Community Development Model

Goal:

To change the norms, values, attitudes and beliefs that cause violence through the shifting of ownership of solutions from social services to the community.

Based on William Loftquist's model, community development offers an 8-step process as a strategy for community mobilization.

Community Development Process:

1. Establishing relationships within communities, ensuring the inclusion of marginalized and underserved communities

2. Recruiting stakeholders from a chosen community

3. Asking: Why does sexual violence happen here? (A)

4. Asking: What would it be like without sexual violence? (B)

5. Developing a plan to get from A to B.

6. Asking: how will we know we are accomplishing anything?

7. Carrying out the plan.

8. Evaluation and revision.

Using a review-of-reviews approach across 4 areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence), Maury Nation and colleagues identified 9 characteristics that were consistently associated with effective prevention programs.

This synthesis can inform the planning and implementation of problem-specific prevention interventions, provide a rationale for multi-problem prevention programs, and serve as a basis for further research.
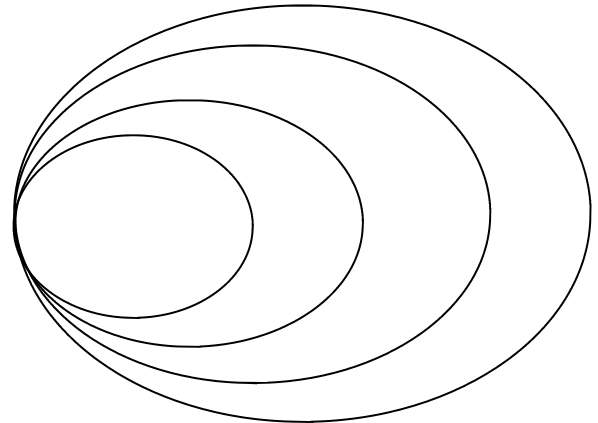
1. **Comprehensive Services:** Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.

2. **Varied Teaching Methods:** Strategies should include multiple teaching methods, including some type of active, skills based component.

3. **Sufficient Dosage:** Participants need to be exposed to enough of the activity for it to have an effect.

4. **Theory Driven:** Preventive strategies should have scientific or logical rationale.

5. **Positive Relationships:** Programs should foster strong, stable, positive relationships between children and adults.

6. **Appropriately Timed:** Program activities should happen at a time (developmentally) that can have maximum impact in a participant's life.

7. **Socioculturally Relevant:** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.

8. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

9. **Well-Trained Staff:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

Source: Applying the Principles of Prevention: What Do Prevention Practitioners Need to Know About What Works?
http://www.mentoring.org/downloads/mentoring_4.pdf

Resources: http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html

http://www.preventconnect.org/wiki/index.php?title=Main_Page

The Social Ecological Model

The Social-Ecological Model considers how the   complex interplay between individual, relationship, community, institutional and societal forces foster and perpetuate violence and other social problems. This model provides a framework for developing comprehensive prevention strategies that address different ecological levels of an issue.

The table below provides examples of primary prevention efforts targeting multiple ecological levels of the issues of sexual assault. The Social-Ecological Model can also be used to develop strategies for secondary and tertiary prevention.

	Individual	Relationship	Community	Institutional
Primary Prevention Efforts	Reducing anti-social behaviors and attitudes with a social emotional curriculum Teaching youth to and practice consent skills	Training parents to talk with youth about healthy relationships and sexual health Training youth how to challenge gender stereotypes Mentoring program to help students who are struggling	School infuses healthy relationship content in their curricula School norms support consent in all activities Media campaign to change social norms in the community	General intolerance for sexual assault and harassment Policy changes to support incoming students. Administration incorporates student voice into school decisions Norms change toward gender equality

Sources:
http://www.preventconnect.org/wiki/index.php?title=Socio-ecological_Model
http://www.preventconnect.org/wiki/index.php?title=Teen_Dating_Abuse_Prevention_Across_Ecological_Persectives

Resources:
www.preventconnect.org
http://www.cdc.gov/ncipc/dvp/social-ecological-model_dvp.htm