

Kingston Youth Sexual Violence Prevention Assessment

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Commissioned by:
Kingston & Frontenac Anti-Violence
Coordinating Committee

In partnership with:
Sexual Assault Centre Kingston &
St. Lawrence Youth Association

DISCLAIMER

The Kingston Frontenac Anti-violence Coordinating Committee (KFACC) commissioned this report. It was researched by Bailey Gerrits and Rebecca Rappeport and does not necessarily represent the views of KFACC. All stakeholders participated voluntarily.

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BACKGROUND

In March 2015, the Ontario Government released a comprehensive Action Plan, *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment*. The plan recognizes that sexual violence is rooted in misogyny & gender inequality. Highlights of the plan include a multi media educational campaign emphasizing bystander intervention, changing attitudes & behaviors & increasing funding to community partners.

In the fall 2015, there will be a new health and physical education curriculum, improving the current information about consent and healthy relationships. Prevention, consent and sexual violence are now something that has to be explicitly addressed within the curriculum but what and how this will affect prevention efforts in Kingston is still unknown.

This is a perfect opportunity for the City of Kingston to take the province's lead on developing a community-wide initiative.

REPORT MANDATE

This report was commissioned by the Kingston Frontenac Anti-Violence Coordinating Committee (KFACC), a group of organizations committed to eliminating violence by raising awareness of issues relating to domestic and sexual violence and by promoting a coordinated community approach to developing and delivering services for survivors of partner abuse and sexual violence.

Using a community-based research method, the Kingston Youth Sexual Violence Prevention Assessment is the first phase of researching & implementing effective prevention of youth sexual violence in Kingston & area. This project aimed to identify community strengths, service gaps, & next steps.

This report is not exhaustive, but a launching point for further inquiry & discussion.

ABOUT THE AUTHORS

Rebecca Rappeport is a Kingston-based community development advocate & practitioner. She has worked in the area of human rights, sexual violence, & community inclusion for the past seven years in Canada & abroad and has B.A. International Development and an M.A. in International Affairs.

Bailey Gerrits is a doctoral student at Queen's University & Trudeau scholar studying news coverage of domestic violence & its impact on public policy & survivors. Bailey is also a social justice advocate & support worker, active in the anti-violence sector as a board member, frontline worker, and prevention educator.

EXECUTIVE SUMMARY

This report describes the findings of a community assessment conducted by Bailey Gerrits & Rebecca Rappeport commissioned by KFACC in the Spring of 2015 to better address sexual violence prevention for youth in the greater Kingston area. The strategic goals of this assessment were to better understand sexual violence among youth, current & past strategies to prevent sexual violence in the greater Kingston area, gaps & barriers, and to recommend next steps.

Our findings are based on a thorough literature review of academic & community resources & extensive stakeholder engagement through three methods: focus groups, interviews & an online questionnaire.

The literature review identified that prevention efforts need to improve knowledge & develop positive skills with respect to sexual violence & healthy relationships at three stages of prevention/intervention: primary, secondary & tertiary. Effective prevention must be community-based, grounded in theory, & ongoing through multiple mediums to include specific & general prevention programming.

Through our engagement with over 40 stakeholders from youth-serving & gender-based violence organizations, we identified areas of concern, current prevention strategies, gaps in prevention efforts, and potential barriers for further prevention.

The areas of concern are not meant to target particular youth populations, but rather identify those often left out or not adequately addressed in regards to prevention efforts. Themes includes youth under 12, alcohol & drug-facilitated sexual assault, disabilities, gender, home insecurity, poverty, rural residence, sexuality, technology & social media, and youth outside the school system.

Stakeholders also identified several current & past prevention strategies that fall under primary, secondary, tertiary & individual efforts.

As result, it is clear that prevention of sexual violence among youth in the greater Kingston area is occurring, but there are gaps. There are numerous under-served youth, under-resourced efforts, missed opportunities, & areas for growth. Gaps identified include: little engagement with parents & caregivers, lack of primary & secondary prevention, little bystander education, under-engaging boys, & the need for more direct conversations about sexual violence.

The gaps exist because of structural, organizational, financial, & knowledge-based barriers. Our analysis revealed several answers that begin to explain why these gaps exist. One, some community organizations are working in silos. There is no common, integrated structure. Two, there is insufficient community leadership on sexual violence

among youth. Three, it is difficult to access youth & ensure their buy-in. Four, there is a lack of adequate training for facilitators and those engaging with youth. Five, few community organizations include sexual violence prevention in their mandate or in the job description of youth workers. And, last, but not least, there is a lack of ongoing, sufficient funding & resources for prevention efforts.

From our findings, we have the follow recommendations:

- (1) Establish better collaboration with Kingston Frontenac Anti-Violence Coordinating Committee (KFACC) & Child & Youth Service Planning Committee (CYSPC) & between community organizations;
- (2) Provide more resources for secondary prevention;
- (3) Employ a harm reduction model;
- (4) Include prevention in organizational mandates & job descriptions;
- (5) Engage youth in future consultations & foster youth leadership;
- (6) Incorporate bystander education into future programming;
- (7) Provide more funding for primary prevention from the government & granting bodies;
- (8) Explicitly talk about sexual violence;
- (9) Explicitly talk about healthy sexuality;
- (10) Engage parents, caregivers & guardians;
- (11) Ensure programs are audience specific;
- (12) Review school implementation of the new curriculum in one year;
- (13) Run a community-wide multi-media awareness campaign;
- (14) Engage boys & men to prevent sexual violence;
- (15) Implement ongoing train the trainer sessions;
- (16) And, offer media literacy training.

We invite you to read the remainder of the report for more information.

INTRODUCTION

Sexual violence among youth & adults are pervasive human rights violations & public health challenges that occur in Kingston on a daily basis. Gender inequality, misogyny, & patriarchy are at the root of sexual & gender-based violence among youth & adults. Preventing sexual & dating violence in Kingston among youth is a pressing issue & challenging to address at the intersections of poverty, disability, & gender.

To address sexual violence among young people, communities need to center on prevention. Focusing on prevention is not new; historical efforts focused on individual change, teaching potential victims how to protect themselves from being sexually assaulted from strangers, as opposed to teaching potential perpetrators not to rape or engaging communities to address rape culture. It is now widely accepted that prevention needs to be grounded in the idea that sexual violence is the consequence of individual, peer, community & institutional factors, and preventing sexual & teen dating violence must work on all these levels. Studies of comprehensive community-level prevention efforts are limited; nonetheless, promoting community-engaged & multi-level prevention efforts are absolutely necessary if we want to address rape supportive attitudes & misogyny and work towards preventing sexual, dating, & gender-based violence among youth in the greater Kingston community.

Rape culture: a culture in which dominant ideas, societal practices, media images, & societal institutions implicitly or explicitly condone sexual assault by normalizing sexual violence perpetration & by blaming survivors for their own abuse.

--Adapted from It's Never Okay

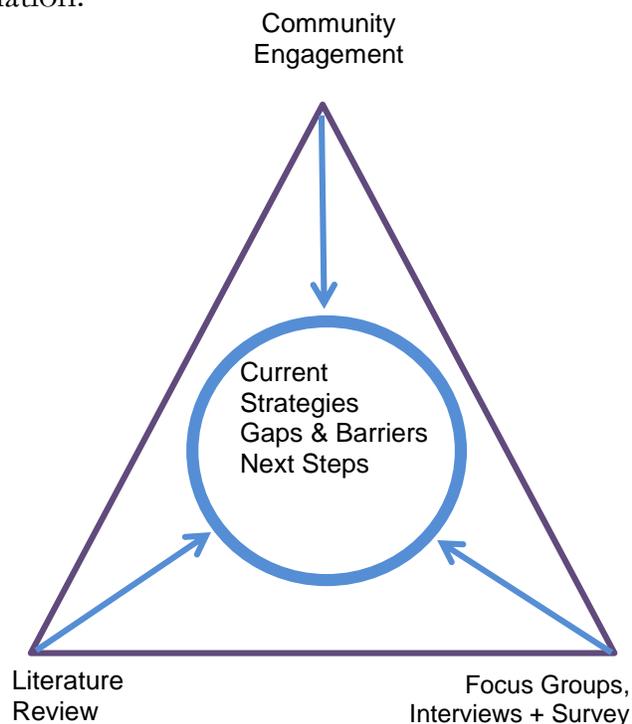
PROJECT DESIGN

This project was guided by the following questions:

- 1) What do we mean by prevention of sexual violence among youth?
- 2) What are current prevention efforts in Kingston & area?
- 3) What is the greater Kingston community missing with respect to youth sexual violence prevention?
- 4) If there are service gaps, why do these gaps exist?
- 5) How can stakeholders work together to address current service gaps?

We proposed these research objectives in our response to call for proposals. We further fine-tuned these questions and objectives in consultation with the Sexual Assault Centre Kingston and St. Lawrence Youth Association.

Using a community-based research method, we answered these questions through a triangulation of methods. We conducted 3 focus groups with 30 individuals, representing 20 youth-serving and gender-based violence agencies in Kingston & area. We held follow-up interviews with an additional 12 community members. To compliment these information sources, we also collected information through an online survey. We received 30 individual responses from some organizations that attended the focus group and an additional 15 responses from organizations or individuals that did not attend the focus groups.



The project was started by conducting an extensive literature review of academic and community literature that informed our understanding about prevention, youth sexual violence, & the need for community-specific, comprehensive initiatives.

LITERATURE REVIEW

Through reviewing the academic & community literature on preventing sexual violence among youth, we learned that there are many prevention efforts, styles & approaches. Although prevention of sexual violence has been occurring for the past couple of decades, there are limited longitudinal studies and approaches are constantly changing. The lack of consensus in the literature however does have not to be seen as a drawback; rather it points to a key lesson.

Successful prevention requires combining multiple prevention efforts & intervening in all stages & with as many people as possible.

-----THERE IS NO GOLDEN TICKET-----

Prevention of sexual violence must be community based and adapted for intended audiences. Indeed, there is no single program or approach that will end all sexual violence, but there are some key lessons and best practices from the literature review that are relevant to planning next steps in Kingston Frontenac.

