, valued academic achievement, were engaged in school, felt close to teachers, and performed well in school.

Greenberg et al. (2003) reviewed evidence from a range of the most effective school-based prevention and youth development data, and drew the conclusion that successful school-based prevention programs are those that “enhance students’ personal and social assets” and improve the school-community environment (p. 467).

Zweig, Phillips, and Lindberg (2002) examined data on 12,500 9th to 12th graders from the original Add Health (the National Longitudinal Study of Adolescent Health) study pool of 7th to 12th graders, and reported that students with higher levels of protective factors consistently had lower levels of risk behaviors such as sexual activity, binge drinking, fighting, suicidal behaviors, and other drug use.

Leffert et al., (1998) studied a sample of nearly 100,000 youth from over 200 American communities. They reported that a cluster of four assets – positive peer influence, peaceful conflict resolution, school engagement, and safety – added 30 % to the explained variance associated with engagement in violence, compared to only 8 % explained by demographics.

Research conducted by Search Institute consistently shows that the more Developmental Assets youth experience in their family, school, and community life, the less likely they are to get involved in risk behavior patterns, and the more likely they are to be protected from risk factors/processes (Benson; 2006; Benson, Scales, Leffert & Roehlkepartain, 1999; Benson, Leffert, Scales & Blyth, 1998) These findings have been reinforced through the empirical activities of others not affiliated with the Institute. Evaluation studies conducted by Oman et al., (2002), Reininger et al., (2003), and Murphey et al., (2004), indicate the power of Developmental Assets to help reduce youth risk behaviors encompassing physical violence, drugs and alcohol, and pregnancy.

Moreover, data analysis shows that the greater the exposure to and experiencing of Developmental Assets by youth, the more likely they are to manifest behaviors that are consistent with highly successful development such as obtains good grades, maintains good health, and demonstrates leadership (Scales, Benson, Leffert & Blyth, 2000; Scales & Roehlkepartain, 2003; Scales & Leffert, 2004).

Additional research conducted by Search Institute has also examined the interrelationship among Developmental Assets, poverty, and risk. A study in a Minnesota community suggests that experiencing fewer than 10 assets appears to be 2 to 5 times more powerful in predicting young people's involvement in high risk behaviors than their actually living in poverty.

OMNI Research and Training, Inc. evaluated a statewide Developmental Asset Initiative funded in Colorado. Their study determined that: 1) adult champions for asset-building emerged; 2) communities were mobilized to build assets; and, 3) agencies that served youth changed the way they did business. OMNI Research and Training, Inc. also determined that youth involved in the initiative experienced gains in: a) sense of

belonging; b) self-confidence; c) self-efficacy; d) positive view of the future; g) interactions with a wider circle of adults; and h) relationships with significant adults in their lives. (Colorado Trust, 2003).

The Minnesota Institute of Public Health investigated the benefits of a 9th Grade asset-building program in St. Louis Park, MN that was funded through a federal Center for Substance Abuse Prevention (CSAP) pass-through grant (Sharma & Griffin, 2003). The evaluators concluded that:

“...it appears that the 9th grade program has successfully met program developers’ expectations to decrease illegal alcohol, tobacco, and other drug use, decrease academic failure, and increased commitment to school as demonstrated by improved attendance of 9th grade students.” (p. 14)

The Developmental Assets framework has also shown its merit with more challenging youth populations. Taylor and associates (2002) conducted an investigation with youth gang members in the Detroit area and drew the conclusion that gang youth’s positive development can be promoted by embedding them in a more asset-rich environment.

RELEVANT HIGHLIGHTS FROM A STUDY OF THE YOUTH WORK FIELD

An analysis of the youth work field was conducted to inform the W. K. Kellogg foundation as it launched its second Kellogg Leadership for Community Change initiative focusing on the theme of “Valuing and Building Youth and Adult partnerships to Advance Just Communities”. The purpose of the field assessment conducted by Search Institute was to summarize what is known from the worlds of research and practice, listen to the voices of young people actively engaged in youth work, and hear

directly from young adults who are in leadership positions in the field. Several major transitions in the field were identified.

<u>FROM</u>	>	<u>TO</u>
A. Individual Efforts	>	Collective Efforts
B. Isolated Strategies & Projects	>	Unified Vision & Collective Action
C. Maintain Status Quo	>	Work for Justice
D. Youth Work in Isolation or Limited Roles	>	Youth Work with Adults for Change and Tap into the Power of Institutions & Systems

THE FEATURES OF PLACES ENHANCING YOUTH DEVELOPMENT

In 2002, the National Research Council and Institute's of Medicine released the influential report, Community Programs to Promote Youth Development. (Eccles & Gootman, 2002). Its focus was to define "the personal and social assets" young people need "to function well during adolescence and adulthood" (p. 3) and identify the salient features of positive developmental settings. The Report identified eight key features.

- Physical and Psychological Safety

- Safe and health-promoting facilities; and practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.
- **Appropriate Structure**
 - Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; and age-appropriate monitoring.
- **Supportive Relationships**
 - Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness.
- **Opportunities to Belong**
 - Opportunities for meaningful inclusion, regardless of one’s gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence.
- **Positive Social Norms**
 - Rules of behavior; expectations; injunctions; ways of doing things; values and morals; and obligation for service.
- **Support for Efficacy and Mattering**
 - Youth-based; empowerment practices that support autonomy; making a real difference in one’s community; and being taken seriously. Practice that includes enabling, responsibility granting, and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels.)
- **Opportunities for Skill Building**
 - Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies,

media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital.

- Integration of Family, School, and Community Efforts
- Concordance; coordination; and synergy among family, school, and community.

STAND & SERVE'S APPLICATION OF THEORY AND RESEARCH

Stand & Serve's adoption of a PYD approach sets it apart from most sexual violence prevention programs. Although a PYD and a more common risk and protective oriented prevention partially agree on developmental goals, in the sense that both are dedicated to reducing problem behaviors and negative outcomes, their implementation looks very different. For example, a conventional sexual violence prevention program would pay far more attention to problems and negative outcomes, as it attempts to mitigate that form of interpersonal violence. In contrast, however, a PYD oriented effort like Stand & Serve will place much more focus on promoting additional approaches to health, including skill-building, competency and thriving (Bumbarger & Greenberg 2002; Pittman & Fleming, 1991). Stand & Serve pays far more attention to empirically grounded positive developmental themes and intervention strategies, which when successfully implemented, are expected to enhance positive outcomes, and simultaneously reduce problem behaviors and negative outcomes.

Distinctions between a PYD and a risk and protective factor prevention initiative are also evident in terms of practice. A more traditional sexual violence prevention program would be most likely predisposed to offer interventions that stress risk reduction, or, at

best, introduce some activities designed to foster protection. Alternatively, Stand & Serve, by virtue of operating a PYD-based sexual violence prevention initiative, concentrates more on the promotional and delivers a more expansive portfolio of positive supports, opportunities, and resources, with the empirically-based assumption that reductions in risks will co-occur.

The Stand & Serve Program designs and implements activities consistent with the National Research Council identification of the features of settings conducive to promoting positive development and consistent with the emerging shifts in how youth work is conducted that were identified in the W.K. Kellogg funded study. Stand & Serve program activities encompass:

1) weekly lunch meetings at local high schools; 2) weekly after-school peer education workshops/projects with middle schools; 3) monthly peer education trainings, projects with elementary schools and awareness & resource referral campaigns; 4) community service projects; and, 5) on-going workshops and retreats.

Let's consider how several of the key features that were highlighted by the National Research Council's Report are being incorporated into Stand & Serve Club's general operating procedures.

Stand & Serve Operational Practices Fostering Safety

- The Club acts as a safe haven, or sanctuary, for members, where they are free from outside threats and pressures, and are encouraged to have fun in a supportive atmosphere.
- The Club settings and programs are designed to ensure the utmost physical and psychological safety for Club members.
- Staff is always aware of the Club's atmosphere and member's safety in order to eliminate any potential threats.
- The staff creates a supportive and positive atmosphere where members feel safe coming to them with their problems.
- Staff quickly and effectively deals with member disagreements and problem behaviors to avoid escalation and spillover into Club and activities and to ensure members interact safely.
- Club activities are well supervised, and safe and proper equipment and materials are made available to Club members.
- Members and parents learn about Club rules and expectations through orientations.
- Club members are knowledgeable of rules and are expected to promote and help reinforce positive behavior.
- Club staff, members, and parents communicate and reinforce rules as well as model appropriate expected behavior.

Stand & Serve Operational Practices Fostering Belonging

- Clubs provide a diverse array of activities that make it a fun place to be for members.
- Clubs design, organize, and carry out activities in ways that promote fun and a sense of belonging.
- Club member's sense of belonging is realized through personal connections with their peers and staff.
- Club member's sense of belonging is realized via tangible elements such as tee shirts and other materials.
- Generating a sense of belonging is strengthened by reaching across language and color lines to honor diversity.
- Making the Club feel like a home and a family setting fosters a sense of belonging.
- Having a dedicated space fosters older member's sense of belonging to the Club.

Stand & Serve Operational Practices Fostering Supportive Relationships

- Club members and staff demonstrate their ability to forge positive relations with one another through effective communication, comfort level, and respect.
- Specific staff and peer qualities are conducive to relationship building.

- Clubs distinguish between engagement and monitoring, with the emphasis on the Club fostering engagement through peer interactions, and program activities.
- Staff and Cub members engage in simple acts of kindness and sensitivity that show Club members they care.
- There is a great amount of energy harnessed to engage Club member's parents to take an interest in what their adolescent does at the Club.
- The Club facility's environment and atmosphere contributes to developing supportive peer relationships.
- Club programs activities create opportunities that foster and promote collaborative and successful peer interactions.
- The active involvement and encouragement of Club staff supports forming and maintaining peer friendships.
- Mutual respect and a demonstrated ability to communicate and interact effectively with each other are evident in supportive peer to peer relationships.

From its inception, Peer Solutions made PYD and Developmental Assets integral to the Stand & Serve Program and saw the framework as primary means for ending sexual violence. The Stand & Serve Program has used the eight categories of Developmental Assets as the basis for delivering its activities. In terms of the Developmental Asset category of support, Stand & Serve club members receive on-going assistance from all Peer Solutions staff members, their peers, family, school personnel, and community



STAND & SERVE

members. Specifically, Peer Solutions staff takes steps to build positive relationships with Stand & Serve members and their families. They make it a point to get to know the names, backgrounds, and important stories about all members. If Stand & Serve members are having a problem they know staff are available to help them deal with it. Students are called if they do not show up for activities and for service project reminders. Stand & Serve club members receive stipends & incentives to stay connected.



THE GUTS TO BE GOOD

THEORETICAL BASIS BEGINNINGS

VERY SUBJECT TO CHANGE 12-22-10

THE GUTS TO BE GOOD - G2BG

Building a world we want to live in.

THE GUTS TO BE GOOD is about building a world we want to live in. This is a world where all humans feel & are safe and are treated equally with respect.

This is a world where **Safety, Equality & Respect** are norms. This is a world free from Child Abuse, Violence & Oppression and on the rare occasion when "it" does happen, everyone Speaks-Up with empathy and compassion. This is a world where those harmed feel safe to come forward and are always treated with respect and where those harming others &/or self are provided with adequate resources necessary to halt the cycle of harm. *"Embrace your guts of goodness."*

Domains Used for Evaluation Purposes

as defined by STAND & SERVE Members 12-10

THE GUTS TO BE GOOD is about working together to cultivate good to end bad. The S&S Coalition defined 5 Domains we will use to design G2BG next steps.

1. The guts to be **RESPECTFUL**,
2. The guts to be **COURTEOUS**,
3. The guts to **SPEAK UP**,
4. The guts to be **HONEST &**
5. The guts to **LEND A HAND**.

"G2BG is for anyone that feels their community needs better guts."

1. **The Guts to Be Respectful**. - Respect is the opposite of sexual violence and all forms of harm to others and self. If we respect self and others we will be much less likely to harm and much more likely to help.

- ⌘ *Treat others as you want to be treated*
- ⌘ *Creating a bond with others by using nice words*
- ⌘ *Modeling the behavior you want to see*
- ⌘ *Ability to put yourself in others' shoes - showing empathy*
- ⌘ *be nice to other students*
- ⌘ *Respect shows that people care in your life*
- ⌘ *Sense of being*
- ⌘ *Basic concept that should be part of your personality*

