

ESTIMATING ESSENTIAL ELEMENTS OF PRACTICE-BASED PREVENTION STRATEGIES

Educational Prevention Strategy

Common Essential Elements		Why are these essentials?	Example
WHAT	Key messages and building knowledge	Activities in many programs are designed to communicate key messages to increase knowledge and understanding of violence prevention	Raise students' awareness of what constitutes healthy and abusive dating relationships, of dating abuse and its causes and consequences.
	Building skills	Activities in many programs are designed to teach skills that help prevent violence and promote positive behaviors.	Equip students with the skills and resources to help themselves or friends in abusive dating relationships and to develop healthy dating relationships including positive communication, anger management and conflict resolution
HOW	Using recommended teaching methods	Approaches often recommend specific teaching methods to reinforce concepts (e.g. lecture or interactive methods like group discussion, group projects, games, or role play).	Teaching methods are interactive and engaging. Implementers use real life examples to convey program messages. Multiple teaching methods are used.
	Following sequence and timing	Activities often build on each other, and approaches may recommend delivery over a period of time, for a specified length, and that a minimum number of sessions is completed.	Facilitators deliver 10 fifty-minute sessions designed to explore why people abuse, identify ways of preventing dating abuse and ways to promote healthy communication and equal power in relationships. These activities are reinforced by a 45-minute school-wide play performed by students, a school-wide poster contest and materials sent home to parents.
	Delivering in the ideal environment	Delivery in an environment that supports learning (e.g., quiet, safe, consistent place) may enhance participant outcomes.	Sessions are delivered in in regular classroom where students can engage in group and individual work
	Delivering all essential content to meet program objectives	Many programs are designed to deliver specific content to ensure program fidelity.	Each session covers a specific topic related to peer and/or dating violence. Sessions typically include three overarching messages and related skills that define the minimum required content. The poster contest and parent materials are important in reinforcing the messages.
WHO	Practitioner possesses specific skills and experience	Practitioners who use recommended teaching methods and are comfortable with content are likely to fully deliver a program and clearly convey messages.	Facilitators can maintain order and keep class on topic and can foster a safe and non-judgmental environment.
	Practitioner has credibility	A credible practitioner may increase participant receptivity to content and motivate participants to apply skills.	Facilitators show genuine interest in the participants' lives and ability to relate to them and demonstrate a commitment to the students and to the program.
	Practitioner/implementer values the program messages, the participants and the intended outcomes	A practitioner who values the program messages may communicate messages more clearly and enthusiastically to participants; this may also help establish credibility with participants	Facilitators have a clear understanding of the themes and messages and are excited and enthusiastic about the material.

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Educational Prevention Strategy

Prevention strategy name:

Names of stakeholders completing worksheet:

	Guiding Questions	Estimated Essential Elements
WHAT	What messages will be communicated?	
	What knowledge will be increased?	
	What skills will be developed?	
	What behaviors will be changed?	
HOW	What are the recommended teaching methods?	
	How many sessions should be delivered, for how long, and over what period of time?	
	Will all of the essential content be delivered to meet program objectives?	
	What setting and environment will best support learning?	
WHO	What skills and experiences will help facilitators deliver essential content clearly?	
	What other characteristics, like credibility with participants, values, and buy-in, will help a facilitator successfully deliver the prevention strategy?	