ECOLOGICAL MODEL

Prevention Must be Community-Based & Community-Specific

The ecological model is helpful to explain the importance of community engagement. Accordingly, sexual violence is the outcome of a complex interplay between individual, relationship, community, institutional, & societal factors. Consequently, violence prevention must work on all these multiple levels (Flood 2011, p. 361). According to Casey & Lindhorst (2009, p. 97), the ecological model focuses on:

- **Comprehensiveness:** use multiple strategies to incite change on all levels (individual, community, etc.) & for multiple outcomes (attitudes, behaviours, etc.)
- **Harm Reduction & Positive Skill Building**
- **Community Engagement:** partner with community members and organizations to identify change-makers, areas for change, and targets for capacity building.
- **Community Responsibility:** take responsibility, as a community, for addressing & ending sexual violence (Potter et al 2009, p. 119)
- **Contextualized Programming:** design/adapt/implement programs & strategies consistent with social, economic & political community contexts
- **Theory-Based**
- **Health & Strengths Promotion:** work to increase community resources & capacity while also addressing individual & community risk factors
- **Addressing Structural Factors:** this includes social structural inequities, such as poverty, sexism, and racism. It also includes social factors that ensure the continuation of gender-based violence, such as inequalities in political representation, financial security, and health care, social norms that sanction rape of women, and lack of community accountability for sexual violence perpetrators.

“Supporting individual-level changes in attitudes & behaviour by shifting conditions & norms at peer & community levels is a critical element in enhancing sexual violence prevention efforts.”

Casey & Lindhorst
(2009) p. 109

DEFINITIONS

Youth

For this project youth are defined broadly & follow Y2K to include youth & young adults between 12-24 (the Students Commission 2013, p. 16), focusing on youth before entering university & college.

Prevention

The ultimate goal of prevention is to stop sexual violence from happening in the first place. Engaging a large swath of the population, prevention includes increasing knowledge about sexual violence & healthy relationships & fostering positive skills. Sexual violence prevention also includes reducing likelihood of perpetrating or experiencing sexual violence for so-called high-risk youth & working with perpetrators to reduce recidivism.

Sexual Violence

Sexual violence is any sexual act committed against another person without that person’s free & enthusiastic consent. Sexual violence is a form of gender-based violence as boys & male-identified youth are more likely to perpetrate sexual violence & girls & female-identified youth are more likely to experience sexual violence (Dank et al 2014; Close 2005). Research suggests that youth on the LGBT spectrum experience sexual violence at similar or higher rates, as compared to cis-gendered, heterosexual youth (Dank et al 2014; Saewyc et al 2006; Freedner et al 2002; Russell et al 2002).

We borrow some caveats of our definition from the Ontario Coalition of Rape Crisis Centres who acknowledge that individuals define sexual violence differently based on their experiences & while the majority of sexual violence is committed by men against women & children people in same sex relationships, trans folks, & some men experience sexual violence.

Intimate-partner Violence

Intimate partner violence among youth is defined as any physical, sexual, psychological, or emotional violence or abuse within a dating relationship or between former dating

partners. Unlike domestic violence among adults, boys & girls equally perpetrate dating violence. A gender analysis is nonetheless vital to understanding youth dating violence and girls and boys often perpetrate this dating violence differently.

PREVALENCE

Sexual Violence Among Youth is a Pressing Problem

- There are over 472,000 sexual assaults of women in Canada every year (Sinha 2013)
- In 2008, there were over 13,600 child and youth victims of sexual offences **reported** to police. Over half (59%) of *all* victims of sexual assault were children and youth under the age of 18. (Ogrodnik 2010)
- Only 10% of sexual assaults are reported to the police (Perreault & Brennan 2010)
- Over 1,181 aboriginal women and girls have been murdered or gone missing in the last three decades (Royal Canadian Mounted Police 2014). Just over half of the cases (55%) involve women & girls under the age of 31, with 17% 18 years or younger. (Native Women's Association of Canada 2015).
- 47% of violent crimes against girls under the age of 12 are sexual (Ontario Provincial Government 2015)
- Girls aged 12 to 17 are eight times more likely than boys to be victims of sexual assault or another type of sexual offence. (Ontario Provincial Government 2015)
- Bullying activities often lead to sexual harassment (Espelage et al 2012)
- Recent literature finds that LGB youth are at higher risk for all types of dating violence perpetration & victimization (Dank et al 2014)
- Transgender & female-identified youth face the highest risk for victimization & most likely to perpetrate dating violence except sexual coercion (Dank et al 2014)
- Close to 60% of youth in one study reported experiencing some form of physical violence in dating relationships (Jezl et al 1996)
- Teen sexual & dating violence are the highest & most consistent predictors for experiencing & perpetrating sexual & intimate partner violence later in life (Hall Smith et al 2003).
- Both genders perpetrate & are victimized by dating violence (Close 2005)
- Boys are more likely to perpetrate sexual violence (Close 2005)

- Sexual harassment is illegal in Canada. 85% of high school girls report being targets of sexual harassment (SAFE Teen 2015)

PREVENT EARLY & OFTEN

Primary Prevention.....*With Everyone Before Violence*

Primary prevention aims to circumvent violence before it occurs (Cornelius & Resseguie 2007; Wolfe & Jaffe 1999). Primary strategies often target large populations or the entire population in cases of media campaigns. According to Wolfe & Jaffe (1999), primary prevention programs could include school-based programs that teach students about sexual violence, domestic violence, conflict resolution & public education campaigns. Primary prevention should also focus on improving the status of women, reducing norms of violence, & experiences of poverty (Jewkes 2002). In other words, primary prevention engages the largest possible section of the population to stop violence & create awareness.

Secondary Prevention.....*With Individuals & Groups with Early Signs*

Secondary prevention aims to decrease the prevalence of sexual violence among youth after evidencing some early warning signs (Wolfe & Jaffe 1999) and/or working with youth deemed “at risk” (Wolfe et al 2003). For example, many researchers discuss how experiences of child maltreatment & sexual abuse are predictors for experiencing and/or perpetrating sexual violence (Crooks et al 2011; Fang & Corso 2007; Close 2005; Foshee et al 2004). Other factors identified in the literature include:

“Understanding the cycle of violence, from victimization to perpetration across a life span, is critical for designing successful prevention interventions.”

Fang & Corso 2007, p.281

- Experiences of poverty (Antle et al 2011; Jewkes 2002);
- Experiences of social violence (O’Keefe 2005; Jewkes 2002; Malik et al 1997);
- Socio-psychological factors including low self-esteem, depression, &/or crisis of masculinity (Close 2005; Foshee et al 2004; Jewkes 2002; Hong 2000);
- Witnessing dating violence among peers (Van Camp et al 2014; Foshee et al 2004);
- Excessive drug and/or alcohol use (Close 2005; O’Keefe 2005; Foshee et al 2004; Jewkes 2002);
- Other early warning signs including poor conflict management skills, history of peer-to-peer physical violence, attitudes devaluing women, among other signs (Foshee et al 2004)

Not everyone with these early warning signs will perpetrate or experience sexual violence. Secondary prevention programs should not use this as a checklist.

Individual assessments are key in some cases and, in cases where peer groups are implicated, secondary prevention should not focus solely on individuals & rather engage the larger peer group to decrease norms that encourage sexual violence. Secondary prevention programs include home visitations with high-risk youth & families, community-based programs on dating violence for youth in child protective services or for peer groups with dating violence, & individual treatment for those evidencing early signs of violent, non-consensual sexual behaviours (Wolfe & Jaffe 1999).

Tertiary Prevention.....With Perpetrators & Victims After Violence

Tertiary prevention programs are designed to address teen dating violence that is already occurring in a relationship (Cornelius & Resseguie 2007) and sexual violence (Wolfe & Jaffe 1999). This often occurs once youth enter the justice system. According to Wolfe & Jaffe (1999), it could include targeted intervention programs, home visitations with affected youth, disorder-based treatment services & intensive police, court, & community collaboration to address chronic dating & sexual violence.

QUICK REFERENCE

Primary – strategies, or universal interventions, directed at the population as a whole with the aim of preventing violence from occurring in the first place

Secondary – strategies, or selective interventions, that target individuals who are at higher risk of being perpetrators or victims of violence in order reduce the frequency & severity of violent acts

Tertiary – strategies aimed at individuals who are already perpetrating or otherwise experiencing violence, in order to manage violent behaviour & prevent further violence from occurring

ONGOING PREVENTION

Generally, short-term prevention does not create long-term results

Short-term prevention programs can be effective in the short-term. Attitudes may change & knowledge about sexual violence & consent may increase. However, these

necessary changes often do not persist when researchers follow-up 2 months after the program. Long-term programs show more promise, but sometimes also do not necessarily incite durable change. The key lesson is that **prevention is not a single event**. It needs to be **ongoing**, offered throughout a youth's school career. It also needs to address social norms. To do that, ongoing prevention efforts must engage as many people as possible, including youth outside the school system.

Short-Term Programming

- **Timeframe:** 1-3 presentations
- **Scope:** Cover basic materials
- **More Effective Programs:**
 - Lavoie et al (1995) found that a prevention program focusing on defining sexual violence, establishing dating rights, and making abusers and bystanders responsible, & challenging norms that support dating violence, improved boys & girls attitudes
 - Single & three session bystander training decreased rape myth acceptance, increased knowledge of sexual violence, increased pro-social behaviour attitudes, increased bystander efficacy, & increased self-reported bystander behaviour (Banyard et al 2007). Of note, *the longer program had greater attitude shifts*.
 - Evaluating a theatre production designed to raise awareness of dating violence, Belknap et al (2013) found teens were less accepting of teen dating violence & reported increased confidence to resolve conflict nonviolently. There are no results indicating whether it produced long-term change.
 - A 3-session program increased knowledge & decreased violent-accepting attitudes, but there was no difference in dating abuse (Jaycox et al 2006)
- **Less Effective Programs:**
 - Townsend & Campbell (2008) found that many short-term programs evidence little behavioural improvements
 - One-day prevention program in Canada increased knowledge of dating violence, but it also produced a backlash among some boys who demonstrated increased tolerance for violent norms (Jaffe et al 1992 in O'Keefe 2005)
- **Lesson:** Short-term programming often changes knowledge, attitudes & behaviour immediately after the program; knowledge may persist at the 2-month follow-up, while attitudes & behaviours often don't persist after 2-months.

