



Presentations and Trainings

2011



Best Practices in Bullying Prevention

Target Audience: This training is ideal for youth workers, violence prevention specialists, educators, school administrators, school personnel including: teachers, social workers and support staff; after-school program staff, counselors, social workers, or anyone interested in stemming the prevalence of bullying and creating a peaceful culture in their settings.

Best Practices:

The Illinois Center for Violence Prevention's trainings is based on evidence-based data and/or best practices that demonstrate effective results. A best practice is a technique or methodology that, through experience and/or research, has proven to reliably lead to a desired result. Ideally, best practices are based on knowledge derived from rigorous evaluations of interventions reported in peer-reviewed literature. Determining what is evidence-based is important in ensuring that the lives of young people will be positively impacted. Priority is given to programs tested and replicated in real world environments and have reasonable cost and supported by tolls that will help implement with fidelity. However, a number of factors complicate this approach to identifying best practices for youth violence prevention efforts.

Because the field of research in youth violence prevention is young, few longitudinal and randomized-control studies have been conducted. There are also the difficulties in getting programs widely implemented with fidelity and the cost of programs. While studies have evaluated the outcome of interventions, they typically have not evaluated the effectiveness of individual implementation practices. Therefore, the majority of best practices presented in this sourcebook are based on the guidelines recommended by research, program performance evaluation, hands-on, and empirical observation of intervention practitioners and evaluators. Most important, it includes evidenced-based kernels or fundamental units of behavioral influence that appear to underlie effective prevention and treatment. An evidence-based kernel is an indivisible procedure that has been empirically shown to produce reliable effects on behavior, including psychological processes (Embry, 2004).

Best practices in bullying prevention:

Bullying is different than other forms of violence, in that it does not respond to the same interventions that are successful in addressing other types of conflicts among students (Limber and Nation, 1998). Such responses as conflict resolution, peer-to-peer mediation and group therapy that focus on increasing self-esteem have been shown to be relatively ineffective with bullies. Bullying behavior comes from an imbalance in power rather than poor social skills. Bullying takes strong social skills and the ability to manipulate situations and people without the detection from teachers, parents or supervising adults. Bullies are continually reinforced with validation from other peers or bystanders who may participate, so

as to not become bullied themselves. These dynamics need to be considered when developing effective bullying prevention programs.

The most successful bullying prevention programs do more than reach the victim. Rather they work to change the culture within the school and/or community. The paradigm must shift from the norm that bullying is cool and accepted, to bullying is not cool, will not be accepted and has consequences. Further, schools successful in reducing bullying, involve the community as a whole. This includes the bully, victim, bystander, parents and educators. Strategies that prevent bullying need to have both a classroom and student level interventions. It is also important to note that many schools try a “watered down” version in hopes that it will be successful but instead find limited results.

Synopsis: This training discusses the causes and realities of bullying, as well as best practices adults can use to intervene in and prevent bullying. This workshop informs and teaches participants about effective bullying prevention; what it is and what it is not; and the powerful role that bystanders can have to stop bullying. Adults play an important role in supporting youth—not only victims and bystanders but also bullies. This workshop also emphasizes the bystander’s role in bullying prevention and how youth can be taught how to safely and effectively intervene to stop bullying. This strategy creates a culture that rejects bullying and harassment. Strategies and tools that are called evidenced-based kernels are shared to increase adults’ effectiveness in creating a peaceful environment where pro-social behavior is systematically recognize, praised and rewarded.

Learning Objectives:

- Increase awareness and understanding of the underlying mechanism of bullying behavior
- Define bullying and the different roles of bystanders
- Offer adult interventions to prevent and empower bystanders
- Teach Best Practices in bullying prevention
- Present bystanders with effective approaches that prevent bullying
- Introduce participants to evidenced-based kernels to create peaceful culture

Participants will:

- Develop concrete prevention and intervention plans to address bullying
- Understand how to effectively train bystanders to prevent bullying
- Learn to integrate research based strategies into school settings
- Increase their awareness and understanding of risk and protective factors of bullying
- Learn how to implement evidenced-based kernels to create peaceful culture

Time: This training is best conducted in 3 hour block time.

