

# Prevention Peer Network

September 24, 2015



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*Please note, this webinar is being recorded.*

# Agenda

- ❖ Opening Circle
- ❖ Interested in presenting about a prevention strategy?  
Email [emily@cpedv.org](mailto:emily@cpedv.org)
- ❖ Training: *Communities In Conflict - Lessons Learned: Why Teens Stand By, Instead of Standing Up*
- ❖ Discussion
  - ❖ Shared expertise, emerging issues, challenges, triumphs

# Opening Circle

- Please type in your name, agency and location





Center for  
Community Solutions  
Hope, Healing and Prevention

*Communities in Conflict – Lessons Learned*

# Why Teens Stand By, Instead of Standing Up?

Presented by: Marcella Maggio, Prevention Coordinator

# Center for Community Solutions (CCS)

Established in 1969, CCS offers free, confidential, empowering services to individuals and families affected by relationship and sexual violence.

## Intervention Services:

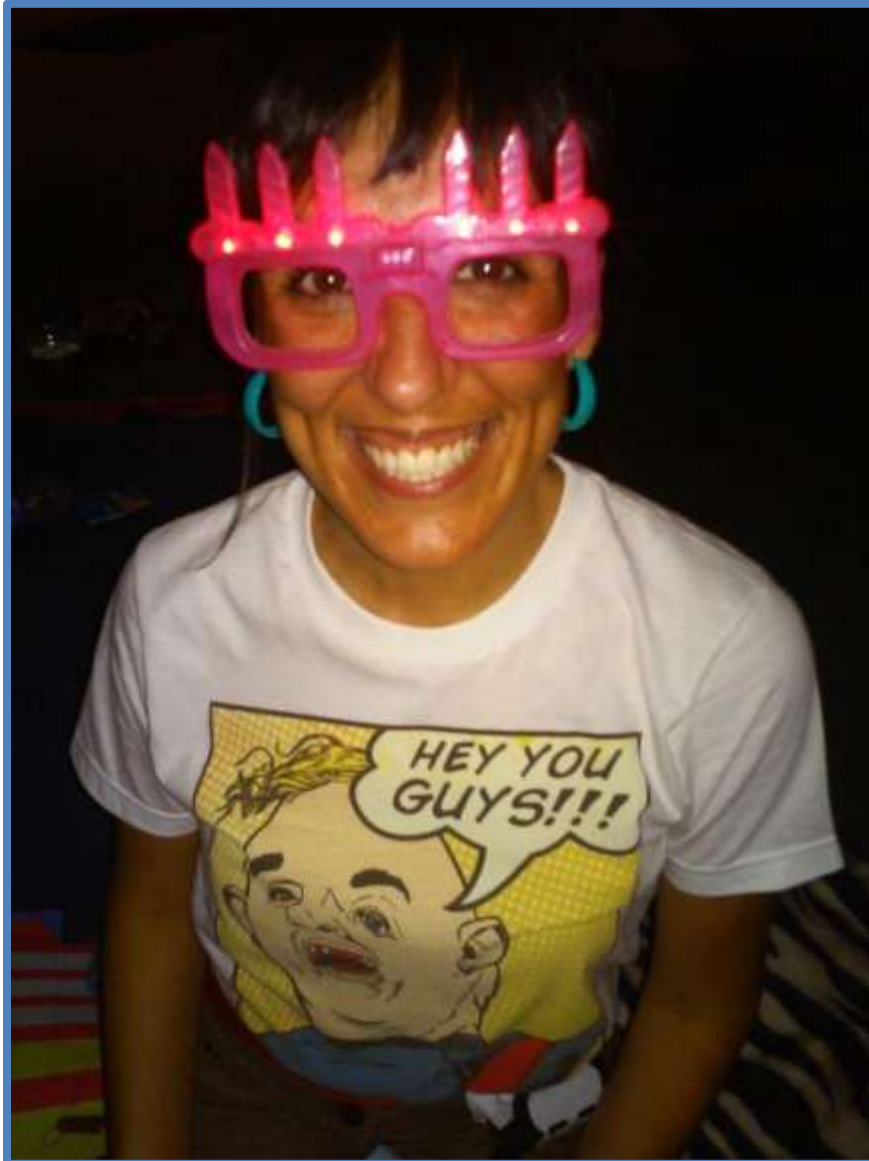
- 24-Hour Hotline
- Emergency Shelter
- Legal Services
- Victim Advocacy
- Trauma-Informed Care Counseling

CCS provides educational programs for professionals, youth groups, correctional facilities, schools K-12, colleges and universities, drug and alcohol recovery groups, shelters, and the general public.

## Prevention Education Services:

- Healthy Relationship Skills
- Consent Education
- Self-Defense
- Cultural Competency
- Bystander Intervention

# Marcella Maggio



I Am...

A **Preventionista**

A Word Artist

A Risk Taker

A Music Junkie

A BIG Nerd

A Believer in LOVE.

I Can't Get Enough Of...

