Preventing Violence Together.

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Introductions...

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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)
WHAT CAN WE DO?

Strategies & Frameworks
Social Emotional Learning

SEL Core Competencies

**Self-Management**
- Regulating one’s emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

**Self-Awareness**
- Labeling one’s feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

**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

**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**

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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.
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?

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!”
ACTIVITY

Type in to the chat a few closing thoughts about this workshop:

● 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

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Upcoming Webinars:
Prevention Violence Together (101)
April 30, 2018

Preventing Violence Together (201)
October 1, 2018
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: