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Bullying as a Developmental Precursor to Sexual and Dating Violence Across Adolescence

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Bullying as a Developmental Precursor to Sexual and Dating Violence Across Adolescence



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This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Military Family Readiness Policy, U.S. Department of Defense under Award Numbers 2019-48770-30366 and 2023-48770-41333.

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Today's Presenter



Dorothy L. Espelage *(she/her/hers)*

Ph.D.

William C. Friday Distinguished
Professor of Education at the University
of North Carolina at Chapel Hill

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Previous Webinar



Building a Safer Future: Insights on Youth Violence and Bullying Prevention

This webinar reviews two decades of research and practice on bullying and cyberbullying, including definitional issues, prevalence, risk, and protective factors associated with different forms of bullying. Rates of these behaviors and common targets of intervention are discussed.



Continuing education credits are available!

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Acknowledgement

Bullying as a Developmental Precursor to Sexual and Dating Violence Across Adolescence

Dorothy L. Espelage, Ph.D.

William C. Friday Distinguished Professor of Education

University of North Carolina at Chapel Hill, USA

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Funding Sources & Disclaimer

- **Research was supported by Centers for Disease Control & Prevention (#1U01/CE001677; 5u01ce002841) to Dorothy Espelage (PI);** *Opinions, findings, and conclusions or recommendations expressed in this presentation are those of the author(s) and do not necessarily reflect those of the CDC*
- **Research was supported by NIJ Grant (MUOFX-0022) to Dorothy Espelage (PI) & Sabina Low (co-PI);** *Opinions, findings, and conclusions or recommendations expressed in this presentation are those of the author(s) and do not necessarily reflect those of the Department of Justice*
- **Research was supported by NIJ Grant (#2015-MU-MU-K003) to Iris Ed, Vincent, Espelage, Walker (co-PIs);** Project SOARS (Student Ownership, Accountability, and Responsibility for School safety). National Institutes of Justice (IRIS Ed)

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The presenter has no relationships or conflicts of interest to report.

Learning Objectives

1. Understand the research on youth bullying as a precursor to adolescent sexual violence and teen dating violence
2. Recognize risk and protective factors targeting interventions to address the link between bullying and sexual violence/teen dating violence
3. Identify programs addressing risks and protective factors to reduce these forms of violence

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Short Answer Response

Why did you prioritize attending this webinar on bullying and sexual violence among youth?

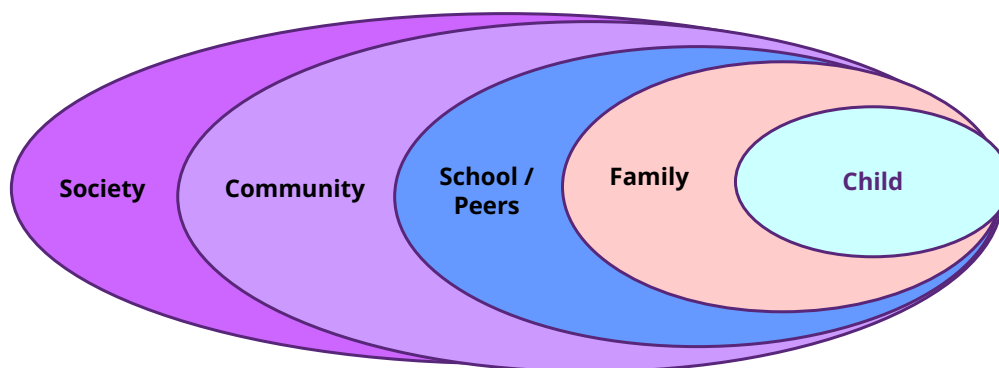
Share your response in the chat-pod.

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Social-Ecological Perspective



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Theoretical Framework

- Bullying can be broadly construed as social interactions (or social dynamics) that are influenced, maintained or mitigated by relationships in the **school, peer, and familial contexts** (Pepler et al., 2006; Espelage, 2016).
- **Social Interactional Learning Model** - family violence serves as an important context for understanding the relation between bullying perpetration and involvement in anger, alcohol use, and delinquency as predictors of externalizing sexual harassment and teen dating violence behavior (Espelage et al. 2014; Rinehart, Espelage, & Bub, 2020; Espelage et al., 2022).
- **Gendered Harassment** (sexual harassment, homophobic name-calling) – reinforces traditional masculinity that is emotionally restrictive, competitive, and aggressive (Levant, 1996; Meyer, 2008).

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Definition of Bullying

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

- 1) An imbalance of **real or perceived power** that favors the aggressor(s);
- 2) Is **repeated or has a high likelihood** of being repeated;
- 3) The victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression.**

Definition of Sexual Harassment/Violence

- SV refers to any sexual act, verbal or physical, that one (or more) individual(s) enacts against another who does not or cannot freely and enthusiastically consent (Basile et al., 2020).
- SV is harmful behavior exhibited by and against adolescents all over the world (Vanwesenbeeck, 2008).
- Examples of SV include lewd or harassing remarks about one's body or sexuality, sharing nude or intimate photos of someone without their consent, sexual threats, and unwanted, forced, or coerced sexual contact (Espelage et al., 2016).
- Homophobic teasing or taunting is a form of SV, as it is intended to call attention to a queer or a perceived queer sexual orientation in a pejorative way, that asserts heteronormativity and thus dominance for those nearby to witness (Rivers, 2011; Poteat & Espelage, 2005).

Prevalence of SH/SV

- A review of research also found that in 27 European Union countries, the lifetime prevalence rate of **SV victimization involving females** (excluding child sexual abuse) **ranged from 9% to 83%**, and the **rate of SV victimization of males ranged from 2% to 66%** (Krahe et al., 2014).
- 20% for physical Adolescent Dating Violence (ADV) and 9% for sexual ADV, with great variabilities across studies (Wincentak et al., 2017).
- Ybarra and Mitchell's (2013) findings indicated that in the United States, **nearly 1 in 10 adolescents nationwide have reported experiencing some type of SV.**
- Decker et al. (2014), which comprised a sample of adolescents (15–19 years of age) in five countries (United States, India, Nigeria, South Africa, and China), reported that the prevalence of SV victimization ranged from 10.2% in China to 36.6% in South Africa.

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Definition & Prevalence of Teen Dating Violence

- TDV can include **physical, verbal, or psychological violence** enacted within the context of the intimate relationship (Exner-Cortens, 2014; Exner-Cortens et al., 2016).
- Like SV, identity and social context are critical data points in understanding how SV and TDV affect youth and communities.
- Wincentak et al.'s (2017) meta-analytic study of the literature on the prevalence of TDV in several countries found that about 20% of teens experience violence in a romantic relationship and about 9% experience sexual forms of TDV.

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Espelage, Merrin, & Espelage, 2018

Dating Violence Among LGBQ+ Youth

	LGBQ (n = 761) M (SD)	Non-LGBQ (n = 11,033) M (SD)	Significant Mean Differences
Between-Person Measures			
Perceptions of school violence and crime	.824 (.908)	.493 (.610)	p < .001
Peer Victimization	.708 (.918)	.315 (.554)	p < .001
Teen Dating Violence	.206 (.322)	.066 (.174)	p < .001
Between-School Measures			
Perceptions of school violence and crime	.544 (.166)	.512 (.146)	p < .001
Peer Victimization	.345 (.061)	.340 (.064)	p = .060
Teen Dating Violence	.080 (.025)	.075 (.018)	p < .001
Dependent Variables			
Anxiety	1.65 (.935)	.968 (.803)	p < .001
Suicidal ideation and attempts	.523 (.759)	.089 (.318)	p < .001

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Espelage, Merrin, & Espelage, 2018

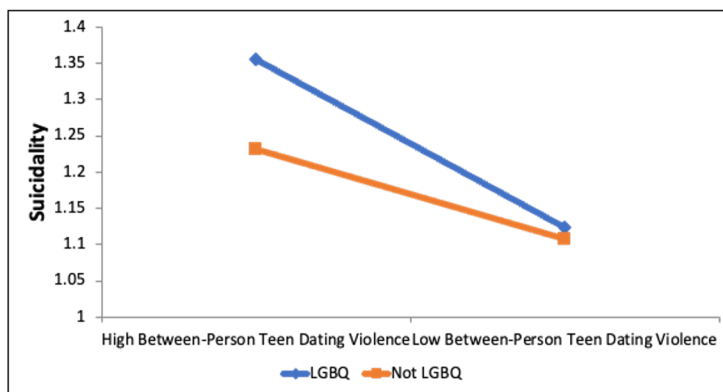
Dating Violence Among Transgender Youth

	Transgender (n = 197) M (SD)	Non-Transgender (n = 11,597) M (SD)	Significant Mean Differences
Between-Person Measures			
Perceptions of school violence and crime	1.36 (1.22)	.500 (.614)	p < .001
Peer Victimization	1.09 (1.28)	.328 (.565)	p < .001
Teen Dating Violence	.371 (.428)	.070 (.179)	p < .001
Between-School Measures			
Perceptions of school violence and crime	.525 (.152)	.514 (.148)	p = .289
Peer Victimization	.337 (.054)	.341 (.064)	p = .420
Teen Dating Violence	.078 (.022)	.075 (.019)	p < .034
Dependent Variables			
Anxiety	1.61 (1.15)	1.00 (.819)	p < .001
Suicidal ideation and attempts	.782 (1.05)	.105 (.345)	p < .001

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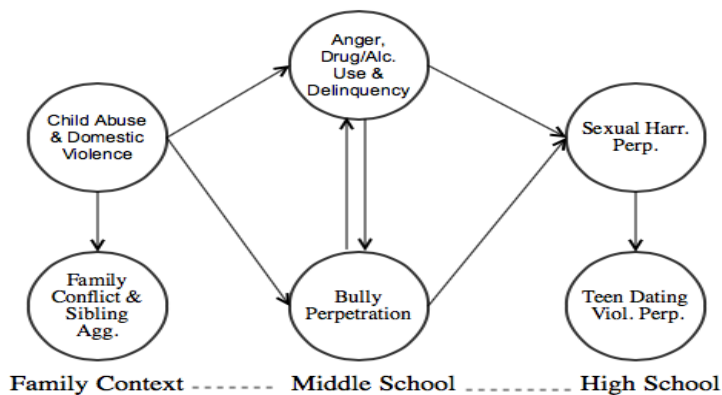
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Teen Dating Violence and LGBQ+ Identity: Suicidality



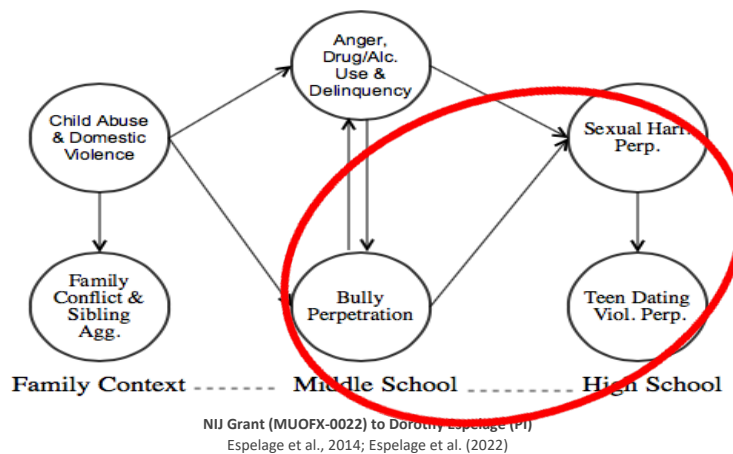
Simple Slopes: LGBQ: $\beta = .61$, $SE = .05$, $p < .001$; Non-LGBQ: $\beta = .33$, $SE = .02$, $p < .001$.