Making Wishes

The 80s

Laughing Out Loud

The Word DUDE

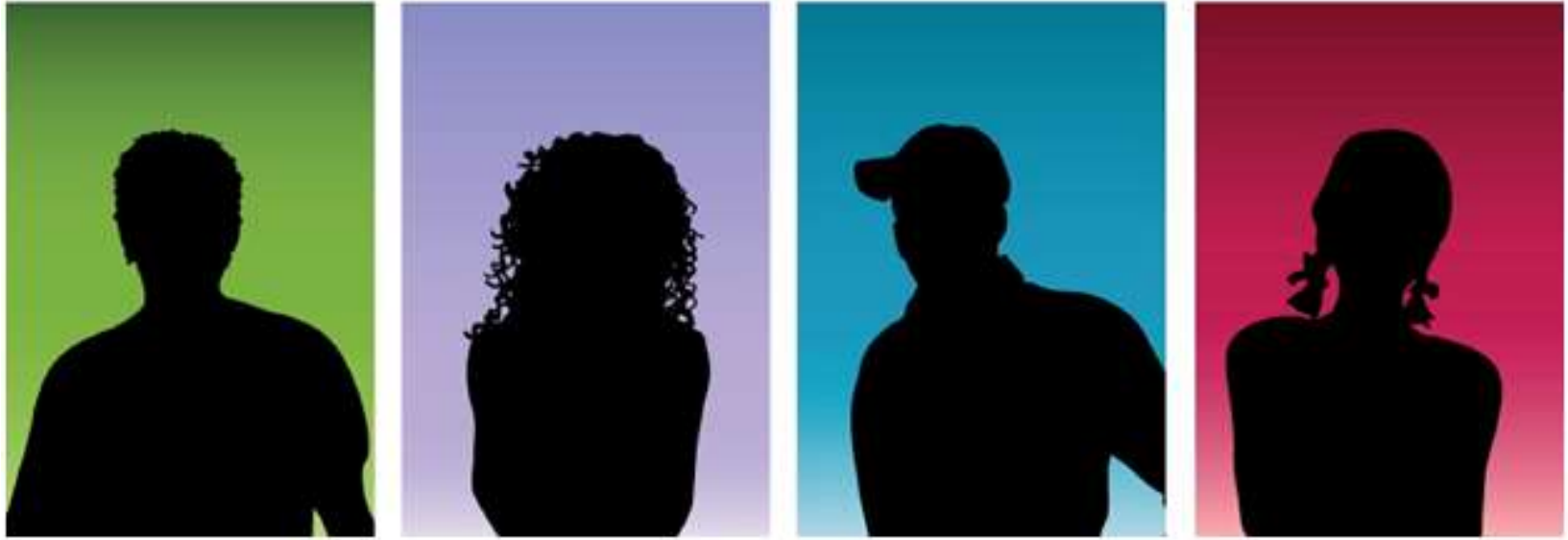
&

Teaching, Listening, Learning  
and Teaching.

**"My job is to inform, not to convince."**

~ Saint Bernadette Soubirous

# What It Feels Like to be a Teen...



...you're 15. Where do you live? What challenges did you face? The fears, insecurities, questions? Who were your friends? Your mentors? Now sit with these feelings throughout the presentation.



**\*Trigger Warning –  
Content contains information and images which may be unsettling to attendees\***



You notice one of your friends walking with their partner after school. They seem to be in an argument, and when you drive by you hear the partner cursing at your friend and calling them names. Then the partner pushes and trips your friend, making them look embarrassed and confused.

# What Would You Do?

- A. Talk to the Aggressor
- B. Tell an Authority
- C. Talk to the Person Affected by It
- D. Speak to Someone Outside of the Scene
- E. Do Nothing

## Instructions:

Select **one** of the **options**.

What would the **positive** outcome be for this option?

What would the **negative** outcome be for this option?

Finally, share your responses, **using the chat box\***

# Now Imagine...

**You had a parent or other adult in your household who often or very often...**

- Swore at you, insulted you, put you down, or humiliated you.
- Acted in a way that made you afraid that you might be physically hurt.
- Pushed, grabbed, slapped, or had objects thrown at you.
- Hit you so hard that you had marks or were injured.

## Or if...

**You had an adult or person at least 5 years older than you ever...**

- Touch or fondle you or have you touch their body in a sexual way.
- Attempt or actually have oral, anal, or vaginal intercourse with you.

# Or that...

## You often or very often felt that...

- No one in your family loved you or thought you were important or special.
- Your family didn't look out for each other, feel close to each other, or support each other.
- You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you.
- Your parents were too drunk or high to take care of you or take you to the doctor.

# Imagine...

You had a biological parent lost to you through divorce, abandonment, or another reason.

# Or...

You had a mother or stepmother who was...

- **Often or very often** pushed, grabbed, slapped, or had objects thrown at her.
- **Sometimes or often** kicked, bitten, hit with a fist, or hit with something hard.
- **Ever** repeatedly hit over at least a few minutes or threatened with a gun or knife.

# Or if...

## You lived with a household member who was...

- A problem drinker or alcoholic or who used street drugs.
- Depressed or mentally ill, or who attempted suicide.
- Sent to prison.

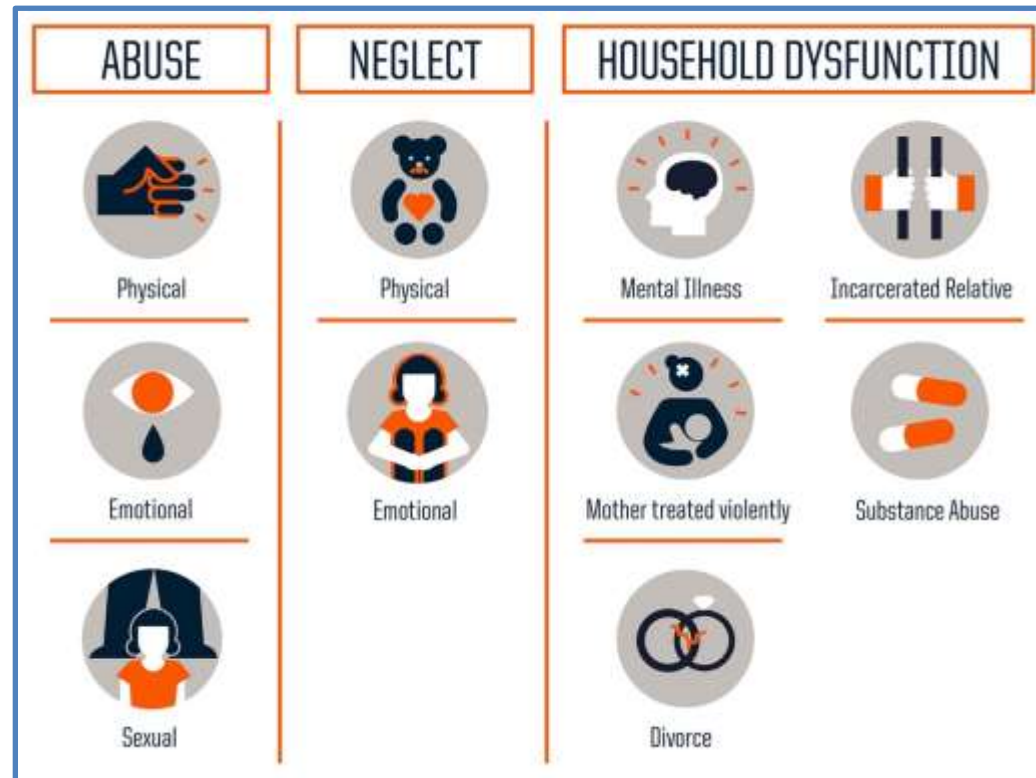
# The Adverse Childhood Experiences (ACE) Study



- A collaboration between the Centers for Disease Control and Prevention (CDC) and Kaiser Permanente's Health Appraisal Clinic in San Diego.
- More than 17,000 participants; two-thirds had an ACE score of at least one.
- Study uncovered link between childhood trauma and the chronic diseases people develop as adults, as well as social and emotional problems.



# 1 out of every 4 Children



## Female Participants:

**13%** Emotional abuse

**27%** Physical abuse

**24.7%** Sexual abuse

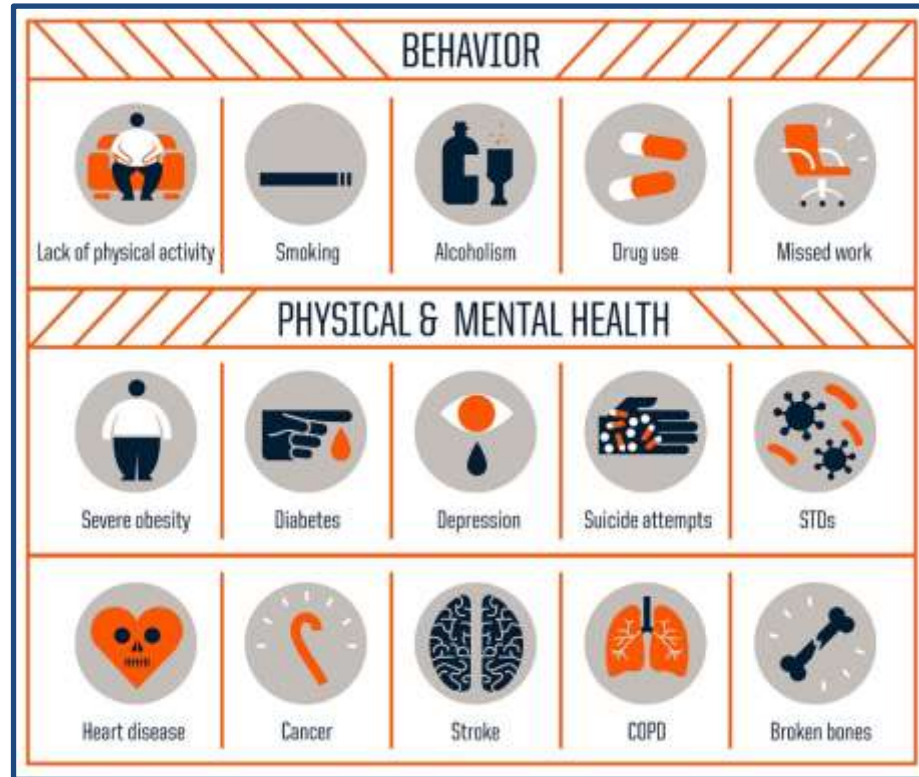
## Male Participants:

**7.6%** Emotional abuse

**29.9%** Physical abuse

**16%** Sexual abuse

**67%**  
reported  
at least  
**1 ACE**



**20%**  
reported  
at least  
**3 ACE**

- **Trauma can impact school performance.**
  - Lower GPA, Higher rate of school absences, Increased drop-out
- **Trauma can impair learning.**
  - Whether the trauma was a Acute or Chronic
- **Traumatized children may experience physical & emotional distress.**
  - Intense reactions to reminders of their traumatic event

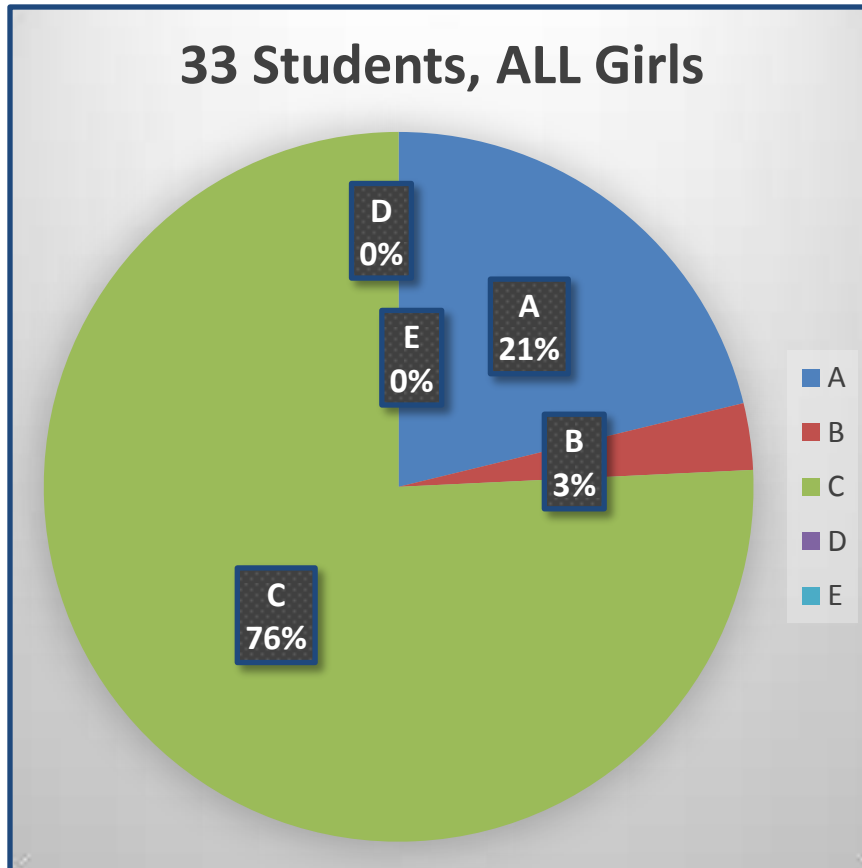
# Juvenile Court and Community Schools

Each year, the Juvenile Court and Community Schools (JCCS) program serves 12,000 students from around San Diego County who have struggled in a standard school setting. Some students are court-ordered to attend schools affiliated with juvenile-detention facilities. Others attend specialized community schools, including ones that educate teenage mothers and homeless youth.

“There’s been a lot of stuff in my life that’s just gone wrong,” said a student in the JCCS program. “When I was 8 years old, my mother died in a home invasion where they shot and killed her. My teacher and this school, helped me greatly to cope with all this and to see that education is the best goal for me — that education is really going to be where I shine.”

# Lindsay Blended Community Day School and Early Learning Academy

An educational program in partnership with Neighborhood House Association for pregnant and parenting teens in grades 9 through 12 who were referred by probation, social services or school district officials.



## **A - Talk to the Aggressor**

"I would get out of the car and ask the aggressor to back off in an assertive response."

## **B - Tell an Authority**

"Tell an authority to prevent anyone from making the situation worse."

## **C - Talk to the Person Affected By It**

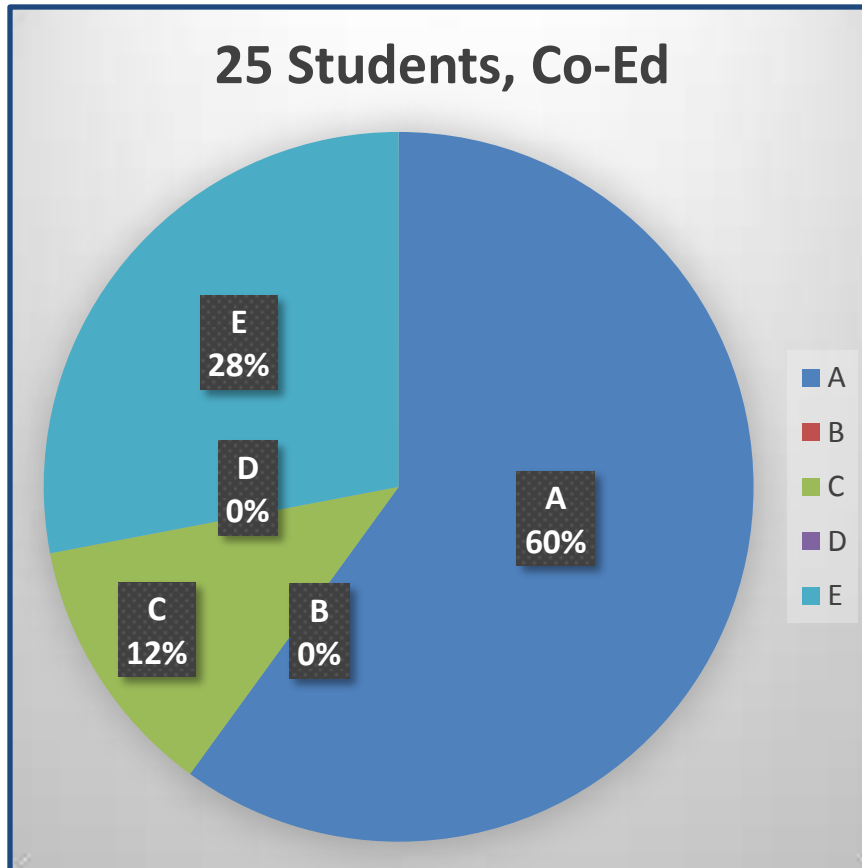
"First I will make sure my friend affected is okay and if she wants me to take her and make sure she's safe. If not I will call authority (police). I don't want my friend being hurt."

## **D - Speak to Someone Outside of the Scene**

## **E - Do Nothing**

# Reflections Central

A court-ordered school for students with mental health needs who have committed juvenile offenses including gang violence and drug offenses. The school provides wraparound services for the teenagers by providing medication, addiction counseling and other services.



**A - Talk to the Aggressor**

“STOP & get out of the car, pick her up, put her in the car & beat him!”

**B - Tell an Authority**

**C - Talk to the Person Affected By It**

“Tell my friend to man up.”

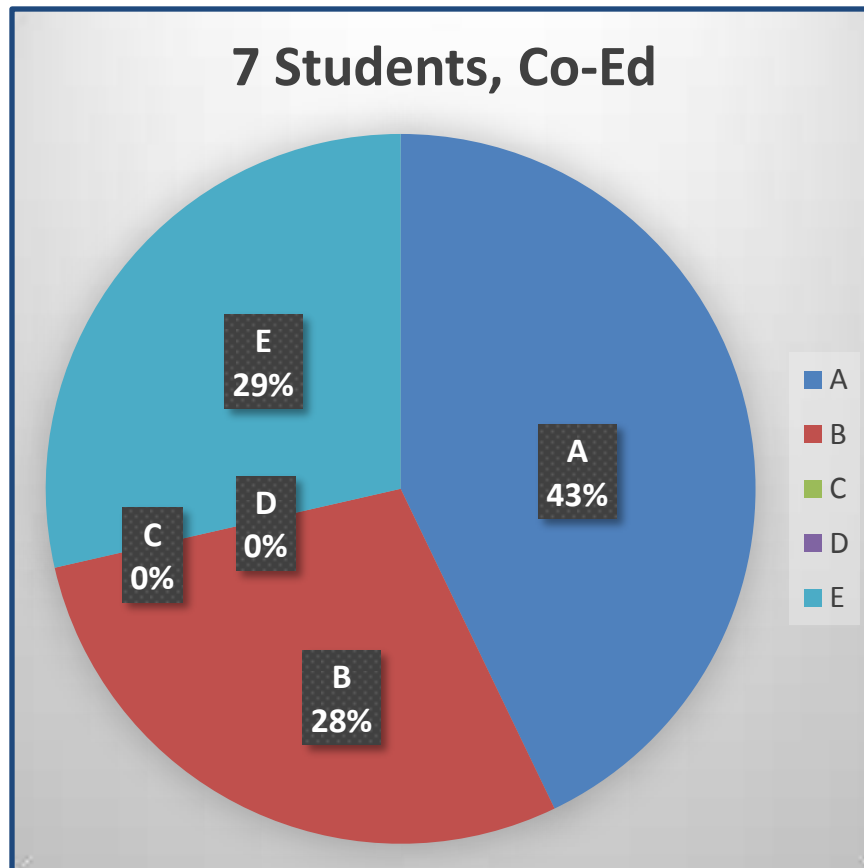
**D - Speak to Someone Outside of the Scene**

**E - Do Nothing**

“I would move on and not worry about other people.”

# McPhatter Middle Community School

A placement site for students who are on a long-term suspension/expulsion or zero tolerance. The goal of this site is to build student self-esteem, increase course competitions, and return students to a traditional school district. Students are referred by probation, social services, or the school district officials.



**A - Talk to the Aggressor**

"I would ask what's going on and tell the aggressor to leave my friend alone."

**B - Tell an Authority**

"I would tell an adult about the problem."

**C - Talk to the Person Affected By It**

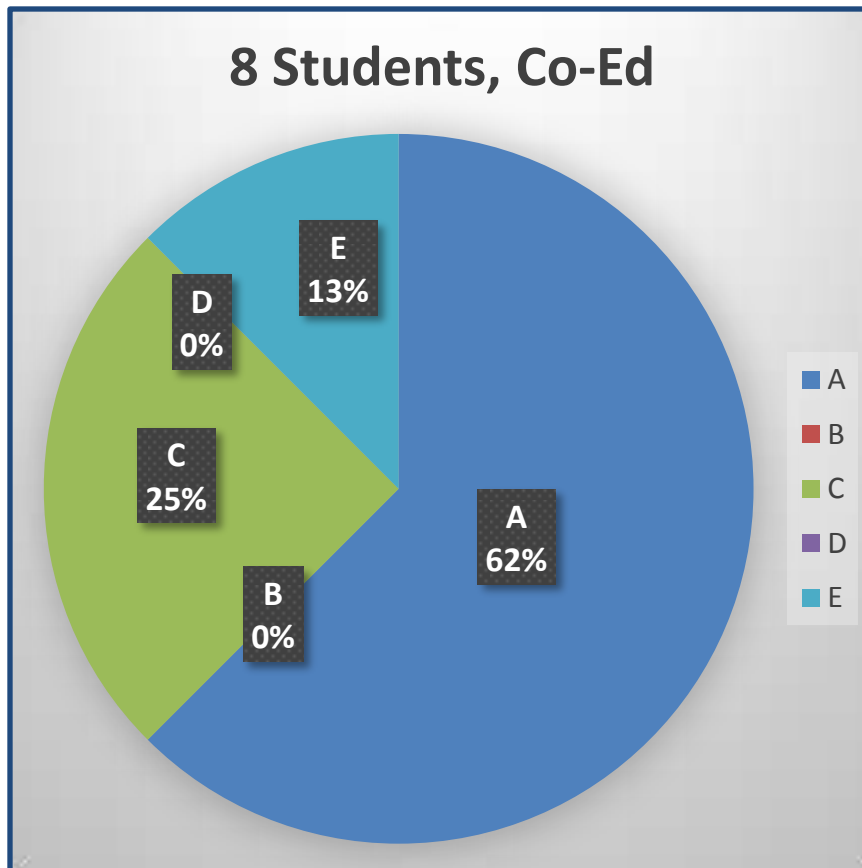
**D - Speak to Someone Outside of the Scene**

**E - Do Nothing**

"I don't know."

# McPhatter High Community School

A blended and independent-study program for students in grades 9 through 12 who were referred by probation, social services or school district officials. The average stay for a student is six months.



## A - Talk to the Aggressor

"Go help him up and tell the partner to say sorry."

## B - Tell an Authority

## C - Talk to the Person Affected By It

"I would help and see if he's okay."

## D - Speak to Someone Outside of the Scene

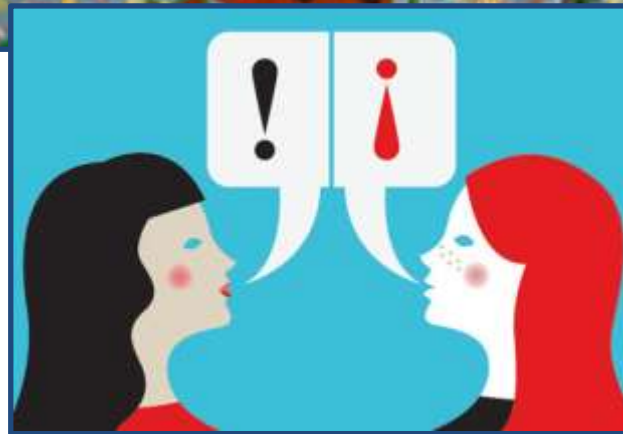
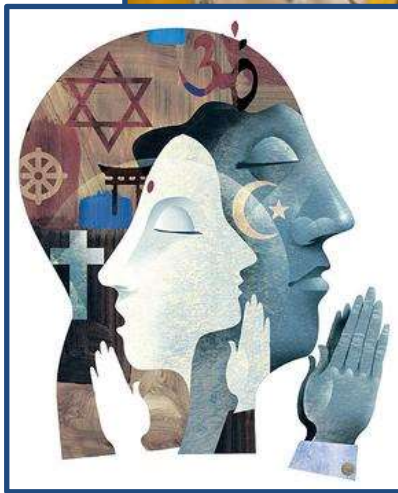
## E - Do Nothing

"Walk away."