- ⌘ *Respect makes you feel happy and loved*
- ⌘ *I see it around me a lot. Everyone is respectful and honest to each other and belongings - can leave my belongings somewhere w/o it being stolen. Makes you feel more comfortable in your environment.*
- ⌘ *Brings self-esteem up*
- ⌘ *That no matter who you are they want respect. Everyone wants and deserves to be respected*
- ⌘ *If you respect self/others, you won't feel compelled to commit sexual violence*
- ⌘ *Respecting another's personal space is important to preventing sexual violence*
- ⌘ *With respect you are happy with yourself so you don't think about sexual violence*
- ⌘ *Respecting others will stop from doing actions that cause sexual violence*
- ⌘ *We must start with respecting ourselves then those around us because others will observe the behaviors we model*
- ⌘ *Respect helps others understand who we are as species not separate races*

IDENTITY RESPECT IS CRITICAL. Identity respect is respecting everyone's identity regardless of differences. Everyone must feel safe & comfortable being themselves & allow others to do the same. We must to work together to make it **SAFE** for all people to be **RESPECTED** and treated **EQUALLY** for exactly who they are. No two people are the same. Different is good. As we work together to cultivate safety and equality, we must act and react with respect. (Unless of course, our safety is at risk than we need to do whatever we have to do to feel/be safe.) A respectful world is a safe world. Respect is the opposite of sexual violence.

Duck and Decanter Business Example:

Our mission is to provide the highest levels of service to our customers; to purvey products and merchandise that are unique and represent superior craftsmanship; and to offer support and leadership in the communities touched by the Duck. We will provide a gratifying experience for our customers, staff members and shareholders. We believe that quality service, product and community involvement is intrinsic to the success of our business. All contributing members play an essential role in the fulfillment of this success.

Reliable: We are consistently dependable, responsible and trustworthy. We can be held accountable for our own actions and display a strong sense of integrity

Enthusiastic: We make working fun through displaying high levels of energy, motivation, creativity and sense of urgency. We express interest through a sincere desire to learn.

Supportive: We demonstrate through participation, cooperation, and a helpful attitude a true understanding, appreciation of coworkers, customers, the community and the Duck's mission statement.

Positive: We accomplish daily activities with assurance, confidence and a positive mental attitude. We realize that this is one of the major reasons for the Duck's longevity in this market and that a positive attitude is contagious.

Efficient: We are eager to become more aware, competent, and knowledgeable of our team environment. We are capable of performing tasks correctly and safely in a reasonable amount of time

Caring: We are friendly. We show concern, courteousness, and kindness by respecting and understanding the needs of others.

Team Player: Being a part of everything above and sharing it with others! We all want to attain the same goals as noted in our mission statement, our goals, and our job description. Our ability to work through it together means a smoother running ship. If something goes right, we celebrate it by congratulating our coworkers. If an error occurs, we discover what went wrong and correct it... together.

Growing...



by taking the "experience"



into the future

2. **The Guts to Be Courteous.** Make Courtesy Common. Pass it on

- ⌘ *Do something nice for someone every day*
- ⌘ *Smile*
- ⌘ **News Flash: NICE IS GOOD...It's Nice to be Nice**
- ⌘ *Doing something kind without being asked*
- ⌘ *Have Manners*
- ⌘ *Treat others politely and respectfully*
- ⌘ *It should be normal to get help or assistance from another*
- ⌘ *People coming together to do good*
- ⌘ *It feels nice doing good. - It feels good to do good*
- ⌘ *With courtesy who needs to sexually assault?*
- ⌘ *If you are courteous you are not sexually violent*
- ⌘ *Open doors for others or let them go ahead of you*
- ⌘ **Practice positive greetings, say please and thank you**
- ⌘ *Everyone is equal & treated the same regardless of identity*
- ⌘ *Everyone is treated nicely no matter what they look like*
- ⌘ *Everyone knows everyone is created equal*

One great way to cultivate **Safety, Equality** and **Respect** as norms is to MAKE COURTESY COMMON. When we smile, show gratitude or say please or thank you we are creating a kind and therefore safer world. A world free from sexual violence. We show courtesy by practicing Empathy, Validation, Non-Judgment, Kindness and Compassion.

3. **The Guts to SPEAK-UP.** (When we perceive it to be safe.) We use our voices to cultivate good to end bad.