Developmental Model of Bullying, Sexual Harassment and Dating Violence



NIJ Grant (MUOFX-0022) to Dorothy Espelage (PI)
Espelage et al., 2014; Espelage et al. (2022)

Developmental Model of Bullying, Sexual Harassment and Dating Violence

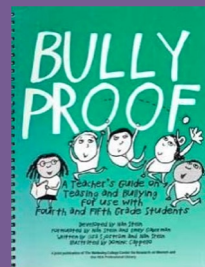


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Nothing New: Expect Respect Elementary School Project (1997-2000)

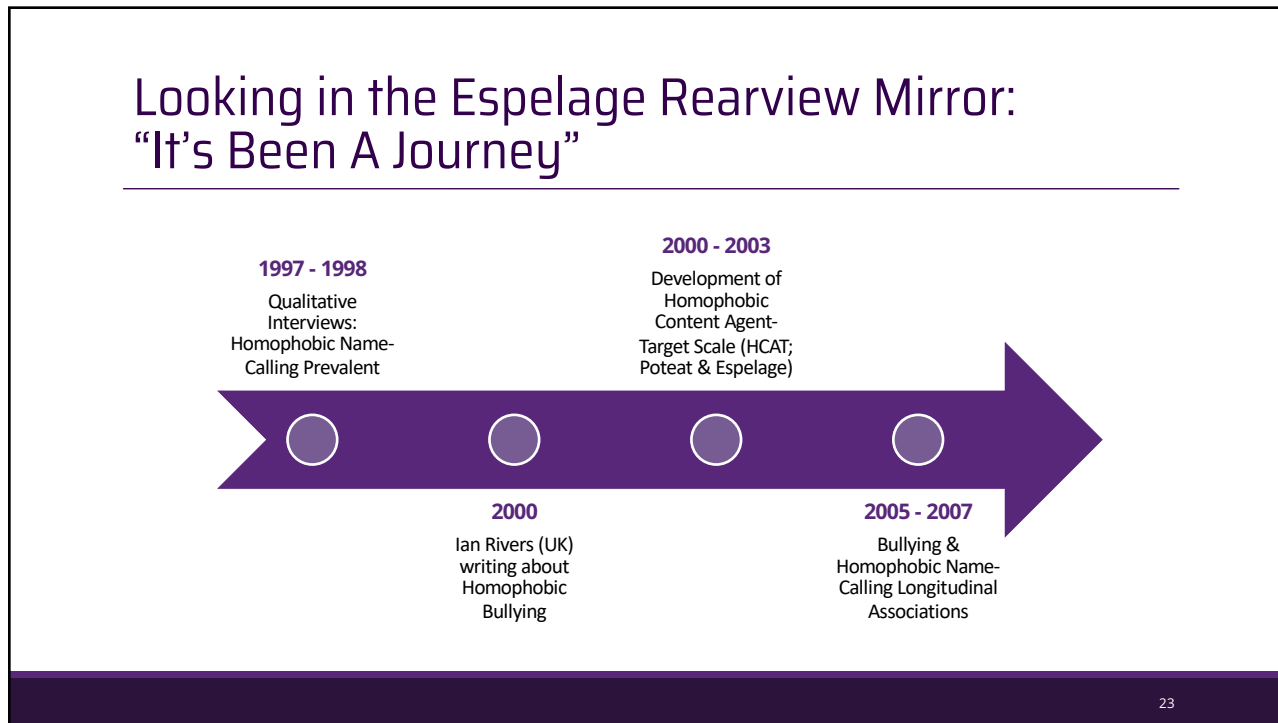
- To prevent dating abuse by reducing social acceptance of bullying and sexual harassment
- Multi-level intervention
 - Classroom curriculum
 - Staff training
 - Policy development
 - Parent education
 - Support services