Best Practices in Violence Prevention Training:

Target Audience: This training is ideal for social service providers, violence prevention specialists, youth and after-school program employees, school personnel, including: educators, teachers, administrators, superintendents, social workers, psychologists and support staff or anyone interested in the field of positive youth development, as research demonstrates this increases protective factors that leads to lower levels of violence.

Synopsis: The recent suicide of the talented young student from Rutgers University has opened the public eye to the extent of youth violence. Also, a young Massachusetts student hung herself due to constant verbal abuse from her peers. It is apparent that we need to put an end to youth violence and learn what are the best practices and programs that are evidence based to prevent violence. We need to encourage youth to engage in healthy behavior and relationships. This workshop will introduce participants to best practices in violence prevention. Based on research, common themes in effective and ineffective violence prevention will be discussed. Participants will learn about what constitutes best practices and practice using resources and tools to help identify evidence-based programs and integrate appropriate strategies for their target population.

Learning Objectives:

- Research based understanding of violence prevention
- Define Best Practices in youth violence prevention
- Identify resources for evidence based practices and programs
- Recognize effective and ineffective violence prevention programs for primary, secondary and tertiary prevention
- Integrate best practices in youth violence prevention into direct service work

Participants Will:

- Define risk and protective factors for youth violence
- Understand Positive Youth Development approach to violence prevention
- Understand Risk Reduction approach to youth violence
- Understand Protective Factors approach to youth violence

Time: This workshop is more effective when given a 3 and a half hour training block.

Bullying Prevention and Empowering Bystanders Training:

Target Audience: This training is ideal for social service providers, youth and after-school program employees, school personnel, including: teachers, administrators, superintendents, social workers, psychologists and support staff or anyone interested in stemming the prevalence of bullying.

Synopsis: Overall, this training discusses the causes and realities of bullying, as well as best practices adults can use intervene and prevent bullying. Additionally, this workshop discusses, in detail, the bystander's role in bullying prevention, and how to encourage youth to safely and effectively intervene. This strategy seeks to create a culture that rejects bullying and harassment. This workshop informs and teaches participants about effective bullying prevention; what it is and what it is not; and the powerful role that bystanders can have to stop bullying. Adults play an important role in supporting youth—not only victims and bystanders but also bullies. Strategies and tools will be shared to increase adults' effectiveness.

Learning Objectives:

- Define bullying and the different roles of bystanders
- Adult Interventions for bullying prevention and empowerment of bystanders
- Best Practices in bullying prevention
- Approaches in engaging bystanders in bullying prevention
- Introduce participants to youth violence prevention
- Increase awareness and understanding of bullying behavior

Participants will:

- Develop concrete prevention and intervention plans to address bullying
- Learn to effectively train bystanders to prevent bullying
- Learn to integrate research based strategies into school or after-school settings
- Increase awareness and understanding of risk and protective factors for bullying

Time: This training is best conducted in 3 hour block time.

Cyber Safety Training:

Target Audience: This training is ideal for social service providers, parents, youth and after-school program employees, school personnel, including: teachers, administrators, superintendents, social workers, psychologists and support staff anyone interested in keeping children and youth safe when using technology.

Synopsis: From bullying and stalking to sexual exploitation and emotional abuse, technologies are now used to perpetrate violence and harassment. This workshop identifies the types of cyber threats experienced by youth and how adults may best intervene, as well as strategies and resources to prevent this violence. In a progressively digital world, technology is increasingly used to commit violence and abuse. From cyber-bullying and sexting to online predators, youth are at risk for committing and experiencing violence as well as being criminalized for child pornography. This workshop teaches participants how to recognize and respond to these hidden forms of violence. Prevention tools, strategies, and safety practices are shared that can be implemented into youth programs or classroom settings.