Longer-Term Programming

- **Timeframe:** more than 3 presentations, usually months or years of programming

- **Scope:** Cover basic & in-depth material
- **More Effective Programs:**
 - *In Touch with Teens* addressed roots of violence & building blocks for relationships; O’Keefe (2005) notes that the program increased knowledge regarding healthy relationships, sexual assault & harassment
 - Several studies have found significant attitudinal and knowledge improvements after five sessions addressing dating violence & healthy relationships (Avery-Leaf et al 1997; MacGowan 1997)
 - *Families for Safe Dates* includes programming for teens & families of teens; Foshee et al (2012) found a positive impact on caregiver’s engagement in violence prevention & also found that families in the program reported reduced experiences of physical dating abuse among their youth.
 - Certain bystander programs improve attitudes (Cares et al 2014). However, programming needs to be ongoing, institutionalized & not only offered once.
- **Less Effective Programs:**
 - Townsend & Campbell (2008) found that many longer-term programs evidenced little behavioural improvements
 - Hickman et al (2004) found that multi-session programming often improved knowledge but did not necessarily shift attitudes & behaviours (p. 131)
 - While the *Safe Dates Project* showed promise in the early implementation (Foshee et al 1998), long-term evaluation showed marginal effects in reducing sexual, psychological & severe physical victimization (Foshee et al 2005). The program did reduce or prevent mild & moderate forms of youth dating violence.
- **Lesson:** Some reports have shown similar effects to short-term programming, while other suggest that longer-term programming is more effective in improving knowledge, attitudes, & behaviour (O’Keefe 2005).

Some Program Caveats

Community & academic literature provide mixed results with respect to the length of programming. At the heart of this non-conclusion are various struggles with evaluating programs & intervening variables.

- 1) It is **hard to measure effectiveness**, as measuring behaviour outcomes rely on self-disclosure. Attitudes are easier to measure. However, Breitenbecher (2000) finds that attitudes could improve, but violent behaviour could still persist.
- 2) There is also **an ethical concern** with conducting an experiment to determine program effectiveness. To conduct a rigorous experiment, a researcher administers the program to one group of youth while another group of youth did not receive

the prevention programming. The latter group is a control group. In some cases, the control groups never receive the programming. Are the results worth it? As well, natural experiments are difficult to implement in the real world, even though experiments are arguably the best way to understand if a program is effective.

- 3) The quality of the program & the subsequent effectiveness is impacted by the presentation style & **quality of the facilitator**. Facilitators that are uncomfortable with the material will likely communicate their discomfort in subtle or explicit ways & potentially negatively impact the programming.
- 4) Programs vary in **quality of material**. Lavoie et al (1995) argue with respect to programming in Quebec that the quality of the material is more important than the length of the program. **Not all prevention programs are created equal.**
- 5) Given the importance of community-based & community-specific programming, many so-called **effective programs are not necessarily transportable to Kingston & area**. But, one can always learn lessons from other community programs & Kingston can always implement tried-and-true community programs & carefully watch their effects. **It is preferable to implement established programs than developing new programs.**
- 6) Not all long-term programs exceed the impact of short-term programs (Lavoie et al 1995). **Some prevention is better than none.**
- 7) Students enter into prevention programs with different levels of attitudes supporting sexual violence. Some programs may present less positive results when youth demonstrate greater tolerance of sexual violence (Lavoie et al 1995). In other words, short-term & long-term programming both need to take into account base-level attitudes.

In general, short-term prevention does not produce long-term results. It is preferable to offer ongoing prevention on multiple levels.

MULTI-PRONGED PREVENTION

There is no golden ticket or single program to end sexual violence.

From the research, we have identified six interrelated prevention strategies: increasing knowledge about sexual violence; increasing knowledge about healthy relationships; developing positive skills; challenging social norms; fostering youth & community leadership; & addressing substance abuse as related to sexual violence. Many of these

strategies are inter-connected & can, at times, fall under all four categories. We organized these strategies in the following chart:

Broad Prevention Strategies		
Aspects of Prevention	<i>Increase Knowledge</i>	<i>Foster Positive Skills</i>
	<i>Sexual Violence</i>	Rape Myths & Statistics Alcohol-Facilitated Sexual Assault Social norms Community Resources
<i>Healthy Relationships</i>	Coercion How to Date Healthily Rights in Relationships	Communication Skills Conflict Management Healthy Sexuality Peer Supporting (Other) Youth

As per the ecological model, prevention is most effective when it focuses on providing youth & community members with knowledge about sexual violence & healthy relationships, while also focusing on fostering positive skills. All aspects are integral to successful, ongoing prevention efforts. In the context of Kingston, we draw out the importance of fostering youth & community leadership, addressing the use of drugs & alcohol in committing sexual assault, and the importance of challenging rape culture. Below, we detail some lessons from the literature & community programs we reviewed.

Increase Knowledge of Sexual Violence

- Myth busting & challenging sexist attitudes & norms are very important
- Prevention must include an explicit discussion about sexual violence
- Bullying programs do not adequately address sexual violence; explicit anti-sexual violence programming is key to preventing sexual violence (Espelage et al 2012)
- We need to engage boys more (Flood 2011); training girls and potential victims how not to get raped does not work (Townsend & Campbell 2008; Banyard et al 2007; Schwew & O'Donohue 1993). In other words, changing both girls' and boys' attitudes is important (Banyard et al 2007; O'Donohue et al 2003; Cowan 2000, Levoie et al 1995).
- Cultural sensitivity & specificity is important component of prevention program & could explain the success & failure of some programs. Weisz & Black (2001) found that a specific program for an urban middle school was effective in increasing knowledge & improving attitudes.

- One cannot simply adapt tools designed to prevent violence against adult women as youth require specific, engaging programming (Lavoie et al 1995)
- Gender-specific programming may be important in certain school settings (Townsend & Campbell 2008)
- There is a need to mix gender-specific & gender-neutral programming
- Alcohol-facilitated sexual assault is a pressing issue & needs to be explicitly addressed (Unblurred Lines 2014)

Develop Positive Skills to Prevent Sexual Violence

- Developing peer leadership is key (Banyard et al 2007, p. 464).
- Bystander programming trains community members & youth to intervene safely & effectively in cases of sexual violence before, during & after incidents with strangers, acquaintances or friends (Banyard et al 2007). It is a key aspect of prevention (Banyard et al 2004; Foubert 2000; DeKeseredy et al 2000; Katz 1994) that is proven to positively improve attitudes (Cares et al 2014; Coker et al 2011) & potentially encourage pro-social behaviours (Banyard et al 2009)
- Bystander poster campaigns can be a cost effective first step in a multi-method prevention effort (Potter et al 2009; Mudde et al 2007)
- Comparing implementing the same bystander campaign at two universities, Cares et al (2014) finds that outcomes varied among men & women and between the two campuses. The lesson is that prevention should be **community-specific**.
- School athletics-based program targeting coaches and high school boy athletes is a promising strategy to reduce dating violence perpetration (Miller et al 2012). *Coaching Boys into Men* after the 12-month follow-up evidenced less dating violent perpetration and lower levels of negative bystander behaviours (Miller et al 2013). However they found no difference in intentions to intervene, gender-equitable attitudes or recognition of abusive behaviours (ibid). The program has lasting effects, but needs to be combined with programming for the entire school population.
- Prevention curricula cannot simply focus on individuals or small groups, such as athletes, because it misses addressing the need for social change (Banyard et al 2007; Potter et al 2000, Swift & Ryan-Finn 1995).
- Knowledge about consent is not enough if youth are not given the tools and skills to negotiate sexual relationships using consent
- Harm reduction approaches show promise by focusing on providing positive skills rather than focusing on just saying “no”

Increase Knowledge of Healthy Relationships

- Poster & media campaigns can be effective in increasing knowledge & create awareness about sexual violence and/or healthy relationships, but not effective in changing behaviour (Potter et al 2009, p. 118; Bauman 2004)
- Increasing knowledge about coercion in relationships is key to dispelling myths about sexual violence
- Youth sometimes do not know their rights in a relationship and empowering youth with a rights-based approach is important
- It is useful to demonstrate healthy relationships to youth

Develop Positive Skills to Foster Healthy Relationships

- Addressing questions of masculinity is key to successfully preventing sexual violence (Totten 2003; Jewkes 2002; Hong 2000; Messerschmidt 2000).
- Communication and conflict management skills are vital to developing the skills in youth to avoid perpetrating sexual violence
- Sexual health is an important aspect of prevention for youth of all ages to promote positive sexual development, prevent risky sexual behaviours, and decrease likelihood to perpetrate sexual violence (Hensel & Fortenberry 2013).

CONCLUSION & KEY LESSONS

Needless to say, the academic & community literatures on prevention of sexual violence against youth are extensive & diverse. In case you didn't or don't want to read all of the in-depth analysis above, here are some of the key lessons:

- There is no golden ticket program or approach
- Successful prevention requires combining multiple prevention efforts & intervening in all stages & with as many people as possible.
- Effective prevention must be community-based
- Community prevention efforts must include primary, secondary, & tertiary strategies
- Prevention efforts should seek to both improve knowledge & develop positive skills with respect to sexual violence & healthy relationships.
- Effective prevention is not a single event or one program, but an ongoing community effort to end sexual violence & gender-based violence

FINDINGS

The results from the focus group discussions, online survey, & interviews reinforce the need for broader prevention efforts in the greater Kingston area. Below we detail four

sections: (1) areas of concern, (2) current & past prevention strategies, (3) gaps in prevention, & (4) potential reasons for these gaps.

AREAS OF CONCERN

It is difficult to understand what direction we as a community need to move towards until we identify concerns we have when addressing sexual violence among youth in Kingston. Through the focus groups & interviews, stakeholders identified areas & populations that they believe need more focused attention. The purpose of this section is not to target certain groups or particular youth, but rather detail areas, populations, & themes identified by stakeholders that are often left out or not adequately addressed in regards to prevention efforts. Themes include age, alcohol & drug-facilitated sexual assault, disabilities, gender, home insecurity, poverty, rural residence, sexuality, technology & social media, & youth outside the school system.

AGE

Stakeholders expressed concern that **younger & younger youth are experiencing & exposed to sexual violence**. Participants felt that there is either very little or no prevention efforts occurring with youth under the age of 12 even though there is increasing sexual violence and/or concerning sexual & violent behavior that this age cohort is experiencing and being exposed to. This suggests that prevention needs to address younger youth experiencing & exposed to sexual violence.

ALCOHOL & DRUG-FACILITATED SEXUAL ASSAULT

There was very little discussion in the focus groups around alcohol & drug facilitated sexual violence. However, the police stakeholders, along with some of our interviewees, indicated this is a pressing area of concern for Kingston. In many ways the lack of understanding and awareness around this issue demonstrates **the immense need we have as a community to educate ourselves, and address how alcohol & drugs are used in sexual violence when engaging in prevention.**

Alcohol & drug-facilitated sexual assault: when alcohol or drugs are used to facilitate sexual violence. When a victim is subjected to sexual acts while incapacitated & is unable to resist or provide consent due to the effects of drugs or alcohol. The victim could have willingly engaged in the drugs & alcohol.

DISABILITIES

Stakeholders identified that youth with disabilities are often left out of the discussion of sexual violence & prevention, even though people, especially girls and women with disabilities are much more likely to be victims of sexual violence. Statistics indicate that

up to 83% of women with disabilities will be sexually assaulted within their lifetime (Johnson and Sigler 2000; Stimpson and Best 1991)

Some community members noted that there is hesitancy to engage in the topic of sexual health with people with intellectual disabilities. Although some organizations within Kingston who work with people with intellectual disabilities do have programming around sexual health & healthy relationships, stakeholders still felt that there needs to be a concerted effort to engage more with youth with disabilities about sexual violence prevention, especially as some youth with intellectual disabilities may not be receiving sexual education through the mainstream curriculum in the school systems.

Discussing sexual violence among youth with disabilities is tricky as **there are just as many differences between youth with disabilities as there are similarities**. There is no one program for youth with disabilities, but there is a need to consider which youth with disabilities are being left out of the conversation & excluded from prevention efforts.

GENDER

A theme that predominately emerged was the recognition that boys are the primary perpetrators of sexual violence. Consequently, there was widespread agreement that **prevention of sexual violence needs to include boys** & for some participants that meant promoting gender segregated prevention programming.

That said, focusing on boys-as-potential-perpetrators & offering gender segregated programming can be problematic as some youth identify along the gender spectrum rather than within the gender binary (girl/boy) or sex binary (female/male). By that we mean **youth take up identities that do not align their sex and gender, and rather are gender non-conforming, gender-queer or gender-awesome.**

Gender: socially constructed roles, behaviours, activities, & attributes that a given society prescribes for men & women.

Gender non-conforming: behavior & gender expression by an individual that does not match socially prescribed masculine & feminine gender norms.

be

Engaging boys, however, is still a pressing concern. Programming needs to specifically engage male-identified youth, as well as gender non-conforming youth, in order to effectively prevent sexual violence.

HOME INSECURITY

Home insecurity increases the likelihood of victimization because these youth often have nowhere safe to go & end up staying in dangerous situations and this can exacerbate the consequences of sexual violence. One stakeholder that works with non-mainstream & high-risk youth noted **“youth with precarious home situations or insecure housing end up in increasingly dangerous situations”** that can lead to further victimization of sexual violence. Stakeholders identified two ways of understanding home insecurity that can increase risk of victimization.

One type of home insecurity is when a youth does not have a home to return to & lives in either a shelter or more invisible form of homelessness, such as couch surfing.

Sometimes related, the second type of home insecurity is when a youth does not feel safe in their home. Stakeholders noted that this form of home insecurity can occur in all socio-economic brackets. The sentiment in one focus group was clear: just because a house & family looks nice & secure, does not mean it's safe.

POVERTY

Several youth-serving agencies identified how poverty can contribute to experiences of sexual & dating violence among youth in the greater Kingston area. Some connected poverty to unstable home lives, which, in turn, modeled unhealthy relationships.

That said, other stakeholders convincingly suggested that **unstable home lives occur in all socio-economic brackets.**

Poverty is nonetheless an important factor to consider as it could decrease a youth's access to prevention services & access to non-funded interventions. Poverty can also increase stigma & intersect with other factors to exacerbate experiences of sexual & dating violence.

RURAL RESIDENTS

Many areas, including access to prevention & community services, are a concern when considering youth living in rural residences. **Youth residing in more rural contexts face increased isolation & are often unable to access services available to urban youth.** This is not something easily addressed. When developing programs, it is important to include the perspective of rural youth by engaging stakeholders, organizations and rural youth themselves.

SEXUALITY

Some community stakeholders identified that LGBTQ (lesbian, gay, bisexual, transgender, & queer) youth are often left out of the conversation of sexual violence & prevention. Prevention messaging often myopically focuses on sexual & dating violence as occurring in heterosexual, boy-on-girl, relationships. This focus limits LGBTQ &

gender-queer youth's ability to relate to the material & decreases the impact of prevention efforts. On top of this limited focus, **youth expressing non-normative sexualities face homophobia and stigma.**

Sexuality is further complicated as there are multiple understandings of sexuality in relation to culture, family, religion, & age. Prevention efforts are undermined when those facilitating don't have a good comprehension of different understandings of sexuality and violence due to the above categories. This is not to say that content needs to be drastically altered, but those engaging with youth on this subject should be able to acknowledge various understandings and adapt content in order to have the most effective impact.

AN INTRODUCTION TO THE ALPHABET SOUP

In this report, we used LGBTQ as stakeholders in the consultation used this acronym most often. This acronym, sometimes referred to as a queer alphabet soup, is ever-expanding & adapting to meet the needs of the community. Please see the below list, which is one expanded version.

LGBTTTQQAAP: L: Lesbian; G: Gay; B: Bisexual; T: Transgender; T: Two-Spirit; T: Transexual Q: Queer; Q: Questioning I: Intersex; A: Asexual; A: Allies; P: Pansexual

TECHNOLOGY & SOCIAL MEDIA

Technology & social media has fundamentally changed how some youth experience sexual violence. We heard story after story about youth experiencing & perpetrating sexual violence through online attacks & texting. There are elements of online engagement that often involve bullying, shaming, & coercion that normalize and perpetuate, and often encourage sexual violence. Meeting people online is also ripe for experiencing sexual violence; for example, one stakeholder noted how rural gay youth, who have fewer safe outlets to explore their sexuality off-line, sometimes experience sexual violence from partners they meet online.

Sexting: sending and/or receiving sexually suggestive images or messages to peers through a mobile device.

15% of Canadian high school students in Grade 11 surveyed had sent a sext & 36% said they had received one.

---Browne 2015

Technology has also increased youth's access to pornography, which many stakeholders strongly felt internalize & normalize violent, non-consensual sex. The same concern was reiterated around violent video games that are felt to promote rape.

Thus, online & technology-facilitated sexual violence is a pressing concern. Prevention training needs to go beyond a message of ‘just don’t do it.’ An effective solution will be implementing a harm reduction model and offering media literacy training to provide youth and parents with information about how to protect themselves & engage in social media without perpetrating violence or becoming victims.

YOUTH OUTSIDE SCHOOL SYSTEM

Throughout the focus groups & interviews, there was a push to have more prevention programming in schools, as it is the space that provides the most access to youth. However stakeholders also identified the immense need to engage youth outside of mainstream school systems. This points to the fact that **prevention needs to be community-based so that youth outside & inside school system are getting the necessary information & skills to prevention sexual violence.**

QUICK REFERENCE

Here are populations of youth that are under-served:

- Youth Under 12
- Youth with Disabilities
- Boys
- Gender Non-Conforming Youth
- Home Insecure Youth
- Youth Living in Poverty
- Rural Youth
- LGBTQ Youth
- Youth Outside School System

Here are two areas that require more training, more research & more awareness:

- Alcohol & Drug-Facilitated Sexual Assault
- Technology & Social Media

CURRENT & PAST STRATEGIES

Through the focus groups and interviews we found several current efforts and programs that fall under the umbrella of prevention strategies within the Kingston area. We did not evaluate the effectiveness of the programs and cannot speak about their

success or usefulness. While this list may not be exhaustive, we find this list useful as a good first step to see where prevention could be incorporated more or where organizations could collaborate and build capacity.

Primary Prevention Strategies

- ***Community Education Program:*** is run by the Sexual Assault Centre Kingston with the aim to raise awareness, increase knowledge, and take action on issues related to sexualized violence. They collaborate with individuals and organizations, offer public speaking and education, often on an ad hoc, one-time basis.
- ***Let's Yap About It:*** a collaborative effort between Street Health Kingston and HARS Kingston. Emphasizing harm reduction and building empathy among youth, the facilitators offer programming around various topics, including healthy relationships, sexuality and gender diversity, substance use, HIV, sexual health, and body positivity. Key aspects of sexual violence prevention are incorporated throughout the program. This program is mostly offered to high-risk youth through alternative schools and programming, but also regularly engages youth in the mainstream school system.
- ***Limestone School Board Programming:*** various school programs fall under the prevention umbrella, broadly speaking. They include *SAFE TEEN* (a violence prevention program), *STEP UP: action to refuse violence* (facilitated by the Human Rights, Equity & Inclusion Educator Advisors), the *Fourth R* and the *WTTTS* program. *WTTTS*, along with other program, specifically address bullying but do not explicitly address sexual violence prevention.

Each focus group emphasized the importance of providing more primary programming in schools. We were unable to gain substantial information about the French or Catholic school boards. Based on the new curriculum and the few programs that work to towards preventing sexual violence in the Limestone School Board, we suggest strongly that more primary prevention is needed. This point is elaborated upon in the next steps section.

- ***New Health & Physical Education Curriculum:*** will be implemented in the fall of 2015, the new curriculum updates the outdated sexual health material. It addresses sexual health, gender identity, consent, healthy relationships (including same-sex relationships), online safety and prevention of sexual violence through a mixture of skill-building and increasing knowledge. All topics will be introduced at the appropriate developmental phase. We encourage people to read the new curriculum if they are interested in the changes.

Many stakeholders noted that these changes alone are unlikely to end, or be sufficient to prevent sexual violence among youth. As well the impact of implementation will likely take years to see. Thus it is essential that community partners actively engage with schools and outside of school with youth about these issues and push towards effective programming to prevent sexual violence.

“Above all, we want to challenge and change the deep-rooted attitudes and behaviours that contribute to sexual violence and harassment. Because these take root at an early age, it is important that our young people learn about gender equality and respectful relationships from the start.”