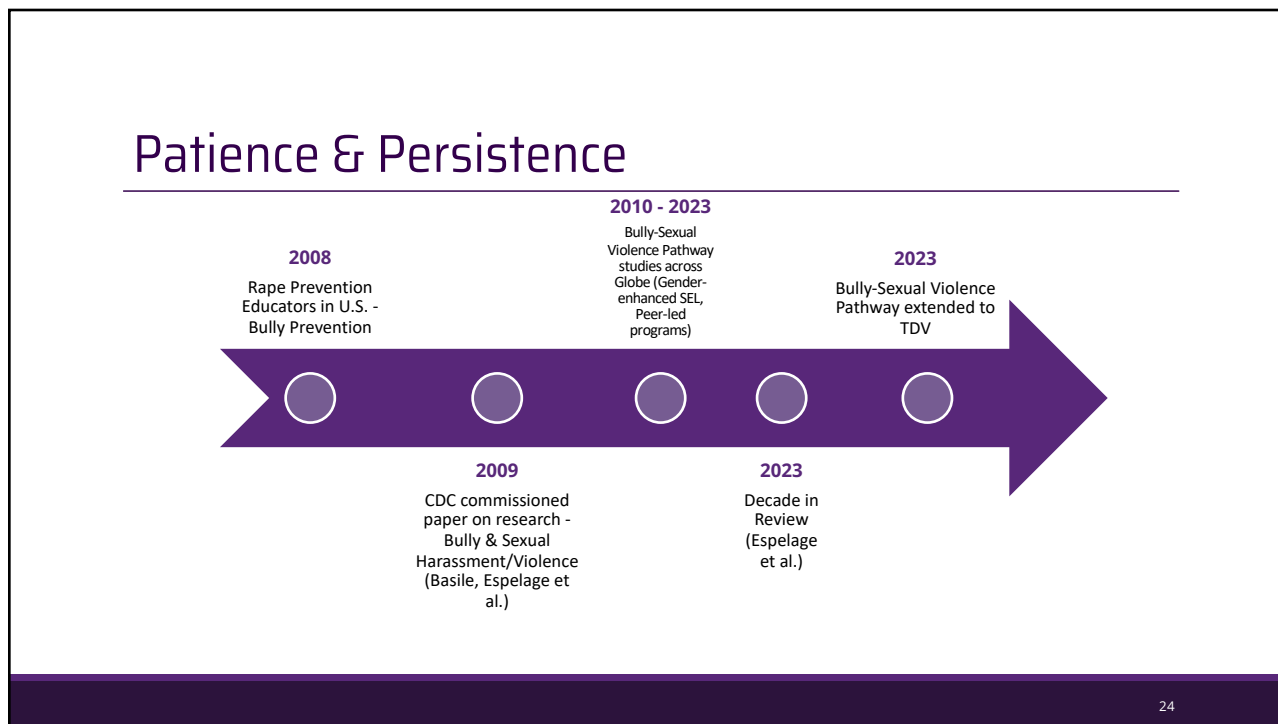
Stein, N & Sjostrom, L. (1996) *Bullyproof: A teacher's guide on teasing and bullying for use with fourth and fifth grade students*. Wellesley College, Center for Research on Women and the National Education Association Professional Library.

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Longitudinal Study Participants

- Longitudinal data drawn from 4 Midwestern middle schools and 6 high schools from spring 2008 to spring 2013
 - Waves 0-3 (middle school) and waves 4 and 5 (high school) used in analysis
 - n = 3,549; M age = 12.8 years
 - 32.2% white, 46.2% black, 5.4 % Hispanic, and 10.2% other; 50.2% female
- Parent and student assent collected
- Teams of researchers administered self-report surveys

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Bullying & Sexual Violence Among Early Adolescence: Gender-Based Bias Matters

Dorothy L. Espelage, Ph.D.

University of Florida
Lisa De La Rue, Ph.D.
University of San Francisco

&

Kathleen C. Basile, Ph.D.

Division of Violence Prevention
Centers for Disease Control &
Prevention, Atlanta, Georgia
Merle E. Hamburger, Ph.D.

Journal of Adolescent Health (Espelage et al., 2012), Journal of Interpersonal Violence (Espelage et al., 2015);

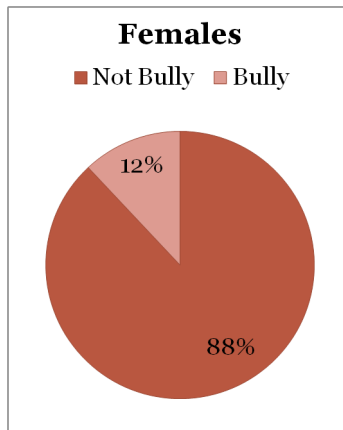
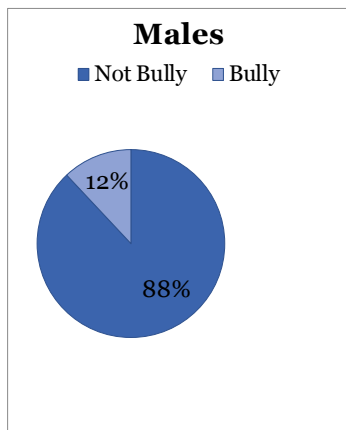
Journal of Youth & Adolescence (Espelage et al., 2018)

This research was supported by Centers for Disease Control & Prevention
(#1u01/ce001677) to Dorothy Espelage (PI)

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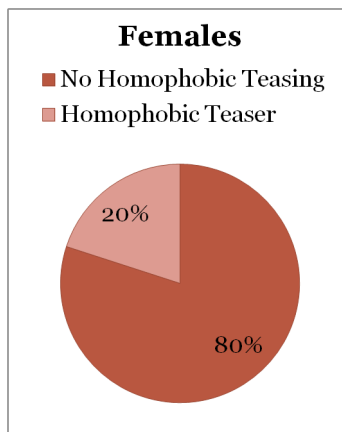
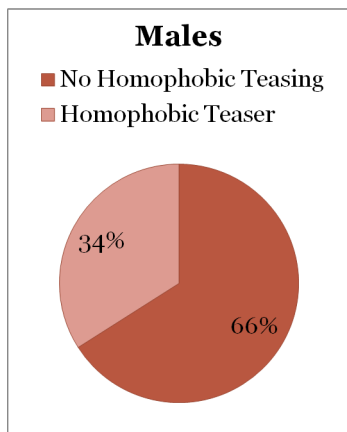
Percentages of Youth Who Bully



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Percentages of Youth Who Engage in Homophobic Name-Calling



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Espelage et al., 2018; Little, 2013

