

## Introductions...



**KRISTA** 



LORI

# **GOALS**

Participants will leave with: An understanding of prevalence of different kinds of violence in KY. Basic knowledge of a few different strategies they can engage in to address violence and build resilience. At least **one action step** to address violence prevention in their libraries. Multiple resources where they can access further information and support.



# Risk & Resilience

**Risk factors** are things that make it more likely that someone will experience a specific outcome - in this case, violence.

## **ACEs**

**Resilience factors** are things that make it less likely that someone will experience violence.





Have you or the librarians that you serve ever worked with a teen patron who has been affected by poverty, homelessness, depression, suicide, substance abuse, dating violence, sexual assault, or bullying?

> Yes No





Was that teen's sexual orientation, gender identity, disability, or socioeconomic status a reason they experienced the above?

> Yes No



# What does this look like across Kentucky?

## **BULLYING**

22% on site 17% electronically

# DATING VIOLENCE

**12% -** HS girls **5% -** HS guys

## SEXUAL ASSAULT\*

13% - HS girls 3.2% - HS guys

## **ACES**

**16%** - 3+

**37%** - 1 or

2

#### DATA SOURCES:

2017 Youth Behavioral Risk Survey (State & Nation) 2016 KIP Survey (KY Regional)



**Social Emotional Learning** 

**SEL Core Competencies** 

#### **Self-Management**

- · Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- · Setting and achieving goals

#### **Social Awareness**

- · Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

#### **Relationship Skills**

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- · Resolving conflicts
- Seeking help



#### **Self- Awareness**

W. Jahranding

- · Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

#### Responsible Decision- Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance







## **Developmental Assets**

### **EXTERNAL ASSETS**





Support



Commitment to Learning



**Empowerment** 



Positive Values



Boundaries &

Expectations



Constructive Use of

Time



Social Competencies



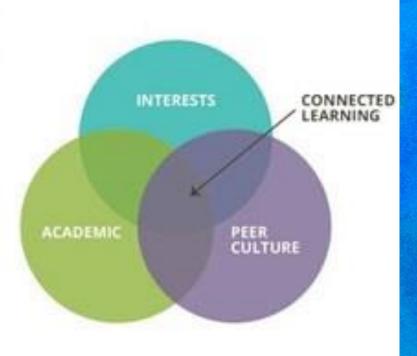
Positive Identity







Fostering Resiliency in Students: 40 Developmental Assets for Adolescents





# Connected Learning & Youth Leadership

Does your library have some kind of teen advisory board or council?

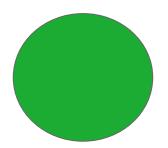
A. Yes

B. No; not in the history of our library.

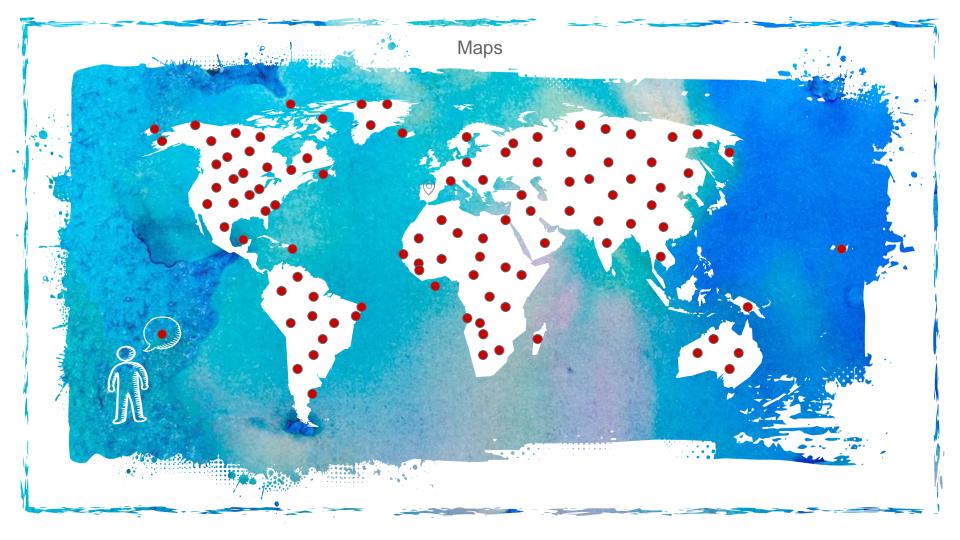
C. No; tried and did not work for our community.