ESTIMATING ESSENTIAL ELEMENTS OF PRACTICE-BASED PREVENTION STRATEGIES

Creating Protective Environments

Common Essential Elements		Why are these essentials?	Example: Improve School Climate and Safety	Example: Modify the Physical and Social Environment
WHAT	Key messages, knowledge, and skills (individual level)	Typically, educational activities are designed to complement environmental changes. Information communicates key messages to increase knowledge and/or teach skills that help prevent violence	Train and develop a system of teachers and school staff to be able to monitor and address abusive behavior or violence.	Identifying designated and intended use of spaces, having clear understanding of land use and zoning laws, and identifying community priorities
		Signage and other visible mediums may be used to deliver key messages that increase feelings of safety.	Messages on posters communicate that students and staff are in a violence free zone.	Signage that communicates the intended use of the space and markers that identify private vs. public spaces
	Design elements	Modifying the physical environment through design elements is essential for deterring harassment and violence and promote safer spaces	Lighting design is used to maximize visibility and ensure that potential problem areas including hallways, stairs, and parking areas are well lit.	Greened lots should provide a welcoming look that clearly identifies the space is open to residents. Spaces should include features that promote community connectedness, such as play space, benches and community gardens.
	Organizational policies and protocols	Organizational policies and protocols can help to ensure that the physical environment is safe and reinforce expectations for behaviors and school/organizational climates.	A school policy mandates training for all staff and monitoring of campus hot spots where harassment and violence occur.	Community residents may put into practice regular accountability protocols to maintain the greened lots and ongoing assessment of areas that can benefit from improvements such as lighting and landscaping to enhance visibility, safety, walkability, and social interaction
HOW	Guiding principles, approaches, and implementation methods	Prevention strategies designed to create protective environments often include guiding principles or approaches that are agreed upon by all partners. These principles may be context specific in designing safer spaces where the community congregates. It is important that environmental changes are consistent with community values, such as inclusivity and connectedness	Guiding principles include creating a warm and welcoming environment for all students and fostering a sense of physical and social order through adult monitoring and enforcement of social expectations.	A resident collective with decision-making authority should be formed to plan and implement greening activities. Residents should participate in greening activities, such as trash pick-up, landscaping and maintenance to build community instead of hiring and outsourcing the activities.

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Creating Protective Environments

Common Essential Elements		Why are these essentials?	Example: Improve School Climate and Safety	Example: Modify the Physical and Social Environment
	Guiding principles, approaches, and implementation methods (continued)	Implementation methods such as trainings and improving and monitoring physical structures are essential for creating safe environments.	Staff receive a half-day training, monitor building hot spots, wear t-shirts, and place posters throughout the school that communicate key messages. Administrators assess the physical environment on a monthly basis and perform required maintenance.	Community members receive training in CPTED or community greening. Residents should assess immediate needs (e.g., quality of life concerns related to walkability, safety, lighting) and monitor ongoing needs and longer-term needs (e.g., commercial development)
WHO	Leaders who have ability to sway opinions or have the authority to enforce policies and practices. Partners who can lend credibility or expertise	Specific types of people, organizations, and partnerships may be central to strategy's success, uptake, and sustainability.	Administrators champion school policies and dedicate staff time and resources to implementation of the building monitoring protocol.	Leaders who organize residents must believe greening is a legitimate way to increase community connectedness and safety, and they must want to promote green space to cultivate healthy communities.
	Affected community members who may have a role in creating changes, making decisions, and/or providing input on how changes impact their lives and communities	Individuals who are and will be directly impacted by the problem and/or solution should be involved in the process and strategy implementation.	Students work in partnership with staff to map out school hot spots. Parents and caregivers are involved in shaping the program and policies.	Residents should be empowered to self-organize and must be committed to cleaning and greening activities that bring together residents for a common goal.

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Creating Protective Environments

Prevention strategy name:

Names of stakeholders completing worksheet:

	Guiding Questions	Estimated Essential Elements
WHAT	What messages or knowledge will be communicated? What skills will be developed?	
	What design elements and/or organizational policies or protocols are essential for creating safe environments?	
HOW	What guiding principles, approaches, and implementation methods are central to the prevention strategy's success?	
WHO	Who are the influential leaders, partners, or community members to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lend credibility or expertise?	
	Who will be most impacted by the strategy and why is it important for them to be involved in the process?	

ESTIMATING ESSENTIAL ELEMENTS OF PRACTICE-BASED PREVENTION STRATEGIES

Social Norms

Common Essential Elements		Why are these essentials?	Example: Bystander Approach	Example: Men and Boys as Allies
WHAT	Key messages and building knowledge (individual level)	Typically, social norms strategies have some activities that are designed to communicate key messages to increase knowledge and understanding of violence prevention, as well as an individual's role in influencing norms	Messages designed to increase awareness and empathy related to sexual violence and impart a sense of community responsibility to be an active bystander and to model positive bystander behaviors	Positive messages designed to increase recognition of abusive behaviors, understanding of gender-equitable norms and attitudes, positive bystander attitudes, and the consequences of violence and its impact on victims and communities.
	Building skills	Activities in many programs are designed to teach skills that help prevent violence and promote positive behaviors. Building skills allows participants to practice and perfect the skills necessary to change their behavior.	Cultivate skills in identifying situations where bystander intervention may be appropriate. Work through the decision process to perform bystander behaviors including the costs and benefits of intervention	Teach and model appropriate skills to speak up when witnessing disrespectful and harmful behaviors.
	Connecting individual behaviors to group expectations and norms	Norms are group-level beliefs and expectations about how members of the group should behave. Changing social norms that accept or allow indifference to violence is necessary to prevent SV. Social norms change may involve correcting misperceptions regarding group norms.	Understand the role community members can play in preventing sexual and relationship violence and stalking and reducing its negative consequences Apply past bystander experiences to a sense of community responsibility Use local and campus statistics on SV to clarify the current situation and how it reflects or does not reflect the desired social norms	Coaches and role models address perceived norms such as rough-play and demeaning language, which may seem normal in sports or at school but behaviors of name-calling, bullying, harassment or hazing of any kind is unacceptable.
	Calls to action	Activities often include calls to action designed to elicit specific behaviors among community members. These are necessary in order to present a desired action and to drive behavior change.	Campus and local community members employ bystander behaviors such as calling out a friend when sexist jokes are made. Campus and local community members trained to be facilitators for dialogue and actions cultivating positive social norms to prevent sexual violence and promote bystander behaviors	Male athletes, coaches, and community members are asked to pledge treating women and girls with honor and respect and to speak out and model healthy masculinity and changing social and peer group norms related to relationships, violence, and sexuality for youth.
HOW	Guiding principles, approaches, or implementation methods	Effective social norms prevention strategies often include guiding principles or approaches that individuals and groups agree to	Training and calls to action should emphasize a decision-making process to assess situations and consider personal safety. Activities should go beyond changing individual knowledge, skills and behaviors to include how campus administration, "Greek Life," and student organizations cultivate positive social norms related to sexual violence and bystander behaviors	Coaches are a role model and have a strong commitment to building relationships with their athletes based on trust and mutual respect. These strategies work to build healthy norms around masculinity, gender, and violence and are designed to spread the message through peer groups.

ESTIMATING ESSENTIAL ELEMENTS OF PRACTICE-BASED PREVENTION STRATEGIES

Social Norms

Common Essential Elements		Why are these essentials?	Example: Bystander Approach	Example: Men and Boys as Allies
		Methods such as workshops, discussion groups, and online or in-person community engagement activities are essential for cultivating and modeling norms	<p>Trainings should engage campus community members as stakeholders in issues of sexual violence with a mix of information and interactive discussion. Events should model desired behaviors and norms, such as calling out gender stereotypes and building empathy for sexual assault survivors.</p> <p>Facilitators attend a five-day training to become certified to provide the trainings to the community. The campus or community trainings should be no less than six hours and include opportunities to practice skills.</p>	<p>Key messages are delivered through a structured curriculum or lesson plan, but always includes the use of personal stories and real-life examples, facilitated dialogue around key messages, and modeling appropriate behavior.</p> <p>The curriculum is a 12-week program that consist of 15-minute lessons that are designed to be integrated in the routine practice or game schedule.</p>
	Following sequence and timing	Activities often build on each other, and strategies may recommend delivery over a period of time, for a specified length, and that a minimum number of activities are completed. Activities may also propel from key moments that occur in the community to promote timely messages.	Trainings and practicing skills to intervene should come before any calls to action so that participants are equipped to be safe and successful in positive bystander behaviors	<p>Coaches or facilitators should generally present the lessons in order, unless a situation arises that requires a shift in lesson topic.</p> <p>When a teachable moment presents itself, address it immediately and take the opportunity to reinforce and model positive language and behavior.</p>
WHO	<p>Leaders who have ability to sway opinions and/or organize community members</p> <p>Partners who can lend credibility or expertise</p> <p>Affected community members who may have a role in creating changes, making decisions, and/or providing input on how changes impact their lives and communities</p>	Specific types of people, organizations, and partnerships may be central to the strategy's success. People who the intended audience look up to as role models or trust can have a larger influence.	<p>Campus administrators and faculty, student leaders and organizations are key to sustaining social norms that prevent sexual violence and promote bystander behaviors.</p> <p>All members of the campus community are important participants in the bystander strategy and collectively create the campus norms; however, early adopters should be selected based on their ability to spread the message and promote behavior change.</p>	<p>Utilizing adult male coaches who can serve as strong male role models for healthy, positive definitions of masculinity. The coach creates a safe environment where athletes can talk openly without judgment or fear.</p> <p>Identify implementers who are willing to learn how to lead interactive discussions with their athletes.</p>

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Social Norms

Prevention strategy name:

Names of stakeholders completing worksheet:

	Guiding Questions	Estimated Essential Elements
WHAT	What key messages are shared? What knowledge or behavior will be changed? What is the Call to Action?	
	In what ways does the strategy connect individual behaviors to group expectations and norms?	
HOW	What are the guiding principles, approaches, or implementation methods?	
	How does the strategy require appropriate timing and sequence in implementation?	
WHO	Who are the influential leaders, partners, or community members to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lead credibility or expertise?	

ESTIMATING ESSENTIAL ELEMENTS OF PRACTICE-BASED PREVENTION STRATEGIES

Social Marketing

Common Essential Elements		Why are these essentials?	Example
WHAT	Social marketing messages	Social marketing is the use of traditional marketing theory, skills, and practice to achieve social change, promote the general health, raise awareness, and elicit changes in behavior in an audience (a specific population.) The messages may be used to influence perceptions about cost benefit, or “price” of adopting those behaviors or practices.	Messages designed to increase recognition among college students that non-consensual sex is sexual assault.
	Calls to action	Social marketing messages can include calls to action designed to elicit specific behaviors. These are usually the “products” of marketing tactics intended to offer a solution for an identified problem.	A call to action to intervene in situations where consent has not or cannot be given and to share it on social media.
HOW	Implementation approach and communication channels	The social marketing tactic of “place” involves a way to reach the intended audience. Social marketing strategies offer multiple levels of engagement and are often most effective when combined with other efforts such as community events and small group discussions to influence behaviors. Selecting the right communication channel as a “place” is important in reaching the intended audience. This includes considering where they usually get information, where they consider most credible, and where they most often engage with. The frequency of engagement or exposure is important in changing behavior.	Combining online engagement events (Twitter chat, Google Hangout, online panel, etc.) with in-person campus event using campaign videos (roundtables, rallies, pledge drives, etc.). One event is held each month of school year
	Audience Values	Social marketing strategies should employ or be implemented in a way that aligns with the ideals, values, and culture of the intended audiences and partners.	Messages and marketing materials are empowering, inviting, action oriented, and do not shame others. The materials also reflect the audience’s characteristics.
	Graphics and logos	Recognizable graphics and logos can help to create brand awareness. Images, videos, and sample posts and tweets can easily be shared on social media. This plays on the tactic of “promotion” which consists of an integrated use of different methods to create demand and publicity.	Public service announcement videos on consent and bystander intervention. “Sexual violence ends with us” tagline, logo, and hashtags, and sample tweets.
WHO	Leaders who have ability to sway opinions or have the authority to enforce policies and practices.	Teaming up with other credible or influential organizations or individuals in the community to really be effective in increasing the reach, credibility, and visibility of your call to action on social and health issues.	Public service announcements feature celebrities well known and respected among college-aged students.
	Partners who can lend credibility or expertise Affected community members who may have a role in creating changes, making decisions, and/or providing input on how changes impact their lives and communities	Social marketing materials should be developed based on market research of the audience and should be tested with the target audience.	Local peer influencers to promote campaign messages and call to actions

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Social Marketing

Prevention strategy name:

Names of stakeholders completing worksheet:

	Guiding Questions	Estimated Essential Elements
WHAT	What are the key marketing messages? For which audiences are the messages intended?	
	What actions or behaviors are messages designed to influence? What is the call to action?	
HOW	What communication channels and implementation methods are critical to success? With what frequency are messages disseminated?	
	What values or graphics are critical in raising visibility and credibility?	
WHO	Who are the influential leaders, partners, or community members to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lend credibility or expertise?	