Bullying - Homophobic Teasing

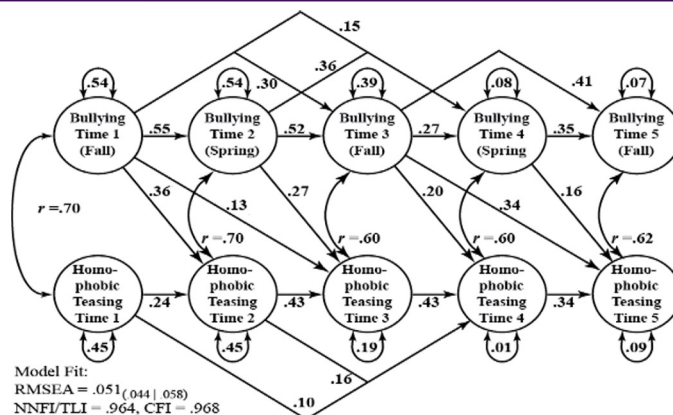


Figure 1. Standardized parameter estimates from the panel model of the relations among bullying and homophobic teasing.

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Take-Away Messages

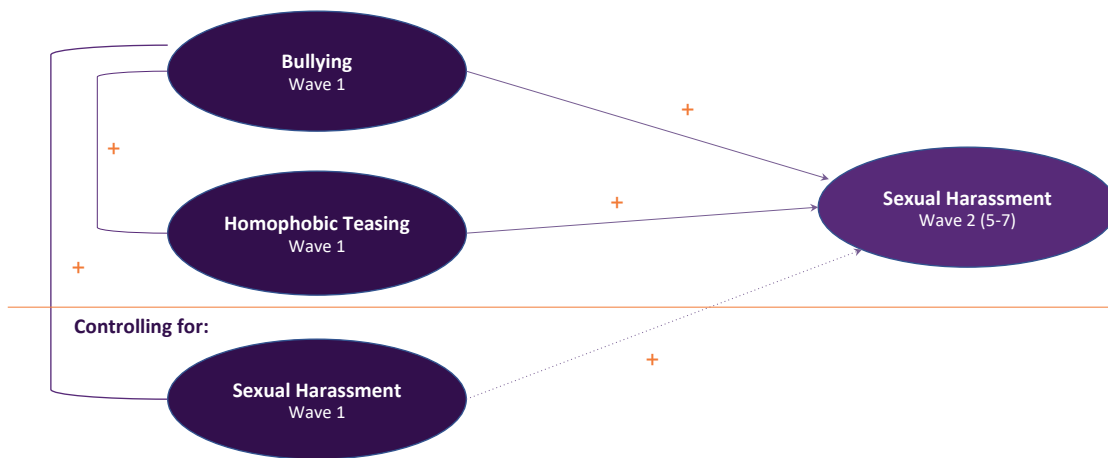
- Homophobic name-calling is prevalent in middle school (Meyer, 2009, 2010, 2019, 2022).
- Youth who bully resort to homophobic name-calling over the middle school years.
- Bully prevention programs should include a discussion of language that marginalizes gender non-conforming and lesbian, gay, bisexual (LGB) youth.

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Espelage, Basile, & Hamburger, 2012; Espelage, Basile, & De La Rue, 2014; Espelage et al., 2019

Longitudinal Results

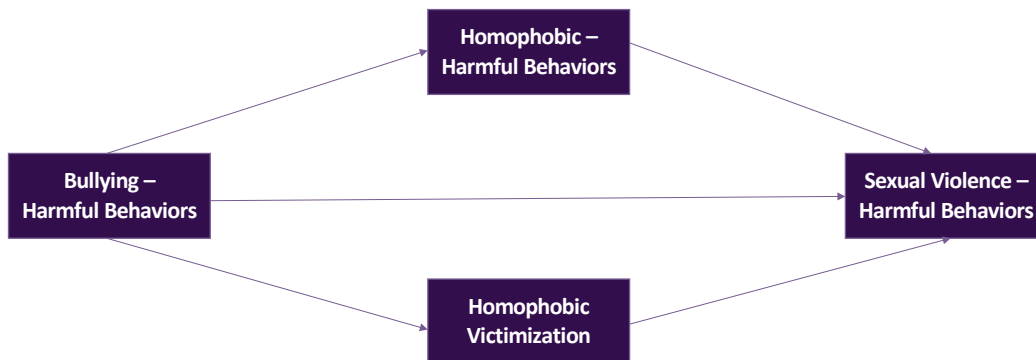


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Espelage et al., 2018

Multi-Mediator Model for Homophobic Name-Calling and Homophobic Name-Calling Victimization



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ISSN: 2152-0828

Psychology of Violence

2023, Vol. 13, No. 2, 136–148
<https://doi.org/10.1037/vio0000460>

Examining Bullying Perpetration as a Predictor of Later Teen Dating Violence Perpetration: Do Gender-Based Biases Affect This Pathway?

Matthew Rivas-Koehl¹, Alberto Valido², Luz E. Robinson², and Dorothy L. Espelage²

¹ Department of Human Development and Family Studies, University of Illinois, Urbana-Champaign
² School of Education, University of North Carolina at Chapel Hill

Objective: Teen dating violence (TDV) is a prevalent form of interpersonal violence that profoundly impacts lifelong physical and mental health. To support the prevention of TDV perpetration, the present study examined whether an early occurring form of interpersonal violence, bullying perpetration, was longitudinally associated with later TDV perpetration and whether gender-based biases may influence this relationship. **Method:** This study used a longitudinal high school sample ($N = 2,301$) to examine the relationship between bullying and TDV perpetration across 3 years. Five types of TDV outcomes were included: relational, physical, verbal-emotional, sexual abuse, and abuse involving threatening behavior. We examined sexism and homophobic name-calling (HNC) as moderators between bullying and TDV perpetration. Bullying perpetration at Time 1 was used to predict TDV perpetration at Time 3. Sexism and HNC were introduced as moderators to this path analysis at Time 2. **Results:** Our findings revealed several significant pathways that supported the longitudinal association between bullying and forms of TDV. In addition, sexism and HNC significantly moderated some of these pathways, respectively, especially among boys. **Conclusions:** Our results suggest that gender-based biases may be mechanisms through which the likelihood of TDV is bolstered among adolescents who engage in bullying behaviors. We critique the influences of systemic gender norms, and pressures to adhere to masculinity in particular, as related to the perpetration of TDV. We call for comprehensive sex education to be mandated at the policy level and for biased-based aggression based on widespread gender inequities to be addressed in society.

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Review Manuscript

Bullying as a Developmental Precursor to Sexual and Dating Violence Across Adolescence: Decade in Review

Dorothy L. Espelage¹ , Katherine M. Ingram¹, Jun Sung Hong² , and Gabriel J. Merrin³ 

TRAUMA, VIOLENCE, & ABUSE
2022, Vol. 23(4) 1358–1370
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DOI: 10.1177/15248380211043811
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Abstract

Adolescent bullying continues to be a major focus of scholarship across the globe. This article reviews research from 2010 to 2021 with a particular focus on longitudinal studies of the *bully–sexual violence pathway (BSVP)*, where bullying serves as a precursor for sexual violence (SV) (e.g., sexual harassment, sexual coercion, and sexual assault) and teen dating violence via individual and socio-contextual mediators. Articles reviewed consisted of a total of 505, which included 17 meta-analyses and systematic reviews. Databases used for the search were Academic Search Complete, Education Full Text (H. W. Wilson), ERIC, National Criminal Justice Reference Service Abstracts, PsycINFO, PubMed (Medline), and Social Sciences Abstracts (H. W. Wilson). In total, 107 peer-reviewed articles were included in this review. Potential mechanisms underlying the *BSVP* include social dominance orientation, exposure to sexual education, and alcohol use. Several school-based intervention approaches have evidenced marginal success in reducing rates of bullying and SV by targeting factors undergirding both behaviors. The efficacy of international prevention approaches is summarized. Gaps in the literature are identified and future research is proposed.

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Espelage et al., 2021

Moderators

- **Traditional Masculinity Ideology** – Linked to gender-based harassment (Espelage et al., 2018; Basile et al., 2009).
 - High rates of **bullying in middle school and high levels of traditional masculinity predicted SV and TDV harmful/problematic behavior(s) years later**, effect stronger for males than females.
- **Dismissive Attitudes Toward Sexual Harassment** – Associated with greater displaying of sexually harmful behavior (Charmaraman, Jones, Stein, & Espelage, 2013; Espelage et al., 2022)
 - High rates of **bullying in middle school and high levels of dismissiveness of sexual harassment predicted SV and TDV six years later**, effect stronger for males than females.

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Short Answer Response

What is something new you have learned so far in this webinar?

Share in the chat-pod

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Proxies of Emotion Dysregulation and Teen Dating Violence: A Latent Profile Analysis

Courtney M. Medina, Katherine M. Ingram, M.S., & Dorothy L. Espelage, Ph.D.
Journal of Adolescent Health (2023)



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Methods

- Latent profile analysis of 4 self-reported variables related to emotion regulation (anger regulation, depressive symptoms, impulsivity, and alcohol use) was conducted among a sample of 1,508 students.
- Regression analyses were used to test the relation between latent profile membership and self-reported TDV behaviors across two time points.

N = 3,064 students across 6 Midwestern U.S. high schools

n = 1,508 students reported that they had been in a relationship

→ 49% of total sample

→ Female: n = 757

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Results

- This study found that a group of adolescents who exhibited **TDV-behaviors self-reported moderate levels of anger dysregulation, depressive symptoms, and impulsivity**, while an even smaller group reported significantly elevated levels of recent alcohol use.

Wave 1 – 36.7% reported exhibiting TDV at least once

Wave 2 – 51.9% reported exhibiting TDV

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Implications for Prevention

- TDV prevention efforts should consider the differences in the onset and stability of various risk factors of problematic/harmful behaviors, such as the onset of experimentation with substances, so that interventions are targeted at opportune times.
- **TDV prevention programs and policies should incorporate social-emotional learning and substance use education into adolescent relationship curricula.**

→ TDV prevention programs and policies should be inclusive of and address systemic and social TDV risk factors specific to queer and other marginalized youth.

→ Risk factors at all socio-ecological levels must be studied and adequately addressed to ensure comprehensive violence prevention for all youth.

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OneOp Webinar



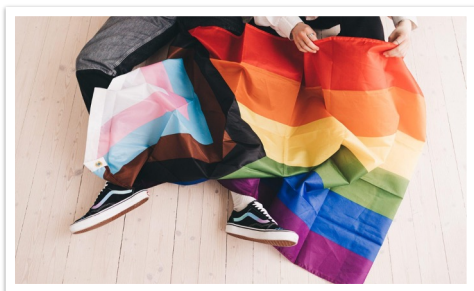
Providing Affirmative Care to the LGBTQ+ Military Community

This webinar focuses on the continuums of identity (sexual orientation, gender identity, biological sex, gender expression), the impact of discrimination, relevant healthcare disparities, and ways to encourage a welcoming care environment for all.

oneop.org/learn/141493/



OneOp Webinar



Care Considerations for the Transgender and Gender-Diverse Military Community

This webinar focuses on applying affirmative, evidence-based best practices for care delivery for Transgender and Gender-Diverse adults in the military community.

oneop.org/learn/141496/



Protective Factors for Sexual Violence: Understanding How Trajectories Relate to High Schoolers

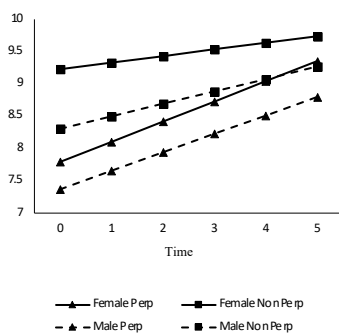
Basile et al., 2018; JRA

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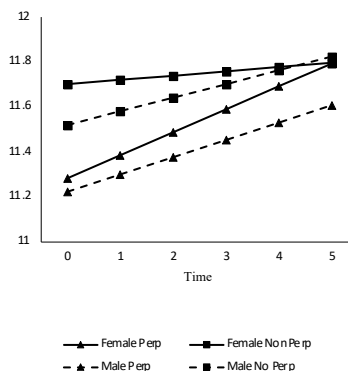
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Interaction Between Biological Sex and Teen Dating Violence (TDV)

EMPATHY



SCHOOL BELONGING



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Take-Away Messages

- Given the limited research on protective factors for TDV, more research is needed that can expand our understanding of modifiable factors that promote resiliency and decrease risk for TDV.
- **Empathy, parental monitoring, and school belonging were all found to be protective for at least one, if not more, forms of TDV.**
- **Social support** was predictor of all forms of TDV.
- Thus, it's important to **implement prevention programs in middle school that focus on teaching empathy skills, promoting parental monitoring and support, promoting school belongingness, and increasing social support.**

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Discussion

- A comprehensive approach that addresses the climate that may give children/youth potential to exhibit or display harmful behavior is important and may diffuse risk for problematic sexual behaviors later in high school and emerging adulthood.
- Another important piece of prevention programming suggested by this research is **counteracting perceptions of gender nonconformity** (Messerschmidt, 2000; Meyer, 2008).

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Implications for Prevention

- Research must consider multiple contexts to identify longitudinal predictors, mediators, and moderators associated with outcomes for youth who bully and exhibit later forms of violence.
- Bullying programs need to incorporate discussion of gender-based name-calling, sexual violence, and gender expression (homophobic language; Birkett & Espelage, 2010; Meyer, 2008, 2010; Espelage, 2016).

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Characteristics of Effective Programs

- Involvement/leadership of community members
- Sufficient dosage
- Interpersonal skills
- Bystander approaches
- Multi-level strategies
- Dismantle societal systems of oppression



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Multi-Level Strategies

1. Support youth exposed to violence
2. Engage youth as leaders and influencers
3. Create safer and more welcoming schools and communities

SIX WAYS expectrespect® supports your campus

Expect Respect engages youth and adults in building healthy relationships and preventing violence and abuse. Request services: expectrespect@safeaustin.org

- 1 SUPPORT GROUPS**
Refer students who need extra support and skill building for healthy relationships.
- 2 INDIVIDUAL COUNSELING**
Contact us to help students in crisis due to problems at home or in peer relationships.
- 3 THEATRE PERFORMANCES**
Book a performance by the Changing Lives Youth Theatre Ensemble (a collaboration with Creative Action) for middle schools or *Where's Your Line?* for high schools.
- 4 YOUTH LEADERSHIP TRAINING**
Partner with us to increase youth voice and improve relationships on campus through events, assemblies, and campaigns.
- 5 OUR TEAM**
We are a diverse team of counselors and educators who work in over 40 local schools. Learn more at expectrespectaustin.org.
- 6 RESOURCES AT SAFE**
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SAFE stop abuse for everyone
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Sufficient Dosage, Interpersonal Skills

Grades 6-12 (24 sessions)

5 Units:

1. Developing connections in group
2. Defining personal expectations for relationships
3. Making sense of your life story
4. Learning skills for healthy relationships
5. Strengthening support systems



www.safeaustin.org/our-services/prevention-and-education/expect-respect/resources-for-educators/

Youth Influencers, Bystander Approaches



Images from Expect Respect program, used with permission of presenter, Dr. Dorothy Espelage.

Involvement/ Leadership of Community Members

The Laura Wright Stand Up Paddle Parade For Safe Families
 Free Paddleboard, Canoe and Kayak Rentals!
 October 04, 2018
 5:30-7:30 pm
 Texas Rowing Center Dock
 1541 West Cesar Chavez
 All participants will need to sign two Release From Liability Forms.
 (Troxie County and The Texas Rowing Center)

Austin ISD is Committed to Respect for All
 The Austin Independent School District is an educational district that values diversity and believes that all students have the right to learn in an environment free of harassment, bullying and violence. The district prohibits sexual and non-sexual harassment, bullying and violence against all students, staff, and community members to ensure a safe and supportive learning environment for all students.

National Bullying Prevention Month
 Each October, schools and organizations throughout the country join in the National Bullying Prevention Month. The goal is to raise awareness about bullying and to help prevent bullying by promoting positive social norms and encouraging bystander intervention.

Anti-Harassment Statement



OCTOBER IS NATIONAL DOMESTIC VIOLENCE AWARENESS MONTH 2017

3 Advisory Lessons

- 01 SEXUAL HARASSMENT**
 Includes topics of dating violence and sexual assault, plus games and videos.
- 02 CONSENT**
 Covers videos and a consent contract.
- 03 KNOW YOUR RIGHTS**
 Policy Complaint Form, and more to learn.