Learning Objectives:

- Define traditional bullying, cyber-bullying and sexting
- Understand the prevalence and uniqueness of cyber-bullying
- Know the consequences of inappropriate use of technology
- Identify bullying as defined by Illinois Bullying Prevention law
- Understand frequency of online predators in relation to threats made online to youth

Participants Will:

- Understand why youth might engage in bullying behavior
- Learn how to successfully perform adult interventions to stop bullying
- Gain knowledge in Best Practices and strategies for Bullying Prevention
- Learn how to identify risk and protective factors for bullying
- Learn how to work with youth to implement and develop appropriate uses of technology contracts

Time: This training is most effective when conducted in a 1 ½ to 3 hour training block.

Engage Bystanders in Violence Prevention Training:

Target Audience: This training is ideal for social service providers, youth and after-school program employees, school personnel, including: teachers, administrators, superintendents, social workers, psychologists and support staff or anyone interested in encouraging others to safely engage bystanders to prevent violence.

Synopsis: Research suggests that in order to move toward a more peaceful culture, we need to learn how to effectively empower bystanders in skills of empathy and educate them on the benefits of breaking the cycle of bullying. In this workshop, participants learn about the causes and realities of bullying, as well as best practices for adult bullying interventions and prevention. The powerful role of bystanders in bullying prevention is explored and tools on how to train youth to safely intervene are offered. Bystanders are individuals who witness situations that could lead to violence and have the opportunity to act. The choices are to do nothing, contribute to the negative behavior, or offer support to the target. The training will focus on building community responsibility for violence prevention by educating bystanders and empowering them to act. Participants will learn strategies to engage their constituents as interveners rather than perpetrators or victims. Further, participants will hone their newly gained skills through role-plays with different bystander scenarios, such as teen dating violence, bullying, youth violence and sexual assault.

Learning Objectives:

- Understand and define bullying behavior
- Understand the different types and roles of bystanders
- Learn successful adult interventions to stop a bullying situation
- Understand why bystanders may not respond (i.e. diffusion of responsibility)
- Learn three different approaches for bystanders to act positively

Participants Will:

- Identify bullying and ways to engage youth to be active bystanders
- List steps of bystander involvement
- Describe the benefits of engaging bystanders
- Identify bystander's approaches to responding

Time: This training is recommended in 1 ½ and 3 hour training blocks.

Evaluation Consultation Services:

Target Audience: This is ideal for any violence prevention agency seeking to actively improve, evaluate or adapt their current programming. Whether an organization needs coaching and technical assistance, on-site training, or a full external evaluation, the consultation provides customized evaluation services to meet each organization's needs.

Synopsis: Individualized technical assistance and on-site coaching are available to help organizations design and implement evaluations tailored to their specific needs. The coach's role is to provide skill-building and evaluation resources so that practitioners learn to evaluate their own programs. Coaches will work using a utility focused approach, with agencies on a variety of issues including clarifying the program design, process and outcome objectives, planning evaluations, developing data collection instruments, implementing evaluation, analyzing evaluative information, identifying key stakeholders, and presenting evaluation findings to a variety of audiences.

Learning Objectives:

Seven phases of evaluation:

- **CLARIFY** the design of the program to be evaluated
- **PLAN** an evaluation
- **DEVELOP** or identify data collection tools
- **COLLECT** the data
- **ANALYZE** the data
- **COMMUNICATE** evaluation findings
- **USE** what is learned from the evaluation

Participants will receive:

- An Evaluation Plan
- Instruction on Developing and Using Logic Models
- Program Survey Development
- Support in Building a Culture of Evaluation in your Organization
- Data Analysis and Communicating Evaluation Findings

Time: These coaching sessions are best conducted in two, (2) hour sessions.

Foundation for Success: *Preventing Child Abuse Training:*

Target Audience: FFS assists community members, faith-based leaders and service providers who have regular, direct contact with at-risk families. This intervention utilizes the train the trainer model. The model requires identifying community leaders and guiding their facilitation of workshops or trainings within their community. This project impacts our most vulnerable populations by supporting key community partners who directly work to strengthen families. This training is ideal for family enrich program practitioners, such as faith based partners, church leaders, youth leaders/pastors, director of family and community programs, parents with active roles in the church and/or community, day care workers, small group leaders/Sunday school teachers, music/choir director working with youth and retired or full time pastors who work with families.