- ⌘ *Use your voice for good and a tool of peace. If you see something wrong, like someone picking on someone, say something*
- ⌘ *Tell someone when you perceive a behavior/situation as bad/harmful*
- ⌘ *By speaking up we can help people with anger in them*
- ⌘ *Use your voice to stand up for what is right*

- ⌘ *Take a stand against oppression like racism and all other inequalities*
- ⌘ *We speak up if we know someone has harmed or is planning to harm someone in a sexual way*
- ⌘ *We speak up for people that have been hurt by sexual violence. We believe and give them love and support for the rest of their lives*
- ⌘ *To speak up for all people to be treated equally*
- ⌘ *To speak up that it is normal for families to love and help each other and for neighbors do the same*
- ⌘ *When we speak up, is normal to feel safe in schools, families and communities*
- ⌘ *You can see signs/indications of equality everywhere. When Everyone stands for equality, everyone feels ok, loved and not hurt and no one feels like something is wrong with them*
- ⌘ *We all speak up for everyone to feel free to be themselves. That it's a concept that can end violence because everyone will see themselves as equal*
- ⌘ *Speak up for everyone to feel comfortable with who they are without being judged by others*
- ⌘ *People see each others as an equal rather than objects to be toiled*
- ⌘ *Equality is the opposite of sexual violence*
- ⌘ *If we treat everyone equally, oppression doesn't exist*

When we hear or see something that is not ok, we say or do something when we feel safe. We have guts to take a STAND for what is right even if it is not perceived popular. We trust our gut and practice Safe Bystander Responsibility. We model and teach others to speak-up for those that have been harmed with empathy, compassion and resources. Everyone deserves to feel **SAFE**. We speak up for everyone to be treated **EQUALLY** with **RESPECT**.

4. **The Guts to Be HONEST.**

- ⌘ *Be truthful with self and others*
- ⌘ *Speaking the truth w/o thinking about the consequences*

- ⌘ *An action. Your actions are part of being honest*
- ⌘ *The capability to speak truthfully all the time*
- ⌘ *Telling the truth to prevent digging yourself in a hole - one lie will just lead to a constant cycle of lies you will have to remember*
- ⌘ *Honesty is about trusting another*
- ⌘ *Honesty gets things out so that you will feel better*
- ⌘ *Honesty helps you trust people*
- ⌘ *Honesty is about getting consent for any sexual activity*
- ⌘ *if you tell the truth there is no stress or violence*
- ⌘ *We need to create a safer environment for people to speak freely and honestly*
- ⌘ *When people are honest about what is really going on we can prevent the generations of sexual violence*
- ⌘ *Honesty takes sexual violence out of the shadows*

Feeling **SAFE** and treating each other **EQUALLY** with **RESPECT** are critical to a healthy relationship. Honesty is a key ingredient to making this happen, be it with our family, our peers or our co-workers. Model Honesty, Trust and Integrity! Your word is everything! Speak Up and Tell the Truth.

The kind of behavior that really is spiritual practice consists of refraining from falsehood and abiding by the truth, neither humiliating nor mocking others, being humble, and having a good heart and helping others.

We can think of honesty and dishonesty in terms of the relationship between appearance and reality. Sometimes these synchronize, often they do not; but when they do, that is honesty, as I understand it. So we are honest when our actions are what they seem to be. When we pretend to be one thing but in reality we are something else, suspicion develops in others, causing fear. And fear is something we all wish to avoid. Dali Lama 10-2010

5. The Guts to Lend-a-Hand.

- ⌘ *Helping out others you see who need help like giving up your seat or helping someone you don't know with a door or heavy groceries*
- ⌘ *Volunteering your time to help someone*
- ⌘ *Volunteer, help your community, Get involved*
- ⌘ *Pass on THE GUTS TO BE GOOD*
- ⌘ *It feels good to help people*
- ⌘ *Helping people takes mind off violence*
- ⌘ *Everyone lends a hand to works together to prevent sexual violence before it begins*
- ⌘ *Help people with physical, mental or other challenges*
- ⌘ *Demonstrate how we are all equal as a group and they can see that we are all different. If we can keep our beliefs out in the community, hopefully it will spread.*

We know that in order to build a world where **SAFETY**, **EQUALTY** and **RESPECT** are norms we must work together, Lend-a-Hand and help each other to ensure this is possible for everyone, everywhere. When we see someone's safety is at risk, when we feel safe, we must Lend-a-Hand. We look out for our friends, family, co-workers and neighbors. We get involved in projects to make our communities safer. We assist those with physical, mental health or other challenges, we lend a hand to those that have been harmed to come forward and be treated with kindness and compassion by schools, families and communities. We are all Peers, We are all the Solution.