Actualizing our Potential to Prevent Violence: A Framework of Questions

Victoria L. Banyard, Ph.D.
Psychology & Prevention Innovations
University of New Hampshire
Victoria.banyard@unh.edu

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Kozol (2012, p.204) states, “I recalled a piece of practical advice and helpful exhortation I had heard from someone older than myself some years before: ‘Look for battles big enough to matter, but at the same time, small enough to win some realistic victories.’”

Where We Are

• Variety of audiences & age groups
• Variety of prevention methods
  – SMC
  – Theater
  – Online
  – Educational workshops
  – Classroom curricula
  – Parent based
  – Hotspot identification
  – Apps – Circle of 6
FRAMEWORKS

• Content focus:
  – Empathy building
  – Rape awareness
  – Bystander
  – Risk reduction

• Theories
  – HBM
  – TPB/RA
  – ELMQ
  – Bystander Intervention
  – Readiness to Change
Nation et al. (2003)

- Comprehensive
- Varied teaching methods
- Sufficient dosage
- Theory driven
- Positive relationships
- Appropriate timing
- Socio-culturally relevant
- Outcome evaluation
- Well-trained staff

![The Spectrum of Prevention](image)
Limitations

• Different aspects of VAW treated separately though we know IPV is connected to many forms of violence
• Outcomes focused on attitudes
• Evaluation of one tool at a time
• Little evaluation of comprehensive community approaches (Wandersman et al, 2003)
How Do We Take Next Steps?
Research Multi-Pronged Approaches?

What components do we need?
What resources can make these possible?
Dosage?

• How much of a program do we need?

• Need to research length of sessions, boosters

• Banyard, Moynihan & Plante (2007) longer versus shorter program comparison

• Most longer programs are in high schools.

• Boosters help (Banyard, Gidycz) but how do we get resources to do?
Web of Violence

Researching Prevention Interconnections
Creating a Web of Prevention

Core classroom & social marketing curricula content for all violence types:
- Coping with prior victimization
- Role of bystanders in violence prevention
- Promoting self-regulation
- Communication skills
- Problem-solving
- Promoting, empathy, respect & egalitarian values
- Refusal skills

Integrating Other Services with Social Marketing or Classroom Curricula:
- Coordinating family-centered services with school & community services
- Increasing security/adult presence in violence hotspots

Specific content for sexual assault:
- Negotiating consent, safe sex, birth control

Specific content for bullying & peer aggression:
- Coping with peer social hierarchies, nonaggressive ways of establishing interpersonal power & self-worth

Specific content for dating violence:
- New boundaries & expectations for intimate relationships, gendered relationship scripts

Specific content for gang & delinquency prevention:
- Community mobilization strategies

Connecting Across Issues

• Many prevention efforts on campus
• Some common risk factors (e.g. alcohol) that different prevention efforts address
• How can we partner with these efforts?
• Build shared foundation of protective factors?
• Then attend to specific and unique VAW risks?
• Research can help here
Developmental Sequencing

• What is best order of information about VAW?
• Testa et al (2010) parent based intervention for incoming college women
• Banyard et al qual study of bystander behavior
Layers of Prevention

Nurturing Environment:
- Parent/child relationships.
- Prevent child abuse

Early childhood
- Social skills,
  - gender beliefs,
  - empathy, respect,
  - self esteem

Elementary
- Dating violence
  - attitudes,
  - relationship skills,
  - self esteem,
  - substance use

Middle/High
- Bystander,
  - substance use

College
- Bystander,
  - mentoring

Adult
- Mentoring
Layers of Prevention

Before Campus
- Parent intervention, alcohol (Testa); online education

First Year
- Friendship and community building; healthy rel. (consent; Friends Believe Friends)

Second Year
- Dating violence. Sexual violence; bystander education

3rd Year
- Bystander support

Seniors
- Bystander support, mentoring; carrying lessons into broader community
Reaching Our Audience

• Motivating participation and retention in research and in prevention programs

• Delivery mechanisms?
  – How and where do we best reach students? Faculty and staff? Administrators? (Cares article)

• How do we frame messages to be consistent with what interests/motivates our audience?
  – Need to focus on positive skills and behaviors
  – Students tell us they want novelty

• Methods challenges in recruitment/retention
Who does prevention work for?

**The lens of gender**

- For content of discussion
- For recruitment and retention in research

**The lens of previous experience**

- Gidycz et al (2011) – previous perp history
- Hamby et al (2014) and Banyard et al (2014) - role of previous bystander history and consequences for bystanders

**The lens of attitudes** (Moynihan et al, in press)

- Impact of readiness to engage/help; opportunity
How do we unpack key change components?

• What are the essential elements of a prevention tool?
• What type of tool creates what type of change?
• Do programs work elsewhere?
  – Noonan (2009) – Translation principles
    • “components of fidelity”
    • “critical components”
    • These can be measured
How do we study and change context not just individuals?

• Contextual factors impact prevention efficacy
  – Community readiness
  – Noonan (2009): “innovation fit” and “climate for implementation”
    • Translation of 2 programs to new communities
    • We can measure translation

• Balancing program fidelity with need to adapt so that people see themselves in the program (Potter, Moynihan et al – social self identification).
How can we improve our measurement to better document successes and challenges?

- Measurement development needed
  - Developmental outcomes
  - Need to measure not only long-term outcomes but benchmarks along the way in our theory of change.

- Focus on behavior not just attitudes

- Community surveys (e.g. USES) to look at community shifts over time.

- Lab based analogues (Parrott et al, 2012)

- Life Paths Research Project – partner assessments of helping
How do we take next steps to build local communities of practitioners and researchers to guide prevention paths?

How do we continue the conversations and share the knowledge?