Images from Expect Respect program, used with permission of presenter, Dr. Dorothy Espelage.

Multi-Level Interventions in the Real World

- Long-term approach, relationship-building
- Staff/resource intensive, teamwork
- Highly collaborative, inclusive
- Rely on opportunities, local champions
- Difficult to evaluate

Preventing Teen Dating Violence Requires Change at All Levels

Strategies may include:

Individual

- Learn & model attitudes & behaviors valuing healthy, respectful, & non-violent relationships early
- Implement school programs to prevent substance abuse & sexual risks

Relationship

- Educate teens on effective communication
- Train coaches to discuss positive gender norms in athletic activities

Community

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

Societal

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

VetoViolence

Learn more about teen dating violence prevention from CDC:
http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

<https://vetoviolence.cdc.gov/apps/main/tools-and-trainings>



Where Do We Go from Here?

Photo by James Wheeler from [Pexels](#)

Summary

- In the last decade, scholars have identified a developmental cascade of dominance-oriented aggressive behaviors.
- U.S.-based researchers have called this phenomenon the **Bully-SV-TDV Pathway**, though importantly, it appears to have cross-cultural empirical support.
 - Researchers have extended this pathway to include TDV, and increasingly researchers are attempting to identify the potential mechanisms underlying bullying, SV, and TDV.
- Interrupting this developmental continuum of aggressive behavior is an important venture.

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Summary

- Prevention programming deployed in schools and other youth-serving settings must disrupt patterns where dominance behaviors (e.g., bullying, SV, TDV) are rewarded, and instead foster cultures of collective care, empathy, and psychoeducation regarding the ways that oppressive systems shape interpersonal.
- Bullies and aggressive youth place importance on dominance, and they seek to acquire it; through a display of dominance, bullies are perceived as popular and powerful by their classmates even if they are not personally liked by many classmates (Menesini & Salmivalli, 2017; Olthof et al., 2011; Reijntjes et al., 2016).

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Summary

- Thus, educators must first become aware of such dominance behaviors and disincentivize them in their own contexts.
 - Part of this process includes bringing awareness to school teachers and other adults that this form of education is part of their role as members of the school community.



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Summary

- Given the importance of the peer ecology and how these behaviors are aimed to establish dominance, bystander-focused interventions vary widely in their nature and success but demonstrate some efficacy, especially in individualism-based cultures.
- Attention to environmental features and moderators, such as alcohol or skills training, that is conducive to violence occurring may benefit from such interventions.

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Summary

- These behaviors are driven the underlying forces of dominance-orientation and systems of misogyny and systemic racism and sexism.
- Efforts to dismantle these forces, however, when they show up in a culture, are much more difficult and require ongoing work for all community members.
- It is worthwhile, as logically follows, that radical approaches can prevent several violent behaviors (rather than only bullying or only SV).

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Translating the Research: Suggestions for Service Providers

- Modeling of healthy relationships and promoting open communication within military families.
- Focus on strategies to connect at school during transitions, deployments, etc.
- Implement strategies that are strengths-based, emphasizing the development of social-emotional learning skills and active coping approaches.

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Translating the Research: Engaging Parents

- It is critical for parents to understand the youth involved in bullying may also experience sexual harassment and unhealthy dating relationships.
- Parents need to have direct conversations with youth about bullying that they experience or see at school.
- Youth should be encouraged to disclose experiences of bullying and sexual harassment.
- Military youth who feel connected at school are less likely to experience bullying and sexual harassment; parents should focus on how youth are integrating into new schools.
- Monitoring by parents through open communication with youth can also prevent these experiences.



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Short Answer Response

What is one thing you can do to integrate preventative strategies into your clinical practice when working with children/youth?

Share in the chat-pod.

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Resources for Service Providers Supporting Military Families



Download a list of webinar resources on the event page!

- Military OneSource – Resource Guide for Parents and Caregivers: Problematic Sexual Behavior in Children and Youth <https://www.militaryonesource.mil/parenting/prevent-harmful-behaviors/problematic-sexual-behavior-in-children-and-youth>
- OneOp – Sexual Behavior in Children and Youth Series <https://oneop.org/series/sexual-behavior-in-children-and-youth-sbcy-series/>
- OneOp – Military Youth: Protecting and Promoting Resilience and Well-Being <https://oneop.org/series/youthresilience/>
- DoD Instruction 1342.22, Military Family Readiness www.esd.whs.mil/Portals/54/documents/DD/issuances/dodi/134222p.pdf

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Resources

- Espelage Research – Google Scholar of Dr. Espelage’s Work and Articles <https://scholar.google.com/citations?user=p1Gew10AAAAJ&hl=en&oi=ao>
- CDC – Fast Facts: Preventing Teen Dating Violence <https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>
- CDC – Veto Violence, Tools and Trainings <https://vetoviolence.cdc.gov/apps/main/tools-and-trainings>
- Safe Austin <https://www.safeaustin.org/>
- Safe Austin – Resources www.safeaustin.org/our-services/prevention-and-education/expect-respect/resources-for-educators/

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Questions?

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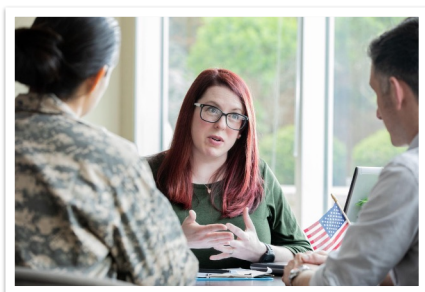


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