ESTIMATING ESSENTIAL ELEMENTS OF PRACTICE-BASED PREVENTION STRATEGIES

Community Mobilization

Common Essential Elements		Why are these essentials?	Example
WHAT	Key messages	Community mobilization activities are designed to communicate key messages to increase knowledge and understanding.	Consistent messaging promoting the goals of the community's prevention plan goals, including community connectedness, culture change, and safety.
	Community ownership and empowerment	Community mobilization is based on the idea that community members are the experts in identifying and developing solutions to problems in the community. Community members should be empowered to take ownership of the planning and implementation of the strategy.	Members of the community are engaged from the beginning in developing the community coalition. While the lead agency facilitates meetings, the community members lead the decision-making and planning. The community coalition developed strategies such as developing a community action plan, creating marketing materials, and designing environmental change strategies.
	Calls to action	Community mobilization activities often include calls to action designed to elicit specific behaviors among community members.	Community members are called to take organized action such as joining sub-committees, attending community planning events, adopting behavior change strategies, and participating in community action events. Community members are encouraged to share their own stories to promote a culture of openness, trust, and shared experiences. Examples include displaying key messages on their home.
HOW	Guiding principles, approaches, or implementation methods	Effective community mobilization prevention strategies often include guiding principles or approaches that partners agree to. The systematic process in which the community works together should be established and agreed upon. A key part of community mobilization is community ownership, where the community controls the process and has the power to make decisions. The agency or organization funding this effort is there to facilitate the process, not direct it. Activities and processes implemented in a way that aligns with the ideals, values, and culture of the community.	Guiding principles include standing united as a community, embracing bold ideas, and not undermining other social movements or community initiatives. The strategy also makes sure that all segments of the community feel represented and have an opportunity to participate.
	Community Engagement	Community mobilization methods such as meetings, workshops, discussion groups, and online or in-person community engagement activities are essential for educating and mobilizing leaders and the broader community.	Key messages are delivered through trainings, workshops, community events, and social media (e.g., encouraging community members to share events and community messages about violence prevention).

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Community Mobilization

Common Essential Elements		Why are these essentials?	Example
	Following sequence and timing	Activities often build on each other, and strategies may recommend delivery over a period of time, for a specified length, and that a minimum number of activities are completed.	Community members were initially invited to attend community interest meetings from which the community coalition was developed. Community coalition members were trained in a variety of topics as the coalition's worked evolved. Community members are continuously engaged in decision-making and planning through community meetings and social media.
WHO	<p>Leaders who have ability to sway opinions or have the authority to enforce policies and practices.</p> <p>Partners who can lend credibility or expertise</p> <p>Affected community members who may have a role in creating changes, making decisions, and/or providing input on how changes impact their lives and communities</p>	<p>Specific types of people, organizations, and partnerships may be central to strategy's success.</p> <p>Community mobilization brings together members of the community in planning and action. This involves engaging every level of the community to work together.</p>	Community leaders <i>and</i> followers are critical to build movements. Dedicated and knowledgeable program staff and board are also vital. Community coalition membership includes the local department of health, local churches, business leaders, neighborhood advocates, and government leaders, among others.

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Community Mobilization

Prevention strategy name:

Names of stakeholders completing worksheet:

	Guiding Questions	Estimated Essential Elements
WHAT	What are the key messages? What knowledge or awareness will be increased?	
	What audiences do messages target? What actions or behaviors are messages designed to influence? What is the call to action?	
HOW	What guiding principles, values, approaches, or methods are central to the prevention strategy's success?	
WHO	Who are the influential leaders, partners, or community members to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lend credibility or expertise?	