--- Kathleen Wynne

- ***Programming at THE SPACE:*** is an integrated youth-led project for people under the age of 26. The Space is a geographical location where youth can meet, attend programming, and receive community support. Some of the programming includes providing sexual health information and condoms, an indigenous health program, FUSE LGBTQ Youth Group, and community referrals where necessary.
- ***OPP KIDS:*** a program offered by the Ontario Provincial Police to grade six students to discuss peer relationships, risk associated with social media self-victimization, drug abuse, and sexual harassment.
- ***Rights of Passage:*** a community grassroots program offered for indigenous youth (specifically youth in Tygeninaga). Offered by language teachers or those who hold cultural knowledge, the program funded in a patchwork and helps youth transition to adulthood in a healthy manner.

“We have *being circles* to teach youth about how to be a whole person, mentally, physically, & spiritually, teaching about identity and how to have a voice.”

---- Community Stakeholder
- ***White Ribbon Campaign Kingston:*** is a volunteer initiative run by the authors of this report, with the support and collaboration with HARS Kingston and the Sexual Assault Centre of Kingston. They offer workshops for youth in a variety of settings, often on an ad hoc, one-time reactive basis. They also support local initiatives around prevention including the *Unblurred Lines* conference in fall 2014 and *White Ribbon Campaign Queen’s*.

Secondary Prevention Strategies

- ***Children Witness:*** is run by Kingston Interval House with children who have witnessed (or experienced) domestic violence. This support includes individual & group counseling for youth and children between the ages of 4 and 18 years. The Child and Youth outreach counselor also provides education and support within the community and schools around healthy relationships and dating violence.
- ***Community Threat Assessment Protocol:*** was developed in 2008 & updated in 2011 for the Limestone School Board, in collaboration with community partners. The protocol was developed to prevent traumatic events and the timely sharing of information about students at risk for violence towards themselves and/or others and does, at times, respond to situations related to sexual violence.
- ***Sexual Assault Counseling:*** is offered through the Sexual Assault Centre Kingston, and accept women-identified and trans-women clients age 16 & up.
- ***St. Lawrence Youth Association Assessments:*** has developed an assessment & treatment program to address concerning sexualized & violent behaviour. What they are missing is sufficient funding to offer their program. With funding, St. Lawrence could field queries from schools or concerns parties, provide appropriate supports for youth, and provide education for concerned parties around normal sexual development.

Tertiary Prevention Strategies

- ***Court-Mandated Programs:*** are for youth who enter the justice system, charged with or evidencing sexual violence experiences. For example, St. Lawrence Youth Association offers individualized assessments and treatments for 12-17 old persons involved in the criminal justice system.

Dr. Eccles also offers an outpatient clinic for sex offenders and has, on occasion, treated adolescents above the age of 12. He will receive referrals for youth who have been charged or involved in the justice system. The courts or legal aid generally provide the funds for these assessments.

Nick Axas at Hotel Dieu, in the Child and Adolescent Mental Health Urgent Consult Clinic, also makes referrals for assessments within Hotel Dieu.

- ***Tyendinaga Justice Circle:*** is an alternative to mainstream justice, focusing on youth ages 12-17, often with an indigenous background.
- ***Youth Diversion Programming:*** supports students that are suspended or expelled, offers treatment of youth drug and alcohol problems, provides youth with skills, mentoring, and alternative dispute resolution processes. These programs engage in

prevention in the broadest sense of the definition. Youth Diversion would be a great fit to more actively engage in secondary prevention, provided they receive necessary funding, organizational support & specific training of sexual violence.

We included Youth Diversion here as it most relates to youth in conflict with the law. Not all youth who become suspended or expelled, experience drug and alcohol addictions, or enter into conflict with the law engage in sexual violence. Much of this programming can be equally understood as primary prevention.

Individual Prevention Work

Although there is need for more institutionalized, ongoing programming around prevention of sexual violence among youth in Kingston, many of the stakeholders noted that they regularly engage in prevention work on individual levels with clients they serve. One-off, often-reactive individualized work is significant and signifies that although organizations might not include prevention in their mandates or programming, it is being done. This also includes groups, such as Community Living Kingston's healthy relationship & sexuality groups that run only after a worker identifies a problem that needs attention. Frontline workers and those who engage with youth recognize the need for this work and indicated they would like to engage in it more given the adequate resources and training.

QUICK REFERENCE

Primary Prevention Strategies – there are strategies that engage various youth. Some programming does not explicitly address sexual violence, focusing on bullying & healthy relationships. Some of the initiatives are reactive & ad hoc, potentially minimizing the impact. There were a number of primary efforts, but it not enough.

Secondary Prevention Strategies – there are few strategies that engage youth evidencing concerning and/or violent sexual behavior and this type of programming needs increased funding to be effective.

Tertiary Prevention Strategies – there are numerous programs for youth entering the justice system. What is missing is funding for youth outside the justice system and potentially closer to a secondary prevention moment.

Individual Prevention Work – stakeholders are engaging in prevention often off-the-side-of-their-desks with mostly individual youth at a time. This demonstrates the importance of prevention programming, as well as the need for more of it.

IDENTIFIED GAPS

WHAT WE AREN'T DOING

Prevention of sexual violence among youth in the greater Kingston area is occurring; however, stakeholders identified several important & pressing gaps. In general, we are not doing enough, not trained enough, & are reactionary instead of proactive. There are numerous under-developed programs, under-served youth, under-resourced efforts, missed opportunities & areas for growth.

The greater Kingston area needs more primary prevention. Stakeholders identified that youth often do not understand consent, the definitions of sexual violence, or ways that they can prevent sexual violence. For those working with youth, there was near unanimous agreement that sexual violence & prevention are not addressed with youth until there has been some incidence, violence, or direct concern.

**-----THERE IS A PRESSING NEED TO SHIFT
FROM REACTIVE PREVENTION STRATEGIES TO
PROACTIVE PRIMARY PREVENTION-----**

Similarly, we found concern around a lack of knowledge, procedure, & community capacity to deal with concerning sexualized & violent behaviours (what can be considered secondary prevention). One stakeholder who works with youth in conflict with the law noted, **“We do a lot of assessments & not a lot of interventions.”**

Concerning sexualized & violent behaviour is a term that is often used when talking about violent or age-inappropriate behaviours around sex. There is no definitive checklist, defining sexualized behaviours that one should be concerned about. Rather, psychologists are best suited to understand & identify whether certain behaviours should cause concern.

There is little engagement with parents & caregivers about preventing sexual violence among youth. The vast majority of stakeholders agreed that without providing focused information & programming directed at parents & caregivers, a lot of prevention programming for youth will be undone at home. Through our investigation we found no organizations or stakeholders engaging parents, except on reactive or case-by-case basis, about prevention of sexual violence.

Although organizations do address various aspects of sexual violence prevention, such as engaging youth around healthy relationships,

One stakeholder noted how it is easier to avoid talking around sexual violence: “We focus a lot on mental health, but it is only a part of what youth are experiencing.”

sexism, communication skills & anger management, we **need more direct conversations about sexual violence.**

Stakeholders indicated that **certain groups of youth are often left out** of the already small amount of prevention work that is occurring in Kingston. Participants identified the following types of youth as typically left out of sexual violence prevention programming: rural, urban indigenous, home insecure, youth with disabilities, gender-queer, LGBTQ, & boy victims.

Although it has been recognized that bystander education is a very effective means to address sexual violence prevention, Kingston & area organizations hardly engage in bystander anti-sexual violence education, according to our online survey. Bystander training can be particularly effective as it avoids labeling people as victims & perpetrators. Consequently, people are more likely to buy-in. **The lack of bystander training is a major gap in prevention efforts in the greater Kingston area.**

Bystander education: teaches skills of how to safely check-in & intervene in situations such as: rape jokes, potential & ongoing sexual assault, gender-abusive language, dating violence & so on. It is useful in addressing sexual violence because it works towards challenging cultural norms around sexual violence.

Most people working in the anti-sexual violence services are women. Most of the stakeholders who were engaged were women or women-identified. The stakeholders unanimously agreed that it is essential to engage boys in prevention of sexual violence. A necessary component of engaging boys often include positive male-identified role models, modeling healthy masculinity in their collaborative fight against gender-based violence. **While we recognize, celebrate, & honor the tireless work of women (& other folks) in this sector, more men also need to get involved in the fight to end youth sexual violence specifically & gender-based violence more broadly.**

QUICK REFERENCE

Here are some of the gaps in sexual violence prevention among youth in Kingston & area. We need more:

- Primary Prevention
- Secondary Prevention
- Direct Engagement with Sexual Violence
- Training for Parents & Caregivers
- Awareness of Left-Out Youth
- Better Programming for those Youth
- Bystander Education & Awareness Programming

- Men's Engagement in Sexual Violence Prevention

IDENTIFIED BARRIERS

WHY WE AREN'T DOING IT

Why are we as a community missing these programs and opportunities to prevent sexual violence among youth? We know that folks in Kingston & area care & are concerned about sexual violence among youth. The gaps are largely occurring, based on our analysis, because of structural, organizational, financial & knowledge-based barriers. The below section outlines some of the barriers we face as a community.

LACK OF FUNDING, RESOURCES & TIME

Stakeholders identified a lack of money, resources, time, & staffing as extreme barriers to engaging in effective & comprehensive prevention work. Prevention is not prioritized, especially at the primary level. Instead, resources are more likely to be allocated to prevention in reaction to an incident. Such a funding model undermines effective community prevention & ensures that community organizations can only respond & react, focusing on managing violence rather than preventing it.

**“WE ARE NOT AFRAID OF THE ISSUES;
WE JUST DON'T HAVE THE STAFFING TO DO IT”
--- A COMMUNITY STAKEHOLDER**

WORKING IN SILOS

Working in isolation or “working in silos” was a common theme throughout the focus groups & interviews, even though many participants knew each other. Stakeholders noted that they felt mostly unaware of what other if any prevention efforts are occurring in Kingston. Similarly, community members indicated they felt sexual violence may be exclusively under the purview of the Sexual Assault Centre, yet were not aware of the Sexual Assault Centre's prevention efforts. Some of those engaging in prevention through educating around healthy relationships, for example, also indicated how they have not been able to collaborate with other organizations because of lack of knowledge of their services in regards to prevention.

The one exception to this theme was with individuals & organizations working with youth in the justice system or engaging in tertiary prevention. Stakeholders from these

“There needs to be more community engagement; it's a big part of the job. When agencies don't have [strong community engagement] they become little silos & it's hard to engage in initiatives.”

-- Community Stakeholder

organizations felt like they have good working relationships with each other & know about community resources available for their clients.

The importance of community connection, involvement, & communication between organizations cannot be ignored. When it does not exist, the lack of community engagement is a significant barrier to effectively preventing sexual violence among youth. Participants indicated that in order to be able to engage with prevention, they needed to know more about what other organizations do. We wanted to start to address this issue & have provided a preliminary list of organizations we engaged with at the end of this report (see Appendix).

NEED ACCESS & BUY-IN WITH YOUTH

We heard time & time again from stakeholders that schools are the preferred location to provide education on prevention of sexual violence for youth. However, there is an issue with accessing schools as well as having the right programming in schools with the right facilitators.

People were adamant that schools are key institutions for primary prevention; yet, community members noted that they were often invited in only in reaction to a situation or when a certain teacher or administrator takes an interest in the topic, although this was not always the case.

“More training for people who work within schools is what is needed – skilled people work there, but its something that needs to be consistently done so skills can expand & because issues also evolved, the training also needs to evolve.”

-- Community Stakeholder

When working outside the school system, stakeholders expressed concern about how difficult it is to access large populations of youth consistently to engage in primary prevention.

Access to youth is not the only barrier participants noted. Engaging youth & ensuring youth buy into programming

is also a concern. Ensuring youth buy-in is not easy & can be a barrier for effective prevention, especially when programs do not engage youth before implementing programming.

NOT UNDERSTANDING SEXUAL VIOLENCE

Stakeholders in the focus groups were candid & honest about their own misgivings about engaging in the topic sexual violence prevention with youth. Sexual violence is a difficult subject that can challenge people’s comfort level.

We believe this hesitancy & discomfort around talking about sexual violence is one of the major barriers to preventing sexual violence among youth. Some stakeholders were

working with outdated legal definitions of sexual violence. Others did not understand alcohol & drug facilitated sexual violence. As an interviewee who works with youth with concerning sexualized behavior in tertiary prevention commented: “The standards for sexual behavior today are different than they were 20 years ago. We need to be sensitive to current norms.” As a community, if we do not understand youth sexual practices, sexual violence, & current norms of sexuality, we will not be able to conduct effective programming.

NO MANDATE OR JOB DESCRIPTION

“It is an assumption we have to promote healthy relationships, but its not part of the job description.”

--- Community Stakeholder

Along with lack of funding, not having prevention as part of an organization’s mandate or in individual’s job descriptions was

indicated through the online survey as the largest barrier preventing stakeholders from engaging in prevention of sexual violence among youth. Only six respondents stated that prevention of sexual violence was part of their organization’s mandate in relation to servicing youth, or in someone’s job description.

NEED THE RIGHT FACILITATORS & ADEQUATE TRAINING

Sexual violence specifically & sexuality generally for youth are topics that are uncomfortable for some people. In the focus groups, there were passionate discussions on how to engage with this subject & who can & should be facilitating this prevention training in a way that is accessible & engaging for youth.

Stakeholders self-reflexively identified a generational gap in terms of norms & knowledge, especially around use of media. Many honestly remarked how they felt out-of-touch with the realities of youth today. This becomes a barrier when educators do not understand social media or how youth engage in sex & dating.

One stakeholder noted the difficulty about engaging in the subject of healthy sexuality, “There’s lots of talk about what guys should do, how to have sex, masturbation, pornography. But very little touches on sexuality among female youth...There is a double standard for male & female youth when talking about healthy or unhealthy sexual activity & relationships.”

The generational gap does not characterize all facilitators nor is it necessarily about age, but about knowledge and relatability. A stakeholder in one of the focus groups stated that youth she worked with told her that often teachers “don’t know how to handle things” & students don’t know where to turn for advise around sexual violence & sexuality.

Stakeholders also identified how those engaged with youth do not have training on how to deal with sexual violence in either providing support and/or engaging in prevention. There was near unanimous desire to take further training around sexual violence, youth sexuality & healthy relationship.

LITTLE CULTURAL SENSITIVITY

There needs to be awareness that there are many cultural understandings of sexual violence. This becomes a barrier when diverse understandings of relationships, & sexuality aren't taken into account, which impacts prevention of sexual violence programming.

A stakeholder who works with diverse youth stated: "I know that immigrants... have to adjust, but then the system needs to know how to approach it...if we are going to engage with prevention of sexual violence, the facilitator needs to have a cultural understanding to engage newcomers to Canada."

MISSING STRUCTURAL FACTORS

Certain structural factors, such as colonization or racism, exacerbate vulnerability for certain folks & can increase the negative experiences around sexual violence. This is something hard to address. However, sexual violence prevention facilitators need to be aware of structural factors, including sexism, as well as colonization & racism. Presenting sexual violence prevention without awareness of these meta-factors becomes a barrier to effectively preventing sexual violence among youth & failing to incorporate such awarenesses may actually contribute to negative attitudes that perpetuate gender-based violence generally & gender-based violence specifically experienced by the most marginalized.

QUICK REFERENCE

Here are some of the barriers identified by stakeholders that make it difficult to engage in more prevention and in effective prevention of youth sexual violence:

- Lack of funding, resources & time
- Working in silos; no community-level organization
- Difficulty accessing youth
- Difficulty getting youth to be engaged
- Facilitators not understanding sexual violence
- Prevention is not in mandates or job descriptions
- Lacking adequate training for facilitators

- Issues around cultural sensitivity
- Organizations & facilitators miss structural factors

NEXT STEPS

SHIFTING THE CONVERSATION FROM REACTIVE TO PROACTIVE

Prevention in the greater Kingston area is largely executed in response to incidents, on a one-off, ad hoc, reactive basis. Effective prevention strategies anticipate the community needs & work towards ensuring that violence does not happen in the first place. The Kingston community needs to engage youth before sexual & dating violence occurs. Organizations need to explicitly address consent, healthy sexuality, healthy relationships, bystander intervention, gender norms, rape culture, alcohol & drug-facilitated sexual assault, and sexual violence. The following recommendations will help shift the community towards a more comprehensive, community-based, proactive-focused & harm-reduction prevention strategy.

1. ESTABLISH BETTER COLLABORATION

We recommend that the greater Kingston community leaders come together to address sexual violence through high-level, meaningful collaboration between organizations. For example, one avenue could include better integrating two existing collaboration bodies: Kingston & Frontenac Anti-Violence Coordinating Committee (KFACC) and the Kingston, Frontenac, Lennox & Addington Children & Youth Services Planning Committee (CYSPC) around prevention initiatives. The community is well positioned to begin collaboration at the meta-level. This overseeing collaboration could develop best practices for sexual violence prevention, conduct train the trainer sessions, acquire bystander programming & other prevention programming, develop a community tool kit about how to engage in prevention, and oversee ongoing research in this area.

Collaboration also needs to happen on a second level between agencies & frontline staff to provide system level support and could include offering training, integrating prevention to existing programs, better community referrals, further research, and support developing a community tool kit & best practices. We recommend that KFACC and CYSPC ensure that their member organizations are better collaborating on issues of sexual violence prevention.

2. PROVIDE MORE RESOURCES BEFORE JUSTICE

One of the clear gaps in Kingston is a lack of secondary prevention. There is a huge need to identify and work with youth around concerning violent & sexualized behaviours. St. Lawrence Youth Association has developed an assessment & treatment program for these youth. What they are missing is sufficient funding to offer their

program. This would be a key service to one, field queries from schools or concerned parties about concerning behaviours; and two, provide the appropriate supports and, in some cases, this means educating the school or concerned party about normal sexual development.

To compliment individual assessments, resources need to also be allocated towards addressing peer cultures that exhibit and/or support concerning violent & sexualized behaviours. These programs need to address consent, peer leadership, gender norms, misogyny, and rape culture, among other topics.

When specific incidents around sexual violence or concerning sexual & violent behaviours occur, there needs to be an extended community-based and/or school-based response to the individual & supporting peer group. These secondary strategies compliment primary prevention. If primary prevention strategies are well deployed, hopefully over time secondary & tertiary strategies will be needed less.

3. EMPLOY A HARM REDUCTION MODEL

Youth (not all, but many) drink alcohol, have sex, use social media, & watch porn. There are various behaviours identified by stakeholders that can be seen to contribute to experiences of and risk of perpetrating sexual violence, such as alcohol use, drug use, sexual activity, sexting, porn consumption, & playing excessive violent video games. A harm reduction model around these activities focuses on reducing harmful consequences (of concern here, sexual violence). A harm reduction model respects an individual right to choice & seeks to address inequality among youth. The focus is not telling youth what not to do, but focusing on providing information on safe & responsible behaviours and providing a non-judgmental, safe space for youth & facilitators to engage around these issues with the goal of preventing sexual violence by acknowledging the reality of the world youth live in.

4. INCORPORATE IN MANDATES & JOB DESCRIPTIONS

In order for the community to address prevention of sexual violence, organizations need to include prevention in their mandate and/or job descriptions. We recommend that organizations look into areas where they can direct staff, resources, & time towards prevention and that organizations consider incorporating prevention of sexual violence into their mandate. Such a move will curb the informal off-the-side-of-their-desk, problem of sexual violence prevention.

5. ENGAGE YOUTH, FOSTER YOUTH LEADERSHIP

Missing from this report was the youth voice. The next step is to engage youth in a needs assessment to understand what types of prevention they need, how they are experiencing sexual violence, & what types of prevention would be effective.

The second step would be to foster youth leadership to become part of the process of preventing sexual violence among their peers. Key organizations that could take the lead include Pathways to Education, GIRLS Inc., Boys and Girls Club, Sexual Assault Centre Kingston, and Y2K.

6. INCORPORATE BYSTANDER EDUCATION

The literature is clear; bystander education is an important tool in preventing sexual violence. It does not target specific people as potential perpetrators and victims; rather, it emphasizes how everyone is implicated in preventing sexual violence. It has the power to greatly reduce sexual violence and challenge rape culture. Bystander education should be incorporated into all primary prevention programming.

To better ensure that primary prevention effectively engages in bystander education, we recommend that interested organizations more thoroughly research the best bystander programs for their target audience.

7. ALL LEVELS OF GOVERNMENT & GRANTING BODIES NEED TO PROVIDE MORE PREVENTION FUNDING

“Prevention is the first thing needed and the last thing funded” – Judith Moses

Prevention efforts need money. There is a community will to address and prevent sexual violence, but a lack of funding. Without sustainable funding to hire facilitators, prevention will likely fall by the wayside or continue to be conducted in a piecemeal way. We recommend funding secondary prevention, further research, organizational funding toward youth and outreach coordinators in prevention, a primary prevention media campaign, training of the trainer, parent outreach, and money towards the oversight/coordination of prevention in Kingston.