Synopsis: Foundations for Success (FFS) programs consists of sequential sessions that build on each other followed by individual coaching sessions to assist those who have regular contact with at-risk families apply this newly gained knowledge to their daily situations. This model implements prevention strategies, delivered through the very entities that individuals turn to for support- faith-based leaders. This program will provide the church community or community members who want to develop and implement parent skill programming, with some basic, effective interventions for child abuse prevention to families and offer community referrals to families who need more intensive intervention. Specifically, FFS will assist parents and caregivers develop skills to regulate emotion and improve parenting effectiveness by connecting their thoughts to their feelings, learning adaptive coping skills, improving personal effectiveness and developing effective parenting skills (advance course). FFS also builds the church's capacity to link families to violence prevention services.

Learning Objectives:

- Discuss how Integrated Parenting Intervention Program (IPIP) can assist help decrease risk factors and increase protective factors in order to reduce and prevent child maltreatment
- Review strength-based parenting intervention explicitly designed to increase caregivers' positive relationship skills, effective discipline strategies and ability to tolerate stress

Participants will Learn:

- The importance of Mindfulness through active skills and strategies
- How to implement Distress Tolerance during challenging times with children
- How to deal with day to day situations through Emotional Regulation
- Ineffective discipline strategies that contribute to escalating negative emotion, aggression and impulse and reactive parenting
- Effective discipline strategies

Time: FFS: Preventing Child Abuse training is recommended in four (4), three (3) hour sessions. Schedules and times may be arranged according facilitator and participant's schedule.

Foundations for Success: Youth Violence Prevention

Target Audience: This training is ideal for a team of managers and program staff who work in violence prevention programs or as social service providers, youth and after-school program employees, school personnel, including: educators, administrators, superintendents, social workers, psychologists and support staff; or anyone interested in identifying how to access evidence-based practices used to prevent youth violence, develop goals, objectives, and time lines to implement evidence-based practices, develop plans for integration into their organization and identify phases of conducting a utility focused evaluation.

Synopsis: Youth-serving organizations will have the opportunity to develop and/or improve programs in the Youth Violence prevention by participating in personalized coaching and a comprehensive workshop series. In addition to in-depth information about the commission and prevention of several types of youth violence, participants will receive hands-on skill development in integrating needs assessments, positive youth development, best practices, and program evaluation into their programming.

Learning Objectives:

- Report patterns and prevalence of youth violence in Bullying, Bystander Involvement, Teen Dating Violence and Community Violence
- Conduct a comprehensive needs assessment for each participating organization
- Identify how to access best practices used to prevent youth violence
- Identify the six levels of intervention necessary for effective comprehensive prevention
- Design goals, objectives, and time lines for best practice implementation
- Develop strategic plan for integration into organization
- Identify phases of conducting a utility-focused evaluation

Participants Will:

- Increase their knowledge of evidence-based and effective and violence prevention strategies and techniques
- Learn how to implement a needs assessment and build an individualized strategic plan for their organization or program
- Plan, develop and implement an evaluation process that is supported by data and will measure program effectiveness.

Time: Schedules and time may be arranged according to the facilitator and participant's schedule. FFS: Preventing Youth Violence training is recommended in Six 3.5 hour trainings and two tailored **on-site** coaching sessions per organization.

How to Prevent Teen Dating Violence Training:

Target Audience: This training is ideal for social service providers, violence prevention specialists, youth and after-school program employees, school personnel, including: teachers, administrators, superintendents, social workers, psychologists and support staff, or anyone interested in reducing and/or preventing incidents of teen dating violence.

Synopsis:

This workshop explores how to use the tools necessary to prevent teen dating violence. Participants will learn to recognize and prevent teen dating violence through evidence-based strategies, including risk and protective factors as well as programming guidelines. Information and resources in the area of healthy relationships and teen dating violence to compliment youth-oriented programming will be provided. Participants will understand based on local data the prevalence of teen dating violence as well as learn to recognize teen dating violence and its underlying dynamics; address the unique risk and protective factors of relationship violence in adolescence and integrate evidence-based, effective tools and hands-on activities into their programming.

Learning Objectives:

- Define abuse and its dynamics in terms of teen dating violence
- Prevalence rates based on local data
- Review key strategies for engaging youth as bystanders in preventing teen dating violence
- Discuss primary, secondary and tertiary forms of prevention with teen dating violence
- Identify effective tools that can be used to prevent teen dating violence and promote healthy relationship behavior

Participants Will:

- Be able to recognize and prevent teen dating violence through evidence-based strategies
- Understand how technology can be used to abuse (text, email, cell phone, etc.)
- Learn how to utilize best practice approaches to preventing teen dating violence
- Distinguish the differences and similarities between teen dating violence and domestic violence
- Practice tools that can be integrated into their programming to prevent teen dating violence

Time: This presentation is best conducted in a 3 hour block of time.

How to Utilize Evidence-Based Kernel Strategies to Promote Positive Youth Development and Create and Peaceful Culture

Target Audience: This training is ideal for social service providers, youth and after-school program employees, school personnel, including: principals, teachers, administrators, superintendents, social workers, psychologists and support staff or anyone interested in the field of positive youth development and increasing pro-social behavior in youth.

Synopsis: Low cost, evidence based kernels are effective techniques and strategies service providers can use to promote positive youth development and pro-social behavior. The goals of treatment and prevention are reducing the prevalence of the most common and costly problems of human behavior and increase in the prevalence of well-being. According to Embry & Biglan, kernels are “irreducible units of behavior-change technology” that is, units of behavioral influence that appear to underlie effective prevention. These are usually the more active Kernels are indivisible procedures empirically shown to produce reliable effects on behavior, including psychological processes (Embry, 2004). The Kernel is indivisible in the sense that it would have no effect if any of its parts were eliminated. A few examples of Kernels would include timeout, written praise notes, self-monitoring and universal signs for desired behavior.

Learning Objectives:

- Discuss limitations of current programming and how Kernels can be equally effective in promoting positive youth development
- Identify characteristics of Kernels and their benefits
- Identify how Kernels promote positive youth development

Participants will:

- Identify how Kernels can be used within an organization as a best practice that promote positive youth development and create a peaceful culture
- Learn how to utilize Kernels to target a single behavior, rather than using a larger program that may target multiple behaviors
- Learn how to alter consequences for behavior through antecedents and influencing relational responding

Time: This training is best conducted in a 3 ½ training block.

Positive Youth Development Training:

Target Audience: This training is ideal for social service providers, youth and after-school program employees, school personnel, including: educators, administrators, superintendents, social workers, psychologists and support staff or anyone interested in the field of positive youth development.

Synopsis: One evidence-based approach to reduce youth violence is positive youth development. This approach emphasizes fully preparing young people to succeed and contribute now and as adults, by building and sustaining youths' ability to make choices that will positively impact their future. This results in a reduction of risky or violent behavior. Concrete strategies and specific tools for creating cultures that promote positive youth development, whether in classrooms, after-school settings, or youth programs will be offered.

Learning Objectives:

- Define characteristics of positive youth development approach
- Understand how reframing language can impact one's ability to positively affect youth
- Understand why meeting youths' needs is important
- Discuss how positive youth development approach can prevent violence
- Review the impact of Kernels in positive youth development

Participants Will:

- Identify key components needed to create a positive youth development approach within one's organization
- Define what is needed to create a culture of peace among youth
- Describe why research suggests that these are effective in creating peaceful cultures
- Identify 2-4 concrete strategies for creating peaceful cultures that promote positive youth development

Time: This training is best conducted in a 3 hour training block.

Foundation for Bullying Prevention: Comprehensive Teacher – Student Intervention

Target Audience: This training is uniquely tailored to support both school personnel and students within the school environment. School personnel can include: teachers, social workers, psychologists, support staff, after-school program staff and counselors. Grades 1-8 are the best suited for this training. However, high school aged students may also benefit from a dialogue surrounding bullying, cyber-bullying and the importance of bystander intervention. Training specific to high school students supports school personnel by educating students how to engage in bystander' intervention to stop and prevent bullying. Both, students and school personnel, are trained simultaneously to develop the foundation and basis to change a social environment that will reject bullying and promote pro-social behavior.