# Overrule the Rules

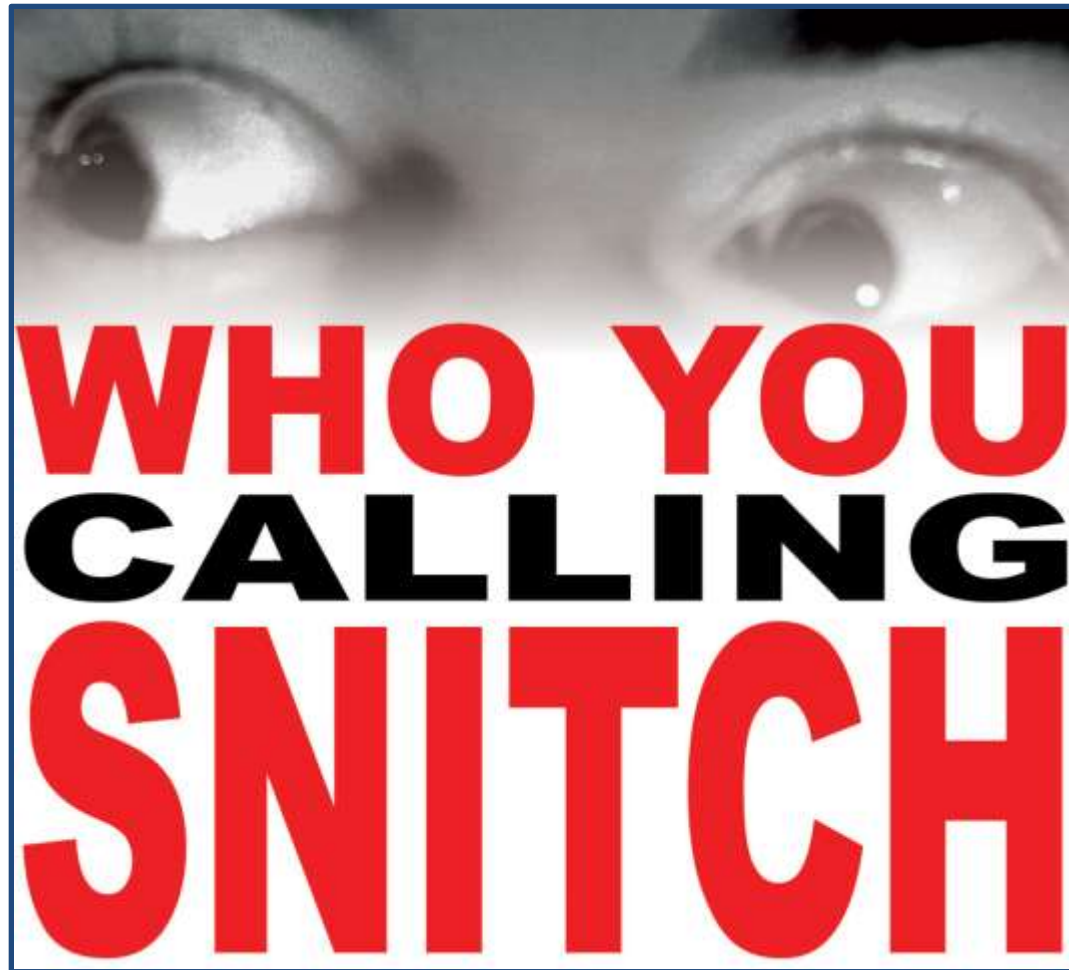
Rules are biased, and based on the **culture** of the teen's household.



Culture is **not** fixed.  
It is essentially fluid  
and constantly in  
motion.”

~ Cristina de Rossi





Households → School → Peers → Gangs → Communities

“First is god, then your mother, then your gang.  
Give thanks to god, live for your mother, and die for your gang.”

# Catch-22

Teens don't tell because they don't see adults helping, yet adults can't help if teens don't tell them what is going on within their relationships, households, and communities.



## Mixed Messages

With the student's friend acting as a lookout, 25-year old Teacher's Aide Chrystina Del Rosario, was convicted of having unlawful sex with a 15-year old male under her desk at Reflections Central in June 2012, after she dared him with remarks such as, "**You can't handle it.**"

According to a resume posted online, Del Rosario received a Bachelor's Degree in Criminal Justice from San Diego State University in 2010.

# Bystander Intervention begins with..

## Awareness



If teens have no awareness about the importance of intervening, they will continue to “stand by” and **do nothing**, or will not see a problem.

# Should vs. Would vs. Will



## Should

*verb*

Used to indicate obligation, duty, correctness, typically when criticizing someone's actions.

## Would

*verb*

Past tense of will; (expressing the conditional mood) indicating the consequence of an imagined event or situation.

## Will

*verb*

Expressing the future tense; expressing inevitable events.

I **will** stand up, and do *something*.

# Listen & Learn

“No one asked **why** I was so angry or **why** I was acting out.  
And even if they did, I wouldn't know how to answer  
because I was taught that silence was golden.  
No one really **wants** to know.”



# Let's Get Focused

You're at the mall with your partner, and the two of you start verbally fighting (yelling, screaming, cussing) and someone comes up and asks you why you're talking to your partner that way, what will you do?

"Wouldn't disrespect a female in public, so I wouldn't know."

"Tell him to step off."

"Tell him to mind his own business."

"Drop that guy."

"Tell him to mind his own business, and it's between me and my girl."

"If it turns physical, then I'll interfere & try my best to calm the situation."

"I would intervene and stop the guy by using force."

"Get the guy's attention and knock him out."

"Beat the guy up."

"I would punch him and beat him up."

Why?

"Cause he should know better."; "Respect"; "It's wrong.";  
"It's disrespectful."; "She doesn't deserve that."



**“Rules are not necessarily sacred,  
principles are.” ~ Franklin D. Roosevelt**

**There is no failure.  
There is only feedback**

## **Principle**

*noun*

plural noun: **principles**

A fundamental **truth** or proposition that serves as the foundation for a system of beliefs or behaviors or for a chain of reasoning.

# So... What's the "Problem"?



How many of you have ever felt personally victimized by Regina George?





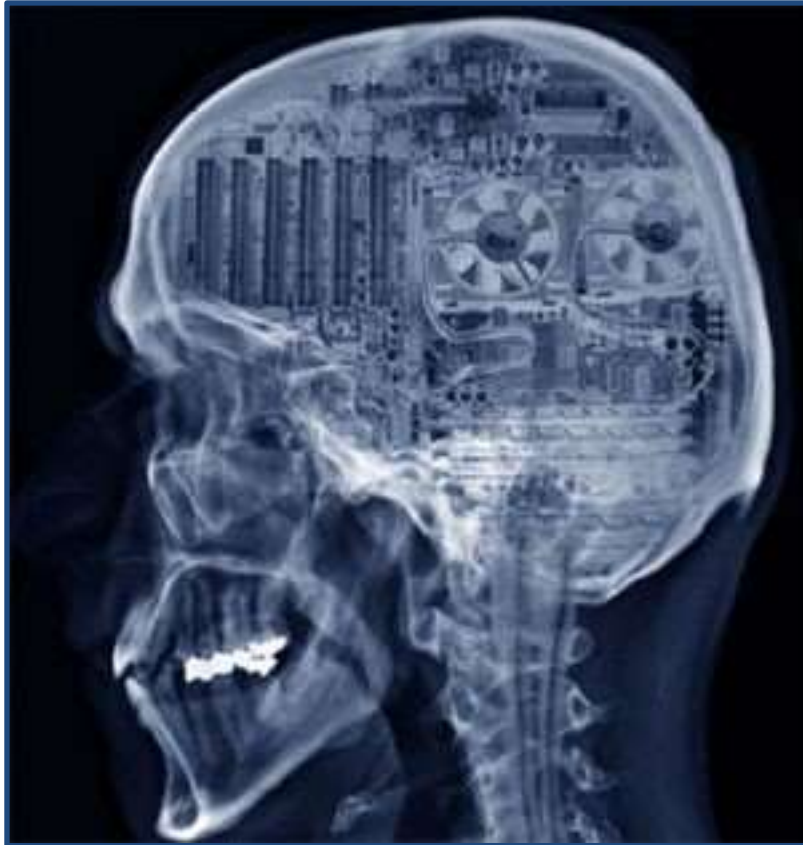
# Stand UP – What **Will** YOU Do?



What **other** options do you have to stop the violence?

# How to Help a Traumatized Teen

## Six Key Principles of a Trauma-Informed Approach



1. **Safety**
2. **Trustworthiness & Transparency**
3. **Peer Support**
4. **Collaboration & Mutuality**
5. **Empowerment, Voice & Choice**
6. **Cultural, Historical & Gender Issues**



DISRUPT THE  
STATUS QUO

“In the end, we will remember the words of our enemies,  
and the **silence of our friends.**” ~ Martin Luther King Jr.

# Questions & Answers



Marcella Maggio, Prevention Coordinator

[mmaggio@ccsd.org](mailto:mmaggio@ccsd.org)

# Shared expertise and discussion

- Other expertise or experiences with working with youth overly impacted by community violence/community disorganization?
- Current emerging issues?
- Challenges or triumphs?



# Together we're stronger.



## Prevention at the Partnership



Public Policy



Communications



Capacity Building

Emily Martin

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