We also recommend that these granting bodies do not shift operational funds towards prevention in the place of supporting survivors, but rather prioritize sexual violence prevention and perhaps find new monies for these needed services. Even though more prevention work needs to occur and even though with more prevention other services will hopefully become less needed, prevention efforts will not end sexual violence tomorrow and services to survivors, victims, perpetrators, etc. will continue to be needed.

8. EXPLICITLY TALK ABOUT SEXUAL VIOLENCE

Any prevention strategy needs to explicitly address sexual violence. Youth are experiencing sexual violence at extremely high rates & skirting around the issue doesn't do anyone any good. We understand that there are different ways to talk about sexual violence, but at the most basic level, preventive efforts need to explicitly discuss sexual violence with age appropriate content.

Preventing sexual violence includes healthy relationships, healthy sexuality, bystander education, but the literature is clear that prevention must also include debunking rape myths and defining sexual violence. Of note, sexual violence prevention cannot simply be subsumed under bullying prevention & mental health initiatives unless it is explicitly identified & addressed.

9. HEALTHY SEXUALITY

Many youth engage in sexual activity, by themselves, online, and/or with other people. To address sexual violence, we need to address healthy sexuality. Healthy sexuality, positive discussions of sex, and harm reduction focus are necessary components of sexual violence prevention. We know that the new curriculum may address healthy sexuality, however, it is unclear how that will impact youth. So, we recommend a follow-up with youth in school in one year's time to discuss the new curriculum. As well, we recommend that programming that engages youth outside the school system and programming that engages parents with information and training on healthy sexuality, positive discussions of sex, with a harm reduction focus.

10. PARENTS & CAREGIVERS & GUARDIANS

Prevention of sexual violence doesn't just need to happen with youth; it needs to include parents, caregivers & guardians to educate them on prevention of sexual violence among youth, healthy sexuality & relationship, and training around talking with youth about the issue of sexual violence. We recommend that an organization (or organizations) develop or acquire a program that will be offered to parents, caregivers & guardians. We recommend collaborating with school boards, community organizations and youth to ensure the programs meet the needs of the greater Kingston community. **There is a potential for the positive impact of the new curriculum and community prevention efforts to be undone at home.**

11. GET THE RIGHT MESSAGE TO THE RIGHT PEOPLE

There is no golden ticket. Prevention needs to be widespread, with both general and specific programs. We know that programs need to be age-specific, account for gender-

queer mode of being, and cultural difference. How programs are implemented need to take into account specific youth being targeted. For example home insecure youth might not attend a three month long program, thus, length, time, and message need to be tailored to the intended audience.

We recognize that there is specific programming for certain youth, including so-called high-risk youth, youth with disabilities, school youth, and so on. We recommend that individual organizations and the larger overseeing body conduct research for particular youth populations that account for how various social, cultural, and economic positions intersect to impact experiences of violence & research specific programming for these youth.

12. REVIEW SCHOOL IMPLEMENTATION IN ONE-YEAR

The curriculum is changing to include more information about sexual violence & sexual health. We don't know how these changes will impact the greater Kingston area. We recommend an analysis in one year's time to see how community & schools can collaborate. More immediately, we recommend that community organizations try to collaborate with schools as much as they can to address any potential gaps in the programming & support the effective implementation of this change.

13. RUN A COMMUNITY-WIDE MULTI-MEDIA ANTI-SEXUAL VIOLENCE AWARENESS CAMPAIGN

We have identified the importance of community-based prevention & one key component of this type of prevention is creating awareness among the community. One way to create awareness is through an area-wide media campaign that draws on local celebrity figures. We recommend investing in a multi-media campaign focused on bystander education, dispelling rape myths, or creating awareness in another capacity.

What specific campaign and what media needs to be further researched. We specifically recommend engaging youth about the type of multi-media campaign. The City of Kingston could take a lead role in developing and running this multi-media anti-sexual violence awareness campaign.

14. ENGAGE BOYS & MEN

It is essential to engage boys in prevention of sexual violence. In youth groups, boys are still the primary perpetrators of sexual violence & girls the victims. Stakeholders as well as the literature were adamant about the need to engage young men on this issue, not because most men are perpetrators or potential perpetrators, but because boys are also being exposed to sexual violence among their peers & they have the most

opportunity to interrupt violence behavior by modeling healthy masculinity. While talking about an incidence among a group of youth in the area with sexual violence and social media, one educator remarked that it was especially “disturbing” because the boys thought that this violence was okay. We recommend that programs specifically look to engage young boys & men, without decreasing their services to girls, women, and other folks.

15. IMPLEMENT A TRAIN THE TRAINER LEARNING SESSION

As of September 2015 the Ontario curriculum will include more aspects around sexual health, consent, & prevention of sexual violence. One stakeholder commented during a focus group: “Changes within education is important but training also needs to happen for teaching...if (teachers) cannot use (the right) language with students it can add to the situation.”

What are missing in Kingston are more opportunities for training for facilitators and youth workers, and those who work within the schools’ systems, around the realities of sexual violence. We heard from several community members that training is sometimes occurring within house, but they also eagerly asserted the need for community-wide training opportunities. We recommend that an organizing body offer yearly or bi-annual “train the trainer” sessions for youth & sexual violence workers and management around sexual violence prevention for youth.

16. MEDIA LITERACY

The widespread concern around social media and youth’s use of gaming, online activity, & mobile devices indicates that media literacy from a harm reduction standpoint is absolutely necessary in Kingston’s prevention repertoire.

We recommend that an organizing body offer media literacy training for trainers, either as a part of the train the trainer programming or as a separate programming. We identified key programs that already offer media literacy for youth; however, we recommend that these programs consider updating their program from a harm reduction standpoint.

To address service gaps and barriers, we incorporate stakeholder recommendations with our own to develop the following next steps:

- Establish better collaboration with Kingston Frontenac Anti-Violence Coordinating Committee (KFAACC) & Child & Youth Service Planning Committee (CYSPC) & between community organizations;
- Provide more resources for secondary prevention;
- Employ a harm reduction model;
- Include prevention in organizational mandates & job descriptions;
- Engage youth in future consultations & foster youth leadership;
- Incorporate bystander education into future programming;
- Provide more funding for primary prevention from the government & granting bodies;
- Explicitly talk about sexual violence;
- Explicitly talk about healthy sexuality;
- Engage parents, caregivers & guardians;
- Ensure programs are audience specific;
- Review school implementation of the new curriculum in one year;
- Run a community-wide multi-media awareness campaign;
- Engage boys & men to prevention sexual violence;
- Implement ongoing train the trainer sessions;
- And, offer media literature training.

CONCLUSION

A FIRST STEP TOWARDS PREVENTING SEXUAL VIOLENCE

Across Kingston, Frontenac, Lennox & Addington there are dedicated & amazing people working towards preventing sexual violence among youth. We as a community need to support these passionate people & foster an environment that furthers our collective goal. Naming sexual violence is an important first step towards addressing the problem, along with understanding what we as a community are & are not doing. This report is a first step in furthering this conversation, but the work does not end here. We invite community organizations, schools, & stakeholders to continue this conversation & continue to work towards ending sexual violence among youth. Youth deserve to live free from sexual violence.

APPENDIX

BUT WAIT, THERE'S MORE

Below we provide a preliminary list of organizations & individuals that we consulted with, to develop this report. The information is largely gleaned from official websites. Where applicable, we emphasized organization's engagement with youth and/or sexual violence services. We extend our gratitude to all those who gave their insight.

ORGANIZATIONS & INDIVIDUALS CONSULTED

Algonquin & Lakeshore Catholic District School Board

<http://www.alcdsb.on.ca/Pages/default.aspx>

Big Brother, Big Sisters of Kingston, Frontenac, Lennox and Addington

<http://www.bigbrothersbigsisterskingston.com/en/Home/default.aspx>

Big brothers big sisters works within the framework of empowering children, building capacity to lead full & rewarding lives, being accountable to the children they serve through effective programs that is consistent, safe & reliable, being inclusive & supporting diversity & excellence through collaboration and the commitment of volunteers. Programs & services include: big brother mentoring, big sister mentoring, in-school mentoring, Go Girls! group mentoring, & other mentoring programs. They also collaborate with organizations to provide programming & information to the youth they engage.

Community Living Kingston & District

<http://www.communitylivingkingston.org>

Community Living Kingston & District works to build an inclusive community where individuals with intellectual disabilities enjoy the rights & privileges of citizenship. This is achieved by advocating with & on behalf of individuals with an intellectual disability as well as by delivering highly valued supports & services that respond to people's needs, goals and interests. Programs and services include a variety of accredited residential, day support, children's and family services including Childcare and Resource Consultant, Community Options, Family Home, Family Support, Gananoque Services, Residential Services, Respite – Relief, and Supported Independent Living.

Children and Youth Services Planning Committee for Kingston, Frontenac, Lennox & Addington (CYSPC)

<http://kflchildrenandyouthservices.ca/about-us/>

A voluntary Association of approximately 50 agencies, organizations and municipalities responsible for the provision of services and supports to children, youth and their families in area. They engage in collaborative planning, implementation initiatives, monitor services and influence policy. Working committees include: Aboriginal Services, Case Resolution, Communications, Disability Services, Youth (12-18 yrs.), Coordinating, Pre-Natal to Six, French Language Services, & Community Indicators and Measures.

Dr. Eccles

Dr. Eccles, a Kingston-based psychologist, works with sex offenders as well as adults & youth with concerning sexualized behavior.

Four Directions Aboriginal Student Centre

<http://www.queensu.ca/fdasc/home>

The Four Directions Aboriginal Student Centre acts as a hub with key resources for Queen's Indigenous Students. Located at 146 Barrie Street, they offer a lounge with wifi, cable tv, snacks, a kitchen & free laundry. Programs & services include: academic tutoring & advising, cultural programming, an Indigenous focused library, as well as a range of workshops designed to support students, academically, socially & culturally.

Girls Incorporated of Limestone, Algonquin & Lakeshore (Girls, Inc)

<http://www.girlsinlimestone.ca/index.html>

Girls Inc. Limestone provides life-skills education & mentoring programs for girls, including an after school program, in-school groups on topics such as bullying, relational aggression, self-esteem, healthy relationships & physical and emotional self-defense. Other programs also include the FOCUS program, Money Smart Moms & Girls on Fire Group mentoring program.