Synopsis for School Personnel: This training discusses the causes and realities of bullying, as well as best practices adults can use to stop and prevent bullying. This workshop informs participants about the underlying causes of bullying; what works and what does not work to stop bullying and creating a social climate to prevent bullying prevention; and the powerful role that bystanders can have to stop bullying. Adults play an important role in supporting youth—not only victims and bystanders but also bullies. Given that 75% of peer interventions are successful in stopping bullying; this workshop emphasizes the importance of promoting student's responsibility to stop bullying, the bystander's role in bullying prevention and how youth can be taught on how to safely and effectively intervene to stop bullying. This strategy creates a culture that rejects bullying and harassment. Strategies and tools that are called evidenced-based kernels are shared to increase adults' effectiveness in creating a peaceful environment where pro-social behavior is systematically recognize, praised and rewarded.

Synopsis for Students: This training will allow students the unique opportunity to take ownership in their school's campaign to end bullying. Students will engage with the facilitator and their peers to define traditional bullying, cyber-bullying, as well as create positive rules that reject bullying that may be included and/or integrated in their schools' policies. The facilitator will prompt students to discuss different forms of bullying and engage in a dialogue about the potential consequences for all parties involved (bully, victim and bystander). In addition to creating new school policies regarding bullying, students will discuss potential consequences and ways to promote a peaceful culture within their school.

Learning Objectives for School Personnel:

- Increase awareness and understanding of the underlying mechanism of bullying behavior
- Define bullying and the different roles of bystanders
- Offer adult interventions to prevent and empower bystanders
- Teach Best Practices in bullying prevention
- Present bystanders with effective approaches that prevent bullying
- Introduce participants to evidenced-based kernels to create peaceful culture

School Personnel will:

- Develop concrete prevention and intervention plans to address bullying
- Understand how to effectively train bystanders to prevent bullying
- Learn to integrate research based strategies into school settings
- Increase their awareness and understanding of risk and protective factors of bullying
- Learn how to implement evidenced-based kernels to create peaceful culture

Learning Objectives for Students:

- Define bullying and cyber-bullying
- Create new positive school rules surrounding bullying and cyber-bullying
- Learn how to intervene as a bystander in bullying situations
- Understand the importance of individual responsibility in rejecting bullying

Students will:

- Use their own understanding of bullying and cyber-bullying to create positive rules that will promote pro-social behavior and will reject bullying
- Understand the difference between physical, verbal, psychological form of bullying and cyber-bullying
- Be aware of the 3 different roles in bullying (bully, victim and bystander)
- Identify 3 ways to confront bullying as a bystander and/or support the victim
- Recognize potential consequences for not following anti-bullying rules

Time: This training is best conducted in 3 hour block time for teachers and 1.5 hour block of time for students. Please note that the presentation with students is interactive and is most effective with an audience of no more than 35.

Youth Violence Prevention Training:

Target Audience: This training is ideal for social service providers, violence prevention specialists, youth and after-school program employees, school personnel, including: educators, administrators, superintendents, social workers, psychologists and support staff or anyone interested in the field of positive youth development.

Synopsis: This training looks at the basic trends, systems and strategy options in youth violence prevention. This workshop educates participants on how to identify risk and protective factors that may impact the involvement of youth in violence. In addition, this training recognizes current tendencies in violence areas including teen dating violence, bullying and within the community. Further, this teaching works to educate participants on how to identify needs within their agencies and developing a plan for implementing prevention strategies within supportive environments.

Learning Objectives:

- Identify current trends of youth violence
- Identify areas of interest in the Ecological Model
- Discuss current approaches to violence prevention
- Review current data on youth violence

Participants Will:

- Learn dynamics of power and control and its relationship to several specific types of youth violence (bullying, teen dating violence and community violence)
- List alternative positive behaviors to meet basic needs
- Describe 3 approaches to violence prevention
- Name risk and protective factors within multiple contexts (e.g. school, family, community and individual)

Time: This training is best conducting in a 3 or 6 hour training block.