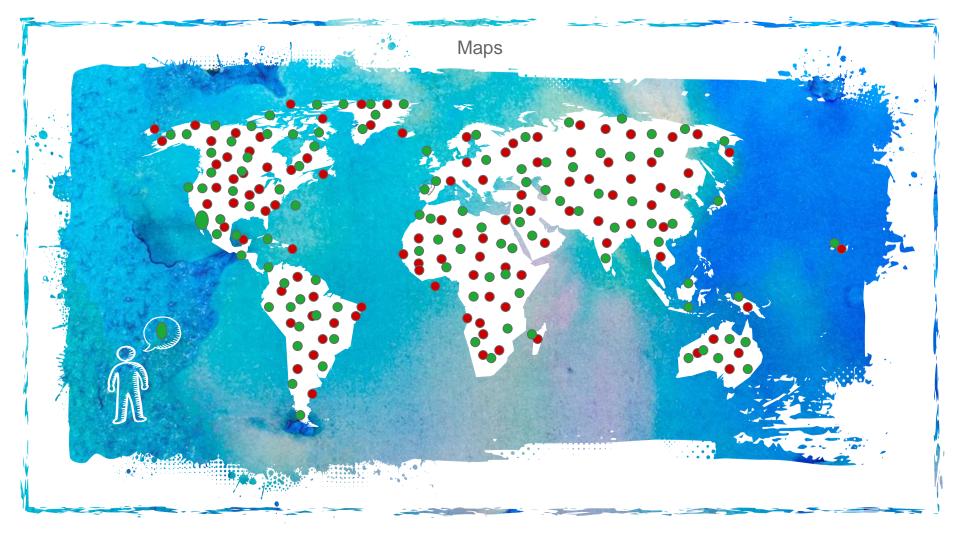


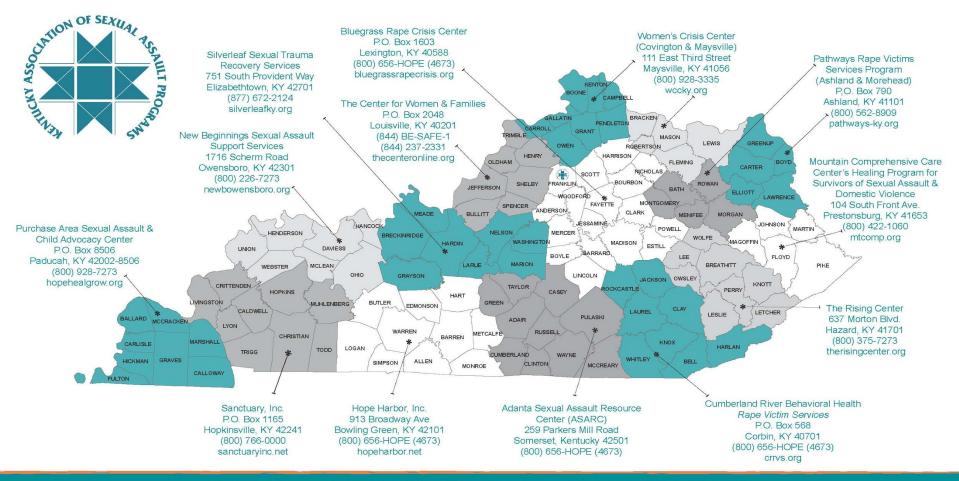
# **Green Dot**











#### KENTUCKY ASSOCIATION OF SEXUAL ASSAULT PROGRAMS

P.O. Box 4028 | Frankfort, KY 40604 | (800) 656-HOPE (4673) | www.kasap.org



## What Would YOU do?

You overhear some teens talking about a super embarrassing photo that was posted on social media of another teen.

**DIRECT** - Check in with the subject of the photo.

DIRECT - You ask them who posted it and ask that person to take it down.

DELEGATE - You encourage/ask them to report it to the site.

DISTRACT - You challenge them to bury the post with positive somethings.



### What Would YOU do?

Militaria

You see a teen who used to be a regular but you haven't seen in awhile. They're with their new dating partner, who seems to be talking to your regular in a really demeaning fashion.

DIRECT - You say, "Ouch for [regular's name].

That sounded pretty harsh."

DELEGATE - You ask the branch manager to say something to the aggressor.

DISTRACT - You approach them and ask, "Oh! I'm so glad you're here. We got in this book I think you'll love! Let me show you!"





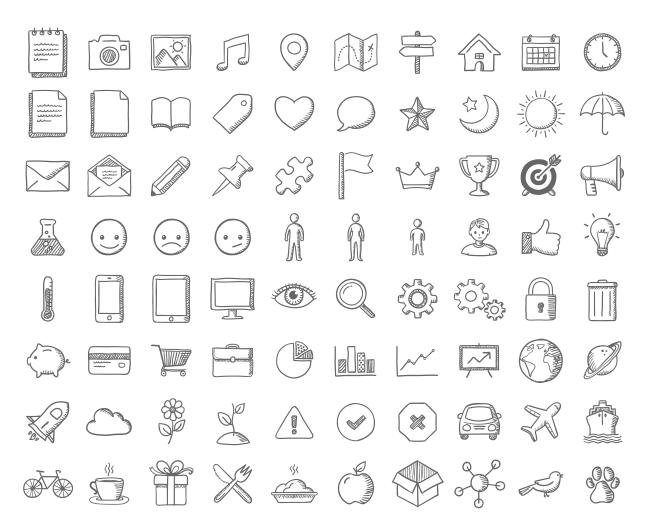
- What's impacted you?
- What's a first step you can take when you go back to your libraries?
- What can we (as trainers) do as a follow-up?

# THANK YOU

Lori Droege, CPH, MPH Senior Education Specialist Women's Crisis Center Iorid@wccky.org

Krista King-Oaks
Youth Services Consultant
KY Dept. for Libraries & Archives
krista.king-oaks@ky.gov





SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.

Isn't that nice?:)

Examples:



