

**Primary Prevention: Protecting Minor Teens from Sexual & Dating Violence**

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**Core assumptions of contemporary violence prevention work:**

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Commitment to **END** violence – Violence **IS** preventable.

Violence is a **societal**, as much as it is an individual, problem

Violence is **complex**, thus requiring **comprehensive** solutions.

**What does primary prevention involve?**

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- Stopping the violence before it occurs
- Recognizing that no one factor causes violence
- Developing comprehensive programs that address multiple factors

**WHEN do we intervene?**

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Before SV has occurred      Immediate responses      Long-term responses

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Primary                      Secondary & Tertiary

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**Violence Continuum**

**The Social Ecological Model**  
(What factors are we trying to affect?)

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Individual      Relationship      Community      Society

Spheres of Influence

### Risk Factors

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**Risk Factor:** A characteristic that increases the probability of perpetration.

Risk factors are not necessarily causative!

### Individual Risk Factors

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Individual factors that increase risk:

- Belief in rigid gender/sex roles
- Alcohol and drug use
- Acceptance of interpersonal violence as a means to an end
- Entitlement orientation

### Relationship Risk Factors

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Factors that increase risks within the context of interpersonal relationships:

- Association with peers who exhibit individual risk factors
- Family environment exhibits patterns of violence or abuse

### Community Risk Factors

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Factors that increase risks based on community environments such as schools, workplaces, and neighborhoods.

- Norms that perpetuate sexual entitlement
- Norms that perpetuate rigid gender roles
- Norms that discourage empathy with partners

### Societal Risk Factors


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Influential factors that increase risks because of societal norms and belief systems, policies, and practices:

- Gender inequality / Patriarchy
- Religious or cultural beliefs
- Economic and social policies

### CDC's Prevention Framework

	Individual	Relationship	Community	Society
Before	Multi-session curriculum focusing on causal factors	Active bystanders curricula Mentoring programs	White Ribbon Campaign with on-going activities	Legislation promoting equality
After	Arrest Crisis Services	Protective Orders	Police Protocols Take Back the Night Rallies	Legislation defining rape as a crime




### Protective Factors

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**Protective Factor:** A characteristic that eliminates or decreases the potential harmful effect of the risk factor.

What are we trying to *promote*?



### Developmental Assets Framework

Search Institute

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- Focus on promoting positive human development
- Research on K-12 ages
- Synthesis of findings across numerous disciplines - Implications include and go beyond sexual/dating violence prevention



### Developmental Assets Framework

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**External Assets:**

- Support
- Empowerment
- Boundaries & Expectations
- Constructive Use of Time




### Developmental Assets Framework

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**Internal Assets:**


- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



### Prevention or Intervention?

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Review example  
Is it primary prevention?  
If it is primary, is it I, R, C, or S?



### For More Information

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- VA Dept. of Health/Center for Injury and Violence Prevention
  - [www.vahealth.org/civp](http://www.vahealth.org/civp)
  - 1-800-732-8333



### Going Upstream

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Suppose you are standing next to a river, and you see someone drowning. You jump into the river and pull him ashore. As soon as you've done that, you see another person in trouble, again floating downstream, and you rescue her as well. Every time you've saved one person, you see another, and another.

After awhile, you're thoroughly exhausted and you know you don't have the energy to save one more person...so instead you decide you must go upstream to find out what is causing people to fall into the river in the first place. You find a bridge, and upon careful inspection you realize that there is a sizeable, yet well-concealed hole in it.

You work to repair the bridge, and people stop falling in.