HIV/AIDS Regional Services (HARS)

www.hars.ca

The HIV/AIDS Regional Services provides HIV/AIDS education & support programs and limited Hepatitis C services in Kingston and catchment area that includes Bellville, Brockville & Sharbot Lake. They provide inclusive & reliable services around the practice of harm reduction skills & strategies to prevent the transmission of HIV and Hepatitis C, while improving the quality of life for service users, increasing the capacity to support those infected with and/or affected by HIV/AIDS & Hepatitis C, reduce stigma, oppression & discrimination. They also engage in education around healthy relationships, sexual health, prison issues, human rights, homophobia, global & development issues and support initiatives like the White Ribbon Campaign Kingston and, in collaboration with Street Health, the "Let's Yap About It" program.

Hotel Dieu

www.hoteldieu.com

A faith-based, academic hospital, focusing on ambulatory care is specialized care that may include a scheduled visit to one or more hospital clinics, diagnostic or procedural areas, as well as having a short-stay facility. Programs & departments include: Adult Mental Health Program, Child & Adolescent Psychiatry, Child Development Centre, Child Life Services, & Children's Outpatient Centre.

Immigrant Services Kingston & Area (ISKA) – New Comer Youth (Kingston Community Health Centre)

<http://www.kchc.ca/index.cfm/immigrant-services/newcomer-youth/>

Youth program provides settlement services & a drop in youth group program to newcomer youth between ages 13-24. They assist with the integration of newcomer youth in Kingston by providing a safe & welcoming environment, including a Drop-in Youth Group & Homework Club, Skill Development Opportunities & Multicultural Afterschool Program.

K3C Community Counselling Centres

<http://k3c.org/Home/tabid/36/Default.aspx>

K3C Community Counselling Centres offer a vast number of services that are geared to help clients overcome adversity. Programs & services include: family counselling program, Youth in Transition, Adult Protective Services, Women's Counselling, family & court support worker, Partner Assault Response, K3C Credit Counselling, Family Services EAP, Male Survivors Groups, Trusteeship Programs, & RPAC. K3C's Child & Youth Program welcomes referrals of adolescents aged 13 to 25 who are dealing with concerns related to school, family, sexual orientation, addiction, depression and stress.

KEYS Job Centre

<http://www.keys.ca/>

KEYS Job Centre is a community-based centre with expertise in employment & employment related services. As leaders in the field, they provide services to the whole community — job seekers looking for a job or exploring career options; employers looking to hire the right staff; or newcomers to Canada requiring English training & settlement help.

Kingston Community Health Centres (KCHC)

<http://www.kchc.ca/index.cfm/home/>

Kingston Community Health Centres is a multi-service, multi-site Community Health Centre. Services & programs include: Better Beginnings, Immigrant Services, Kingston Immigration Partnership, Dental Healthy Program, Pathways to Education, Street Health Centre, the Space, OHRDP, Regional Programs, Thrive, and Napanee Area CHC.

Kingston Interval House (KIH)

<http://www.kingstonintervalhouse.com/>

Kingston Interval House provides safe, temporary shelter to women & their children experiencing domestic violence within a respectful, welcoming environment. They also provide information, resources, referrals, advocacy, and non-judgemental, supportive counselling from a feminist perspective. These confidential services are available to women & their children residing at, visiting, or telephoning the shelter. Kingston Interval House also advocates on behalf of women & children and engages in public education around violence against women and children.

Kingston Police

<https://kpf.ca/>

The Kingston Police have Community Programs Officer & offer programs and resources including: Kingston Police Community Volunteers, eWatch Crime Mapping, 911 information, resources for adults and parents, resources for kids and youth, resources for post-secondary students, and safety tips. Resources for kids & youth include: internet safety tips, personal safety planning, & bullying guides for parents.

Limestone School Board

<http://www.limestone.on.ca/>

Ontario Ministry of Children and Youth Services (MCYS)

<http://www.children.gov.on.ca/htdocs/English/about/regionaloffices.aspx>

Ontario Provincial Police (OPP)

<http://www.opp.ca/>

Pathways for Children and Youth

<http://www.pathwayschildrenyouth.org/>

Pathways for Children & Youth engages youth clients who have difficulties with behaviours or emotions, experiencing mental health programs and/or impacted by family violence, abuse, family distress, trauma, substance abuse or parent-child conflict. Programs & services include working with for children and youth, from birth to 18 years old in Frontenac, Lennox & Addington. They also have an extensive Autism program.

Pathways to Education (at Kingston Community Health Centre)

<http://www.kchc.ca/index.cfm/pathways-to-education/>

Pathways to Education is a community-based program designed to help reduce the high school drop-out rate in designated neighbourhoods. The program focuses on helping high school youth through tutoring, mentoring, financial support, and advocacy. The Pathways to Education program offers: free tutoring sessions in all core subject, free social mentoring groups/outings, financial incentives such as bus tickets or school lunch vouchers, post-secondary scholarships, and assistance with career exploration & post-secondary options.

Sexual Assault Centre Kingston (SACK)

<http://www.sackington.com/>

The Sexual Assault Centre Kingston provides free, confidential, non-judgmental support and counselling services to survivors of sexualized violence, offers school and public education on issues around sexualized violence, supports community initiatives around awareness & strives toward the prevention of all forms of sexualized violence.

Sexual Assault & Domestic Program at Kingston General Hospital (SADV Unit at KGH)

<http://www.kgh.on.ca/en/specialtiesandservices/Pages/Sexual-assault-+-domestic-violence-.aspx>

Provides services 24 hours a day seven days a week, including emergency medical & nursing care, testing & treatment for sexually transmitted infections, HIV & pregnancy, crisis counselling, forensic evidence collection, medical & social work follow up & safety planning.

St. Lawrence Youth Association

www.slya.ca

St. Lawrence Youth Association provides individualized programming for youth at risk. They aim to reduce youth crime & help build strong individuals and communities. The Association deals with young persons in conflict with the law & young persons who are charged with an offence under the Criminal Code of Canada who are between 12 & 17 when they commit the offence. They operate two residential programs (Achievement St. Lawrence and Sundance) including medical services, Girls Moving On and Reintegration Worker Programs as well as two community-based programs (Community Support Services and Intensive Support & Supervision Program), and a Bailiff Program.

Street Health Centre

www.kchc.ca/index.cfm/street-health-centre/

The Street Health Centre is a 365-days-a-year harm reduction health centre, providing accessible, responsive, health services to communities that are marginalized from mainstream healthcare services. Services & programs include: a needle exchange, disease prevention, primary care, & treatment services. Street Health has several priority populations including: people who use injection, inhalant, & illicit drugs, those involved in the sex trade, high-risk youth, homeless folks, and people recently released from incarceration. Street Health's services are open to all members of the community. Counsellors with Street Health Centre are able to work with people on a variety of issues, including basic needs, referrals, life skills, support and personalized counselling on issues related to drug use, addictions, sexual health, mental health, Hepatitis C, smoking cessation, pregnancy child protection issues complicated by substance abuse and practical needs.

THE SPACE

<http://www.kchc.ca/index.cfm/the-space/>

THE SPACE is an integrated youth-led project that provides a range of services to young people under the age of 26, including information on skills in harm reduction education & supplies, food & clothing cupboard, sexual health information & condoms, community referrals, outreach, recreational opportunities, housing & job board, and access to internet. They also run groups, such as the Indigenous health Program, Fuse Group (LGBTQ), and drop in.

Tyendinaga Justice Circle

<http://www.mbq-tmt.org/community-services/tyendinaga-justice-circle>

As an alternative to mainstream justice system, it focuses on youth ages 12-17. The forum brings Yakokarewáhtonh (those who have been harmed), & Yontatkarewáhtonh (those who have caused harm), their supporters & community members together in a safe, controlled environment. The focus of the Restorative Circles is on repairing the harm, healing, and providing an opportunity for all parties to find some closure to the incident.

Victim/Witness Assistance Program – Ontario Victim Services Secretariat, Ontario Ministry of the Attorney General

www.ontario.ca/victimservices

Victim Witness helps victims & witnesses of crime who may be required to attend court & participate in the criminal justice system. They provide assistance in many areas including courtroom practices & procedures, emotional support before, during & after court appearances, and referrals to the Criminal Injuries Compensation Board as well as other appropriate community services.

White Ribbon Campaign Kingston

<https://www.facebook.com/WhiteRibbonYGK?fref=ts>

White Ribbon Kingston is a voluntary community based local initiative that supports the overarching goals of the White Ribbon Campaign on engaging youth and communities on the issue of gender equality, respect and healthy relationships to examine the root causes of gender-based violence and create a cultural shift that helps move towards a future free from violence. They support local awareness campaigns and community events and provide youth speaks and facilitations on subjects around gender equality, prevention of gender-based violence, sexism and media awareness.

Y2K

www.kingstonyouth.ca

In September 2013, Kingston City Council endorsed the Kingston Youth Strategy, which was a culmination of a year long process that engaged 700 youth and adult allies from across the city. In 2014, the Ontario Trillium Foundation awarded a 3 year grant to continue the implementation of the strategy which as now been refined to include four action tables to implement 17 recommendations in the strategy: environment & spaces, healthy & wellness, programs & opportunities, and youth voice. The Y2K project involves municipal government, community organizations, businesses & residents who “listen to young people & hear their ideas and recommendations on how to create a youth friendly city.”

YMCA Kingston

<http://www.kingston.ymca.ca/>

The YMCA of Kingston is a community-focused Canadian charity dedicated to building strong kids, strong families, & a strong community. Programs & services include: Aquatics, Camp & School Breaks Programs, childcare, health, fitness and recreation and Youth Gambling Program. The Youth Gambling Program includes a focus on health & active living, making informed decisions, awareness raising activities for youth aged 8-24 and interactive sessions for adults involved in youth's lives.

Youth Diversion

<http://www.youthdiversion.org/>

The Youth Diversion Program is a charitable organization that works with youth to allow them to take responsibility for their behaviour, to reduce the number of youth involved in the young offender system, reduce the number of people victimized by youth in our community, and, to involve the community in youth corrections. Services & programs include: youth justice services, student in need attendance program (SNAP), mentorship programming, conflict resolution in schools, and substance use and addictions among others.

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