2019 Statewide Study of Sexual Violence Prevention

Prepared for Texas Department of State Health Services

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July 31, 2019

Acknowledgments

SUMA Social Marketing prepared this report

for

The Texas Department of State Health Services

SUMA Social Marketing, Inc.

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Executive Summary and Recommendations

SUMA Social Marketing, Inc., at the request of the Texas Department of State Health Services (DSHS) in partnership with the Attorney General's Office, conducted qualitative research in order to improve the DSHS Rape Prevention and Education program's messaging on the prevention of sexual violence.

The findings will inform the potential branding of a Rape Prevention and Education public awareness campaign and associated outreach tools; help define and assess the intended audience; and guide optimal message development, creative design, and delivery. Six focus groups were held with each of the following populations: men ages 18–24, women ages 18–24, parents of teens, and community partners who work with teens. The research also included three focus groups with sexual violence prevention (SVP) staff and 19 one-on-one interviews with stakeholders. The campaign and outreach efforts will address the public health needs of communities to support primary prevention of sexual violence. The goal of primary prevention is to stop sexual violence before it occurs, reduce risk factors, and enhance protective factors linked to sexual violence perpetration and victimization.

The research explored audience reactions to three strategies from the CDC's resource *STOP SV: A Technical Package to Prevent Sexual Violence*, on which DSHS is focusing. These strategies are:

1. Promote social norms that protect against violence, including bystander approaches that engage individuals in changing social norms and assuming leadership. This strategy includes the approach of mobilizing men and boys as allies, which encourages men and boys to become allies in preventing sexual and relationship violence. The program demonstrates the roles men can play in preventing violence, and also fosters healthy, positive norms about masculinity, gender, and violence among individuals who have the potential to help these social norms to spread through their social networks.
2. Teach skills to prevent sexual violence specifically through social emotional learning (SEL) curricula. This approach works to instill in youth a core set of social and emotional skills, including communication and problem-solving, empathy, emotional regulation, conflict management, and bystander skills.
3. Provide opportunities to empower and support girls and women. This approach uses programs that build confidence, knowledge, and leadership skills in young women.

In addition to exploring concepts related to approaches recommended in the CDC technical package, the focus groups also explored challenges facing youth today, the meaning of sexual violence, and some existing approaches to sexual violence prevention.

In general, participants had very little prior experience with SVP messaging. Participants defined sexual violence as encompassing inappropriate touching; feeling sexually pressured by anyone, including a partner; nonconsensual acts; feeling sexually uncomfortable; being taken advantage of mentally, physically, or emotionally; and receiving sexually explicit photos online.

Both young women and young men said that awareness of healthy relationships was not explicitly taught in any academic setting they had ever encountered, and the community stakeholders and parents corroborated this claim. Instead, young men and women said they most often gleaned this information from television and social media. In the family setting, the young women said it was their fathers who had most often talked to them about characteristics to either avoid or look for in a mate. They reported that these discussions took place when they were older and already dating rather than at a young age.

In most of the young men's groups, the conversation turned to their influencers, role models, and elders who had helped shape their views about relationships, sex, and sexual violence. Many reported never having received specific information on any of these topics. Some men said they had received SVP training as a requirement to participate in athletics, in prison, or on college campuses as part of freshman orientation.

Sexual Violence as a Concern

In response to a question about the challenges young men and young women face today, only the young women mentioned sexual violence as a top-of-mind concern. Sexual violence was also not mentioned as a top concern when parents and community partners were asked to list the challenges faced by middle schoolers and high schoolers. Parents and community partners were surprised to learn that one in four girls and one in six boys will be sexually assaulted before the age of 18.

The men's groups completed an exercise to compare the steps taken (or not taken) on a daily basis by men versus by women in order to prevent sexual assault. Many of the men were struck by the number of tactics women take to keep themselves safe, and many identified learning this fact as their most important takeaway from participating in the group. Many men also said they were surprised by the statistics on the prevalence of sexual violence.

All audiences did suggest, without prompting, that key to preventing sexual violence is starting prevention education at an early age. Many favored starting it as early as elementary school.

Impact of Recent High-Profile Sexual Abuse Cases

In an effort to spark conversation about issues related to sexual violence, participants were asked if they had heard of the Me Too movement. A notable number of focus

group participants were not familiar with the Me Too movement. When discussing the movement, participants expressed mixed feelings about its effectiveness. Some found it encouraging that those who have experienced sexual violence have a forum to share stories and know they are not alone, whereas others expressed concerns about false reporting.

Several parents indicated that the Me Too movement, as well as other high-profile sexual abuse cases (e.g., sexual abuse scandals involving the Catholic Church, athletes, Bill Cosby, R. Kelly, and the US Olympic women's gymnastics team), have opened the door for discussion about SVP with their children. In those discussions, parents assured their children that they can come to them if they ever experience sexual violence; told their children that no one should touch their "private parts"; explained that "no means no"; warned their children not to "put themselves in bad situations" in which sexual violence could occur; and told their sons to give girls space so they do not get accused of anything.

Creative Testing

The focus groups revealed that some of the language used in SVP efforts is problematic because it is confusing or unfamiliar to audiences. Overall, the use of the word "bystander" in "bystander approach" or "Bystander Tips & Scenarios" did not resonate with participants as a method of preventing sexual violence. Many tended to think of a bystander as a person who stands by without helping a potential victim. An alternative that often came up in discussions was the slogan, "If you see something, say something," which participants said is a common refrain in their social circles. For the most part, parents and community partners were not familiar with the term "social emotional learning," which was tested in their groups.

All of the groups were shown a selection of websites and videos related to SVP. Parents and community partners watched a video from the program Coaching Boys Into Men , which was extremely well received and garnered very positive reactions. Many believed it should be expanded to include larger groups of people within the school community. They thought the basic model of a well-respected adult authority figure discussing topics around sexual violence and its prevention could be implemented in their own programs, schools, and organizations.

The three SVP staff focus groups did not view the Coaching Boys Into Men video; instead, they were asked for their opinions on bystander approaches and mobilizing men and boys as allies to change social norms in their communities. While they found these approaches conceptually attractive, they also noted that they are difficult to understand and implement as primary prevention strategies. They liked these approaches because they frame sexual violence prevention as a community concern and seek to engage community members who might otherwise not see the issue as their responsibility. They identified as barriers the social risk of acting as a responsive bystander or ally; existing norms that discourage acting in these supportive types of

roles; the difficulty of engaging men in the issue; and the common perception that taking action as a bystander means intervening at the threat or point of violence, a potentially dangerous situation.

The other program that tested well in the community partners focus groups was Smart Girls. They specifically liked the idea of small, gender-homogeneous groups meeting to discuss a variety of topics in their lives. On the other hand, they thought the Second Step Social Emotional Learning curriculum would be cost-prohibitive and, after watching the promotional video, viewed it as geared for too young an audience. These drawbacks notwithstanding, they said that teaching emotional and mental well-being would fill a gap in the education of the girls and young women with whom they work. Parents had a similar reaction: they said lessons of this type are as important as the academic curriculum, and that they wished their children were receiving such a curriculum.

Stakeholders and SVP staff particularly liked the idea of early exposure to SEL, which they believe can help young children (i.e., of pre-school and elementary-school age) develop empathy and communication skills that would help prepare them for discussions about consent, healthy relationships, and being bystanders when they are older. They commented that although school administrators may respond more favorably to SEL than to a direct SVP approach, decision makers may still be hesitant to commit school time and resources if the program is not tied to state standards and testing criteria. Community partners, many of whom were coaches or teachers, felt that afterschool programs may be a more appropriate place for this curriculum.

All groups responded positively to the idea of programs to empower and support girls and women but, when SVP staff focus group participants were asked for examples of existing programs in their communities that empower girls, they had a difficult time identifying any.

When parents reviewed the I Ask Campaign—How to Teach Consent Early handout, many said it would be a helpful tool in teaching their children about consent, and many agreed that consent should be taught to children starting at around age 8. They would like to receive content like this in an email from their children's schools, on social media, and via 15-to-30-second video ads on YouTube and Facebook.

In general, parents responded positively to the 10 Tips for Raising a Healthy Girl handout from Babycenter.com. Overall, parents said that empowering girls relates to SVP because it gives them a sense of self-worth and the confidence to say no.

Participants in the young women's groups liked the two websites, Love is Respect and NO MORE, equally well. Many women commented that they wished they had known about these sites.

Participants in the young men's, young women's, and parents' groups were asked to look at the "Bystander Tips & Scenarios" section of the website NoMore.org. The content consists of a lengthy list of real-life situations followed by the question, "What do you do?" Clicking on each scenario reveals a series of suggested responses. Participants in all three of these groups responded positively to it.

We Believe: The Best Men Can Be, a short film from Gillette, had previously been seen by many participants. While it tested well with young women and parents, men said it portrayed them negatively.

The "2 Minutes Will Change the Way You Think About Consent" video from CampusClarity drew generally positive responses for its humor and metaphorical approach from both men and women, in spite of low ratings on production quality. While not all agreed that the ad was effective, moderators noted that no one lost attention during the video.

The interactive design of the Don't Buy It project site tested well with men.
When men and women were asked to name the characteristics they believed are important to include if the State of Texas were to create a messaging campaign around SVP, they said that the use of social media is key. All believed that if the State of Texas wants to reach them, it needs to use social media as its main strategy. They talked about creating ads on social media, the ability to share articles, the State's creating its own social media profile where it could push information out to subscribers, and partnering with celebrities or influencers to post about information created by the State.

Recommendations

- Clarify for stakeholders, program staff, and the community at large what primary prevention of sexual violence means. To the extent possible, frame sexual violence prevention (SVP) as a public health issue for which all community members are responsible.
- Train sexual violence program staff on how to implement the primary SVP strategies that DSHS adopts.
- Offer program staff training on how to use social media as a tool for disseminating messages related to SVP.
- Develop and disseminate to local prevention staff a social media editorial calendar of monthly topics of focus, including images and copy for Facebook or Instagram posts (pages and/or groups). Encourage staff across the state to post about the same SVP topics at the same time, but each with its own local spin.
- Provide training and tools to help programs transition away from targeting primarily "at-risk" youth, and toward working with a broader population.
- Provide networking opportunities for program staff statewide to share what's working and lessons learned in local communities.

- Work with the Texas Education Agency to align SVP and social emotional learning (SEL) curricula with the state standards to support student performance on state-mandated tests.
- Create a plan for statewide dissemination of the program Coaching Boys Into Men , which was well received by parents and community partners alike.
- Increase awareness of sexual violence by widely disseminating information on its frequency to professionals working with youth and parents who are unaware of this information. Provide guidance on what do to if sexual violence is suspected.
- When promoting the bystander approach or SEL, incorporate more straightforward language explaining what they are, so that the public at large understands the value of these approaches. A "bystander" was thought to be a person who stands by without helping a potential victim, so different language needs to be used to encourage intervention and prevention.
- Create messaging that counters the belief that the way women dress in public correlates to sexual violence. This belief was expressed in several focus groups.
- Create messaging that educates about the characteristics of positive relationships.
- Create an email campaign with SVP messages targeted to parents. Partner with schools statewide to disseminate these messages through their emails to parents. Also promote these messages through a targeted social media campaign using Facebook and Instagram advertisements. Parents want these resources to be age appropriate for their children. Examples of topics include:
    - Teaching children about consent and boundaries
    - How to discuss sexual violence with children and teens, including how to discuss high-profile cases in the news
    - How to empower girls
    - How to embed SEL messages and bystander approaches into your child's upbringing
    - The frequency of sexual violence perpetrated on youth under 18
- Create an app for parents with resources and helpful tips for talking to their children about sexual violence prevention. Parents want these resources to be age appropriate for their children. Examples of topics include those mentioned in the previous bullet.
- Create a social media campaign targeted to young adults. Include advertisements on social media and sharable articles. Promote existing resources such as Loveisrespect.org and NoMore.org, or information about the many steps women typically take to protect themselves against sexual assault versus how little men typically do to protect themselves. Create a social media presence to push information out to subscribers, and partner with celebrities and influencers who could post information created by the State.

Summary Reports

Summary: Young Women
Focus groups were conducted in six communities across Texas in order to explore the lives of young women today and how sexual violence and its prevention affects them. The discussions explored the various perspectives on sexual violence, media consumption, general challenges, and preferences on messaging.

Media Consumption
Social media is a big part of young women's' lives. Participants named Instagram as their preferred social media platform, but Snap Chat, Facebook, and Twitter were all mentioned as well. The majority use streaming services to watch television, the most popular being Netflix and Hulu. The majority also stream their music using Spotify, Apple Music, or Pandora. There was a somewhat even split between those who pay for ad-free services for their music and those who do not. The vast majority see radio as a last resort, to be used only if their phones aren't working or when they are in the car. Video games are not a major part of their lives; those who did report playing games said they often do so as a way to interact with the men in their lives.

Greatest Challenges Facing Women Today
When asked to brainstorm on the biggest challenges facing young women today, in half of the groups, at least one participant spontaneously commented that sexual violence and feeling safe from harassment are key issues that they think about.

Other common responses included appearance and body issues, social media, and financial issues, such as equal pay and pressure to earn money. Another big challenge voiced by participants was being accepted both inside and outside traditional gender roles.

When discussing the challenges of social media, participants specifically talked about the pressure of living up to unrealistic expectations in terms of both body image and socially normed behaviors and interests.

Sexual Violence
When participants were specifically asked whether sexual violence is a big challenge facing women today, the consensus was that it is. Participants also understood that there is more to sexual violence than just rape. They defined it as also encompassing inappropriate touching; feeling sexually pressured by anyone, including a partner; nonconsensual acts; feeling sexually uncomfortable; being taken advantage of mentally, physically, or emotionally; and receiving sexually explicit photos online.

The prevalence of acts of sexual violence perpetrated by someone known to the victim was not surprising to the participants, although they did not know the actual percentages. Underreporting of sexual violence on college campuses was also not

surprising to them, especially to those who currently attend college. They speculated that some possible reasons for underreporting could be slow response times to the incident by campus authorities, the lines of culpability being blurred by alcohol, and victims' having witnessed excessively light punishments for perpetrators.

The discussions regarding sexual violence often turned to how women dress and whether that is a factor in the violence they experience. In the majority of groups, a few participants believed that while women's attire is often blamed for sexual violence, it should be men who are taught to exercise self-control. They believe that women should not be blamed for men's bad behavior.

Ideas on Prevention

The focus groups discussed empowerment as a way to give girls and women the power to say no to things that they are not comfortable with. Sharing feelings and experiences was also mentioned as an empowering practice. However, in addition to empowering young girls and women, participants in a few of the groups expressed a desire for programming for boys and men about treating females with respect. They saw this as a way to affect the prevalence of sexual violence. They didn't want the focus to be strictly on women, when most sexual violence perpetrators are men.

The participants revealed that awareness of healthy relationships was not explicitly promoted in any academic setting they have encountered. Participants have most often gleaned such awareness from television and social media. Many reported that in the family setting, their fathers had talked to them about characteristics to either watch out for or look for in a mate. These discussions had taken place when the participants were older and already dating, rather than at a younger age.

Fewer focus group participants were familiar with the Me Too movement than was expected. When discussing the movement, participants expressed mixed feelings about its effectiveness. Some found it encouraging that those who have experienced sexual violence have a place to share stories and know they are not alone, whereas others expressed concerns about false reporting and about airing personal stories on a social platform.

Creative Testing Ideas

All the groups were shown a selection of websites and videos that relate to sexual violence prevention. Participants liked the two websites, Love Is Respect and NoMore, equally well. Most often, what they liked most about the Love Is Respect website was the content. As for the NO MORE site, they pointed to the colors, layout, and use of statistics as what they liked most. Of the videos, the one on consent was the most liked.

According to participants, some characteristics that would be important to include in any messaging around sexual violence prevention created by the State of Texas are:

- Gender-neutral messaging for men and boys as well as for women and girls
- Chats and hotlines
- Bystander information
- Graphics and statistics
- Information on how to get help locally or how to get involved with a local movement
- Personal stories or testimonials
- An early education section
- A parent education section

All believed that the State of Texas would need to use social media as its main strategy to reach them. They suggested that the State create advertisements on social media, provide sharable articles, create its own social media profile to push information out to subscribers, and partner with celebrities or influencers who would post information created by the State.

Other ideas on how to reach young women with information were to partner with schools to teach the information; to partner with other groups that have already created the materials and information; traditional advertising with billboards or television ads; and creating an app to send information to the audience.

Conclusion

The women in these groups believed that prevention of sexual violence before it occurs will take early education about the importance of treating people with respect, recognizing boundaries, and knowing how not to encourage the bad behavior of others. In addition, they believed that parents must raise the new generation with understanding and respect for others; and that children and young adults must have an understanding of the concept of consent as well as the ability to speak up at an early age.

The feedback from the young women's focus groups indicates that any campaign or strategy to prevent sexual violence that the State of Texas may employ should have a strong social media presence, both in its content and in its promotion.

Summary: Young Men
Focus groups were conducted in six communities across Texas in order to explore the lives of young men today and to assess their knowledge and attitudes regarding sexual violence and its prevention. The discussions explored the various perspectives on sexual violence, media consumption, general challenges, and preferences on messaging.

Media Consumption
The groups were asked about the social media they use. Participants in all groups mentioned Facebook, Instagram, Snapchat, and Twitter. A few participants mentioned Reddit, and a handful mentioned Pinterest.

Streaming music and video (for both TV and movies) was extremely popular. Spotify, Apple Music, and SoundCloud were all popular media for music. For TV and movies, Netflix and Hulu were the media most commonly mentioned.

Video games were very popular with the men in the sample, with 36 of 48 participants reporting some video game use.

Greatest Challenges Facing Young Men Today
Young men reported a variety of challenges for individuals in their age group (18–24). However, three areas of challenges were reported most frequently (in descending order) among all groups:

1. Expectations of masculinity
2. Uncertainty about future choices/not knowing where they want to go, who they want to be
3. Work/earning money/being a provider

Perceived Challenges Facing Young Women
All groups were asked to compare and contrast the challenges young men face with those confronting women of the same age (18–24 years). The goal was to see whether or not the young men brought up sexual violence as an issue for young women during the conversation. They did not.

Challenges for young women mentioned by participants included (in descending order of frequency):

1. Self-identity/insecurities
2. False or unrealistic expectations conveyed in traditional and/or social media
3. Feeling limited in employment/traditional views of womanhood
4. A double standard for women/difficulty of being seen as "difficult" if they display strength

Sexual Violence
In an effort to spark conversation about issues related to sexual violence, participants were asked if they had heard of the Me Too movement or similar movements that give voice to victims of sexual violence. Roughly half of the 48 total participants in the young men's focus groups had heard of the Me Too movement specifically.

Those who had heard of Me Too or similar movements were generally conflicted about them. Some think they're a good thing or "eye-opening," whereas others expressed skepticism. Unprompted, many men mentioned the unfair power of a woman to make a false accusation.

Participants were presented with the following sexual violence statistics and asked for their reactions.

- Eight out of 10 sexually violent crimes are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend)
- More than 90% of sexual assault victims on college campuses do not report the assault

At the end of each focus group, when asked, "What's the most surprising or important thing you learned today?" many participants cited one of these statistics.
These statistics spurred participants to tell stories of false accusations of sexual violence.

Many young men felt that in the case of a party, if both individuals are drunk, the power is in the hands of the woman and the consequences can be dire for the man.
The overwhelming majority of participants had little to no experience with sexual violence prevention (SVP) messaging. Some reported having seen messages on social media but could not recall specifics.

Other participants had received SVP training in the form of mandatory classes taught on college campuses as part of freshman orientation, as a condition for participating in athletics, or in prison.

In most groups, the conversation turned to the participants' influencers, role models, and elders who had helped shape their views about relationships, sex, and sexual violence. Many reported never having received specific information on any of these topics, but learned by watching.

In general, participants spoke of taking individual responsibility as the simplest way to prevent sexual assault in their own lives. When the discussion turned to how to prevent sexual violence in others, a common refrain from participants was, "If you see something, say something."

Using the prompt of "locker room talk," moderators asked participants if sexually tinged language has an impact on sexual violence. Participants' views on this topic were detailed, and many described a "gray area" between genuinely "over-the-line" talk that could lead to violence versus talk that was harmless or simply "lustful."

Media Testing

The groups were shown three advertisements with SVP messages varying in length, production quality, and tone. The PSA "Autocorrect," from the *It's On Us* campaign, was not well received. Many participants had previously seen "We Believe: The Best Men Can Be," a short film from Gillette, which did not engender a positive or actionable response. Most participants felt these ads were unrealistic methods for changing behavior. In the case of the piece by Gillette, they felt it was tainted by the company's desire for profit.

CampusClarity's video "2 Minutes Will Change the Way You Think About Consent" drew generally positive responses for its humor and metaphorical approach, despite its low ratings on production quality. While not all agreed that the ad was effective, moderators noted that no one lost interest during the video.

Participants explored two websites: Dontbuyitproject.org and NoMore.org. Neither website drew consistently positive reactions across groups. Participants generally liked the layout, "look and feel," and style of Dontbuyitproject.org; they had the opposite reaction to the text-heavy NoMore.org. The interactive design of : Dontbuyitproject.org tested well with men. The terms "bystander" (as used on the NoMore.org site) and "bystander approach" did not resonate with participants as a method of SVP.

Prevention Ideas

Participants were asked to share, based on the media-tested ads and websites they had just seen, what approach they thought may be appropriate for them and their peers — that is, males ages 18–24. Within groups, participants agreed on certain content (e.g., "consent") or on very specific tactics (e.g., "voiceover by Morgan Freeman") but there was very little consensus between groups.

Between groups, the suggestions that garnered the highest levels of agreement were the following (in descending order).

1. Focus on consent
2. Use social media; make it catchy/provocative
3. Do not use only men; include both sexes

Conclusion

SVP is not an issue for these young men, nor did they mention it as a top-of-mind issue when asked about young women's present-day challenges. Top-of-mind challenges for young men include expectations of masculinity and being unsure of their future choices related to work, careers, or family.

When given a lengthy list of things women do on a daily basis to prevent sexual assault, young men's responses were telling. They recognized that they do not face the same challenges as women. While some reported the items and length of the list came as no surprise, many were struck by the onslaught of challenges women face.

The young men did not think of themselves as perpetrators of sexual violence or of other actions that may be correlated with sexual violence (e.g., "locker-room talk"). Nevertheless, many reported being around other men who had caused violence, even in their own families. Participants generally considered that it was "too late" for these men, and that a media campaign would not change them.

The test of three video ads and two websites related to SVP yielded no consensus on the effectiveness of the messaging or tone of the materials tested. Nevertheless, when asked what type of SVP messaging would work for them, participants suggested a focus on consent, use social media, a catchy or provocative approach, and inclusion of both sexes in the messaging.

Summary: Community Partners
Focus groups were conducted in six communities across Texas. The community partner focus groups included people who work with middle school or high school students on at least a weekly basis: principals, teachers, coaches, youth group leaders, and the like. The focus of these groups was to explore how sexual violence and its prevention affects youth and those who work with them. The discussions explored the various perspectives on sexual violence, media consumption, general challenges, and preferences on messaging.

Greatest Challenges Facing Youth Today
When asked to brainstorm on the biggest challenges facing young people today, the most common responses were social media pressures, peer pressure to fit in, problems at home, bullying, and communication issues that come with the inability to interact face-to-face. Other challenges mentioned were mental health (anxiety, self-esteem, and confidence), drugs and vaping, gender identity, access to inappropriate content, desensitization to violence, and nutrition and health. None of the participants reported sexual violence as a challenge facing young people.

All of the groups discussed social media at length, touching upon how they affect everything that youth experience, particularly in the areas of fitting in, bullying, and body image. According to participants, social media also contribute to youth's lack of communication skills.

Participants perceive boys and girls as facing different challenges. While many said girls face challenges with body image and with their changing roles, some commented that it is "difficult to be a boy today." They attribute this to the possibility of being wrongly accused of a sexually violent act, as well as to the dichotomy between the "macho" culture portrayed in the media and the need to be sensitive and caring. These participants believe it is no longer socially acceptable for "boys to be boys."

Sexual Violence
The groups were not of a single mind on how much of a challenge sexual violence is for youth today. Some in the groups see it as more of a challenge for older college students, while others recognize the problem but don't hear about it in the roles they play with youth. In two of the groups, there were also spontaneous discussions on what girls and women wear and how (and if) that contributes to sexual violence. Some expressed the idea that no matter what females wear, males should exercise self-control. Others believe that how a woman or girl dresses could attract sexual violence, so it is up to her to dress accordingly.

The groups defined sexual violence as a spectrum of behaviors ranging from anything that makes someone uncomfortable, to controlling behaviors, to sexual lies, to sharing pictures without permission, to sexual pressure, to unwanted sex, rape, or assault. When asked about sexual violence prevention, the participants talked about education

and strategies to both avoid sexual violence in the first place and deal with its aftereffects. The prevention measure they most often mentioned was education, including sex education; adult education on how to talk about the topic with children; and education on healthy boundaries, self-worth, and identity. Modeling healthy relationships was also suggested as a way to prevent sexual violence. The McAllen group in particular discussed teaching girls not to put themselves into dangerous situations, such as by using drugs or alcohol or wearing provocative clothing.

The participants were of the opinion that youth learn gender roles mainly from social media and television shows, but also at home, on the Internet, from peers, and by listening to music. They expressed concern about certain behaviors surrounding gender roles that they have witnessed in youth, including disrespect for girls (not opening doors for them, texting instead of dating), stigmatization of sensitive boys as gay, boys repressing their emotions in order to seem tough, girls acting tough, and sexting. They have also witnessed homosexual experimentation and pressure to engage in it.

Curriculum Topics

The curriculum topics explored with all the groups were the bystander approach, empowering young women and girls, healthy relationships, and social emotional learning (SEL). For the most part, the participants revealed that these topics are not formally taught in the schools or organizations in which they work.

Most participants had not heard of the bystander approach. Some thought it meant that the diffusion of responsibility that characterizes bystander situations explains why more people do not step in when they see something undesirable occurring. Others understood that the bystander approach does call for stepping in. A term that participants consistently used rather than "bystander approach" was "see something, say something."

The focus group participants believe that "empowerment" is the correct word to connote that girls should be able to say no without having to offer an explanation and should build up their self-esteem and self-worth.

Although the participants pointed out that, ideally, youth should learn about healthy relationships at home, they also said that the majority of youth today do not have role models at home that are equipped for the task. They believe that their own modeling of healthy relationships in their interactions with youth is an important step in teaching about healthy relationships. The participants also commented that it would be nice to have a relationship curriculum to teach.

Many of the participants were unfamiliar with the term "social emotional learning." Only the McAllen participants said their district uses a SEL curriculum, which is taught only once every six weeks. A Houston participant revealed that Houston ISD will start using a SEL curriculum in the upcoming school year.

Prevalence of Sexual Violence

Focus group participants were surprised by the statistics that one in four girls and one in six boys will be sexually assaulted before the age of 18. This made them wonder how many of the young people they themselves work with may have been victimized. They were glad to see boys and men included in this statistic and believed that once boys feel empowered to come forward, this one-in-six statistic could actually go higher.

The prevalence of sexual violence perpetrated by someone known to the victim was not surprising to most of the participants. However, some expressed the sentiment that behavior that was once considered to be simply rude, such as grabbing one's spouse, could now be considered sexual assault, and this might account for such high rates in the statistics. Participants were surprised at the rate of non-reporting of sexual violence on college campuses, which was higher than they would have thought. They speculated that the reasons for underreporting could be related to the status of the perpetrator, the involvement of alcohol, or the victim's discomfort with the prospect of seeing the perpetrator again around campus.

Creative Testing Ideas

All of the groups were shown a selection of websites and videos related to sexual violence prevention and the specific curricula discussed. Coaching Boys Into Men was extremely well received and garnered very positive reactions from the participants. Many believed it should be expanded to include larger groups of people within the school community, but they thought the basic model of a well-respected adult authority figure discussing topics around sexual violence and prevention could be implemented in their own programs and organizations. The other program that participants liked best was Smart Girls. They specifically liked the idea of small, gender-homogeneous groups meeting to discuss a variety of topics in their lives. On the other hand, they thought the Second Step SEL curriculum would be cost-prohibitive and viewed the promotional video as geared for too young an audience. These drawbacks notwithstanding, they said that teaching emotional and mental well-being would fill a gap in their students' education.

Participants believed that any curriculum that is introduced into their schools would require both time and money. The ideas that sparked the most interest were those that could be implemented during afterschool time and those explicitly designed for a short timeframe within the school day, such as the advisory period.

Things these community partners said they would need in order to use the tested creative materials with their students include:

- Resources to share with parents
- Hands-on materials and consistent lessons to guide discussions with the students
- Guidelines on identifying signs of sexual abuse
- Training on how to discuss this topic
- Time to teach the topic
- A list of existing programs already available as resources
- Guidelines on what to discuss with students at every age
- Videos to share and discuss
- Peer-led programs to complement the adult-led component

The participants in these groups believe that to prevent sexual violence before it occurs would require student and parent education on what sexual violence is, where the lines of sexual violence are drawn, consequences, setting boundaries, and how to communicate with others. In addition, they believe it will take destigmatizing the victims, helping victims feel comfortable sharing experiences, providing students a safe space to share, healthy relationships with adult role models, breaking family cycles, a cultural shift in the perception of the importance of preventing sexual violence, and knowing the signs of abuse.

The community partners were extremely happy to know that there are people looking into this topic for their students and that resources on this topic have already been created. They also thought they could implement some of what they had learned in the focus group into their everyday experiences with the youth they serve.

Conclusion

While all participants believed the curriculum topics they discussed could be of interest to them and their students, they were clear that time and money are potential barriers. If the State of Texas wants to implement strategies and messages that will resonate with those who work with youth, it must have a clear path for entry into the schools, with either a specified time period for implementation or an afterschool component.

While community partners did not clearly identify sexual violence as a challenge for the youth with whom they work, they did understand the need for some of the curriculum topics, especially those addressed by Coaching Boys Into Men , Smart Girls, and Second Step.

Summary: Parents
Focus groups were conducted in six communities across Texas. The parents focus groups included mothers and fathers who have at least one child in middle school or high school. The focus of these groups was to explore how sexual violence and its prevention affects youth and parents. The discussions explored the various perspectives on sexual violence, media consumption, general challenges, and preferences on messaging.

Media Consumption
Parents said that Facebook is the social media platform they use most frequently. A common perception among parents is that Facebook is for older people like themselves, and, of all social media platforms, is the one they are most familiar with. Participants in all groups mentioned Facebook, Instagram, and Snapchat. Fewer participants mentioned Pinterest, Twitter, and WhatsApp.

When asked how they listen to music, most parents said they listen to traditional radio, but several also reported that they stream their music. The most common streaming services mentioned were Pandora and Spotify, and to a lesser extent, Apple Music and YouTube. Many said they listen to music services with advertisements but tune out the ads or change the station when ads come on.

The most popular ways to view programs among parents were split between cable or satellite on one hand and Netflix on the other. The most popular streaming service was Netflix, followed by Hulu. Few parents said they use Amazon Prime. Nearly all participants use YouTube, but none mentioned it as a paid service.

Challenges of Parenting Young People
Participants were asked to share some of the biggest challenges they face parenting middle schoolers and high schoolers in today's world. Their responses included the following.

- Overuse of technology/phones
- Peer pressure/fitting in
- Social media pressures
- Drugs/drinking
- Friendships/relationships
- Discipline

Parents brought up a wide range of concerns. Neither sexual relationships nor sexual violence was top-of-mind for most parents.

Most parents said that when they have questions about parenting, they turn to people in their lives—often members of their family, although some said friends. Otherwise,

parents go online for answers to their questions via Google, WebMD, and Facebook groups. They did not report having a go-to resource for parenting advice.

When parents were asked what it is like for them to raise middle schoolers and high schoolers in today's world, common themes in their responses included:

- Wanting to guide their children appropriately toward a good future
- Feeling stressed over parenting and/or managing their children's schedules
- Feeling happy spending time with their children and watching them grow

Participants were asked to brainstorm some of the biggest challenges their children face in today's world. Some of the many and varied concerns they brought up include:

- Drugs/alcohol
- Fitting in/peer pressure
- Bullying/cyberbullying
- Unrealistic expectations from media
- School pressure
- Sex/promiscuity
- Gender/sexual identity
- Violence in schools
- Nutrition/obesity

Sexual Violence and Its Prevention

Roughly half of the parents had heard of the Me Too movement. Of those who had heard of Me Too or of other reported cases of sexual harassment or abuse (e.g., sexual abuse scandals involving the Catholic Church, athletes, Bill Cosby, R. Kelly, and the US Olympic women's gymnastics team), several said that they had discussed the stories with their children. In those discussions, parents assured their children that they can come to them if they ever experience sexual violence; told their children that no one should touch their "private parts"; explained that "no means no"; warned their children not to "put themselves in bad situations" in which sexual violence could occur; and told their sons to give girls space so they do not get accused of anything.

Several participants said they thought the Me Too movement is a good thing that allows survivors to heal from their experiences in the knowledge that they are not alone. Some parents were hopeful that future incidents of sexual violence will be prevented because these stories are now out in the open. On the other hand, a few parents of both sexes (but mostly fathers) expressed the opinion that the Me Too movement has sometimes gone "too far." As examples, they cited false accusations and equating small missteps made by men with rape or sexual assault.

Several parents remarked that, since the woman's side of the story is believed over the man's, they are cautioning their sons to avoid any behavior with girls that could be construed as inappropriate. This advice includes asking girls for permission before

touching them in any way, avoiding being alone with girls, giving girls space, and avoiding making girls uncomfortable.

When shown statistics on the prevalence of sexual assault, parents' reactions were split: Some said the numbers were shockingly high but believable, while others considered them sadly reflective of what they had already suspected to be true.

The parents' groups were asked what the term "sexual violence" means to them. Overall, their responses centered on any unwanted or forceful touching that makes someone uncomfortable. It should be noted that, in contrast with the other research populations, none of the parents used the term "rape" when defining "sexual violence."

Parents were asked what they thought contributes to sexual assault/violence in society at large. In every group, women's attire came up as a top-of-mind contributing factor for sexual assault. At least one parent in every group (usually a mother) pushed back on that idea, saying that women should be able to wear whatever they want without fear of assault. Nevertheless, the consensus was that, sadly, clothing that is perceived as provocative can put women at a higher risk of assault.

The only perceived cause of sexual assault that was brought up in every group was the way women dress. Other responses, each of which came up in one or two groups, include:

- Celebrities with highly sexual images
- Sexual content in media
- Being flirty
- Men's lack of self-control
- Mental health problems
- Past sexual assault committed on the perpetrator
- Drugs/alcohol
- Easy access to sexual content online
- Children's desire to experiment sexually

Parents were asked if they are raising their sons and daughters differently. Many responded that in some ways they are. Some observed that they are making a conscientious effort to raise their girls to be strong and to teach them early about sexual assault, while being mindful to raise their boys to be respectful of women. The majority of the participants' ideas around preventing sexual violence involved communicating with their children, keeping the lines of communication open, and starting that communication at a young age.

Many parents said children should get information about preventing sexual violence from their parents. However, they believed it should also be taught in school, since that is where children spend most of their time, and since it is helpful for them to hear about

important topics from multiple sources. Most parents did not think their children are currently receiving any instruction in school on the topic of sexual violence prevention.

Creative Testing

***I Ask* Campaign—How to Teach Consent Early Handout**

About half of the parents had not yet talked to their children about consent, but many said having this handout would help and make it more likely that they will have that conversation. Many parents agreed that consent should be taught to children early in life, as young as eight years old. They would like to receive content like this in an email from their children's schools, on social media, and via 15- to 30-second video ads on YouTube and Facebook.

NoMore.org Website

Many participants responded that it would be worthwhile for their children to read the real-life scenarios presented on the website, and that either they or a friend had experienced at least one of them. However, many participants said that their children are not currently being taught information like this, but that it would be valuable for them to learn it at school. The use of the word "bystander" in "bystander approach" or "Bystander Tips & Scenarios" did not resonate with participants as a method of preventing sexual violence. While a few participants defined a "bystander" as someone who should intervene in a situation, most thought the opposite: that bystanders do not act. Suggestions for terms to use rather than bystander included "witness," "reactor," "hero," and "engaged bystander."

Coaching Boys Into Men

Parents gave overwhelmingly positive feedback to this program, stating that because kids look up to their coaches, the content is more likely to be well received. Most parents said that their children are not currently being taught anything like this curriculum, but that it is very important and they wished their children could participate in a program like this. Some also said that this is such an important topic that they would like to see such a program expanded and offered to both girls and boys who do not participate in athletics.

Baby Center—10 Tips for Raising a Healthy Girl Handout

Parents overall responded positively to this handout, some stating that they already do some of these things. Some also said they would welcome content about supporting their daughters. Many parents spoke about empowering girls as a positive goal and recounted specific ways they support their daughters. Overall, parents said that empowering girls relates to sexual violence prevention because it gives them a sense of self-worth and the confidence to say no.

Social Emotional Learning—Second Step
Almost none of the participants had heard the term "social emotional learning." After watching the video, most parents said their children are not being taught the concepts it deals with. A few said that perhaps preschools or kindergarten classes teach these topics. In every group, parents said they wished their children were getting that kind of instruction at school, because the life skills described in the video are just as important as academics.

Conclusion
Parents said children should be prepared to prevent sexual violence by having parents talk to them about the topic and through programs implemented in schools. Parents said they would like to have an app with educational materials that sends notifications of new/age-appropriate pieces they can use to talk to their children. Parents said they can be reached on social media via Facebook ads, Facebook Pages, and Instagram.

At the conclusion of each group, parents were asked to share the most striking, surprising, or important thing that they had heard in the group. Most responded that participating in the focus group had made them want to take action in this area and talk to their children more about the topic. Many parents also said that they planned to talk to their children about consent and boundaries following the focus group.

Summary: Stakeholders
Key findings from stakeholder interviews and focus groups with sexual violence prevention program staff include the following:

- **Using a bystander approach and mobilizing men and boys as allies to change social norms is attractive conceptually, but challenging to understand and implement as a primary prevention strategy**. Stakeholders liked these approaches because they frame sexual violence prevention as a community concern and seek to engage community members who might otherwise not see the issue as their responsibility. They acknowledged as barriers the social risk of acting as a responsive bystander or ally; existing norms that discourage acting in these supportive types of roles; the difficulty of engaging men in the issue; and the common perception that taking action as a bystander means intervening at the threat or point of violence, a potentially dangerous situation. Program staff cited the same barriers, adding that youth may be especially challenged to act as bystanders when they are struggling to take care of themselves, or if they lack empathy, communication skills or a sense of their own power. Program staff said they would need training to be able to implement these approaches successfully.

- **Social-emotional learning (SEL) is an attractive, upstream intervention that may be easier to sell to community members than more direct approaches to sexual violence prevention.** Stakeholders and program staff particularly liked the idea of early exposure to SEL, which they believe can help young children (pre-school and elementary-school-age) develop empathy and communication skills that would help prepare them for discussions about consent, healthy relationships and being bystanders when they are older. Although school administrators may respond more favorably to SEL than to a direct sexual violence prevention approach, decision makers may still be hesitant to commit school time and resources if the program is not tied to state standards and testing criteria. Stakeholders and program staff believe successful implementation of SEL depends on skilled facilitators to teach the material, and a willingness on the part of school personnel to embrace it on a broad scale, including shifting the school toward a supportive, protective environment to compliment the individual skills the students are acquiring.

- **Stakeholders are familiar with many initiatives to empower and support girls but sexual violence prevention program staff see little happening locally.** Stakeholders said the most successful programs they have seen engage girls in all aspects, giving them voice and power in program development and implementation as well as participation; and help them become change agents to shift social norms. They cautioned that programs should avoid holding girls responsible for their own safety. Only two of the focus group participants identified local activities geared toward empowering girls; the rest could only think of initiatives for adults. They cited a number of barriers to the strategy:

social norms enforcing a "good-old-boy" culture, a general lack of interest on the part of the community, and difficulty finding female leaders that reflect audience demographics.

- **Many of the program staff who participated in the focus groups do not fully understand what primary prevention of sexual violence means and do not have the knowledge or skills to implement programs that go beyond individual learning.** Most participants were receptive to the ideas of engaging bystanders, mobilizing men and boys as allies, SEL, and empowering girls, but few had implemented programs incorporating these approaches for primary prevention. They have not been able to frame sexual violence as a public health issue that affects the whole community and have not achieved the level of engagement needed to begin to change social norms.

- **Even the experts in the field know little about how to create protective environments.** Beyond Shifting Boundaries, the one evidence-based initiative stakeholders identified, and an understanding that policy development and implementation plays a role in increasing the level of social accountability, stakeholders had little to say about how to create protective environments. They noted that in schools, the concept is often confused with adding more security, and that without careful thought, the strategy can venture into holding potential victims responsible or addressing only situational factors.

- **Stakeholders and program staff see the strategies as interconnected and can envision different ways for how one strategy can serve as a foundation for the others.** Participants in the interviews and focus groups noted that SEL overlaps with approaches to engage responsive bystanders and mobilize men and boys as allies, encompasses empowering girls, and disrupts values, beliefs and norms that are often taught and learned unconsciously. Some stakeholders feel that if a community shifts social norms to make sexual violence unacceptable, community members will naturally adopt and implement strong policies and support all the other strategies. Others believe a protective environment is foundational: if people do not feel safe, the other strategies will not work. About two thirds of the focus group participants said that if forced to choose between focusing on individual behaviors and changing social norms, they would address social norms, noting that if norms change, individual behaviors will follow suit. Those who would choose to work with individuals said they believe changes in individual behavior shape community norms.

- **Social media is a key approach to reach young people, and program staff need more training to use it effectively for sexual violence prevention.** Most of the focus group participants are aware that social media is an important tool and have used some of the platforms. Across the board, participants, even those who are making extensive use of social media, said they could benefit from training

on social media. Some want basic training, while others would like more advanced training, including how to educate board members and other organizational leaders about the importance of using social media.

- **A new language is needed to engage the broader community in sexual violence prevention.** In every group, participants said talking about sex, rape, violence, and sexual violence shuts down communication with community members. A few added other terms and topics they have learned to avoid: *toxic masculinity*, *rape culture*, *survivors*, *victims*, and speaking of social justice in relation to women's empowerment. Some have learned to approach the topic of sexual violence prevention more indirectly, for example, by putting it into the context of building a safe community or creating a safe and respectful environment, but many are struggling to find a way to get access to young people and engage community members in the work.

Conclusions

Recommendations based on the findings from stakeholder interviews and online focus groups with sexual violence program staff include:

- Clarify for stakeholders, program staff, and the community at large what primary prevention of sexual violence means. To the extent possible, frame sexual violence prevention as a public health issue for which all community members are responsible.
- Provide training on how to shift cultural norms. For example, help program staff understand the importance of reaching a critical mass of students in a school and addressing adult attitudes and behaviors so the school environment will support what the students are learning. Provide tools and guidance on how to work with adults in a parallel track.
- Provide training and technical assistance for program staff on policy writing and implementation so they can help school administrators, employers, and decision makers in community organizations establish/improve policies to prevent sexual violence, and implement those policies effectively.
- Provide guidance on language and approaches that can engage men in sexual violence prevention as a public health issue without shaming them.
- Develop a tool to help program staff assess the environment of an organization as it relates to sexual violence prevention and help decision makers move toward a more protective environment. Draw ideas from other public health initiatives, for example, mother-friendly workplaces and baby-friendly hospitals.
- Encourage and support partnerships to increase the diversity of community members involved in sexual violence prevention as a public health issue.
- Work with the Texas Education Agency to align sexual violence prevention curricula and SEL curricula with the state standards to support student performance on state mandated tests.
- To reduce a siloed approach, facilitate collaboration among funding organizations that support initiatives related to violence prevention with overlapping goals. For example, bring together organizations that fund sexual assault/violence prevention, dating violence prevention, human trafficking, and prevention of bullying.

Methodology

Focus Groups
SUMA conducted six focus groups in each of the four demographics being studied: young women, young men, parents, and community partners who work with youth.

The focus groups were held in communities across Texas: Austin, Tyler, Dallas, McAllen, Houston, and Amarillo. All focus groups were conducted in English except for the McAllen, which were held in Spanish.

To recruit participants for the focus groups, SUMA researchers created screening tools with questions designed to ensure participants fit the desired profile of study. As recruiting proceeded, SUMA received frequent status updates and addressed any questions about participant qualifications to modify the recruitment strategy as needed, ultimately ensuring the integrity of the research.

Most of the focus groups were comprised of 8 to 10 participants. The sessions were audio-recorded, and the recordings were transcribed verbatim.

During focus groups, researchers do not take exact counts of how many participants respond in a certain way on each line of inquiry, but rather foster a conversation through which participants can speak candidly. Then, as the transcripts of all focus groups are analyzed, trends emerge and qualifiers such as "few" and "most" are assigned to help the reader understand the prominence of each trend.

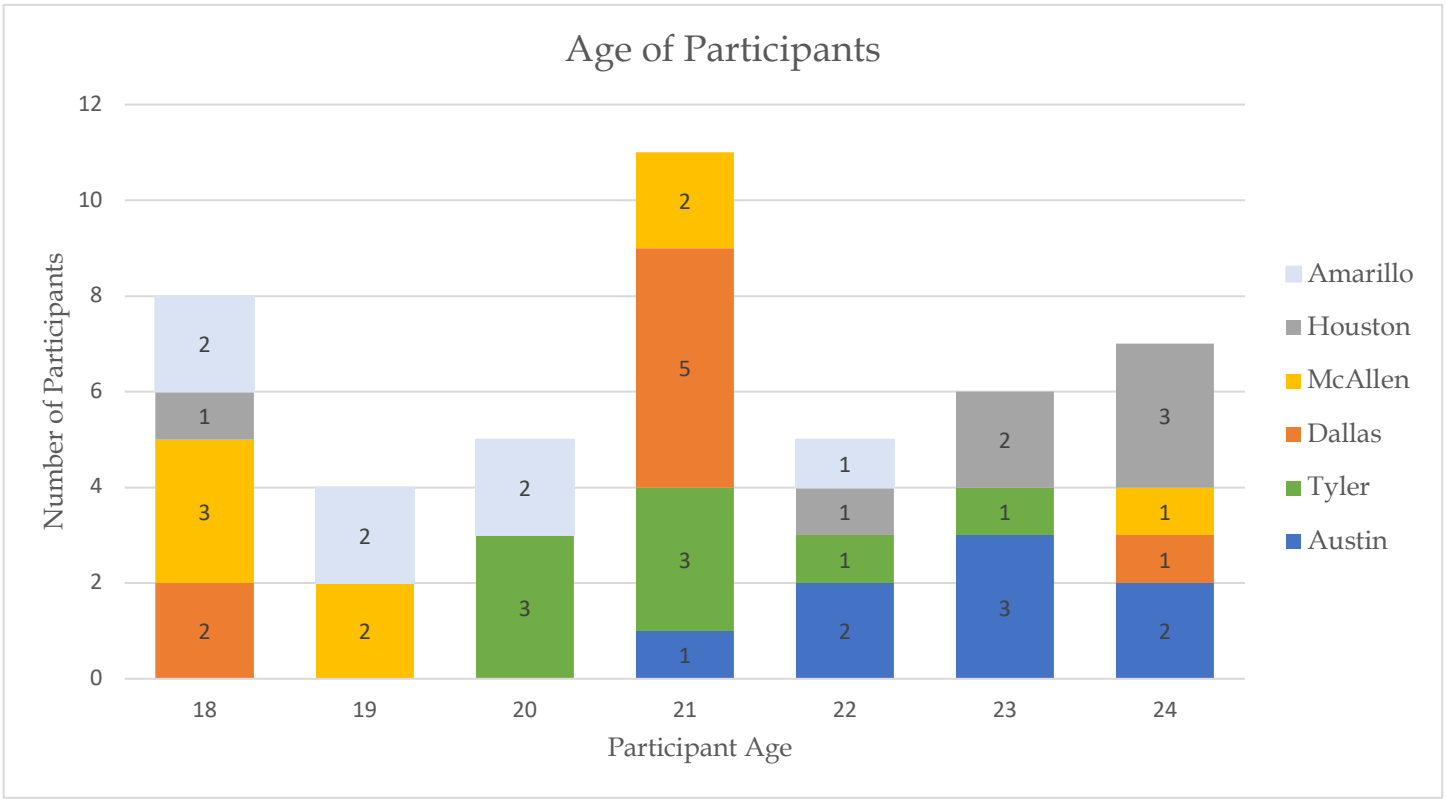
Please note that the data gathered from the focus groups is qualitative in nature, meaning that it addresses open-ended questions designed to explore matters of "how, why, and what," rather than "how many." Therefore, findings from focus groups should be considered directional rather than statistically definitive.

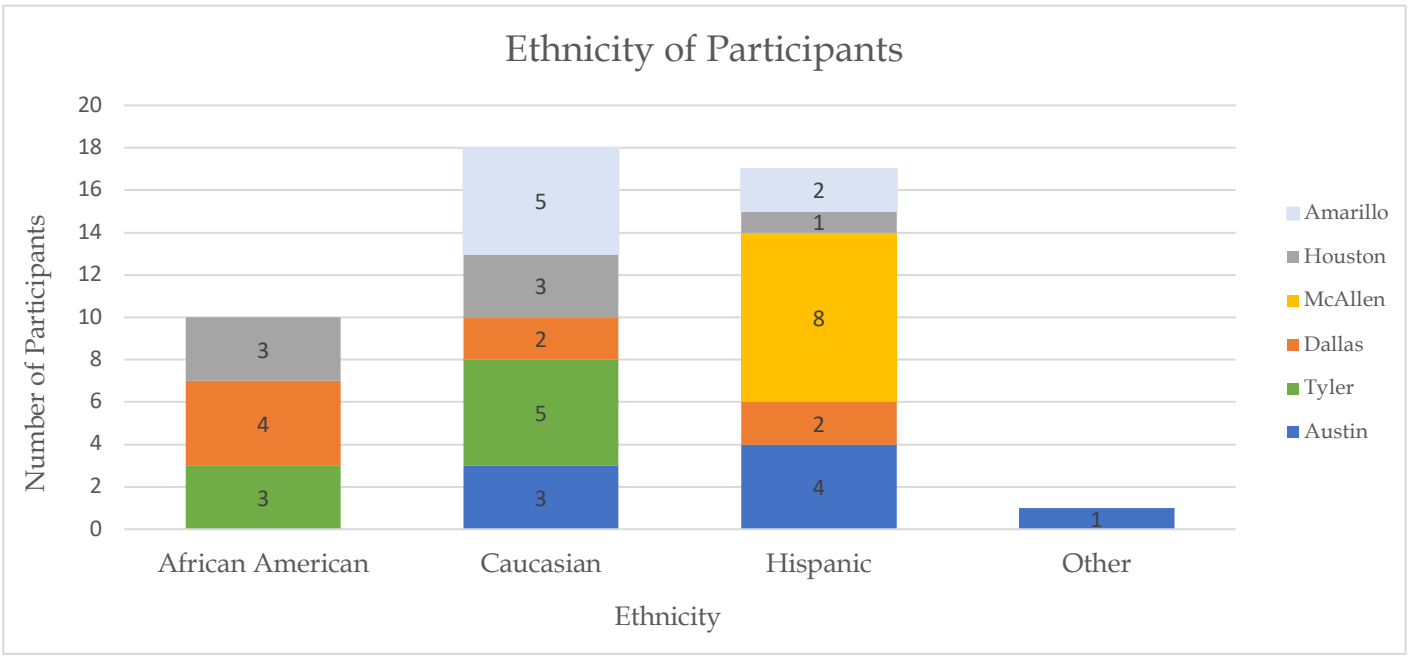
The tables and charts below display demographic information for each of the four focus group audiences. Detailed demographic information was not collected for community partners. Tables and charts are in the following order:

- Young Women
- Young Men
- Community Partners
- Parents

Young Women

Participants in Sexual Violence Prevention Focus Groups Women Ages 18-24 Years Old (*N* =46)	
Location	**Total**
Austin	8
Tyler	8
Dallas	8
McAllen	8
Houston	7
Amarillo	7
Total	**46**




Ethnicity of Participants
Number of Participants
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12
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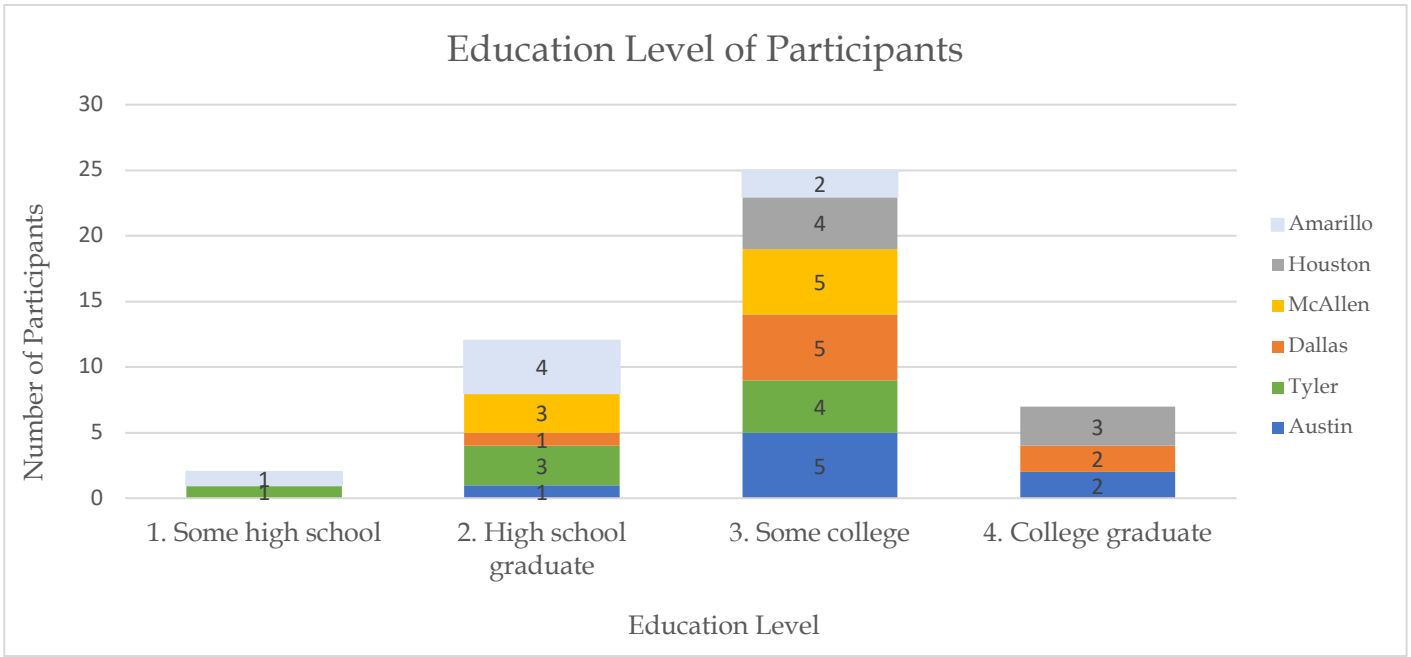
6
4
2
0
3
4
3
5
3
2
5
3
2
8
2
4
1
African American
Caucasian
Hispanic
Other
Ethnicity
Amarillo
Houston
McAllen
Dallas
Tyler
Austin


Education Level of Participants
Number of Participants
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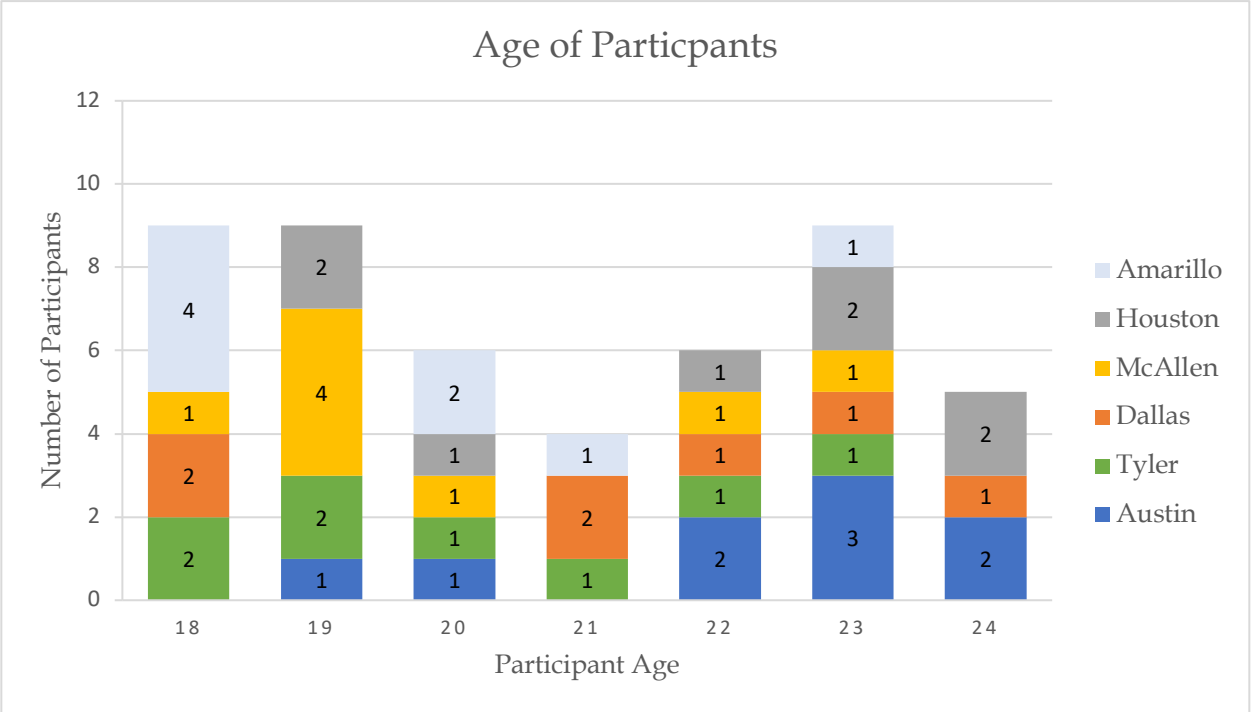
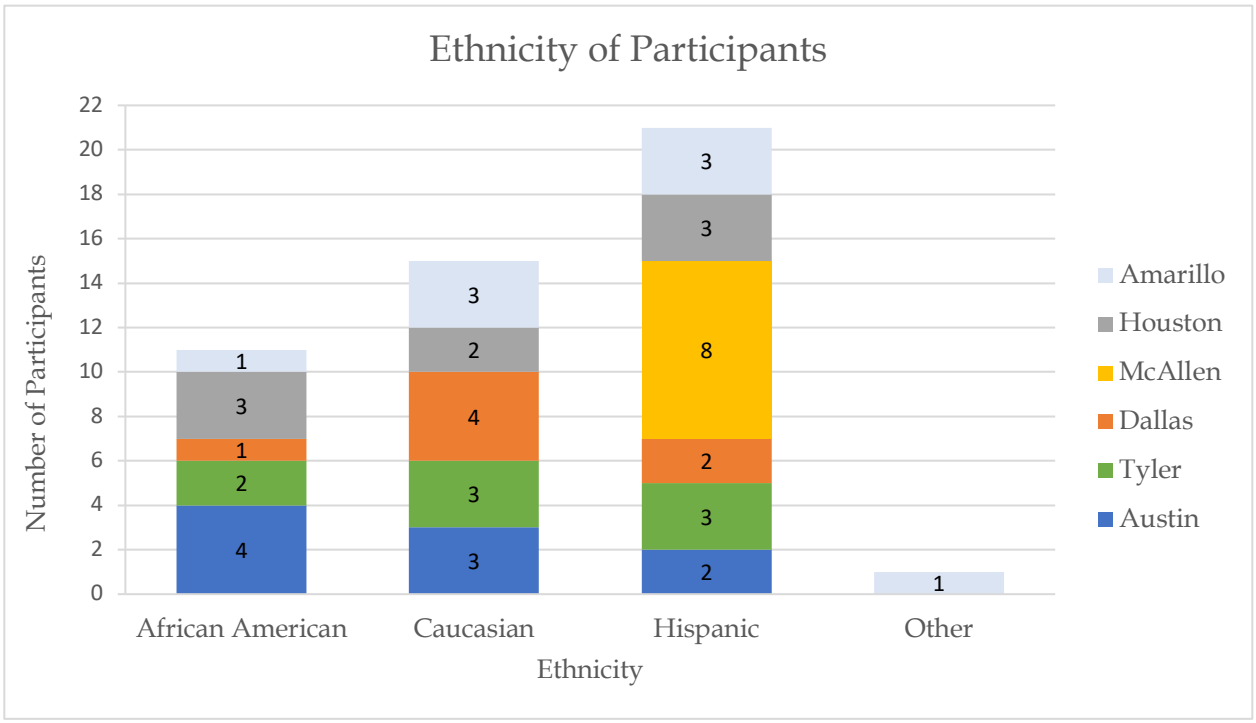
20
15
10
5
0
1
1
4
3
1
3
1
2
4
5
5
4
5
3
2
2
1. Some high school
2. High school graduate
3. Some college
4. College graduate
Education Level
Amarillo
Houston
McAllen
Dallas
Tyler
Austin

Young Men

Participants in Sexual Violence Prevention Focus Groups Men Ages 18-24 Years (*N* = 48)	
Location	**Total**
Austin	9
Tyler	8
Dallas	7
McAllen	8
Houston	8
Amarillo	8
Total	**48**




Ethnicity of Participants
Number of Participants
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20
18
16
14
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10
8
6
4
2
0
African American
Caucasian
Hispanic
Other
Ethnicity
Amarillo
Houston
McAllen
Dallas
Tyler
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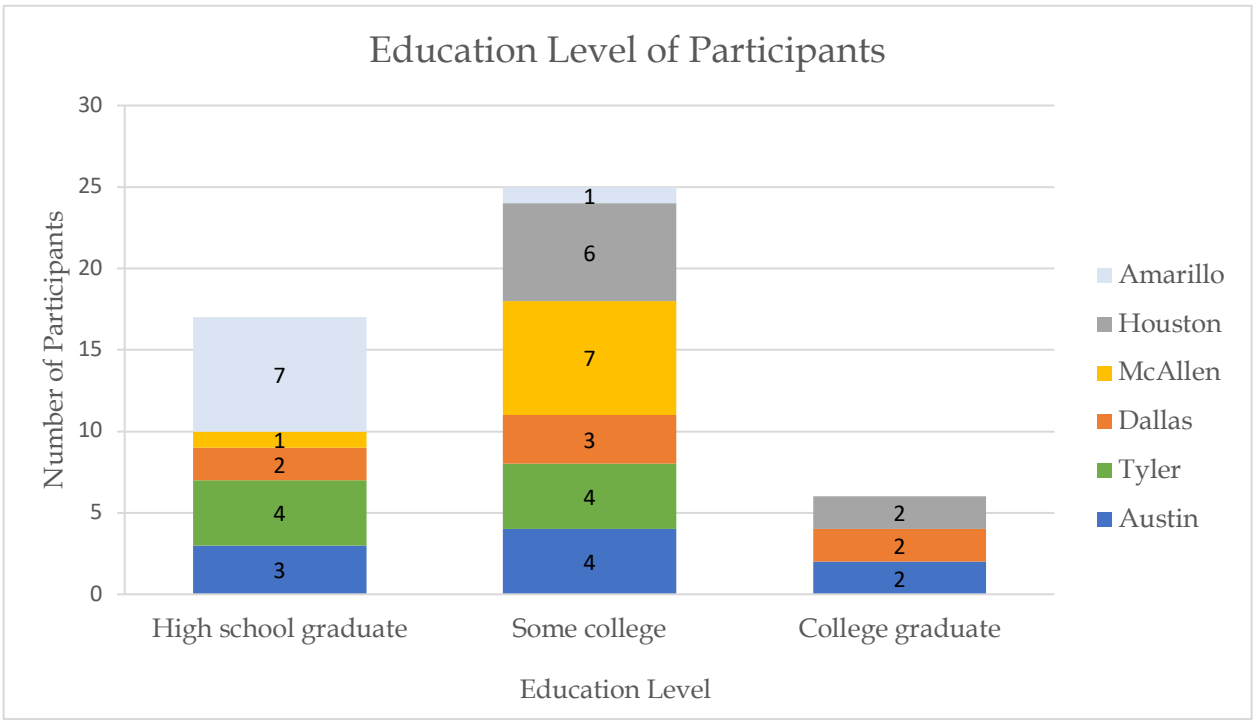
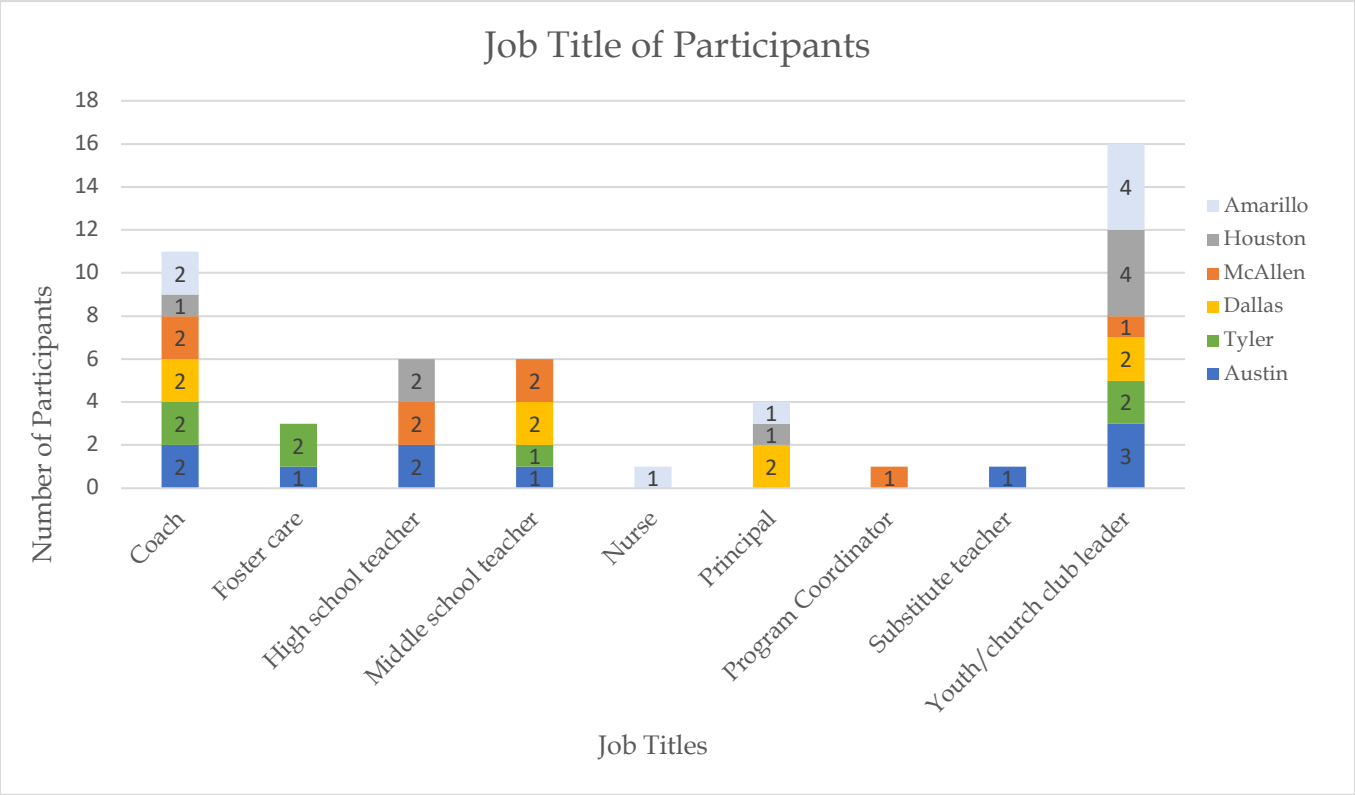

Education Level of Participants
Number of Participants
30
25
20
15
10
5
0
High school graduate
Some college
College graduate
Education Level
Amarillo
Houston
McAllen
Dallas
Tyler
Austin
7
1
2
4
3
1
6
7
3
4
4
2
2
2

Community Partners

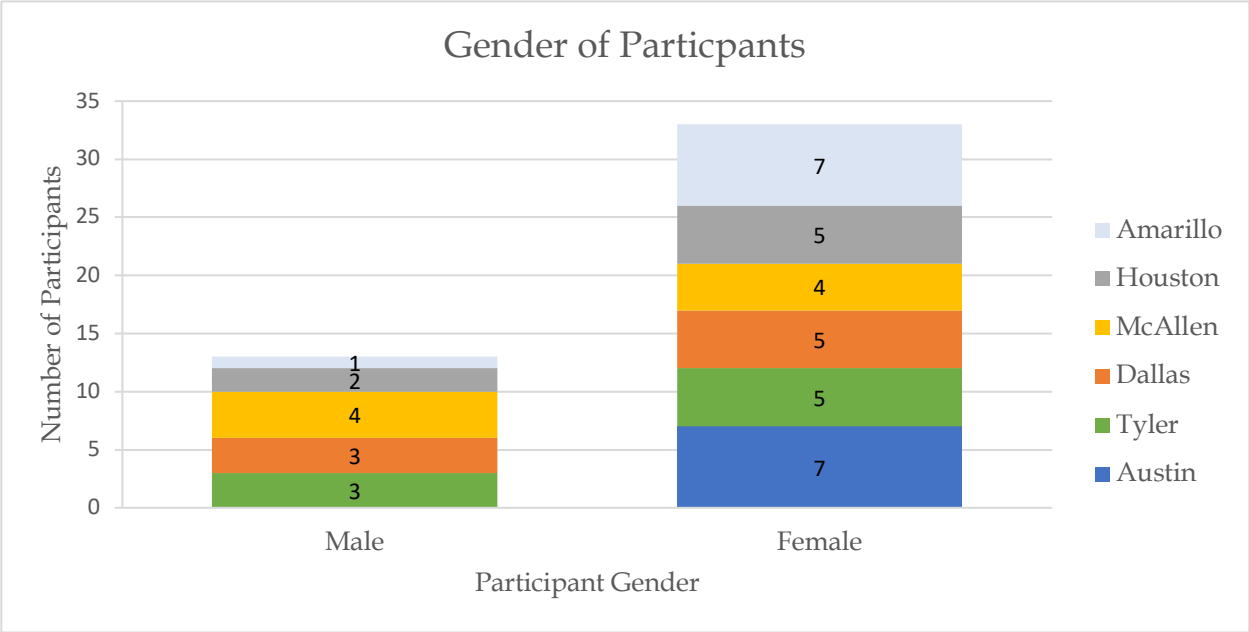
With the exception of job titles of participants, detailed demographic information was not collected for community partners.

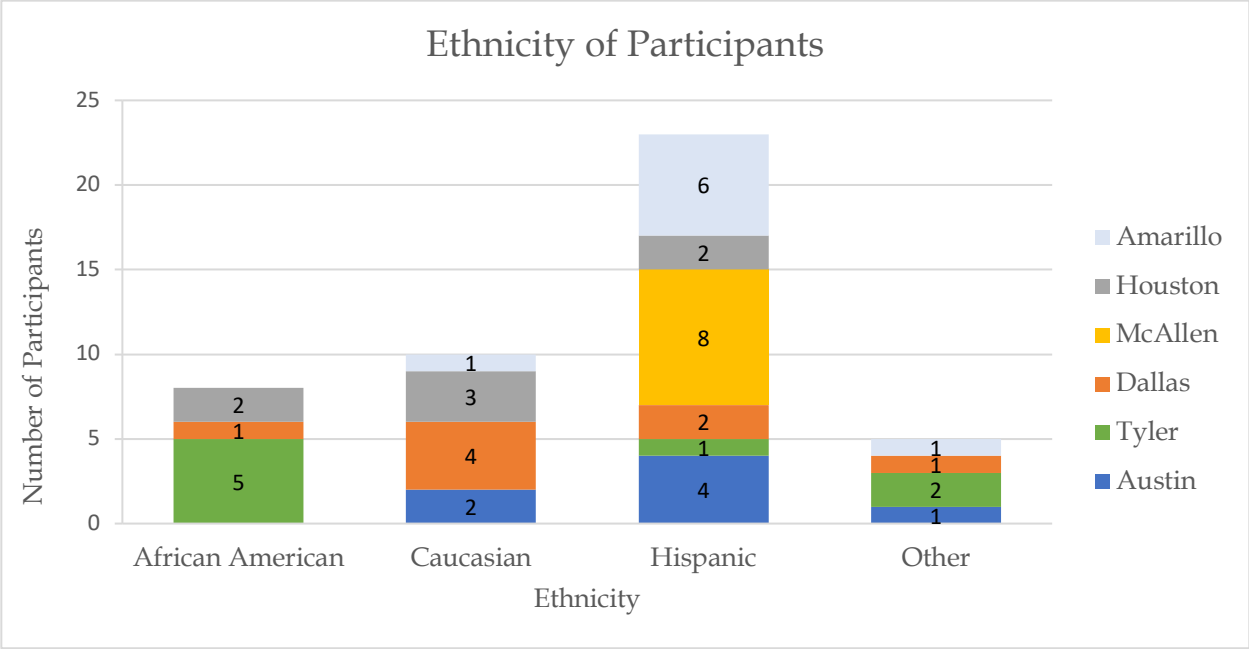
Participants in Sexual Violence Prevention Focus Groups Community Partners (*N* =49)	
Location	**Total**
Austin	10
Tyler	7
Dallas	8
McAllen	8
Houston	8
Amarillo	8
Total	**49**



Parents

Table 1 Participants in Sexual Violence Prevention Focus Groups Parents (*N* = 46)	
Location	**Total**
Austin	7
Tyler	8
Dallas	8
McAllen	8
Houston	7
Amarillo	8
Total	**46**




Ethnicity of Participants
Number of Participants
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20
15
10
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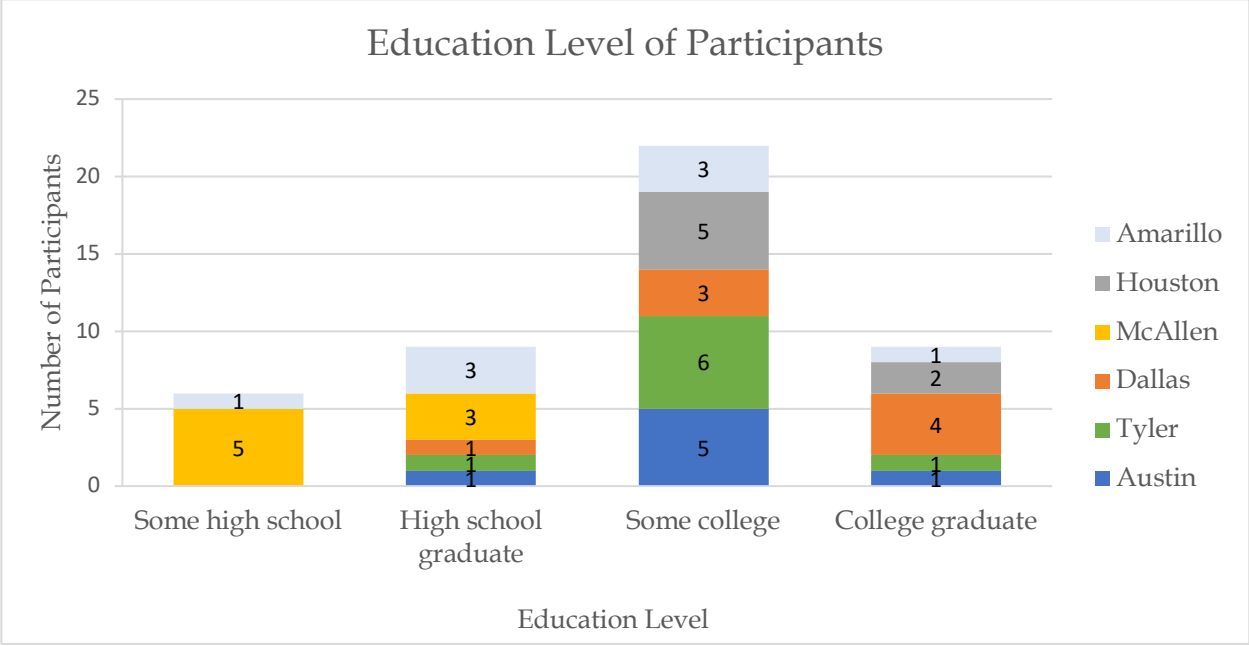
African American
Caucasian
Hispanic
Other
Ethnicity
Amarillo
Houston
McAllen
Dallas
Tyler
Austin


Education Level of Participants
Number of Participants
25
20
15
10
5
0
Some high school
High school graduate
Some college
College graduate
Education Level
Amarillo
Houston
McAllen
Dallas
Tyler
Austin

Stakeholder Research
In order to conduct this study, SUMA connected with professionals through two strategies: telephone interviews and online focus groups. SUMA conducted in-depth phone interviews in April and May 2019 with 19 stakeholders identified by DSHS.

SUMA then conducted three online focus groups with sexual violence program staff across the state. The information gathered in the stakeholder interviews will be presented first, followed by the findings from the online focus groups.

The stakeholders, 14 from Texas and five from other states and the District of Columbia, represented 17 organizations and included:

- Active and retired administrators of organizations dedicated to advocacy and policy development for sexual violence prevention
- University researchers and evaluators
- State agency and executive office staff
- Program and administrative staff from organizations that provide a range of direct services related to sexual violence

The goals of the stakeholder interviews were to:

- Provide background information and context for the SUMA research team, including to inform subsequent focus group research with young men, young women, parents, and community partners
- Collect various perspectives about what works in the primary prevention of sexual violence, barriers and challenges, and what might contribute to "moving the needle" or progress in the field

The guide for the stakeholder interviews is included in the Appendix. Before each phone call, the researcher provided stakeholders with a one-page summary of the four primary prevention strategies and focused approaches DSHS is considering, and asked participants to have the document on hand to use as a reference during the interview.

This document is also included in the Appendix. During the interviews, the researcher took extensive notes and, to the extent possible, captured the participants' comments verbatim. Indented, italicized text in this section represents quotes taken from the notes. The goal of the online focus groups with employees of sexual assault programs was to better understand primary prevention activities and needs at the local level. The focus group guide is included in the Appendix.

Lines of Inquiry
During the phone interviews with stakeholders, for each of the four primary prevention strategies and approaches DSHS is considering, the researcher asked the following questions:

- What do you know about related to this strategy that works? Campaigns? Messages? Programs? Success factors?
- What do you see as the biggest challenges and barriers to implementing this strategy successfully?
- What do you think would make a difference? What might move the needle?

After discussions about each of the four strategies, the researcher asked stakeholders if they thought one of these strategies was more important or more foundational than the others. Finally, participants were asked to share what they know now that they wished they had known when they were starting out in the field.

The lines of inquiry for the online focus groups included discussions about:

- Current activities related to primary prevention, perceptions about what is working/not working, and general barriers and challenges to the work
- Use of social media
- Reactions to the strategies and approaches DSHS is considering
- Community context and partnerships

Young Women Detailed Findings

SUMA conducted six focus groups in each of the demographics studied: young women, young men, parents, and community partners who work with youth. This report pertains specifically to the findings on young women.

The focus groups were held in communities across Texas: Austin, Tyler, Dallas, McAllen, Houston, and Amarillo. All groups were conducted in English except McAllen, which were conducted in Spanish.

The women's groups consisted of 46 women of various ethnicities and educational levels. All were in the age range of 18–24 years.

Media Consumption
The focus group participants were asked about their media consumption in order to determine patterns of use and to understand where and how this population gets its information.

Social Media
The groups were asked about the social media they use. Instagram is the most popular platform (19/46 participants), followed by Facebook (12/46) and Snapchat (11/46). Twitter was mentioned less frequently (5/46). Several participants mentioned YouTube, and a few also mentioned TikTok, Reddit, and Pinterest.

Music
The groups were asked to name some of their favorite music artists. Some artists popular in the focus groups include Drake; J. Cole; Beyoncé; Tyler, the Creator; Cardi B; The Lumineers; Panic! at the Disco; and Bruno Mars.

When asked how they listen to music, the vast majority said they stream it. The streaming services most commonly mentioned were Apple Music, Spotify, and Pandora. A few mentioned YouTube and SoundCloud. The participants were somewhat evenly split between those who pay for ad-free service and those who receive advertisements. Many said that they pay for ad-free streaming on their favorite service but receive ads on other services that they use. In addition, some mentioned that their Hulu subscription gives them student discounts for Spotify for $5 per month.

Participants commented that they use radio as a last resort, such as when they are in the car or their phone stops working. Radio was not a very popular medium for listening to music in any of the groups.

Television
Participants enumerated many television programs that they watch. Mentioned more than once were Game of Thrones, Riverdale, Gray's Anatomy, Good Girls, and Black Mirror.

The young women most frequently view programs with a streaming service. The most popular streaming service is Netflix, followed by Hulu. Some participants mentioned downloading the apps for the network of the program they want to watch, using Amazon Prime, using an Amazon Firestick, or "jailbreaking" to use services for free.

Many of the participants mentioned that they share an account with someone else (such as a parent or friend) and don't pay anything for it; some pointed out that Netflix is ad-free to begin with. When asked how many pay for an ad-free experience, the sample was split: Some pay for it while others did not. There was no consistency.

Video Games
Video games are not popular with the women in the sample, except for a few who play with their boyfriends. A few participants in some groups mentioned playing games, but often just as a social outlet. Some games that they mentioned were "anything Nintendo" (Legend of Zelda, Mario, Pokemon, Super Mario Smash Bros), Dragon Ball 2, Halo, Call of Duty, Overwatch, Grand Theft Auto, and Fortnight.

What It Is Like Being a Young Woman in Today's World
To introduce the topic of being a young woman in today's world, a variety of Visual Explorer™ cards were spread out on the table. The cards contain photographs of different people, places, situations, and creatures. Each participant was asked to select the one card that best represented to her what it is like to be a young woman in the world today.

This icebreaker discussion was intended to promote a culture of community, sharing, and openness in the groups. While there were over 50 cards on the table, there was some consistency in the selections made across groups. In half of the groups, someone selected the puzzle piece card. The cards depicting a tiger swimming, traffic, a girl bungee jumping, masks with faces, floating balloons, a girl with a suitcase walking on a railroad, and hands molding pottery were all selected by more than one person.

The following themes emerged from this exercise.

- Figuring out life and what their future journey will look like
- Perseverance in their goals, even when they get knocked down
- Expectations from others and from the media
- Women are stronger when they support each other
- The feeling of being young and free
- There are so many opportunities
- Women can do anything
- The different roles and expectations placed on women
- The importance of being a good mom and protecting their children

I feel like I'm kind of in the stage of my life where I'm breaking free of my shell and trying to figure out my life. But also surrounded by darkness, which there's kind of just confusion of figuring out where we're trying to go and what we're trying to do with ourselves.

–Austin participant

A lot of things are changing now, especially with social media, and there's this revolution where women of all different ages and backgrounds are starting to feel more at home with who they are, and so I saw this as all these different women supporting each other.

–Dallas participant

I think she's bungee jumping at the beach. I chose this because I just feel like women in 2019 can do anything.

–Houston participant

And I think this represents how we have this social media, makeup culture. We have this very specific way that we are supposed to look. Plastic surgery is like, through the roof these days. We all have this thing that we're striving towards, and I think it's getting worse as these really young influencers continue to be so popular.

–Tyler participant

This stick – painting – he's leaving a mark in the world. That's what I feel that women should be doing: leaving their mark, their footprint, in the world. Although there are many people that want to shut women – anyway, we need to trek along.

–McAllen participant

This is something personal for me because I had gotten shot trying to leave a situation. So, it's like we try to do what's best for us and our kids, despite the cause and despite what might happen.

–Tyler participant

Challenges Facing Young Women

Greatest Challenges

When asked to name some of the biggest challenges women face in today's world, many issues came up across groups. It is interesting to note that without prompting, sexual violence, safety, and harassment came up in half of these groups as pervasive challenges that women face. Below is a listing of the challenges mentioned in multiple focus groups, followed by one or more quotes from participants.

- Appearances/body issues (4/6 groups)

  Do we have appearances up there [on the white board]*? Like living up to society's – what they think we should look like.*

  –Austin participant

- Social media (4/6 groups)

  I feel like social media is a challenge. When you see, on social media, all this body positivity, but also, girls look the same. Everyone's getting plastic surgeries. People are photoshopping everything, and it's like, "What is even real?"

  –Houston participant

- Financial issues/equal pay with men/ pressure to earn money (4/6 groups)

  Gender inequality regarding pay. No equalness in pay.

  –McAllen participant

- Being accepted, both inside and outside of traditional roles (4/6 groups)

  Being accepted outside traditional roles … or getting accepted inside traditional roles. If you do want to do those things, sometimes that's looked down upon.

  –Dallas participant

- Workplace injustice/not having the same opportunities as men (3/6 groups)

  The inequality in terms of women in different positions in the workforce. Going off of that, we're not seen as capable. If you want to take time off to be a parent, it sets you back, either pay- or promotion-wise.

  –Dallas participant

- Violence/abuse (sexual and nonsexual) against women (3/6 groups)

  Sex. Sometimes like, being pressured to do it from, like, boyfriends or friends and stuff.

  –Tyler participant

- Feeling safe/harassment (3/6 groups)

  A lot of women may not feel safe in certain situations walking down the street. Because they'll be treated as objects, so they feel like men are going to do or say something that makes them feel unsafe.

  –Dallas participant

  We're weaker and, sadly, we can't go out at night. Because there's danger of something happening to us.

  –McAllen participant

  Sexual harassment. I'm a waitress, and I definitely get people that come in that are weirdos. It's not physical, I've never experienced that, but just people who come in and say weird stuff to me.

  –Amarillo participant

- Freedom of self-expression (2/6 groups)

  I think it's different for women and men, like, being nice can come off as flirty. Or the opposite, being, like, dominant at your job can come off as you being a bitch.

  –Austin participant

- Mental health/self-care (2/6 groups)

  Self-care. Yes, getting yourself together to be better for you and no one else.

  –Houston participant

Other challenges related to violence against women that were expressed by at least one person were:

- Sex trafficking
- Pedophiles
- "Macho men"
- Men controlling women

The Challenge of Sexual Violence

When asked to reflect on whether sexual violence is a big challenge facing women today, participants in all groups agreed that it is. The comments presented below indicate that sexual violence is a concern for young women and pervades all aspects of their lives.

I mean, I travel alone a lot all over the world. I have to constantly be aware of, like – I fly to London for the first time this week, and I'm staying in a hostel by myself. I have to be aware. I could die, I could be sex trafficked. That's how it is.

–Austin participant

I think it kind of goes into every ounce of our day, whether we think about it or not. Just about how we present ourselves to the world. We're judged, or we're taught in elementary school that you can't wear a tank top because it distracts boys. Instead of teaching boys that a tank top shouldn't distract people, we are grooming young women that they should hide themselves or they need to dress a certain way. Or when you're younger and a boy picks on you, like punches you or pinches you on the school ground, it's, "Oh, he likes you." I think it's that kind of culture and those voices, even at a young age, they kind of stick with you. And everything that we do from growing up, especially young women now where we are at a prime predator age, it really kind of affects how we live our lives and how we view everything that we do.

–Tyler participant

I think that's a large challenge because still, today, people still have that mentality of, "Oh, you shouldn't have been dressing that way. That's why these things happened to you." When in reality, the person who did those things really needs to exercise self-control.

–Dallas participant

There's a lot of sex trafficking too here. The news – I think seven ladies in the Valley were taken away. I'm afraid to go to Walmart or H-E-B alone with my daughter. Because now they're following you. It's happened to me – in the parking lot, to steal your girl, your baby. Or steal you – rob from you.

–McAllen participant

Especially in college, it's like – for sure. It happens entirely too much; it doesn't get talked about. I don't think that all rape is violent. I think, sometimes, it's somebody you know and you didn't want to do what you just did, but it happened and then, you don't say anything because you're like, "I kind of let him," but you didn't.

–Houston participant

I feel like it's a challenge because, obviously, we're in college, and we go to parties and stuff like that. Nowadays, guys are drugging girls, and girls are drugging guys, to get them under a coma or something. It's just the fear, to whenever you go out, you have to be aware of your surrounds, and be aware of what's going in and out of your drink, and who's around you at all times.

–Amarillo participant

Sexual Violence and Its Prevention

Defining Sexual Violence

When the young women were asked to define sexual violence, their answers ran the spectrum from feeling sexually uncomfortable all the way to rape. The answer produced in the largest number of groups was "rape," including forcible rape (5/6 groups). Inappropriate touching and feeling sexually pressured by anyone, including a partner, were each mentioned in two groups.

Answers mentioned in just one group include nonconsensual acts; feeling sexually uncomfortable; being taken advantage of mentally, physically, or emotionally; receiving sexually explicit photos online; and older men involved with younger women.

Statistics

All participants were given the statistic that 8 out of 10 sexually violent acts are committed by someone known to the victim (39% by an acquaintance and 33% by a current or former spouse, boyfriend, or girlfriend). They were also informed that more than 90% of sexual assault victims on college campuses do not report the assault. The participants' reactions to this information included the following.

- The vast majority said that, while they had not known the exact statistics, overall they were not surprised by them.
- Those in college speculated that underreporting on college campuses could be a result of the reluctance of colleges to start a scandal; slow response times to the incident; the lines of culpability being blurred by alcohol, leading to reluctance to report because the victim feels some blame; and victims' having witnessed overly lenient punishments for perpetrators.
- Participants in the Tyler group discussed a point of view they perceive as common in East Texas: Sex in that region is considered "bad," so sexually violent acts go unreported because of shame.

  I think also just living in East Texas, we have this Christian culture that sex is bad regardless if you're married or not. It's like a taboo thing. Especially if it's someone like your spouse, then you don't think in your head it was rape or abuse, just because the way people talk about it, especially in this area. I think it definitely makes more sense in my head why people keep quiet about it, because of the way people talk about it regardless.

  –Tyler participant

Empowering Young Women and Girls

Empowering young women and girls is a sexual prevention idea and strategy that is currently receiving some attention. With this in mind, we wanted to explore whether "empowerment" is the best word to use. We also wanted to understand what these women think about when they hear that word.

In each focus group, the moderator asked, "What does the term 'empowering young women and girls' mean to you?" Examples of participants' responses are listed below, some followed by quotes illustrating the participants' thoughts on the subject.

- Room to have a voice
- Being treated equally
- No limit on what women can do
- Encouraging and supporting each other
- Strength, confidence, and the ability to stand up and speak up for yourself
- Being assertive

  I think a really good example is, little girls are called bossy, but you'll never hear a little boy called that, and it teaches girls not to be as assertive. I think, instead of calling girls bossy, I think they have leadership skills and I wouldn't discourage them.

  –Dallas participant

- Not saying sorry all the time

  I'm also a big fan of the not saying sorry – women have been conditioned to say sorry to everything. And I'm a big fan of saying, "Thank you for understanding" or "Thank you for understanding my feelings." Instead of saying, "Oh, sorry I felt that way."

  –Austin participant

- Encouraging girls to be themselves and to do what they want without shame

Participants in all six groups agreed that "empowerment" is the right word to use. The participants in one group also contributed the term "encouraging."

Girl Empowerment Programs

The moderator then asked participants to name programs for empowering girls that they were aware of. In the majority of the programs that they mentioned, girls and women meet as a group separately from males. They have the component of "sisterhood," of sharing feelings, or of helping in getting further in life. Participants also mentioned media campaigns that shed light on women's issues.

The following programs and resources were mentioned by participants; only the Girl Scouts was mentioned in multiple groups.

- Girl Scouts
- Tina's Angels, a program initiated by Tina Knowles (Beyonce's mother), which teaches business skills to girls
- Women in IT (at Austin Community College)
- Women in Leadership (a group to help women advance at a participant's workplace)
- C.R. Smith American Airlines group, which teaches about careers in engineering, technology, and aviation
- Amber Rose SlutWalk, which promotes awareness of "slut shaming" and shines a light on sex positivity
- Black Girls Rock!TM
- Ladies of Decision (Houston), a hiring group for high-school-age women
- Walk a Mile in Her Shoes,® which raises awareness of sexual violence by having men walk in high heels
- Hope Haven (Tyler), a safe space for abused girls to get support
- Social and regular media, such as the Nike commercial showing women helping other women in sports, and the Always tampon commercial Run Like a Girl
- Yes Queens, a closed Facebook group for empowering women
- Doves (Dallas), which helps those going through a traumatic situation

Empowerment and Sexual Violence
Next, the moderator asked five of the six groups, "What does empowering young girls and women have to do with sexual violence?"

- Participants in four of the five groups to which this question was posed said they believe that empowering girls at a young age will give them the power to say no to things that they feel uncomfortable with. In addition, sharing stories makes girls feel like they're not alone when going through tough challenges.

  Yes, because it's like, if a man wants to attack you or something, you need to be stronger to say no, and so they can listen to you.

  –McAllen participant

  I think you're more likely to stay quiet about something that's happened to you, if you don't feel like you have a net of support that you can fall back on.

  –Austin participant

- It is interesting to note that in two of the groups (Dallas and Amarillo), an unprompted discussion arose focused not only on empowering women, but also on paying more attention to men, given that the majority of perpetrators of sexually violent acts are males.

  I don't think the responsibility should be on women to prevent mostly men from doing something.

  –Dallas participant

  I think if men are creating sexual violence, then they should be the ones that have to change themselves.

  –Dallas participant

  … I also think it should be more heavily emphasized on men. Especially young boys as well. They need to be getting the same lessons that we're being taught.

  –Dallas participant

  Say we were younger, we're told, "Don't dress this way. Don't do this. Don't do that." For example, when you were in elementary school and a boy used to hit you and then you tell your parents, like, "Oh yeah, it's because he liked you." Instead of them saying, "No. Don't put your hands on other people." Boys aren't really taught to keep your hands to yourself or you can't do this or what the word "no" means.

  –Dallas participant

  I feel like we're focusing too much on the women's side of it, rather than, like, focusing on fixing the problem of them. I think most people feel like, I feel like most people that it happens to, they feel like it's their fault – the women's fault, when it's not.

  –Amarillo participant

  I think we are preparing girls for the aftereffects of sexual violence or sexual assault, like, "Oh, you can come out and we're here for you," as opposed to preparing men to be respectful to women's needs.

  –Amarillo participant

The Me Too Movement

A discussion about the Me Too movement was used as a way to deepen the conversation about sexual violence and its prevalence in society. While the majority of women in all of the groups knew what the Me Too movement was, there were a few spread out across the groups who had not heard of it.

Feelings about the movement were mixed. Participants expressed positive sentiments about the number of women who came forward with their experiences and emboldened others to do the same, knowing they were not alone. Participants also see the movement

as having provided education and understanding as to what constitutes sexual violence.

On the other hand, they noted that the movement was short-lived, fleeting, and perceived by some as a witch hunt. Some commented that because a few women made false accusations, the movement re-instilled the image of women as dramatic and out for money. Also, some believe that sharing such personal information and experiences on social media was not the best outlet for coming forward.

Previous Messages About Sexual Violence

In order to learn how young women are educated about sexual violence, we asked the focus group participants to discuss where they have heard messages about it. They told us that messages about sexual violence appear in a variety of locations and are conveyed by a variety of people.

- **In the family:** Participants said that many of the talks regarding sexual violence that take place in the family setting focus on safety and awareness of one's surroundings when going out. Some recalled being scared to go out because of what family members had told them. Participants talked about the need to raise awareness and teach young people to be cautious without instilling fear.
- **At school:** Participants felt that this topic should be broached as early as elementary school so that it is not new information by the time children are older.
    - Only a few participants had received a talk on sex education in middle school and/or high school.
    - A few mentioned that they had received alcohol awareness training in high school, with an emphasis on the danger of drinks being tampered with.
    - The majority of school-based sexual violence awareness campaigns that the participants mentioned took place on college campuses. These included mandatory online sexual assault and consent courses; sexual assault awareness trainings; and posters with phone numbers for sexual assault hotlines in bathrooms, health centers, and around campus.

I think that's a good time – elementary school, middle school – to start talking about consent in both genders. Children are, really, where you should start with any kind of knowledge and changing a generation's way of thinking – of behaving.

–Houston participant

- **On television:** Participants pointed out that at the end of an episode depicting sexual violence, a hotline number and PSA sometimes come on. Specific television shows that the participants mentioned include:
    - 13 Reasons Why
    - The Handmaid's Tale
    - Sixteen and Pregnant (MTV)
    - Rosa de Guadalupe
- **From friends:** A few participants mentioned talking about this topic with friends.

Healthy Relationships
The participants were quite divided between those who had received messages about healthy relationships and those who had not. Many had never received any explicit teaching in relationships; they gleaned what they could from television and social media. Others reported that certain members of their families had talked to them about healthy or unhealthy characteristics in a partner.

When specifically asked if any males in their lives had talked to them about healthy relationships, the most common answer (given by at least one participant in each group) was that their fathers had played this role. They observed that these discussions didn't take place until they were older and already dating. Talks with their fathers on sexual violence often had the following elements.

- Cautionary tales that "guys only want one thing"
- The tone of voice that is appropriate for a boy to use when talking to a girl
- The way the boy treats his mom is an important clue to how you will be treated
- If the boy invalidates something you say, it's a red flag
- Someone should respect and value you

Mothers also conveyed cautionary messages similar to those imparted by fathers.

- The need to find someone who will get along with your family
- If a boy yells at you over insignificant stuff, that is not a good sign
- When witnessing bad behavior, mom and daughter should share information

One participant shared that her brother stressed the importance of communication and told her a boy should open doors for her. Another participant related that her uncle took her on a "date" to show her how a man should treat her.

Creative Testing
The participants were shown different websites, PSAs, and approaches to sexual violence prevention that have already been created. These were selected both for their content and for specific features on which the women could reflect. These materials were meant to serve as a springboard for a discussion in which participants could settle on effective ways to reach them and the types of content that resonates best with them.

Love Is Respect Website
This website presents information about healthy relationships and recognizing the signs of unhealthy or abusive relationships. It includes articles, quizzes, and hotline numbers. Its Get Help tab has sections labeled "For Yourself," "For Someone Else," and "Legal Help."

Participants in more than one group liked the following aspects of this website.

- It is simple and easy to navigate (6/6 groups)
- The quizzes are interactive (6/6 groups)
- Users are able to text, chat, or call (4/5 groups)
- It is organized from multiple perspectives (3/5 groups)
- The content is thorough and covers many topics (4/6 groups)
- It gives an explanation of Title IX (3/6 groups)
- The pop-up allows users to quickly navigate off the site if they need to (2/5 groups)
- It offers educational resources (2/5 groups)

Things about the website that participants didn't like or thought could be improved include the following.

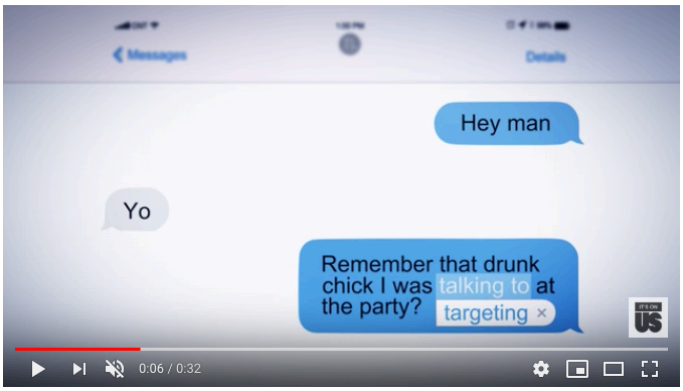
- If the site is already in existence, it needs better publicity (4/6 groups). The groups brainstormed the following ways to improve publicity
    - Create Instagram or Facebook ads that direct people to the site
    - Give readers the ability to share content easily on their own social media pages
    - Link quizzes taken on social media feeds back to the site
    - Create a Love Is Respect Twitter account and tweet content
    - Include celebrity endorsements and tweets
    - Partner with colleges or hospitals
    - Advertise at local events
- The look of the website is dark, not eye-catching, and has no "wow factor." Basically, some participants found it boring (3/6 groups)

- There is no explanation of who will correspond back in the text messages, chats, or calls; how immediate the response will be; and whether the correspondence is confidential (3/6 groups)
- The menu is overwhelming and contains too much information (3/6 groups)
    - Provide better drop-down options
    - Create an expandable menu rather than have the whole menu visible from the beginning
    - Create this site as an app or make it more phone-friendly
- The "About loveisrespect" section should be more prominent in order establish legitimacy (2/6 groups)

At this point, the participants were asked how effective they thought the site is in addressing sexual violence prevention?" In four of the six focus groups, the consensus was that this site is not designed to *prevent* sexual violence but to address concerns *after* someone has experienced a bad relationship or possible violence. articipants believed that children need to be taught prevention strategies at a younger age than this site is geared for.

> *You know how it says, "Can I stop being abusive?" You know, I go in there and I read it, and I'm like, "Oh, I do that." Stuff that I don't even notice, that's signs of abuse.*
>
> –Austin participant

It's On Us Autocorrect PSA
This PSA uses text messages to show the subtext of a conversation. Its goal is to get viewers to understand that it's important to intervene in conversations such as the one shown in order to end sexual violence.



Overall Thoughts
Participants' thoughts on this video were mixed. In the majority of the groups, some participants believed that this video is realistic and that they could imagine a similar interaction playing out in real life. Others believed that it is not attention-grabbing and goes too fast. The participants understood that the main message is that it is important to recognize and point out inappropriate actions.

Where else are messages like this being seen?
In an effort to understand where else young women are seeing sexual violence prevention messages, we asked participants to reflect on where else they see messages like this one. Responses included:

- Dating apps
- Screen shots of "ugly conversations" on social media
- Around campus in the form of posters or apps to alert victims that there are resources for them

As for the PSA's perceived effectiveness in preventing sexual violence, again the verdict was split. While some found it direct and to the point, others thought it would not resonate with men. Some also thought that it needs either more visual representation to illustrate the point better, or a voiceover to go along with the visuals.

> *I liked that. I liked that it was short and to the point and spoke its message loudly and clearly.*
>
> –Austin participant

I think they would just dismiss it. I don't think it would really stick with anyone. Or they're like, "Oh, I'm not that kind of person that would do that."

–Tyler participant

NoMore.org Website

This is a campaign and action site to end sexual violence. It presents articles, statistics, blogs, and ways to get involved locally.

Across groups, opinions about this site differed more than those about the Love is Respect site. Participants in some groups reported liking this site even more than Love Is Respect, while others had a strong reaction in the opposite direction. The McAllen and Amarillo groups were not asked to reflect on the site overall, but only on the Bystander Tips & Scenarios. It is important to note that, in order to get to the Bystander content, participants had to be explicitly guided there. On the phone version in particular, it was very difficult for them to navigate without instruction.

Positive participant feedback on this website includes the following points.

- It is aesthetically pleasing, eye-catching, and participants liked the colors (4/4 groups)
- It enables users to find a local campaign (3/4 groups)
- The use of hashtags (#notawifebeater) is an effective way to reach young women
- It includes statistics (2/4 groups)
- It points out that men can be victims of sexual violence too (2/4 groups)

It's got more relevant — it's more eye-catching but also, to me, it's a little bit more relevant [in comparison with the Love Is Respect website]. *Like this one thing that says, "A tank top is hashtag notawifebeater." I think a lot of things like that, that I still hear people say all the time — that makes you think. And I like how you can find your own local thing to get involved in. It's much — I think this could be more preventative.*

–Dallas participant

Things participants didn't like or felt could be improved about the site included the following.

- It should include more resources for help (3/4 groups)
- It should be clearer on how to get involved and what will happen once you do (e.g., will you get a newsletter or get a chance to do something?) (2/4 groups)
- The corporate partnership with Uber seems odd when women don't feel safe in Ubers (2/4 groups)

I don't feel like this website does offer as much readable information as the last one does. This is more like a social media website platform. The other one allows you to figure out what is happening to you.

–Houston participant

Next, in four of the six groups, the monitor asked the participants whom they believed the site is geared to. In response, participants in all four groups said it is intended for those who want to get involved in a cause.

I felt like if I was a victim, I wouldn't really go to this website. But it does have — if you want to know more information, I think it's really good for getting you interested in the topic and then letting you know what your part can be in fighting the problem.

–Dallas participant

In two of the groups, some thought the target audience is businesses or corporations that want to contribute, sponsor, or partner.

Bystander Approach

We wanted to assess what participants understood about the "bystander" concept as a sexual violence prevention approach. The moderator started by asking them if they knew what the term "bystander" means, and whether it is the best term to use in the context of sexual violence prevention.

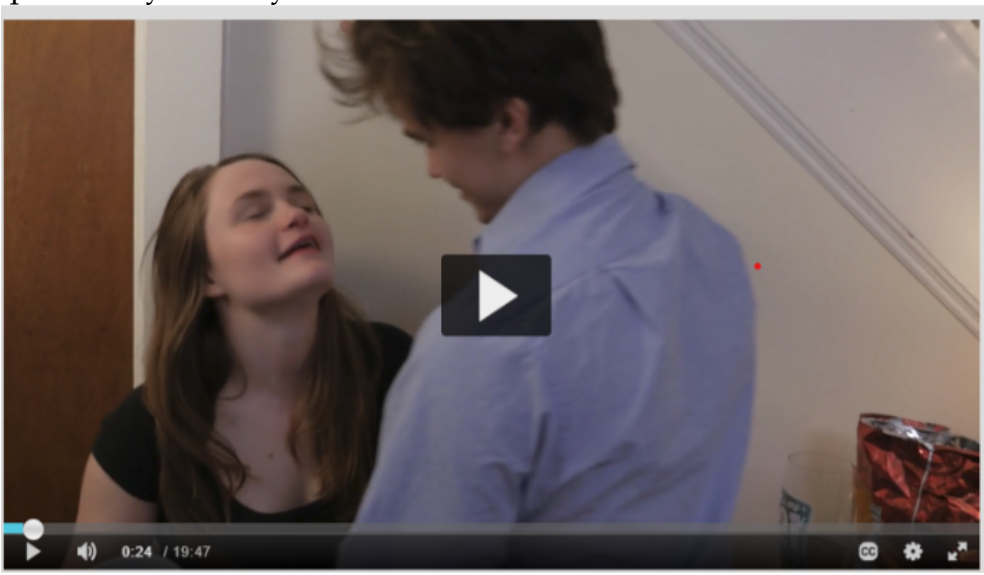
Participants defined the term "bystander" as someone who sees something but doesn't say anything, or someone who watches from the sidelines. Some participants observed that the term implies a diffusion of responsibility.

After hearing the participants' understandings of the term, the moderator explained that, in the parlance of sexual violence prevention, a "bystander" is a third party who takes action. After receiving this explanation, most of the participants felt the term "bystander" was appropriate. However, some suggested using terms such as "active bystander," "witness," "observer," "helper," "spectator," or "See Something, Say Something."

In each focus group, the moderator asked participants to give feedback on the Bystander Tips & Scenarios section of the NoMore.org website. Their opinions are summarized below.

- This section contains helpful information
- The section is too deeply buried and should be easier to find
- The real-life situations are a positive feature
- It would be good for children to have this information as early as elementary school
- Colleges should teach this information in mandatory seminars
- There should be a section on how to stay safe while intervening
- The material should be read before a situation arises
- Some participants stated that they wouldn't go looking for this information but liked knowing what to do
- The tips increase awareness of the different types of sexual abuse and encourages others to step in when necessary
- It is good that the tips are short

Cornell Intervene Video
This video shows a bystander approach scenario in which a group of people help a girl out of a potentially sexually violent situation.



Overall Thoughts
In four of the five groups that viewed this video, participants found it unrealistic. While they recognized the effectiveness of distraction and teamwork, they wanted the character "Cory" to be given a lesson, so he doesn't victimize someone else later on (3/5 groups). They also thought the acting was bad and the video was "cheesy" (2/5 groups).

> *I think that normally you don't have ten people who are willing and know people to intervene.*
>
> –Dallas participant

Main Message
The participants understood the main message to be that one should be aware of one's surroundings and help or intervene if one witnesses potential sexual violence. They also grasped the message that, in a group setting, it is easy to get someone out of a bad situation by distraction. Some mentioned seeing similar messages in college orientations or on television. The participants believed that the video is for high-school or college-age males and females who drink at parties like the one it portrays.

The video's perceived effectiveness in preventing sexual violence received mixed reviews. The majority rated it better than some messages they have seen, but not as effective as others. They did feel it demonstrates how to successfully extricate someone from a situation with little confrontation. In addition, they said it shows the importance of watching out for friends at parties and the pitfalls of alcohol consumption.

Gillette Commercial
One participant in the Dallas group spontaneously brought up the Gillette commercial "We Believe: The Best Men Can Be" as an example of something she had seen that shows our culture's mixed messages for men. It was then decided that the three focus groups that had not yet met should view it going forward. A total of three groups viewed this commercial.

Overall Thoughts
Of all the materials viewed by the focus groups, this video earned the highest number of positive responses, although few selected it as their favorite. All participants who were asked reported liking it. While many noted that the commercial had received negative backlash, they did not see that as a problem but rather as an opportunity to talk about the issues the commercial raises. They liked the fact that the ad covers many topics, ranging from roughhousing to bullying to catcalling. Many reported that they really enjoyed the positive examples the men in the ad were providing. The clear consensus was that this ad is intended for boys, men, and parents. The strongest reaction was to the ad's treatment of the much-repeated cliché "boys will be boys."

> [The] *whole, "boys will be boys. Let boys fight. Let boys play rough. Let boys smack women on the butt." Then it just spirals out of control. This is an excuse. It shows excuses that are made for men.*
>
> –Houston participant

> *And also a message that I got out of that is, "boys will be boys," but there is a time for those boys to grow up and be men, and for the older men to show them what it's like to actually grow up and be a good example or be a good steward or be a good man in this world.*
>
> –Amarillo participant

2 Minutes Will Change the Way You Think About Consent
To spark conversation about consent and what it means, participants in four of the six groups viewed a video (referred to as "2 Minutes" for brevity) showing a woman asking for consent to use a cell phone. Because this video has no Spanish translation available, the McAllen group, which was conducted in Spanish, saw another video with a similar message in Spanish translation. That group's responses are treated separately below. The Amarillo group ran out of time and so did not watch this video.

Overall Thoughts

The majority of participants in three of the four groups that watched the 2 Minutes video had overall positive feelings about it. They understood that the main message was to define consent and identify some of the ways it is misconstrued. They liked the humor and said the video was relatable. They also liked the way it explained how to tell when consent has actually been given, and that consent is not explicitly about sex. While some participants found the video corny, they also said it was cute and got the point across. Some participants mentioned spontaneously that it reminded them of a video about consent for tea that they had viewed in college orientations. (This is the consent video that the group in McAllen viewed in Spanish translation).

The Dallas group accounted for most of the negative comments about this video. They thought it was too long and not relatable, and predicted that the poor production quality would be subject to ridicule. They also felt this comedic video was making fun of consent, and they did not like that.

The groups believed this video could be shown to anyone of late-elementary-school age and older. They advised that if it were to be shown to middle school or high school students, the production quality would need to be improved so as not to not elicit laughter.

Tea Consent Video
In lieu of the English language 2 Minutes video, the McAllen group, which was held in Spanish, saw an animated video about getting consent for drinking tea in Spanish translation. This video, like the 2 Minutes video, was shown to spark conversation about consent and what it means.

Overall Thoughts
McAllen participants thought this video needed to be more direct. They thought it was too long, too repetitive, too childish, and that the narrator talked too fast. They felt it was meant for people who don't understand the basic concept of consent.

Strategies and Messaging that Work

Appeal of the Approaches Discussed
The participants expressed a liking for both websites, Love Is Respect and NO MORE, as well as for the 2 Minutes video. Those who watched the Gillette commercial had strongly positive reactions to it, especially its treatment of the concept of "boys will be boys." Many participants did not much like the It's On Us Autocorrect PSA or the Cornell Intervene video.

Idea Generation for Messaging
The participants were asked to brainstorm elements to include if the State of Texas were to produce its own strategies or messages to help prevent sexual violence. The following is a complete list of their ideas.

- Include messages for men and boys that acknowledge both that most perpetrators are men and that sexual violence can happen to men too (4/6 groups). The tone must not condemn men. Include:
    - The message that men can be victims
    - Messages admonishing against inappropriate touching/harassment
    - Guidelines on how to be a good person
    - Articles about respecting women
- Make available chats/hotlines to enable users to reach out to a real person; clarify who the user will be chatting with and what will happen with the information that is shared (4/6 groups)
- Provide bystander information (3/6 groups)
- Use graphics and statistics (3/6 groups)
- Provide local information or information about chapters with links to support groups (3/6 groups)
- Include testimonials/personal stories, either in writing or in person (3/6 groups)
- Early education is important (2/6 groups)
- Create gender-neutral messages (2/6 groups)

- Include information about laws such as Title IX and about how to report the dissemination of unwanted sexual photos (2/6 groups)
- Provide information about consent (2/6 groups)

How Best to Reach Young Women

The moderator asked participants how best to reach them and make them aware of resources. The most common answer was through social media. Other responses given by participants in more than one focus group were by partnering with schools, partnering with other organizations, and taking out ads on major TV broadcasts such as the Super Bowl.

- Social media (6/6 groups). Participants in all groups believed that if the State of Texas wants to reach them, it will need to use social media as its main strategy. Some of the ideas that they brainstormed to get the word out were:
    - Ads across all social media platforms
    - Sharable articles
    - Create a State of Texas profile and push out information from it (Instagram stories, tweet)
    - Sharable videos
    - Posts from celebrities/influencers
    - Personalize headlines such as "You Deserve Respect" or "You Deserve to Feel Safe"
- Partnerships with schools to pass on information (4/6 groups)
- Partnerships with other organizations that have already created materials (3/6 groups)
- Commercials during the Super Bowl or other major broadcasts (2/6 groups)

What It Would Take to Prevent Sexual Violence

All groups except the one in McAllen were asked to reflect on all that they had talked about and come up with what it would take to prevent sexual violence before it happens. Early education, child-rearing with an emphasis on love and understanding, an understanding of consent, and training people to speak up all figured among the responses.

- Education at an early age (4/5 groups)
    - Treating people with respect
    - Knowing boundaries
    - Not encouraging friends' bad behavior
- Parents raising the new generation with love and understanding (3/5 groups)

I saw this post one time about how there is a group of baboons that had a bunch of violent males, and there was some kind of virus or something that wiped out all of the males. And so it was just the females and the little kids, and they were raised to be not violent and it worked out better for them. So … raising the new generation with love and understanding and not violence and abuse.

–Tyler participant

- Understanding consent (2/5 groups)
- Starting early in teaching people to speak up (2/5 groups)

Most Striking, Surprising, or Important Thing Discussed

All participants were asked to reflect on what they thought was the most important or surprising thing that was discussed in the focus group. Their responses appear below. Some individuals chose two different things, so the answers do not add to the total number of participants.

- Websites/resources that address this topic are out there (12/46)
- Statistics about the prevalence of sexual violence (8/46)
- Holding people accountable and not being a passive bystander (using resources if necessary) (6/46)
- Discussion with same-age women about prevention (5/46)
- The Gillette commercial; rethinking the "boys-will-be-boys" mentality (4/46)
- Talking about this topic, with family or others, is important (4/46)
- The Cornell Intervene video (2/46)
- The prevalence of sex trafficking in Amarillo (2/46)
- Consent (2/46)

Conclusion

In conclusion, in half of the groups women identified sexual violence as a main concern without prompting, and all agreed it is an important challenge once they were specifically asked about it. They believe that early education is key to sexual violence prevention. They also said that it is just as important to educate boys to be respectful and know boundaries as it is to empower girls to say no. The young women also believe that what women wear should not determine what happens to them, and that men should exercise self-control.

If the State of Texas were to create messages and strategies around sexual violence prevention, the key component to reach this population is to use social media. Social media pervades all aspects of young women's lives, and it should be used both to advertise and to create content.

Young Men Detailed Findings

SUMA conducted six focus groups in each of the demographics being studied: young women, young men, parents, and community partners who work with youth. This report pertains specifically to the findings on young men.

The focus groups were held in communities across Texas: Austin, Tyler, Dallas, McAllen, Houston, and Amarillo. All focus groups were conducted in English except for the one in McAllen, which was held in Spanish.

The men's groups consisted of 48 men of various ethnicities and educational levels ranging from some high school to college graduate. All were in the age range of 18–24 years. Questions about sexual orientation were not asked during recruitment for the focus groups.

See detailed demographic information on the young men who participated in the focus groups are presented in the Methodology section.

Media Consumption

Social Media

The groups were asked about the social media that they use. Participants in all of the groups mentioned Facebook, Instagram, Snapchat, and Twitter. A handful of participants mentioned Reddit.

In all groups, the most popular social media channels are, in descending order:

1. Snap Chat and Instagram (42/48 participants each)
2. Facebook (37/48)
3. Twitter (26/48)

Music

The groups were asked to name some of their favorite music artists. While hip-hop is the most popular genre in this demographic, rock and death metal were also mentioned. There is little commonality on the particular artists that participants listen to.

When asked how they listen to music, the vast majority said they stream it. The streaming services most commonly mentioned were Spotify and Apple Music, and to a lesser extent, SoundCloud, YouTube, and Pandora.

Just over half of the young men said they pay for a streaming service themselves. Many others use a password belonging to a friend or family member. Some participants mentioned that they get student discounts for Spotify for $5 per month.

Participants commented that they use radio as a last resort, such as when they are in the car or their phone stops working. The exception was the focus group in McAllen, where participants are more evenly split between streaming and traditional radio.

The most popular music channels, in descending order, are:

1. Spotify (33/48)
2. Apple Music (16/48)
3. SoundCloud (10/48)
4. Traditional radio (4/48)[1]
5. YouTube Music (2/48)

Television
Participants enumerated many television programs that they watch. A few programs that were mentioned more than once are:

- Game of Thrones
- Family Guy
- The Office

In the young men's focus groups, the most popular way to view programs is with a streaming service. The most popular streaming service is Netflix, followed by Hulu. HBO's streaming services (HBO Go and HBO Now) and Amazon Prime were mentioned as used less frequently. Nearly all participants said they use YouTube, but no one mentioned it as a service he pays for.

[1] While many participants said they use traditional radio as a backup option, the four represented here, all in McAllen, are regular users.

The most popular TV/movie channels are, in descending order:

1. Netflix (37/48)
2. Hulu (22/48)
3. Cable (12/48)
4. HBO (11/48)

Video Games
Video games are very popular with the men in the sample, with 36 of the 48 participants reporting some video game use. The games they mentioned include:

- Call of Duty
- Madden 2019
- Battlefield
- NBA 2K19
- Fortnight
- Super Mario Smash Bros.
- Red Dead Redemption

Challenges Facing Young Men
Young men reported a variety of challenges for individuals in their age group (18–24). However, the following three areas of challenges were reported with most frequency (in descending order) among all groups.

1. Expectations of masculinity
2. Uncertainty about future choices/not knowing where they want to go, who they want to be
3. Work/earning money/being a provider

To prompt discussion on the challenges that young men face, moderators used a Visual Explorer™ activity. Each Visual Explorer™ card depicts a photo or image that is open to a wide range of interpretations. The moderators placed some of the cards face up around the room and on the table, then asked participants to choose the one that they believed best represented what it is like to be a young man in today's world and to talk about their choice.

See, this is what I don't like about women. Women always want to say that men ain't shit. They want to blame a whole gender for one person's mistake. Every time I hear that men ain't shit, I think of a peacock. Because first off, they're dominant in their species, with their pretty feathers, and they're mean. They fight to the death for their woman. That's what real men do.

–Austin participant

I feel that in our age group, the hardest thing for people to do is to get out of high school and overcome their fear of going out in the world. Finding out what you all are supposed to do in life, getting jobs, getting your life set up.

–Tyler participant

When it tends to be a man in modern-day society who has grown up, do your job, go to work, have all of your manly responsibilities, and kind of ignore or avoid any type of childlike behavior or childish ambition, such as your dreams or your aspirations.

–Dallas participant

Mine is a hand holding up a bird. Men are seen as the backbone of the family, the supporter, the caretaker.

–Houston participant

Other challenges mentioned by participants included:

- Women's negative attitudes regarding men
- Violence, specifically gun violence, and addiction
- Wanting to be recognized
- Overuse of technology

Perceived Challenges Facing Young Women

All groups were asked to compare and contrast the challenges young men face with those confronting women of the same age (18–24 years). The goal was to see whether or not the young men brought up sexual violence as an issue for young women during the conversation.

Challenges for young women mentioned by participants included (in descending order of frequency):

1. Self-identity/insecurities
2. False or unrealistic expectations conveyed in traditional and/or social media
3. Feeling limited in employment/traditional views of womanhood
4. A double standard for women/difficulty of being seen as "difficult" if they display strength

It's literally popular to be a hoe. It's popular to not be loyal to your man. Literally, it's really — but, like he said, we're turned around and looked at like the monsters when we start doing what they do. You know what I'm saying?

–Austin participant

For women [equality is difficult], *yeah, because a lot of people, like he said, equality should be a thing and a lot of people still feel that a woman should not be able to do what a man can do. Or a man should not be able to do what a woman can do.*

–Tyler participant

I feel like with women, there's kind of a double standard on top of men, because if—you know, if you try to defend yourself or your gender, you're seen as super-hardcore feminist and no one wants to talk to you, and you're difficult and whatnot, and if you try to blend into the background, then you're just part of the problem. There's a very small gray area, and it's generally not observed or recognized by most people.

–Dallas participant

I think growing up, I was raised with a lot of women. So I really was able to see the fear that they had in everyday life. The sexism and stereotyping that they had to face.

–Houston participant

It's like that double-standard thing where they all want to be equal, but they'll slap you in the face and expect you not to hit them back.

–Amarillo participant

Defining Sexual Violence

Participants were asked what comes to mind when they hear the term "sexual violence." The most common answers were:

- Rape
- Physical assault, unwanted touching
- Verbal assault, unwanted words/compliments/cat-calling
- Non-consent
- Any form of violence

Preventing Sexual Violence

Participants were given notebooks and asked to individually write down their immediate thoughts to the question, "What do you do on a daily basis to prevent sexual assault?" Many were thrown off by the question, as it never concerned them. Many wrote "Nothing" or left their notebooks blank.

However, many young men wrote responses such as "Be aware of my surroundings," "Don't go down dark alleys," and general precautions that reflected an awareness of the need to be physically safe.

… Just because even though I am a male and most male people are like, "Aw man, I'm never going to be sexually assaulted." It still can happen. It could still pretty much happen, and a lot of times it happen and some dude don't even know it happened.

–Tyler participant

Reactions to Precautions Women Take to Prevent Sexual Assault

The young men were then given a list (presented below) of 33 precautions that women typically take to prevent sexual assault. Some participants were not surprised by most items on the list, but for many it provoked feelings of sympathy for women.

What women do to protect themselves against sexual assault

- Hold my keys as a potential weapon
- Check the backseat before getting in the car
- Always carry a cell phone
- Don't go jogging at night
- Lock the windows when I sleep even on hot nights
- Be careful not to drink too much
- Never put my drink down and come back to it
- Make sure I see my drink being poured
- Own a big dog
- Carry mace/pepper spray
- Have an unlisted number
- Have a male voice on my answering machine
- Park in well-lit areas
- Never use parking garages
- Don't get on elevators with a lone man/group of men
- Vary my route home from work
- Watch what I wear
- Don't use highway rest areas
- Have a home alarm system
- Don't wear headphones when jogging
- Avoid wooded areas, even in the daytime
- Never rent first-floor apartments
- Only go out in groups
- Own a firearm
- Always meet men for first dates in public places
- Make sure to have cab fare
- Never make eye contact with men on the street
- Make sure my family knows my itinerary
- Have extra locks on my doors and windows
- Make sure my garage door is closed all the way before I drive away
- Make sure my garage door is closed all the way before I get out of my car
- Leave outside lights on all night
- Lock my car doors as soon as I get in the car

"Disappointing, but not surprising," "Unfair," and "Harsh reality" were common responses from the young men. For many, a few items on the list (including "Never rent first-floor apartments" and "Have a male voice on my answering machine") were surprising and sparked discussion.

Participants who mentioned women's worries about physical assault framed their opinions within the context of a relationship with a woman in their own life. Those who spoke of specific experiences of their mothers, sisters, and girlfriends appeared to have a strong awareness of the general threat of physical violence facing women.

Participant A: *They have to go through way more shit, you know what I mean?*
Participant B: *They go through shit, man.*
Participant A: *Yeah, females go through a lot more than men. In that form and fashion of sexual harassment, definitely.*

–Austin participants

Harsh reality is now days women aren't exactly safe. They're a target in this world. That's why they have to go through some of these precautions that they do. That's just how it's been, like we talked about sex trafficking earlier. Women, they're undervalued in society and people feel like they're easy to take advantage of.

–Tyler participant

We don't have the same dangers or risks that ladies do. Men are stronger than women. They have little disadvantage to be assaulted, because of just sheer strength. … It's a totally different ballgame, men and women here. We don't have those same precautions.

–McAllen participant

Thoughts on #MeToo

In an effort to spark conversation about issues related to sexual violence, participants were asked if they had heard of #MeToo or similar movements that give voice to victims of sexual violence. Awareness of the movement was far from universal. Roughly half of the 48 participants in the young men's focus groups had heard of the #MeToo movement specifically. The exact number of participants unfamiliar with #MeToo was not recorded so as not to stigmatize the lack of awareness about this specific movement.

Participants who had heard of #MeToo and/or similar movements had a wide range of opinions about them. Some participants said they think they're a good thing or "eye-opening," whereas others expressed skepticism. Unprompted, many men mentioned the unfair power of a woman to make a false accusation. Some participants mentioned specific instances of young men (friends, aspiring athletes) whose lives they feel have been ruined by false accusations.

Many young men reported having had positive feelings about the #MeToo movement when it began, pointing out that it gives voice to those who have been victimized. However, some of these same participants now feel the movement has lost traction and become tainted by its own success. In the eyes of some participants, as the movement grew, it took on a bandwagon effect, which resulted in minor or nonexistent offenses (e.g., catcalling or unwanted kisses) being equated with rape or sexual assault, when they are in fact very different.

> *It starts to open your eyes on what you've gone through, and what other people have gone through. Just how much it's happening and how you can try to make an effort to try to stop it.*
>
> –Austin participant

> *I'm all for it for the actual victims, but there's also been cases of women throwing out false accusations during it too.*
>
> –Tyler participant

> *One hundred percent agree* [that there are false accusations]. *You've seen there have been multiple examples of people — like athletes specifically, is one that comes to mind — that their career is ruined because of an accusation.*
>
> –Tyler participant

> *Kind of along those lines, I feel like at first it had good intent and it was the right thing to come about, but I kind of feel like it's starting to go the opposite direction in a harmful way, because I've actually had friends of my own who have cried out, said #MeToo and stuff, but in reality, she just got kissed on a date that she didn't want to be kissed by and she's claiming sexual assault, even though it wasn't, you know, touching or anything like that.*
>
> –Dallas participant

Reactions to Sexual Violence Statistics
Participants were presented with the following statistics and asked for their reactions.

- Eight out of 10 alleged sexually violent crimes are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend)
- More than 90% of sexual assault victims on college campuses do not report the assault

Participants' reactions were evenly split between two camps: those who were not surprised by the statistics, and those who were. It is unclear whether any of the participants who were not surprised had known the statistics before participating in the focus group. Nevertheless, at the end of each focus group, when asked what had surprised them most during the session, many participants cited one of these statistics.

The statistics prompted participants to turn to the following points of discussion.

- Stories of friends, family, and acquaintances that had experienced or been involved in sexual assault
- Stories of false accusations of sexual assault

> *Yeah, that's true. I've got homegirls that both have, they thought it was a friend, or an acquaintance. That's why I'm scared to take my kids to daycare.*
>
> –Austin participant

> *I actually have a friend who – she was sexually assaulted three times and she never reported any of them, because she always thought that she had done something wrong. That she didn't speak up and stop it, so that maybe she deserved it, and when she told me that, I was like, "You're shitting me, right?" No one – no one – should ever have to go through that.*
>
> –Dallas participant

> *I've had friends that go through this – is, they'll be in a situation that they're not really supposed to be in anyway, and because of that, it will then lead to rape, but they don't want to report it because then they'll get the classic, "Well, you shouldn't have been there, you shouldn't have been doing that with him," and things like that.*
>
> –Dallas participant

> *It's surprising but at the same time it's not surprising. Because they have all the precautions, but they don't take them. Or they take all the precautions and it still happens. Either way, it's going to happen. I don't know. I feel like no matter what we do, it's probably going to happen one way or another.*
>
> –Amarillo participant

Participants also told stories of false accusations of sexual violence. Many of the young men feel that in the case of a party, if both individuals are drunk, the power is in the hands of the woman and the consequences can be dire for the man.

> *I feel like a female can go and say a man raped her, and it will be believed immediately. A male will go and do the same thing and they'll be like, "Oh, come on."*
>
> –Austin participant

> *Seen a lot of situations where, especially nowadays with all of these substances that's out there, and all of this alcohol, and how easy it is to get where a male can get shitfaced drunk and a female can get shitfaced drunk, and they can have intercourse, and then the next day she can decide that that's not what she wanted and turn around, and you're going to get in trouble because you're the man, not her.*
>
> –Amarillo participant

Previous Messages of Sexual Violence Prevention

The overwhelming majority of participants had no experience with sexual violence prevention messaging. Some reported having seen messages on social media but could not recall specifics. Others said they had received sexual violence prevention training in the form of mandatory classes taught on college campuses as part of freshman orientation, or as a condition for participating in athletics. Some had undergone training in prison as part of the 2003 Prison Rape Elimination Act. One participant reported that an employer had provided the training.

Participants did not recall hearing any specific messages or taking any particular steps as a result of these trainings and classes. Many thought they were boring, and some said they involved simply watching a video.

> *I was saying, we had to take a course in college. And for me, where I was going, all the student athletes had to do a big seminar where we all had to talk about sexual violence at some time in the year. It was a mandatory thing we all had to go to.*
>
> –Austin participant

In most groups, the conversation turned to the participants' influencers, role models, and elders who had helped shape their views about relationships, sex, and sexual violence. Many reported never having received specific information on any of these topics, but learned by watching.

Those who reported having a positive or negative role model in their lives recalled specific instances of learning from them.

> *I take my father's advice. My father once told me, "Girls are like sharks in water. They might look cool, but they will bite your ass." So, shit. Every time I be at a show, every time I see a girl trying to get with me, I say, "Let me see your ID. Your ID. Let me see your ID."*
>
> –Austin participant

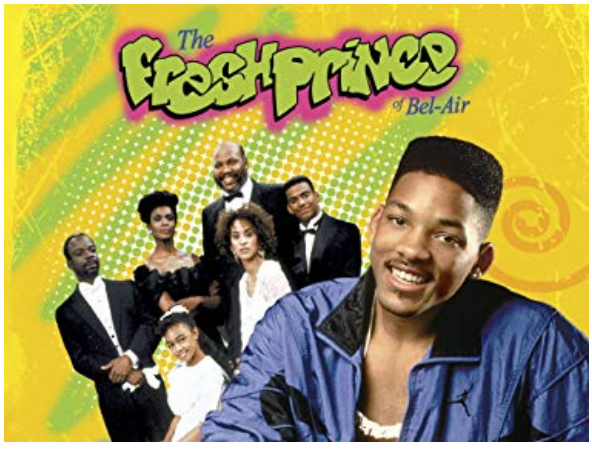
> *We had the sexual courses in what, fifth or fourth grade? So, we all knew about our own parts, but we didn't know about them, we don't know about the female. We were never taught about the female.*
>
> –Austin participant

> *I never really got told anything. I never really specifically got told anything. Just grew up.*
>
> –Austin participant

> *I kind of grew up, but then learned just not how to treat a woman, because I watch my mom's ex-husband, who just beat the crap out of her all the time. It's not stuff you're supposed to do, and that could've led to sexual violence.*
>
> –Tyler participant

> *Many parents really don't pay attention to their kids. Parents don't speak with their kids. They don't know anything about sexuality. Schools don't teach you anything about this. … You need to instill these values and respect in second parties. And make the right decision.*
>
> –McAllen participant

Media were also a large influence on the young men's views of women and of what defines a healthy relationship. Several mentioned movies or televisions shows, such as The Fresh Prince of Bel Air, as their source for learning healthy relationships at a young age.



The Role of Men in Preventing Sexual Violence

In general, participants spoke of taking individual responsibility as the simplest way to prevent sexual assault in their own lives. When the discussion turned to how to prevent sexual violence in others, a common refrain from participants was, "If you see something, say something." However, several drew a clear distinction between taking action on behalf of a loved one or friend as opposed to doing so for the sake of a stranger.

Participant A: *But there, sometimes you got to depend on who the person is.*
Participant B: *That's true.*
Participant A: *If that's your mama, would you just let your mama be in harm's way …?*
Participant B: *I agree with you. Family is completely different. That's a whole different scenario if we're talking about family. I agree with you.*

–Tyler participants

Many young men recounted times when they had intervened in a family member's or friend's relationship, sometimes with severe consequences for themselves.

> *I was just there just to pick up the kids and stuff like that, and I got out the car and putting car seats in the car and stuff like that. The dude come over there, all aggressive on her* [participant's female friend] *and stuff like that, so I butt in …. I got shot six times … I got shot in the elbow, the hand, twice in the chest, and the stomach, and the hip. I still helped out, though.*
>
> –Tyler participant

Others reported intervening as a bystander or choosing not to intervene because they perceived that it would pose a clear threat to their physical safety.

Some young men spoke of the tactics they use to help their female friends or "homegirls" when out partying, including pretending to be their boyfriend to prevent unwanted sexual attention from other males.

> *There's been plenty of times when I be with my homegirls and there's a dude that's trying to get with them, and I have to act like I'm their boyfriend and stuff.*
>
> –Austin participant

Young men reported that taking responsibility for their own choices, whom they hang out with, and where they hang out is a factor in preventing sexual violence. Being wary of combining partying and alcohol intake was cited as another strategy.

How Men Talk About Women

Using the prompt of "locker-room talk," moderators asked participants if sexually tinged language has an impact on sexual violence. Participants' views on this topic were detailed, and many described a "gray area" between genuinely "over-the-line" talk that could lead to violence versus talk that is harmless or simply "lustful."

> *You're supposed to let them dress however they want. But I guess it could provoke somebody, but I don't know. Popular opinion is, women should be able to dress however they want to without everyone worrying about that, but it's not the world we live in.*
>
> –Austin participant

> *I feel like for the most part, it's okay conversations, because you see similar conversations with girls, they're just talking about guys, answering things. But some people take it over the line. So some people get overly graphic, or too sexual, things like that. So there's definitely a lot of unhealthy conversations for anyone. People will normally call them out for it, though. I don't think really anyone goes unchecked on that.*
>
> –Houston participant

Pornography was another topic that sparked discussion among participants. Some were of the opinion that if there is consent, pornography is fine. Others felt there is more to the story and it could have a negative effect.

> *I feel like it gives other people a false sense of reality of what you can and cannot do in the bedroom and how easy you can do it. How easy you can seduce a woman or whatnot, because in porn it's things that they do is not realistic.*
>
> –Tyler participant

The Role of Women in Preventing Sexual Violence

Young men saw similarities between basic actions that men and women can take to prevent sexual violence. These include "being aware of your surroundings," "not putting down your drink at a party," and similar safety measures.

Participants emphasized that social media has a stronger negative influence on women than on men. Young men reported that social media encourages young women to oversexualize themselves.

> *Sometimes it make me feel weird because I be scrolling on my Instagram and I be like, "Damn," I mean, I be like, it's really like half-naked women just up and down my screen. I'm really looking at this foolish* [person] *and it's really kind of weird, when you think about it.*
>
> –Tyler participant

Participants differed strikingly on the topic of women's clothing and on whether or not revealing clothing is a factor in assault against women.

> *If a woman is provocative, she has a greater chance of being victimized.*
>
> –McAllen participant

> *Some of this stuff on here* [list of precautions women take]*, I get it, but a woman shouldn't have to watch what she wears because of somebody else out in this world. That's something that's completely unfair.*
>
> –Tyler participant

Young men also reported that some bars post a "secret drink" in the women's restroom. The name of the "secret drink" is a code word that allows women to flag a bartender that they are receiving unwanted attention from a male. When a woman "orders" the drink, the bartender or staff intervenes in the potentially unsafe situation and/or assists her in securing safe transportation.

Media Testing

Every focus group was presented with a sequence of existing advertisement messages and websites relating to sexual violence prevention. With the exception of the first group in Austin, each group viewed the following ad messages.

- Autocorrect: 30-second video created for the *It's On Us* campaign
- 2 Minutes Will Change the Way You Think About Consent: 2:13-minute video from CampusClarity
- We Believe: The Best Men Can Be (Short Film): 1:48-minute commercial from Gillette

Again with the exception of the group that met in Austin, each group visited the following websites.

- Dontbuyitproject.org, Online Learning Experience section
- NoMore.org, Bystander Tips & Scenarios section

Ad Messages

Autocorrect

In general, this ad was not well-received or understood by participants. The tagline "It's On Us" wasn't taken as a directive to call out other men. Instead, participants saw the ad simply as presenting an example of how not to act.

Those who understood the call to action said they did not feel it was realistic to ask men to change behavior in this way.

> *I don't think the message would work too much because, I mean, what are you going to do? If you're like, if your friend texts you, are you going to be like, asking them, hey, did the girl give consent? If you're that type of guy, they're never even going to text you anymore, they're not going to tell you.*
>
> –Houston participant

Participants also commented that the text-style visuals of the presentation demanded their full attention, and that in a real-life context the ad would not have stood out.

The *It's On Us* campaign describes itself in its webpage (https://www.itsonus.org/our-story/) as follows.

Launched in September 2014, It's On Us is a national movement to end sexual assault. The campaign was launched following recommendations from the White House Task Force to Prevent Sexual Assault that noted the importance of engaging everyone in the conversation to end sexual violence. It's On Us asks everyone — students, community leaders, parents, organizations, and companies — to step up and realize that the conversation changes with us. It's a rallying cry to be a part of the solution. The campaign combines innovative creative content and grassroots organizing techniques to spark conversation on a national and local level. Over the past two years, almost 300,000 people have taken a stand against sexual violence by taking the It's On Us pledge. The campaign works with 95 partners and students on over 500 campuses. And we're just getting started ...

2 Minutes Will Change the Way You Think About Consent

This campus-focused video drew laughs and generally positive responses for its humor and metaphorical approach. While not all agreed that the ad was effective, moderators noted that no one lost attention during the video.

In the video, a young woman asks fellow students around campus if she can borrow their phones as a metaphor for getting sexual consent. Most, but not all, participants understood the metaphor.

It's so cringy, it's no longer a message.

–Amarillo participant

Participant A: *I would say interesting.*
Participant B: *It was funny.*
Participant C: *I feel like it would appeal to our generation.*

–Tyler participants

I liked it. It was a little clever.

–Austin participant

Participant A: *I thought it was like, a good metaphor, because it makes things seem simpler.*
Participant B: *It explained the "yes" and "noes."*

–Austin participants

CampusClarity is the creator of this video. The organization's "About" page on Facebook (at https://www.facebook.com/pg/campus.clarity/about/?ref=page_internal) reads:

> *CampusClarity helps colleges and universities comply with Title IX and Campus SaVE Act regulations by providing online training for students, faculty, and staff around healthy relationships, sexual and dating violence, and alcohol and other drug use. By delivering powerful information in engaging and integrative ways, CampusClarity's flagship course, Think About It, empowers students to make safe and smart decisions while in college.*

We Believe: The Best Men Can Be (short film)

This short film by Gillette had been seen by many participants. Reactions were strong and generally negative, for two reasons. First, some participants perceived the ad as lumping all men into a single negative group. Second, the association of the social message with Gillette, a well-known for-profit company, tainted some participants' views of the ad. These participants felt the company was sending out a social and/or progressive message just to increase sales of razors.

Moderators noticed an additional negative viewpoint about this ad: the sexual violence prevention message was lost on some participants in the midst of the video's other messages, which address bullying prevention, men holding other men accountable, and parenting.

> *All Gillette did was make money off of that, but I still think that it was pretty good at getting the message across.*
>
> –Amarillo participant

> *Yes, I think it goes too far in generalizing everything, like, okay, guys are fighting, that creates the whole sexual harassment, and they group all guys together.*
>
> –Houston participant

> *It's a great commercial, I think it does stereotype a little bit. But it does make a very powerful point.*
>
> –Dallas participant

Websites

Dontbuyitproject.org
The focus of Dontbuyitproject.org is the sex industry and sex trafficking. Participants were asked to visit the website's Interactive Learning Experience, which requires user participation to continue to the next step. Participants were asked to comment primarily on the form and style of the website, which is more interactive than a typical website.

Generally, participants appreciated the website's style. The stop–start nature of the site prompted the young men to pause and read statistics. Participants also appreciated the progress tracker at the top of the page, which gives a percentage of how much of the website the user has completed.

I actually don't mind it too bad. I think it breaks down the information into bite-size little chunks. My only thing is, I think it's hidden within the website, so maybe if it was – I didn't pay attention to the first part of the website, but maybe if it was super-prominent there.

–Amarillo participant

It's got good statistics and lots of visual aids that make you stop and read the stats.

–McAllen participant

Participant A: *It's an interesting page they've got.*
Participant B: *Yeah, it's already drawn me in and I'm reading through it.*

–Dallas participants

… You keep scrolling. It keeps the audience more intrigued into what's going on, and if it's just a bunch of stuff on a screen, you're just like, "No, I'm not doing this. There's too much."

–Tyler participant

NoMore.org

Participants were directed to the Bystander Tips & Scenarios section of this website. The page contains a lengthy list of descriptions of real-life situations followed by questions. Clicking on each item reveals relevant information, insights, and tips.

Many participants commented that they saw value in the real-life scenarios, had a friend who had experienced one of the scenarios, or had experienced one themselves.

I feel like it does reach a good audience, though, with all the examples. Not many websites do that.

–Tyler participant

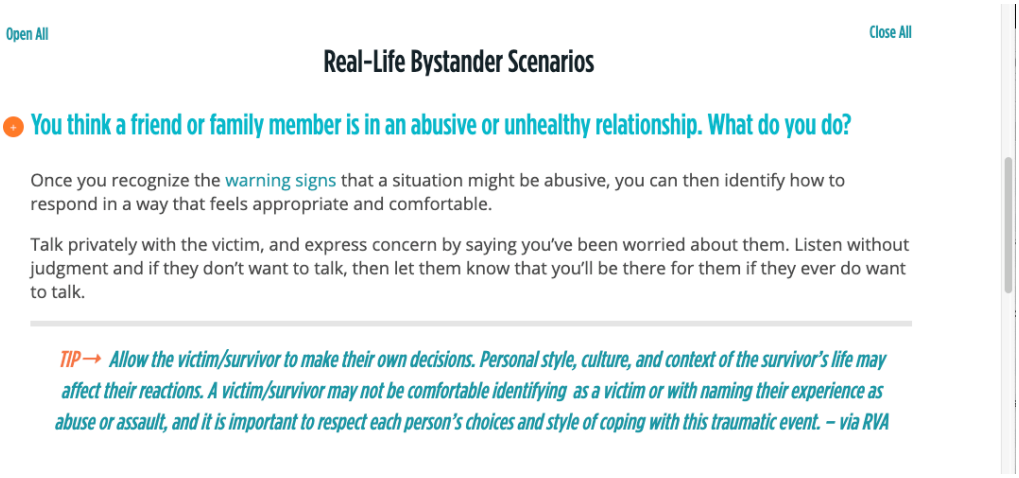
It's something that you want to read. Because it doesn't attack me as soon as I start reading.

–Amarillo participant

However, many participants thought the site was too text-heavy and did not automatically click on the lengthy scenario descriptions, which is required to access more information.

Participant A: *When I first saw it, it like turned me off, like too wordy.*
Participant B: *Good information, but like he said, the way it's presented is too much, it loses people's attention.*

–Houston participants



Participant A: *… You just kind of pick your bullet point and it's like – bam – wall of text.*
Participant B: *Yeah, this one, they're relying a lot on text. I feel like even simple pictures would slightly make it better.*
–Dallas participants

The word "bystander" in "bystander approach" and "Bystander Tips & Scenarios" did not resonate with participants as a term related to sexual violence or its prevention. While a few participants viewed the term "bystander" as denoting someone who should intervene in a situation, most thought that, by definition, a "bystander" is someone who does not act. Contrary to what the NO MORE campaign promotes, participants did not connect the term with prevention.

Participant A: *That* ["bystander"] *is not really a word I would associate with sexual violence.*
Participant B: *"Bystander" chills.*
Participant C: *"Bystander" literally stands by.*
–Dallas participants

NO MORE
TOGETHER WE CAN END
DOMESTIC VIOLENCE & SEXUAL ASSAULT

Everybody tells you, kind of, like, mind your own business when you're out, so I'm not always, like, looking at what other people are doing when I'm out. That's the thing. Unless somebody's right next to me or something or like that, I'm not like, making a scene.
–Austin participant

Ideas for Future Campaigns
Participants were asked to share, based on the media-tested ads and websites to which they had been exposed during the focus groups, what approach they thought may be appropriate for them and their peers — that is, males ages 18–24. Within groups, participants agreed on certain content (e.g., "consent") or on very specific tactics (e.g., "voiceover by Morgan Freeman"), but there was very little consensus between groups.

Between groups, the suggestions that garnered the highest levels of agreement were the following (in descending order).

1. Focus on consent
2. Use social media; make it catchy/provocative
3. Do not use only men; include both sexes

I feel like something over drunken consent not being real consent would be good.
–Tyler participant

Also, make it captivating within the first five seconds, because if you're going to put it on YouTube and social media and things, it needs to grab the audience.
–Dallas participant

Takeaways for Participants
At the end of each focus group, participants were asked, "What was the most surprising or interesting thing you learned?" Many participants remarked that they had not been aware of the pervasiveness of the problem of sexual violence and the everyday challenges that women face. Participants also brought up the statistics mentioned previously.

Generally, participants did not mention new actions they would take to prevent sexual violence. The participants were never asked if any of them had ever been the perpetrator and/or victim of an actual instance of sexual violence, and no participant spontaneously admitted to ever having been either a victim or a perpetrator. While this may very well be the case, it can also be assumed that it is uncomfortable to share these experiences with strangers, if they in fact did happen. It's clear that most young men in these groups do not see themselves as part of the problem.

However, some participants observed that the topic of the focus group is not something they speak about often, and expressed the opinion that it should be spoken about.

I was pretty shocked at the statistics of how many victims knew their attacker. I think it was like 88% or something.
–Tyler participant

I feel like us not talking about it in general is one of the reasons why that happens, because it's like, how can you be sexually assaulted, and you not know? You should know. But it's like, it's just not been talked about enough.

–Tyler participant

The list [of ways women guard against sexual violence was the most surprising thing]. *When I got here, I didn't really think about this. Once you passed this around, there was nothing that had come to mind, really. But now, with this piece of paper and the list, it's really an eye-opener. The way women think about sexual violence, what they do every day to defend themselves.*

–McAllen participant

I think it's just important to know, I guess, the frequency of this, and knowing that everyone has stories that they can share.

–Austin participant

Mines would be partially the list, and learning on the website how much it happens, how often it happens. Of course, I know that rape happens. It's something that I've – we've seen that, seen that number. It's mind-blowing. Mind-blowing. It scares me, I got three girls. I got three girls and one boy. That's why I got guns.

–Austin participant

I think that you have to make empathetic connections with everybody, and I think a lot of the times, just like that exercise we did with that ad right there, we don't have as much as an empathetic connection with the likelihood of being sexually assaulted as much as women do, therefore it doesn't affect us as much and we don't think about it. And due to that, we don't consider it as much of a reality as it is. So I think to really include men's mind states in this, we have to include men in any of the advertisements.

–Dallas participant

Conclusion

Sexual violence prevention is not an issue for the young men in our focus groups, nor did they mention it as top-of-mind when asked about young women's present-day challenges. Top-of-mind challenges for young men include expectations of masculinity and being unsure of future choices related to work, careers, or family.

When given a list of things women do on a daily basis to prevent sexual assault, young men's response was telling. They recognized that they do not face the same challenges as women. While some reported the items and length of the list came as no surprise, many were struck by the onslaught of challenges women face.

The young men in the focus groups do not think of themselves as perpetrators of sexual violence or of other actions that may be correlated with sexual violence (e.g., "locker-room talk"). Nevertheless, many reported being around other men who had caused violence, even in their own families. Participants generally considered it was "too late" for these men, and that a media campaign would not change them.

The test of three video ads and two websites related to sexual violence prevention yielded no consensus on the effectiveness of the messaging or tone of the materials tested. Nevertheless, when asked what type of sexual violence prevention messaging would work for them, participants suggested a focus on consent, use of social media, a catchy or provocative approach, and inclusion of both sexes in messaging.

Community Partners
Detailed Findings

What It Is Like to Work with Young People in Today's World

In an icebreaker exercise to introduce the topic of working with youth in today's world, a variety of Visual Explorer™ cards were spread out on the table. The cards contain photographs of different people, places, situations, and creatures. Each participant was asked to select the one card that best represented to them what it was like to work with young people in the world today.

This discussion was meant to foster a culture of community, sharing, and openness in the groups. While there were over 50 cards on the table, there was a bit of consistency in the selections made across groups. The multicolored balloon card was selected in half of the groups. In addition, the meerkat standing at attention, the little girl on a bicycle, and the masks with faces were all selected by more than one person.

The following themes emerged from this exercise.

- Youth are all different: They have different backgrounds, different family lives, and different socioeconomic statuses and challenges. You have to find different ways to reach all of them.
- Teens are unpredictable and different every day.
- Teens like to be in groups. They like to be seen, known, and loved. But some stay on the sidelines, and you have to reach them and bring them in.
- It is important to guide, mold, and be a role model for students so they can learn how to interact in the world and be successful.
- We have to encourage and build relationships with the youth so they can get through difficult situations.

I picked the one with the different colored balloons. In the hallway there's different races and there's different places in life, different economic status, and I'm think I'm the one that's got to go out there and try to catch them all and try to get them. And no matter what level they are at, I've got to go to their level, high or low, and get them and try to reach them wherever they're at.

–Houston participant

Teenagers are unpredictable, that thing is sure. And with everything that's on them now with social media — or the camera phone. Everything is out there. It's a big deal and it can be powerful.

–Austin participant

You see a bunch of kids — want to be included. I guess they're going to follow what anybody else does because they want to be the cool kids. They're going to do what everybody else does.

–Amarillo participant

I think a fire sometimes can be … a volatile situation. Sometimes we're working with youth that are volatile. We don't know what's going to set them off that particular day.

–Amarillo participant

… teach them things of how to think, and how to be, and how to socially interact, so I feel like you're teaching them a lot more than just the content, and I feel like you've got to mold their way of working and living in this world.

–Tyler participant

You just have a bond with these kids, and when they come in, and when they walk out the door, life is – they're on top of the world. And you've been with them right through the way, and teamwork is number one.

–McAllen participant

Challenges for Young People

Greatest Challenges

Participants were asked to brainstorm some of the biggest challenges the youth they work with face today. During the brainstorming, no one in any of the groups named sexual violence as a big challenge for the young people they work with. However, there was a fair bit of consensus on some of the principal challenges for youth.

- Social media pressures (6/6 groups)

I think with this generation, they live in an online, social media world where it's trying to make yourself always look better than everyone around you, and you're always in a state of comparison.

–Tyler participant

- Peer pressure/fitting in (5/6 groups)
- Problems at home (5/6 groups)

  I think for our kids it's coming from a home environment where they are, a lot of times, exposed to things very young that they don't have the maturity to deal with, and then they have that compounded trauma on top of there.

  –Tyler participant
- Bullying (4/6) groups)

  I think fear of getting bullied is probably a good – like, if you're entering into middle school, there's just a big fear of getting bullied.

  –McAllen participant

- Communication/ability to interact face to face (4/6 groups)

  I think that the lack of being able to communicate face to face because everybody's face is buried in their phones. Nobody talks, they text or use emojis to express themselves, and it creates isolation.

  –Austin participant
- Mental health/anxiety (3/6 groups)

  They don't understand that mental health can be – that mental disease is a disease that can be helped, and that it should not be – there should not be a stigma associated with it, because it leads to – I'm sorry, y'all, I'm on a soapbox. Suicide, bullying, and all that other stuff.

  –Dallas participant
- Self-esteem/self-awareness/confidence (3/6 groups)
- Drugs/vaping (3/6 groups)
- Sexual or gender identity (3/6 groups)

  They're figuring themselves out. They're trying to figure out – One day I've got a boyfriend, and one day I've got a girlfriend. It's like, whoa. That's a big, big problem.

  –McAllen participant

- Access to too much inappropriate content (2/6 groups)

  They have so much overexposure to everything – violence to pornography. A comparison – the Kardashians are flying off to Venice beach every day.

  –Amarillo participant

- Desensitization to violence (2/6 groups)

  You have these fight videos that are happening a lot in almost any school around the country where kids get into fights, and instead of someone jumping in and intervening, we're filming it, we're posting it, getting the likes from it now instead. You have the rise in school shootings and things like that, where it's almost expected. We're not even shocked anymore when we're hearing about a new one every other day.

  –Tyler participant

- Nutrition/health (2/6 groups)

  At our school, believe it or not, even though they have breakfast, lunch, and dinner, a lot of kids don't eat, and they eat hot Cheetos, all the stuff that they sell. Because they don't like the food that's at the school. But again, when they go home – I met some kids that are obese. And it's how they're eating, after all. Mom is working, and they just eat whatever's there.

  –McAllen participant

How Challenges Differ for Boys Versus Girls

Participants in all of the groups were asked to differentiate between the challenges for boys and those for girls. Participants in all groups expressed the opinion that body image is a big issue for girls, who are under more pressure to look a certain way. With this comes jealousy about clothes, hair, and looks in general; posting on social media in the interest of garnering "likes"; and posting inappropriate pictures. In addition to body image issues, girls also face the challenge of changing roles.

> *I think girls are just, they're at a confusing time. You have some girls who are looked down upon because they want to be moms, or a caretaker, and they're pushed to be scientists. And then you've got girls who want to be astronauts and scientists who are looked down upon because they don't want to be a mom. It's a confusing time for girls.*
>
> –Houston participant

In half of the groups, some participants said it is difficult to be a boy today. They talked about boys being wrongly accused of inappropriate sexual acts, as well as about boys feeling they must be both tough and "manly" and sensitive.

> *Lately, you have to watch out for even being alone with a girl or they'll say something. "He touched me." Nothing may not have happened, but it's scary now.*
>
> –Amarillo participant

> *Normal sexual exploration, and something happens, and then a child gets accused, and it's usually the male. And, even though it may have been something consensually, there's that fear with teaching our kids sexual safety boundaries, so that they're not put in a position to where they're under a microscope, so to speak, but to where they can protect themselves as well* [as] *protect the people that they're trying to have relations with.*

–Tyler participant

It's hard growing up as a boy nowadays. People always say it's easier, but it's harder because you have to be a guy. Like they say, you have to be internal, you're not supposed to cry, but you also have to be cognizant of everything that you do. Back in the day, you could – a boy could be a boy. You hit a girl? You're just being a boy. Now? Sexual harassment.

–Houston participant

The Challenge of Sexual Violence

Each of the groups was asked to reflect on whether sexual violence is a big challenge facing youth today. Participants were not extremely clear on their feelings. It was unclear from their responses whether they are just not exposed to the issue with the youth they work with, or whether it isn't an issue at all for the ages they work with.

I work with college students, so I get a lot more reports from my college girls saying, "This happened to me. I didn't know it was not normal." So I expect it less with my younger students, because I think they don't know what they don't know.

– Tyler participant

We don't hear about it. Even if we do find out later on, we find out at the end of the school year – oh, by the way, this kid had a previous history of being abused. We don't always get told about a lot of that stuff.

-McAllen participant

In one group in particular (Amarillo), some argued that what women wear contributes to sexual violence, while others asserted that women's attire has nothing to do with it.

There was a caption on it [a picture] *that read, "If you're going to show it, then they're going to take it." I'm like, "Oh, no. Women can wear what they want and men need to respect that." It irritated me. I got into an argument on Facebook with a friend of mine, and she unfriended me about it. Because I'm like, I'm teaching my son – it doesn't matter what they wear. No means no. I'm teaching my granddaughter she doesn't have to conform to – so she wears a nice dress. That does not give the boys an invitation to come and touch me when she's over.*

–Amarillo participant

I think the way you act and the way you dress is what you're going to attract. If you're dressing trashy and you're acting trashy, then you can't be surprised with what you find out there. It's all how you present yourself.

–Amarillo participant

How These Challenges Impact Participants' Work

The participants were asked about the impact of the challenges they had enumerated and about how they address them with the youth they work with. There were few

explicit answers. Some believe it is important to build trust, redefine positive norms, and raise awareness around issues regarding whom young people trust and where they get information.

> *I think teaching them how to trust, because for my girls who have experienced this kind of stuff … helping her see this is a safe relationship. He is safe. Not all people will take advantage of you. It's, again, defining trust, and what that looks like, and how to build it safely.*
>
> –Tyler participant

Sexual Violence and Its Prevention

Defining Sexual Violence

The groups were asked what the term "sexual violence" means. Following is an exhaustive list of their responses.

- Rape/attack/assault
- Anything that makes another person uncomfortable
- Sexual lies
- Sharing pictures without permission
- Violation of boundaries
- Unsolicited sexual vocalizations
- Being pressured or forcing someone to participate in sex
- Nonconsensual sex or sex acts
- Controlling behavior

Defining Sexual Violence Prevention

The majority of the participants talked about prevention in terms of education and strategies to both avoid sexual violence in the first place and to deal with its aftereffects when it does happen. Some of the strategies they enumerated are:

- Teach youth how to avoid situations in which sexual violence can happen
- Discuss the mental impact of sexual violence
- Offer sex education that addresses porn, sexting, trafficking, and instant gratification
- Initiate deeper discussions about real love
- Model healthy relationships in a family with both a mother and a father
- Educate adults on how to facilitate discussions with their children
- Educate on healthy boundaries
- Educate on what is right and wrong/allowed and not allowed, with a safe space to share and discuss
- Cultivate in youth the strength and the ability to say no strongly
- Have female role models

- Create opportunities and provide a space in school for kids to share stories so they know they are not alone
- Teach youth how to recognize their personal value and identity
  Who are you is not connected with what you do, or what is done to you, so identity is a huge thing to teach against sexual violence. You don't have to give people favors in order for people to love you. Just things like that. Know your value and know who you are. So, I think identity is huge.

  –Tyler participant

In addition to the above-listed education and strategies, the McAllen participants talked specifically about teaching girls not to put themselves into dangerous situations in the first place, as a strategy for sexual violence prevention. Some of these participants connected sexual violence with drug and alcohol use on the part of girls.

> *I think because within the girl itself, the student, not to get so drunk, not to try any drugs, because pretty much once you do that, that's pretty much leading anybody to do anything to you, because you don't remember. You're not in your right mind to even say no. And that's where your gang rapes come in.*
>
> -McAllen participant

All participants in the McAllen group agreed that no girl deserves to be sexually assaulted just for wearing a short skirt, but that wearing a short skirt makes sexual assault more likely.

> *To me, it's a mixed message, because you want to be able to dress how you want, but if you're wearing a short skirt, why? If you don't want it. But yet they're also, of course, going with, "Well, that doesn't mean that they do* [want it]*?" I think that's kind of a hard situation.*
>
> -McAllen participant

Gender Roles

Many participants in all of the groups agreed that youth learn about gender roles from social media.

> *The easiest access is, here's a phone, and here's an iPad, and whatever you see is what you get. They're seeing everything with no guidance on.*
>
> –Tyler participant

They also agreed that television shows, the home, the Internet, peers, and music play a role in teaching youth about gender roles.

Being in the school system, kids are making other kids feel as though, because you are heterosexual and you haven't tapped into this or you haven't tapped into that, you're closed minded.

–Houston participant

When participants were asked to talk about gender-role-related behaviors and activities that concern them, most of their responses were not related to sexual violence. However, a few talked about sexting, the Me Too movement blurring the lines on what constitutes sexual assault, and the Latin mentality of machismo. They also expressed concerns about boys treating girls with disrespect, boys with certain characteristics being stigmatized as gay, and, on the flip side, boys repressing their emotions in order to seem tough. Concerns about girls' behavior and gender roles centered on girls seeming to serve boys, girls expecting boys to play the provider role, girls acting tough and more "boy-like," and girls fighting more than in the past.

Some participants expressed concerns about the idea of multiple genders and the blurring of gender lines.

The multiple genders. That bothers me because I feel like that just goes against biology.

–Amarillo participant

Participants were then asked what types of activities they witness among youth that may impact their ideas about gender roles. Responses include:

- Public displays of affection, specifically, "girl-on-girl" and "boy-on-boy" displays
- Videos

Now with kids and boys who think they're men and they're still not, is they don't really understand sexuality because it's been warped by what they see on their phones, or on their tablets, or their computers.

–Austin participant

- "Locker-room talk" of boys, marked by bragging about both what they've experienced and what they want to experience
- Texting/sexting
- Overuse of social media
- Pornography (while no participant in any group mentioned pornography outright, all agreed, when asked, that it distorts the perception of sex and feeds into the objectification of women)

Curriculum Ideas and Strategies

The curriculum ideas of the bystander approach, empowering young women and girls, healthy relationships, and SEL were explored with the groups as possible vehicles for preventing sexual violence.

Defining the Bystander Approach

There was confusion on exactly what the bystander approach means. Many participants in all groups had never heard the term before, and in one group no one had heard the term. In one of the groups, participants referred to the bystander approach as "see something, say something." In all other groups, at least one person believed it referred to the idea that the more people who witness something occur, the less likely it is that any individual will step in.

> *Everybody is waiting for somebody else to do something and nobody is taking ownership of them being the person that does something, is what I think of as bystander.*
>
> –Tyler participant

Participants were more familiar with the similar concept of "See something, say something." Several of the participants could see the term "bystander approach" as meaning that a bystander does intervene in a dangerous situation.

> *That was the first thing that popped into my mind, but the more I dwell on it, I think that if it's an approach, it's obviously that the bystander – if I see something, I need to do something. That's what I would think the bystander approach is. Don't just watch but intervene.*
>
> –Amarillo participant

Empowering Young Women and Girls

Empowering young women and girls is a sexual prevention idea and strategy. With that in mind, we wanted to explore whether "empowerment" is the best word to use. In addition, we wanted to understand what these community partners think of when they hear that word. The majority had positive reactions to the word and said that:

- "Empowerment" means it's okay for a girl to say no without giving an explanation
- Empowerment builds a girl's self-esteem and self-worth
- Empowerment gives girls the ability to decide what to do or be in relationships, job, or life

One participant voiced a strong opinion that the word "empowering" implies that girls are "less than" to begin with, and gave examples of words she preferred.

> *I know it's semantics with words, but I don't like to use the word "empowering." I like the word "role model" better, or just being a leader. Not necessarily empowering them, because it implies that they're less than, and they don't have anything already, they already submitted their power.*
>
> –Austin participant

Girl empowerment programs. The majority of local and national programs that the participants mentioned (listed below) allow girls and women to meet as a group separately from males. They provide a forum to share feelings, information or personal experience to support girls in getting further in life. Each of these programs and groups was mentioned by only one participant.

- Girl Scouts
- PAL® (Peer Assistance Leadership), which gives elementary and middle schoolers hands-on training on different emotional topics
- Queens and Future Queens, which builds the self-esteem of eighth-grade girls by having women in different occupations show them that they can do whatever they set out to do
- One-day self-defense seminars, such as a bullying program or the Girl Power program
- Junior Achievement, which focuses on the message that education is key to everything
- Restorative circles
- Groups that assure children in foster care that they are not alone
- Mentoring programs that pair girls with positive role models and expose them to examples of triumph over adversity
- Boys & Girls Clubs
- STEM programs for girls
- Female sororities that educate girls on different topics

Healthy Relationships

It was the consensus of the groups that, while home should be the place to learn about healthy relationships, most of the youth today do not have role models at home who are up to the task. They spoke about how healthy (and unhealthy) relationships could be modeled both in and out of the school setting. In addition, while none of the participants is currently teaching a relationship curriculum, they agreed that it would be a good idea.

> *I know the way that students treat one another. The teacher is like, "This is acceptable. This is not acceptable," so I think a lot of training does come from schools of this is isn't just unacceptable in the classroom. You don't treat people this way, period. I think they learn a lot from school and a lot from coaches and that type of thing.*
>
> –Tyler participant

Social Emotional Learning
Only some of the focus group participants understood the concept of SEL. The majority reported that it is not explicitly taught in their schools. One participant reported that the McAllen school district had recently implemented a SEL program in which videos on a particular topic are shown every six weeks and then discussed.

> *It comes from the superintendent says that you cannot teach the math when you're not nourishing the child. If the child has all these emotional needs, he's not going to care to learn algebra.*
>
> –McAllen participant

A Houston participant reported that a SEL program is going to be implemented next school year in the Houston school district, and a Dallas participant mentioned that a counselor in that school district works on SEL with a select number of students with issues, but not the whole student population.

The Role of the Discussed Ideas in Sexual Violence Prevention
Three of the six groups were asked how all these curricular ideas that they had touched upon relate to sexual violence prevention. The responses are listed below.

- Seeing healthy relationships helps young people find healthy relationships
- Being connected to a group and having strong connections makes young people less vulnerable to predators

> *The sexual predator maybe picks out their victim or picks out their next person. And, they're usually not going for somebody who is really connected, and in a group, and supported, and has the healthy friendships. They're looking for the loner, or the person that seems more isolated, because they're an easier target to build that rapport with for their bad outcome. So, I think that the more supported we can get kids to feel, the less vulnerable they may be to being picked off.*
>
> –Tyler participant

- Being more confident allows girls to communicate and express their needs better
- Each one of the topics could be the subject of a high school course and could empower young people to be better people

Statistics
The groups were shown the following statistics and asked to reflect on them. The Austin group ran out of time, so these statistics were not discussed with them.

- Eight out of 10 sexually violent crimes are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend)
- Ninety-one percent of victims of rape and sexual assault are female, and 9% are male
- One in four girls and one in six boys will be sexually abused before they turn 18 years old
- More than 90% of sexual assault victims on college campuses do not report the assault

Participants expressed surprise at the statistic that one in four girls and one is six boys will be assaulted before they turn 18 years old.

> *And I'm thinking perception is reality. What you believe – what you see and interpret is your reality. So, depending on how these girls and boys feel – I'm just saying with the girls, if you're under 18 and you have sex with someone, and you really didn't want to have sex with someone, but you were pressured mentally to have it, I'm wondering if that could be counted as a violent crime.*
>
> –Dallas participant

> *One in four girls and the one in six boys are abused before 18. That means – in a classroom, let's say I have 12 girls. Three of those girls will be abused before they're – I cannot imagine one of my students being abused, much less three of them, just from one classroom.*
>
> –McAllen participant

Participants were happy to know that male victims are being recognized as well as female victims. Some predicted that the rate of male victims may go up as more men feel empowered to come forward.

> *It's getting to where now, as a society and as organizations, we're helping kids to speak up, especially the boys.*
>
> –Tyler participant

Participants were also surprised to learn that more than 90% of sexual assault victims on college campuses do not report the assault. They speculated that the reasons for such underreporting may have to do with to the status of the perpetrator, the involvement of alcohol, or the victim's discomfort with the prospect of seeing the perpetrator again around campus. A participant in Tyler took a personal point of view in responding to this statistic.

I'm surprised that it's still that high. I knew it was that high twenty years ago when I was in college for the percentage of who will report the assault on a college campus, but I'm surprised it's still 90% are not reporting, with how much more open society is now to twenty years ago when I lived on campus.

–Tyler participant

No one particular theme emerged from the conversations about the statistic that eight out of 10 sexually violent crimes are committed by someone known to the victim. Some participants reacted with sadness or anger; others felt it is important for young people to choose their friends and relationships carefully because they may impact their lives more deeply than they realize. Some participants reflected on how sick a father must be to rape his own child.

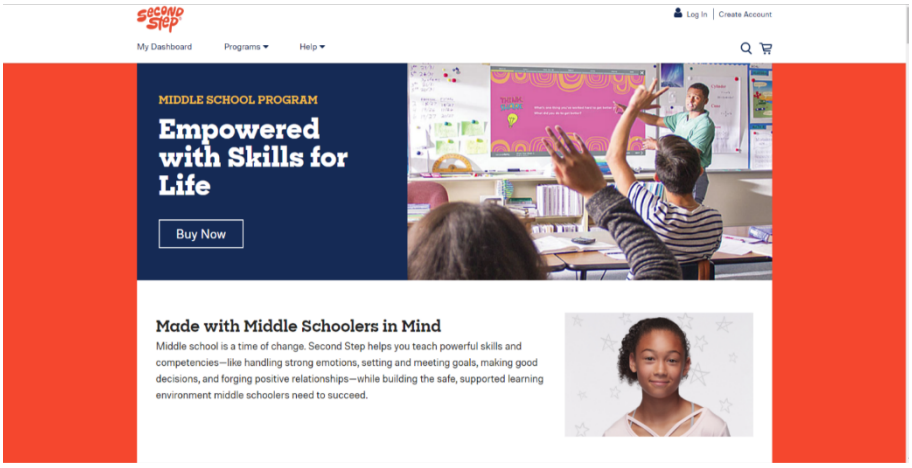
Two participants in Houston turned to victim-blaming. One said that behavior that used to be considered simply rude might now be considered sexual assault. Another noted that kids see celebrities in the media make a profit by blaming someone for assault.

I was saying, because the 30% by spouse, boyfriend, or girlfriend, that's because what used to be considered rude or mannish, that's considered sexual assault. Let's say you and your wife are separated, but that's your wife, and you're trying to come on to her and you grab her somewhere and now she didn't want that. Now your boyfriend, girlfriend, that spouse, who you used to have that connection with, can call the police on you.

–Houston participant

Creative Testing Ideas Using Specific Curriculum Concepts
The participants were shown different websites, PSAs, and curriculum approaches to sexual violence prevention that have already been created. These materials were selected for their curricular concept and for specific features on which the community partners could reflect. They were meant to serve as a springboard for discussion to allow participants to settle on effective ways to reach the youth they serve.

Social Emotional Learning: Second Step
Second Step, a SEL curriculum, is an in-school and holistic approach to empowering educational professionals, parents, and the larger community to take an active role in ensuring the well-being of children.



Overall Thoughts
Participants in the five groups that explored the Second Step website noticed that it is a nonprofit, and that gave it more credibility in their eyes. Some thought that since most schools do not teach emotional and mental well-being, this curriculum could fill a gap that needs to be addressed. On the negative side, they felt the high cost was prohibitive for their schools and organizations. They wanted more student testimonials and evidence-based data about the impact of the curriculum in districts that have implemented it.

Participants in all five groups cited time and cost as barriers to implementing a curriculum such as this one in their schools. In addition, they pointed out that district buy-in and training would be needed to ensure consistent delivery of the curriculum across all classrooms.

Specific Things Participants Liked About The Curriculum
Participants gave the following positive feedback to Second Step.

- It is designed for a small chunk of time, such as an advisory period
- It is taught to the whole school, not just a segment of the school population
- It guides teachers through conversations with students
- It seems to be technology-based, which appeals to young people
- It has a parent education piece, so that parents get resources too
- It addresses the topics of emotional management, situational awareness, academic achievement, schoolwide improvement, social media, bullying, and general social skills

Promotional Video for Second Step
Two groups watched the promotional video for Second Step. Participants were not impressed with it, expressing similar negative feelings across groups. They found it too juvenile for middle school and high school ages, too "butterflies and roses" — cute but not relatable. What they wanted to see was real-world problems with real kids in real schools. They commented that social–emotional issues are a serious topic and deserve not to be looked upon as "fluff."

Other Curricula That Address SEL.
The consensus was that not many SEL materials are available. A few participants reported that counselors, PALs, or Communities in Schools address the topic but are limited in whom they reach. The participants in McAllen reported that they have a similar curriculum, which is used every six weeks, and that they would welcome a curriculum like Second Step for a more regular, weekly approach to the topic.

Coaching Boys Into Men
This program describes itself on its website as an "evidence-based prevention program that trains and motivates high school coaches to teach their young male athletes healthy relationship skills and that violence never equals strength." The video about this program elicited overwhelmingly positive feelings. There were no overtly negative comments, just some reflections on how it could be improved.

Overall Thoughts

All participants had very positive reactions to the Coaching Boys Into Men video.

- In all groups, participants assessed the website with great enthusiasm, using expressions like "I love it," "That's good, that's real people," and "I love that, that's awesome!"
- In all groups, participants thought coaches are a good choice of adults to share these messages because kids look up to, respect, and have strong connections with their coaches

  As a coach – I don't know who said it earlier – the athletes are really, they really look up to us in a different way. And you have a way to – because you're teaching them a physical skill, and they have – it's a lot of trust that goes into that. So, as a trusted adult in their life, they're going to be more willing to hear this from me. And they're going to be more receptive of what I'm saying to them as this.

  –Austin participant

- In four of the six groups, participants thought it would be good to have a similar program with a trusted adult for girls or non-athletes, separated by gender.

  I think it does need to go to everybody like you were saying, but it can't go to everybody in like, an auditorium. Like, a person that they respect in front of them, so you have to do it in some kind of mentor–mentee-type group. If you're going to roll it out so they can start a curriculum, or have teachers meet with kids they have really genuine relationships with, or if not they're just going to go over their heads.

  –Austin participant

It wouldn't have to be athletes. It could be club sponsors. Why are the athletes the only ones getting it?

–Dallas participant

It's the kids that aren't involved in something that often struggle the most, that are often at a greater risk, the ones who don't care as much about their grades, or their behavior at school, or what they're doing. So I would love to see it rolled out on a wider – which is harder to do for sure. And, having it targeted is great, because they are the ones with social capital, and they do have the trickle-down effect, and that's awesome.

–Tyler participant

- Participants suggested starting the program as early as elementary school rather than in high school
- Participants said that because the program entails only twelve 15-minute lessons spread out over the course of the year, it seems doable to implement

Barriers To Using A Curriculum Like This

As possible barriers to implementing a curriculum similar to Coaching Boys Into Men in their own schools and organizations, participants named financial issues or the costs involved, getting parents' buy-in about talking to their kids about sex, and getting administration buy-in because of the narrow focus and small-group administration.

Girl Empowerment: The Boys & Girls Clubs' "Smart Girls" Curriculum

Smart Girls is a girl empowerment program run by the Boys & Girls Clubs. Girls meet in small, age-specific groups to explore their physical and mental health, develop healthy relationships with peers and adults, and explore societal values and attitudes. Participants viewed the program's promotional video. Afterward, all who were asked showered high praise upon the video. In some groups, participants indicated that they preferred this "girl version" over the "boy version" of Coaching Boys Into Men .

Overall Thoughts
Some opinions of the participants are summarized below.

- Small-group discussions seem like an effective way to build girls' self-esteem
- It would be nice for boys to be able to share feelings in a program like this
- Boys & Girls Clubs have a great reputation
- Participants liked seeing minority girls represented in the video
- It's good to start young to establish healthy friendships
- The fact that the program is not faith-based accommodates a wider variety of participants
- Participants liked the positivity of the program
- When adult mentors share their stories, it shows girls that adults may have gone through difficult situations and come out on the other side
- This program gives girls the opportunity to share their stories, whereas the boys in the Coaching Boys Into Men program seemed to just be listening
- Many participants liked everything about it, including the focus on self-care and mental and emotional health

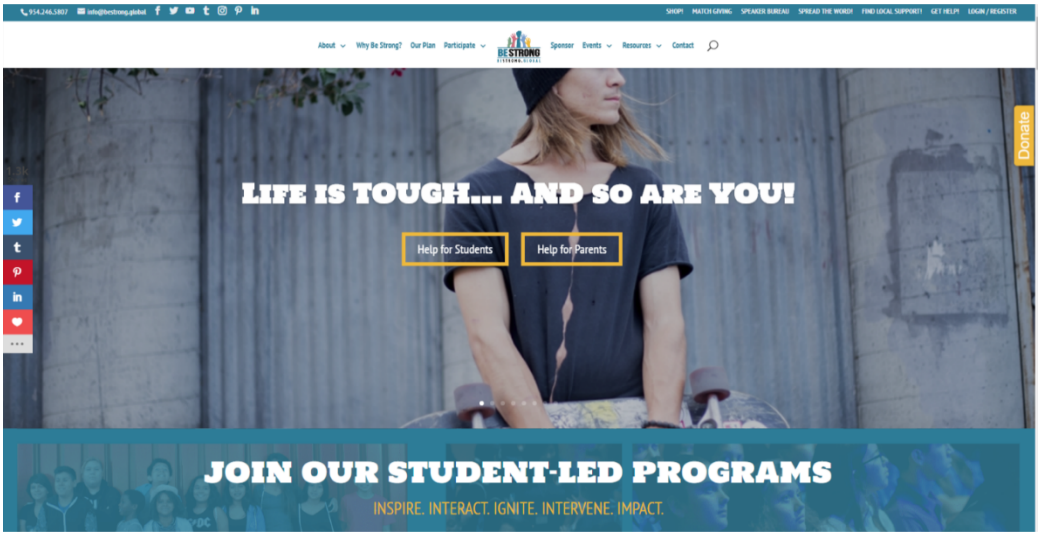
Barriers To Using A Program Like This
Similar to other curriculum programs examined in the focus groups, the perceived barriers of implementing Smart Girls were funding, the need to arrange for transportation from the school to the program, and resistance to people outside the family knowing the family's business.

Other Programs that Address Girls' Gender Roles
When participants were asked if they knew of other programs focused on gender roles for girls, they mentioned the following.

- Girls Inc., a mentoring program to build self-esteem
- Club Challenge, in which boys and girls engage in group discussions separated by gender and then come together for team building
- Young Lives, which provides mentoring for pregnant teens
- Living Alternatives, which provides mentoring for pregnant teens on how to be an adult and a mother

Be Strong Global

The mission of this anti-bullying program is to ignite change in students' behavior through a peer-led approach. Students are encouraged to reveal the challenges they are facing, trained and equipped to become more resilient, and connected with local resources.



Overall Thoughts
After viewing the Be Strong Global website, participants gave mostly positive feedback. They liked the following features of the website and program.

- The student-led nature of the program, which they felt is a good way to engage kids (6/6 groups)
- The resources for different groups (parents, social workers, teachers, and school administrators), including videos and articles
- The website's inclusion of statistics and data
- The "We Dine Together" program
- It seems to be working to redefine the culture
- It gives kids resiliency to overcome challenges
- The cyberbullying checklist that can be hung in classrooms
- The app that helps with issues other than bullying, such as suicide and depression
- The social media tie-in

Some participants voiced some criticism or areas that could be improved upon, as follows.

- They would like to see adult moderators as well as peer leaders
- Some participants saw this as one more of many anti-bullying programs
- They found the pop-up that advertises downloading the app distracting
- The site has good content, but it seems busy

Similar Programs in Participants' Communities
Even though a few participants indicated that anti-bullying programs are common, they couldn't name very many.

- A program with a counselor who discusses bullying
- PALs cover bullying as one of the topics discussed
- EYE app can be used to report bullying anonymously

Barriers To Using A Curriculum Like This
The groups did not name many barriers to implementing a curriculum similar to Be Strong Global in their own communities. They pointed out that student buy-in would be essential to make the program work. One participant suggested starting this program earlier than high school. Some thought it could easily replace their current resources on bullying, although none could name of the programs they are using.

NoMore.org Sexual Assault Awareness Month
Participants in four of the six groups were asked to view the information about Sexual Assault Awareness Month on the Nomore.org site.

Overall Thoughts
Overall, participants were not overly positive about this site, saying that it is confusing and seems like a social media campaign. They couldn't tell who the site is geared for because it isn't specifically targeted to any one audience. In addition, they criticized the wordiness of the page. None of the participants knew that April is Sexual Assault Awareness Month; they believed that information like that provided on the website could open dialogue between teachers and students. They noted that this topic would need both board and parental approval.

Summary
Following is a recap of the main points and opinions that participants made in the focus groups, organized by the topic or question that the moderator posed to them.

What Did You Learn Today That Was New Around Sexual Violence Prevention?
The participants were interested to learn about the specific resources (websites/videos) that were introduced in the focus groups. The statistics also left an impression. In addition, participants were excited to know that sexual violence prevention programs are starting at an early age instead of being postponed until high school. This led them to conclude that it is better to be proactive than reactive to prevent things from potentially happening. They were also happy to know that someone is working on this problem, and that there is an organized effort under way to create strategies.

What Could Your Organization Do Around Sexual Violence Prevention?

- Implement some of these programs, specifically Coaching Boys Into Men , Smart Girls, and Second Step
- Address sexual violence even at an early age so that children can get the help they need (specifically in the foster care system)
- Educate on the signs of sexual abuse
- Talk about it more
- Educate adults who work with youth on what they should talk about with them
- Churches can partner with organizations to teach this material

What Would You Like to Have to Prepare the Children you Teach?

- Resources for parents
    - Guidelines on how to help their children recover from trauma
    - Scripts on how to have discussions around sexuality with boys and girls
    - Discussions on this topic held in the library
- More hands-on materials for children to read, learn from, and interact with
    - Apps and platforms like Kahoot!, where kids login to answer multiple choice questions
    - Anatomically correct dolls to help explain inappropriate touching
    - Stories or scenarios to discuss
    - Materials requiring minimal preparation, for feasibility within realistic time constraints
- Materials presenting the signs of sexual abuse
- Trainings on how to discuss this topic
- Time
- Money or other material resources
- People trained to deliver consistent lessons
- A free, whole-school seminar in which kids can learn about this topic
- Speakers who have gone through similar situations talking about their experiences
- A space for kids to talk about these issues, and a script giving the leaders (teachers, coaches, mentors) the words to lead these discussions
- A whole curriculum similar to Be Strong Global that incorporates an app
- Guidelines for what to talk about with each of the different age groups
- A crisis line or app for a child in distress where they can talk to a real person
- Media campaign on all media outlets, with PSAs to increase awareness (similar to old drug PSAs)
- Peer-led programs where kids can be leaders
- Videos
- A state-compiled list of existing programs

What Would It Take to Prevent Sexual Violence Before It Happens?

- Participants in all groups believe early education for students and parents is key, and should cover the following information
    - What sexual violence is
    - The defining lines of sexual violence
    - The consequences of sexual violence
    - Discussion of boundaries starting at a young age
    - Tips on how to communicate with others
- Destigmatizing victims and helping them feel comfortable sharing their experiences
- Providing students a safe space to share what they are going through
- Helping students build relationships to allow them to share their stories
- Healthy relationships with adults
- Role modeling
- Valuing each student so they value themselves
- Cultural shift toward recognition of the importance of talking about sexual violence prevention
- Awareness
- Breaking family cycles
- Recognition of the signs of abuse

Most Striking, Surprising, or Important Things Discussed
A total of 33 participants in four of the six groups were asked this question. Some responses were given by more than one participant; in the list below, these are flagged with the number of participants who gave the same or a similar response.

- The importance of consistently educating about sexual violence prevention at a young age (7/33 participants)

    But the main thing is, just what I'm seeing on there is constantly educating them at a young age, how important it is that you shouldn't have to wait until they're 14 or 15, because it might be a little bit too late.

    –Dallas participant

- Participants were happy to know that others besides teachers recognize the problem and will help to create programs to address them (6/33 participants)

    Not wait until they're in high school to deal with this. At a young age. That hopefully we can stop whatever's going on as far as sexual violence, bullying, or socially – violence or what have you. But I'm happy the state is looking to find some kind of a remedy for this situation that we have.

    –McAllen participant

- Statistics about sexual violence, including the percentage of boys subjected to sexual violence (7/33 participants)
- The available resources that participants can share with their schools and families (6/33 participants)
- Knowing their school isn't the only one that needs mental health programs for students (2/33 participants)
- The importance of being a role model for students (2/33 participants)
- The importance of being proactive instead of reactive (2/33 participants)
- The ability to have discussions similar to those that take place in the Boys to Men program (2/33 participants)
- Community partners must establish trust with their students so that the students can share with trusted adults if communication is not happening at home (2/33 participants)
- The importance of emphasizing relationships and helping kids in need (2/33 participants)
- Respect circles can be implemented to establish trust and rapport
- Training daughters that it's okay to say no without explaining themselves
- Educating oneself about this topic and building relationships with all kids

Conclusion

In conclusion, community partners did not believe strongly that sexual violence is a big challenge facing the youth they serve. However, they did agree that some of the curricula discussed in the focus groups could be used to help prevent sexual violence. In particular, early education of students and parents on what sexual violence is, the boundaries that define it, and its consequences could be a first step.

In addition, participants stated that in order for a curriculum to enter a traditional school-setting, it needs to be cost-effective and time-efficient. They felt that afterschool programs are more suitable for the task. The program components that resonated most with these participants were small, homogeneous groups where young people can discuss issues in their lives; a peer-led component; and data-driven information complemented by real-kid testimonials. Finally, participants pointed out that whatever resources are created should be provided to the entire school population, not just a select few people.

Parents Detailed Findings

Creative Testing

I Ask Campaign—How to Teach Consent Early *H*andout

About half of the parents had not yet talked to their children about consent, but many said having this handout would help and make it more likely that they will have that conversation. Many parents agreed that consent should be taught to children early in life, as young as eight years old. They would like to receive content like this in an email from their children's schools, on social media, and via 15- to 30-second video ads on YouTube and Facebook.

NoMore.org Website

Many participants responded that it would be worthwhile for their children to read the real-life scenarios presented on the website, and that either they or a friend had experienced at least one of them. However, many participants said that their children are not currently being taught information like this, but that it would be valuable for them to learn it at school. The use of the word "bystander" in "bystander approach" or "Bystander Tips & Scenarios" did not resonate with participants as a method of preventing sexual violence. While a few participants defined a "bystander" as someone who should intervene in a situation, most thought the opposite: that bystanders do not act. Suggestions for terms to use rather than bystander included "witness," "reactor," "hero," and "engaged bystander."

Coaching Boys Into Men

Parents gave overwhelmingly positive feedback to this program, stating that because kids look up to their coaches, the content is more likely to be well received. Most parents said that their children are not currently being taught anything like this curriculum, but that it is very important and they wished their children could participate in a program like this. Some also said that this is such an important topic that they would like to see such a program expanded and offered to both girls and boys who do not participate in athletics.

Baby Center—10 Tips for Raising a Healthy Girl Handout

Parents overall responded positively to this handout, some stating that they already do some of these things. Some also said they would welcome content about supporting their daughters. Many parents spoke about empowering girls as a positive goal and recounted specific ways they support their daughters. Overall, parents said that empowering girls relates to sexual violence prevention because it gives them a sense of self-worth and the confidence to say no.

Social Emotional Learning—Second Step
Almost none of the participants had heard the term "social emotional learning." After watching the video, most parents said their children are not being taught the concepts it deals with. A few said that perhaps preschools or kindergarten classes teach these topics. In every group, parents said they wished their children were getting that kind of instruction at school, because the life skills described in the video are just as important as academics.

Summary
Parents said children should be prepared to prevent sexual violence by having parents talk to them about the topic and through programs implemented in schools. Parents said they would like to have an app with educational materials that sends notifications of new/age-appropriate pieces they can use to talk to their children. Parents said they can be reached on social media via Facebook ads, Facebook Pages, and Instagram. At the conclusion of each group, parents were asked to share the most striking, surprising, or important thing that they had heard in the group. Most responded that participating in the focus group had made them want to take action in this area and talk to their children more about the topic. Many parents also said that they planned to talk to their children about consent and boundaries following the focus group.

Media Consumption

Social Media
The groups were asked about their social media use. Participants in all groups mentioned Facebook, Instagram, and Snapchat. Fewer participants mentioned Pinterest, Twitter, and WhatsApp. Some said they use certain social media platforms, such as Snapchat, because their children are on it and they want to keep an eye on their activity. In all groups, the most popular social media channels were, in descending order:

1. Facebook (36/46)
2. Instagram/Snapchat (both 12/46)
3. Twitter (6/46)
4. WhatsApp (3/46) (Three participants in McAllen brought up WhatsApp as a way they keep in touch with family in Mexico.)

Parents said Facebook is the social media platform they use most frequently. Common sentiments among parents is that Facebook is for older people like themselves and, of all social media platforms, it is the one with which they are most familiar.

> *I use Facebook. That's the oldest, so that's the one I understand. The old-timers. You don't understand the newer ones.*
>
> –McAllen participant

I just do the old-time Facebook. That's what my niece tells me. "Facebook's for you, Instagram and everything else is for me."

–Austin participant

Music

The groups were asked to name some of their favorite music artists. There was little commonality on particular artists listed by participants. Parents were more likely to share the genres they listen to than specific artists, the most common of which were "oldies" and "country."

The following genres were mentioned:

- Oldies
- Country
- Classic rock
- Rap
- NPR

When asked how they listen to music, most said they listen to traditional radio, but several said they also stream their music. The most common streaming services mentioned were Pandora, Spotify, and, to a lesser extent, Apple Music and YouTube. Many said they listen to streaming services with ads but tune out the ads or change the station when the ads come on.

The most popular music channels, in descending order, are:

1. Traditional radio (23/46)
2. YouTube Music (15/46)
3. Spotify (10/46)
4. Pandora (6/46)
5. Apple Music (3/46)
6. Sirius XM (2/46)

Television
Participants named many television programs that they watch. The following shows were mentioned.

- Bravo reality shows
- The Handmaid's Tale
- The Americans
- Queen Sugar
- Love It or List It
- Property Brothers
- Local news
- Spanish language talk shows
- Telenovelas
- Cartoons, which they watch with their kids
- Love and Hip Hop
- Keeping Up with the Kardashians
- Sports
- Teen Mom
- Law & Order

The most popular way to view programs was cable/satellite, with Netflix mentioned as a close second. Netflix is the most popular streaming service, followed by Hulu. Amazon Prime was mentioned less frequently. Nearly all participants watch YouTube, but none mentioned it as a paid service.
The most popular TV/movie channels, in descending order, were:

1. Cable (28/46)
2. Netflix (26/46)
3. Hulu (9/46)
4. Amazon Prime (3/46)

Challenges of Parenting Young People

Greatest Challenges

Participants were asked to share some of the biggest challenges they face parenting middle schoolers and high schoolers in today's world. Parents brought up a wide range of concerns; sexual relationships/sexual violence was not top-of-mind for most parents. Responses mentioned in more than one group are listed below.

- Overuse of technology/phones (3/6 groups)

  It's hard to keep them off their phones. Technology has changed so much over the years. Back in my time we didn't have all this technology. We barely had computers to get on there and do what we wanted to do. But technology has changed a lot of things in this world. What we need is, like we're talking about the network security and stuff like that, because they get online and they started scrolling through certain things, run across this, run across that. Is some things they shouldn't be looking at.

  –Dallas participant

- Peer pressure/fitting in (2/6 groups)

  I would say resistance about doing the right thing. My 17-year-old, we're having a challenge right now about leading by example, not being a follower. When you do something, I always tell him, "When you do something, just pretend that I'm there."

  –Houston participant

- Social media pressures (2/6 groups)

  Understanding that everything on social media is not the truth. It's not real.

  –Houston participant

- Access to inappropriate content (2/6 groups)

  My biggest thing is keeping them focused on being children. It's a lot of stuff that they paint pictures of, you can watch TV, you see this, you can see that, instruct children into wanting to be adults faster than what they need to be.

  –Tyler participant

- Kids thinking they know it all/rebelliousness (2/6 groups)

  The most difficult with the 15-year-old is he's … a little bit rebellious – not a bit, a lot rebellious. But it's part of life and we need to just put some limits.

  –McAllen participant

- Raising girls (2/6 groups)

  My biggest worry is that, I guess it's because they're girls. Sexually – they don't tell you so much. I just hope that I've guided them in the right way to be responsible. To know that no means no. My girl started early. She's already started her menstrual …

  –Amarillo participant

- Drugs/drinking/vaping (2/6 groups)

  A lot of time he's the designated driver to a lot of boys, so that worries me when, because I know these high school boys drink and they get distracted and they don't want to take Uber, so he's driving these kids around so that worries me. Among the boys, I'm also worried about vaping and e-cigarettes. I don't know. I've secretly looked into his bag. I've not found anything, but sometimes when the friends come over, I notice when I go upstairs after they've left, it's like if they spray some air freshener and I'm like, "Okay, what's going on …"

  –Dallas participant

- Kids dating/having crushes (2/6 groups)

  The stage with the 16-year-old, the guy's at the age of getting the girlfriend here and there, social media, and trying to be a friend of his. And I don't know, it's difficult. Sometimes they want to tell you a few things, sometimes they don't. It's not easy.

  –McAllen participant

- Discipline (2/6 groups)

  I want to spank them every time.

  –Amarillo participant

- Expense of raising kids (2/6 groups)

It's material things. They always want the most expensive Jordans, or they always want the most expensive shoes, or clothes, or whatever. It's one challenging thing.

–Amarillo participant

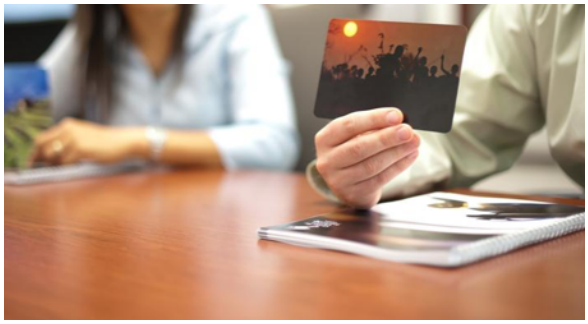
Where Parents Turn with Questions About Parenting

When asked where they turn when they have questions about parenting, participants' top response was family members and other people in their lives, such as friends, followed closely by Google. In addition to Google, parents go online to have their questions answered via WebMD and Facebook groups. They did not report having a single go-to resource for parenting advice.

Following are examples of questions parents have Googled.

- When do boys start shaving?
- How to influence my 16-year-old
- What do I tell my kid when he is sad that his girlfriend dumped him?
- What do the acronyms in my child's text messages mean?

What It Is Like Parenting Children Today



To prompt discussion and reflection, moderators used a Visual Explorer™ activity. Each card in the Visual Explorer™ deck shows a photo or image that is typically open to a wide range of interpretations. Participants were asked to choose one card out of the dozens on the table that represents what it is like for them to raise middle schoolers and high schoolers in today's world. Common themes in parents' responses included wanting to guide their children appropriately toward a good future; feeling stressed with parenting/managing their children's schedules; and feeling happy when spending time with their children/watching them grow.

That's one like a guy helping a little girl ride a bike …. That's basically what I feel like; that's my job, is to give her as much as I can; as much knowledge 'til she gets to the point where she stops listening, and just help her to get ready for the real world. Just teach her everything that I know.

–Tyler participant

I picked this picture. It has the little grandpa kissing the baby, just because with me, it's a lot of—I kiss my baby probably a million times a day. All my kids. It's like if you just show them love, it makes them closer to you, and they're willing to share more with you if you just be like—you show them that you care about them and they're comfortable with you.

–Amarillo participant

Puzzling. Actually, I really love puzzles, and my daughter and I used to put puzzles together. Very significant, actually. The reason why I picked is, we try to bond at least once a week together. We go and we spend mom and daughter time, we vary every week. Do different things and just a couple of hours. But to me it's that way. It's a safe environment. We can talk. We can do things. A lot of times, I think, based on our interactions, that I know her pretty well and so when something comes up, I think I pick the right puzzle piece and find out no, mom, I'm just a little bit off. You think you got it but you really missed it.

–Dallas participant

I chose this one. It's an eye looking through a keyhole. This one drew my attention. I wish I had the key to look into the lives of my kids. I want to look through this keyhole and look into their future and try to guide them all the way to adulthood.

–McAllen participant

Greatest Challenges Participants' Children Face

Participants were asked to brainstorm some of the biggest challenges their children face in today's world. Parents brought up a wide range of concerns, and sexual relationships/sexual violence was not top-of-mind for most of them. In a majority of groups, parents said drugs and alcohol, peer pressure, and bullying are their top concerns. A majority also expressed concern that their children are trying to live up to unrealistic images that they see in the media. In half of the groups, parents talked about the academic pressure their children experience in school and about relationships and friends. Sexual promiscuity was mentioned as a concern in half of the groups. To a lesser extent, parents mentioned gender/sexual identity, violence in schools, overuse of phones, sexual harassment, body image for girls, and nutrition/obesity.

I think they struggle to maintain their own sense of themselves. They get so many people around them that dictate the way that they feel like they should act to behave. They kind of lose who they were raised to be. They go to school and they are totally different people than when they come home. I see my son sometimes as school. I'm like, who are you? Like, you don't act like that at home.

–Tyler participant

And then with social media, the bullying used to be—we used to go fight after school. Now they can get to your kids anywhere. We'd meet at an alley and finish it up. It wouldn't continue for years.

–Amarillo participant

My daughter gets harassed by boys. For nude photos, for all kinds of things …. Absolutely. Girls get harassed really bad by boys …. It's on social media.

–Houston participant

Sexual Violence and Its Prevention

Thoughts on the Me Too Movement

Participants were asked if they had heard of the Me Too movement or similar movements that give voice to victims of sexual violence. Awareness of the movement was far from unanimous. Roughly half of the participants had heard of the Me Too movement specifically. The exact number of those unaware of the movement was not recorded because focus group moderators did not want to stigmatize their lack of awareness.

It's kind of basically boiled down to sexual harassment, sexual assault, stuff like that. A lot of it is stuff that happened to women in the past and years back and they're – they got more confidence to come out now instead of just being quiet and worry about how somebody's going to judge them.

–Tyler participant

Several of those who had heard of the Me Too movement or other reports of sexual harassment or abuse (e.g., sexual abuse scandals involving the Catholic Church, athletes, Bill Cosby, R. Kelly, and the US Olympic women's gymnastics team) said that they had discussed these stories with their children. Through those discussions, parents assured their children that they can come to them if they ever experience sexual violence; told their children that no one should touch their "private parts"; explained that "no means no"; warned their children not to "put themselves in bad situations" in which sexual violence could occur; and told their sons to give girls their space so they do not get accused of anything.

My son, my 17-year-old, he was like, "I hear a lot of guys" – because he's very aware with what's going on politically and stuff. He's like, "I hear a lot of people right now, a lot of guys right now saying, 'Now we have to be really careful. We can't even touch the girl because she's going to shout abuse.'" I told him, "If you just don't do anything inappropriate, you don't have anything to worry about."

–Amarillo participant

I always instill in them that wherever they are, there will always be danger. And there will always be people who want to experiment, make you experiment, try it, do it. But then, afterwards, you might regret it. And you don't want to be forced by anybody else.

–McAllen participant

Several parents said they thought the Me Too movement is a good thing that allows survivors to heal from their experiences in the knowledge that they are not alone. Some were hopeful that future sexual violence will be prevented because these stories are now out in the open. On the other hand, a few parents of both sexes (but mostly fathers) expressed the opinion that the Me Too movement has sometimes gone "too far," in the form of false accusations and equating small missteps by men to rape or sexual assault.

> *I think it's good because if something happens to a woman, I mean, they need to come out and let somebody know instead of waiting … or men. Don't worry about how somebody's going to judge you, what they going to think because nothing's going to be done about it unless you say something.*
>
> –Tyler participant

Several parents shared that, with sexual assault allegations so frequently in the news today, they are warning their sons to be careful not to make girls feel uncomfortable. Several remarked that since, in their opinion, the woman's side of the story is believed over the man's, they caution their sons to avoid any behavior with girls that could be construed as inappropriate. This advice includes asking girls for permission before touching them in any way, avoiding being alone with girls, giving girls space, and avoiding making girls uncomfortable.

> *I think it's just because we feel like men are stronger, so we automatically assume that if a woman says she's a victim then it has to be right, and that's not always the case unfortunately. That's the downside to the Me Too thing, because people starting using it as kind of—they weaponized it. It's like something may have happened to me, it kind of took away from the people that it was really happening to, because then people kind of, everything became, like, something. So, I tell my sons about that. Be very careful. Like, make sure you don't invade anyone's space in any way that can even give them an idea that you're making them, like, feel uncomfortable for that reason.*
>
> –Tyler participant

One parent in Amarillo shared the acronym "PANTS," which she uses to teach her children about avoiding sexual violence. The other parents in the group said they liked the approach and expressed a desire to go home and teach it to their children.

> *We have a PANTS rule in my house. Let me tell you what it is. P: Privates are private. A: Always remember that your body belongs to you. N: No means no. T: Talk about secrets that upset you. S: Speak up, someone can help.*
>
> –Amarillo Participant

Statistics
Several statistics were shown to the groups to determine their knowledge and to gauge their reactions. The first group, which was held in Austin, saw all four of the statistics presented in the list below; the other groups were shown only the latter two.

- Ninety-one percent of victims of rape and sexual assault are female, and 9% are male
- One in four girls and one in six boys will be sexually abused before they turn 18 years old
- Eight out of 10 sexually violent crimes are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend)
- More than 90% of sexual assault victims on college campuses do not report the assault

The reactions to the statistics overall were split: Some said the numbers were shockingly high but believable, while others said they were sadly reflective of what they had already suspected to be true.

> *I mean, maybe the percent, the ninety percent is shocking to me.*
>
> –Dallas participant

> *I actually wouldn't have been surprised if the numbers were higher.*
>
> –Amarillo participant

For some, the statistic that over 90% of sexual assault victims on college campuses do not report the assault was surprising. Some revealed that they had had personal experience with sexual assault while they were in college. Parents speculated that these incidents may go unreported because of the status of the perpetrator, the involvement of alcohol, the stigma attached to being assaulted, or the knowledge that the victim will have to see the perpetrator again around campus.

> *I think that seems like a lot. Ninety percent seems like a lot of people that* [don't report].
>
> –Houston participant

> *Unfortunately, in this society we've honestly gotten into the he said/she said, and it becomes you got to prove it, you got to do this, you got to do that, and the victim winds up being victimized even more, so why would they want to? They're going to minimize, if they can, what has already happened to them. Because whether they come forward or not, they are changed for the rest of their lives.*
>
> –Dallas participant

When the groups heard the statistic that 8 out of 10 sexually violent crimes are committed by someone known to the victim, several parents said it made them scared

for their children. Others said the statistic is a sad but true, and a few cited personal experience.

> *That's true, because more than likely, the person that does it to you is someone you'll be willing to trust.*
>
> –Amarillo participant

> *Yes, it's totally true. You trust in family or somebody that's related to you, and supposedly nothing is going to happen, that's what you think. And that's when things happen the most.*
>
> –McAllen participant

Defining Sexual Violence

The groups were asked what the term "sexual violence" means to them. The following is an exhaustive list of their responses. Interestingly, none of the parents used the term "rape" when defining "sexual violence."

- Anything that makes another uncomfortable
- Nonconsensual sex or acts of sex
- Unwanted advances
- Inappropriate touching or grabbing
- Anything against the other person's will
- It can be verbal rather than physical
- Something forceful

Perceptions of What Leads to Sexual Assault

Parents were asked what they thought contributes to sexual assault/violence in society at large. In every group, women's attire came up as a top-of-mind contributing factor for sexual assault. At least one parent in every group pushed back on that idea, saying that women should be able to wear whatever they want without fear of assault. Still, the consensus in the groups was that, sadly, clothing that is perceived as provocative can put women at a higher risk of assault. All participants in the Amarillo group agreed that wearing short skirts does not mean a girl should be sexually assaulted, but it does make it more likely that she will be. In Tyler, seven of the eight parents thought women are more likely to be assaulted if they are wearing revealing clothing.

> *I agree with that to a certain extent because, look, I agree with people should be allowed to wear what they want to wear. I agree with that, but me, as a parent, I should also be showing my daughter there is a time and a place. There is a time and a place. You're not going to show ass all day.*
>
> –Amarillo participant

In our society today, nowadays, for me, my viewpoint, and I believe many will agree. Right now, youth and girls, especially – and boys, of course, also. They're too awake. And they dress in a way, 13-year-olds look like 19-year-olds. And when I was 19, I looked like a 14-year-old. It's a provocation.

–McAllen participant

In addition to the lengthier discussions about the role of women's attire in sexual assault, each of the following was mentioned once as a contributing factor.

- Celebrities with highly sexual images
- Sexual content in media
- Being flirty
- Men's lack of self-control
- Mental health problems
- Past sexual assault committed on the perpetrator
- Drugs/alcohol
- Easy access to sexual content online
- Children's desire to experiment sexually

Parenting Boys and Girls Differently

Parents were asked if they are raising their sons and daughters differently. Many responded that in some ways they are. Some observed that they are making a conscientious effort to raise their girls to be strong and to teach them early about sexual assault, while being mindful to raise their boys to be respectful of women.

Well, my daughter says I'm easy on my son. She brings it to my attention. She says I'm very easy on him. I'm not as hard on him, but I'm hard on her for a different reason. Because she's a woman, and because I want her to grow up to be strong and not rely on anybody, including her parents. I want her to be successful in life and to not ever feel like she has to rely on a man. But at the same time, I'm easygoing on my son. He's completely different than her, and I want him to respect himself but to also respect women, and so in doing that, I feel like you have to be a little bit sensitive towards that.

–Austin participant

We've already talked to my ten-year-old [daughter] *about rape, touching, saying "No one touches you here or there," that sort of thing. We've already talked to her about that, and she's only ten.*

–Houston participant

It's something that you, like with boys, you have to teach them that just because you take this woman out on a date, it don't mean that you're going to get anything. The date is just that. It's just a date …. And I always tell my nephews, my little cousins, like, if she doesn't initiate it, she probably don't want it. And you shouldn't do anything to initiate. If a woman wants to do something, they'll let you know.

–Tyler participant

Preparing Children to Prevent Sexual Violence

The majority of the participants' ideas around preventing sexual violence involved communicating with their children and starting that communication at a young age. A few parents also said they try to keep their children safe by limiting how often they leave the house. One or two people mentioned the tactics of teaching boundaries, not allowing children to go to places alone, and setting good examples.

You really have to create that safe zone for your kids to say, "You can tell me anything you want. I'm not going to get mad. We'll work on it together and we'll figure it out" – you really have to live that value.

–Houston participant

I just try to tell them how the world is today. I'm a very overprotective mama and I mean, they hardly go anywhere. Hardly ever.

–Tyler participant

Where Children Should Get Information About Preventing Sexual Violence

Many parents said children should get information about preventing sexual violence from their parents. However, they said it should also be taught in school, since that is where children spend most of their time, and since it is helpful for them to hear about important topics from multiple sources, not just from their parents. Most parents did not think their children were currently receiving any instruction in school on sexual violence prevention. One parent in Tyler, who had previously worked as a counselor for DFPS's STAR program, shared that that department could teach the topic, but the schools are not taking advantage of this free program.

They're here in Smith County too, and they are more than willing to go out to the schools, and it's free to educate the teachers to look for signs of sexual abuse or anything like that, and the schools are not utilizing it. And it's very irritating and especially in Cherokee County, there are just smaller schools, and this program is not being utilized to help kids learn how to keep themselves safe and to fight peer pressure because, I feel like a lot of kids, boys and girls, are pressured into having sex just because everybody else is doing it and they're not, the schools are not utilizing the tools that they have available to them.

–Tyler participant

Parents in Amarillo said that a sexual education class called "Worth the Wait" is offered in middle school and high school. They said the class gives their children a baseline understanding of various sex-related topics, making it easier for the parents to have

conversations and, hopefully, prepare them to prevent sexual assault. In contrast, six of the eight Dallas parents said their children receive no sexual education at their schools.

> *It's really just about sex education, pretty much. They talk about the safe sex. They talk about the different STDs and stuff that they can get. It's just pretty much them being mindful of all of that.*
>
> –Amarillo participant

Creative Testing Ideas Using Specific Curriculum Concepts
The participants were shown different website, PSA, and handout approaches to sexual violence prevention that have already been created. These materials were meant to serve as a springboard for a discussion on effective ways to reach their children.

***I Ask* Campaign—How to Teach Consent Early Handout**
This handout outlines practical tips for parents about discussing consent with their children. There were roughly equal numbers of parents who had previously discussed consent with their children and those who had not. Some said they are more likely to talk to their daughters about consent than to their sons. Many said this handout will help them talk to their children about consent. Overall, participants said they are more likely to do so now that they have the handout. Parents viewed teaching their children consent as an important "first step" to preventing sexual violence.

> *It teaches them to realize that everybody has boundaries. No means no, basically. You got to respect your space. This is my space. This is your space. Basically, once you just know that, it prevents a whole lot of things. You can't just do what you want. That's not what life is about. Everybody knows that. You can't just go down the street and do what you want because there's rules to everything. There's rules to sex, and there's rules to touching people, and there's rules to being around people. You have to know those rules, and once you respect those rules, then you can keep yourself out of a lot of trouble.*
>
> –Amarillo participant

> *I would have liked my parents to have had this.*
>
> –Dallas participant

In the majority of groups, parents said the handout is helpful for parents that do not know how to discuss consent with children, and that consent should be taught early, starting somewhere between age 8 and age 16. In half of the groups, participants said parents should already know the content presented in the handout.

Whenever I read things like this, it gives me ideas of how I approach them. This is this, this is that. To me, I tiptoe around talking to my kids about things only because I don't want to give them the wrong information, because I don't know how to talk to them because my dad didn't talk to me. These things help me. Yes. These things give me ideas. Maybe that's a good approach. Maybe I should say something like that to them.

–Amarillo participant

I never really thought about it before, honestly. So, thinking about it in this way kind of makes you, "Yeah, maybe I should talk to them about things like that."

–Houston participant

Parents should already know all of these things to speak to their kids about. I don't think that a parent should need someone to tell them, "This is what you should say to your child." Unfortunately, there probably are parents that probably would need that. I feel like this should be just an automatic for a parent, especially that's coming into this age. Sexual feelings are certain to arise. By default, a parent should know this stuff.

–Tyler participant

Parents overall said they would like to get handouts like this one from their children's schools, but clarified that if the handouts are given to their children to take home, they will not receive them, because children lose flyers frequently. Emails or mail from the school would be best. Several parents said they would also like to get this type of information via social media or video ads on YouTube and Facebook.

Well, social media, of course, because everybody – I mean, there's a Facebook group because everybody's on Facebook. But I mean everybody – I'm telling you, the Internet is the first place I go for any kind of information, really.

–Dallas participant

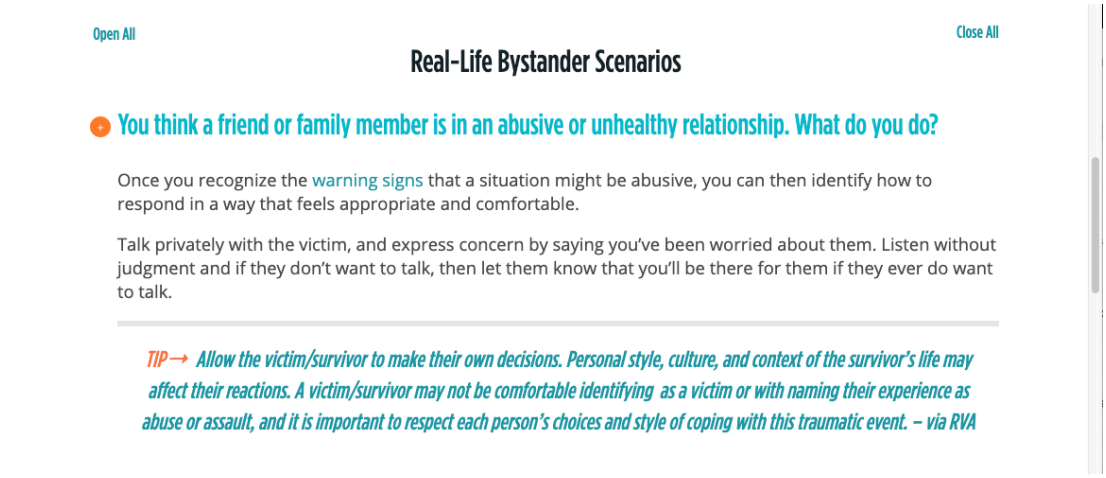
NoMore.org Website

Participants were directed to the website's "Bystander Tips & Scenarios" section, which provides a lengthy list of real-life situations posed as questions. When the user clicks on a question, a series of answers is provided.

Many participants responded that it would be worthwhile for their children to read the real-life scenarios presented on the website, and either they or a friend had experienced at least one of them. However, many participants said that their children are not currently being taught information like this, but that it would be valuable for them to learn it at school. Parents of boys said this is a very important topic for their sons to learn. Overall, parents agreed that this topic relates to sexual violence prevention because it can educate people about ways they can step in if they see these scenarios occurring.

I don't think my son has a really clear understanding of the whole bystander, nor have I actually talked to him about that. I've talked to him more about what he needs to do to prevent it himself. I think it goes back to what we were talking about before, about the influence, the peer pressure, they're trying to get along, and I think the guys, when they see it happening, I don't think – I think they need to be taught this and I think they need to be taught by someone other than their parents, because they're not going to listen from us.

–Dallas Participant



Just like they have the safety policies at every job. Watch the other person's back. Have their back. The same thing goes for sexual abuse.

–Amarillo participant

I think it's really important. I like what it said about speaking up, because even though these things are going on in our culture and society, we're the ones that have to be a voice of justice against that. If we don't, then it's allowed. For our children, for our son, we encourage him when there's something on that's wrong, to speak up, to come against that just verbally, whatever that is.

–Austin participant

The use of the word "bystander" in "bystander approach" or "Bystander Tips & Scenarios" did not resonate with participants as a method of preventing sexual violence. While a few participants viewed a "bystander" as someone who should intervene in a situation, most thought the opposite: that bystanders do not act. Suggestions for terms to use rather than "bystander" included "witness," "reactor," "hero," and "engaged bystander."

Participant 1: *My experience was when they – when you just stand by and don't do anything. You just watch.*
Participant 2: *Just standing on the sidelines and see something.*

–Houston participants

Participant 1: *They're ignoring it, basically.*
Participant 2: *Hearing and seeing it, but they're not doing anything about it.*
Participant 3: *They think that someone else will intervene.*

–Austin participants

Coaching Boys Into Men Video

This video describes a curriculum through which athletic coaches cover sexual violence prevention topics with the boys on their teams in 15-minute intervals throughout the season. Parents gave overwhelmingly positive feedback to this program, stating that because kids look up to their coaches, the content is more likely to be well received from them. Most parents said that their children are not currently being taught anything like this curriculum, but that it is very important and they wished their children could participate in a program like this. Some also said that this is such an important topic that they would like to see such a program expanded and offered to both girls and boys who do not participate in athletics. Some commented that they liked the fact that the course is taught in short increments; some said it should start as early as elementary school. A few pointed out that teachers already have limited classroom time to spare for anything other than preparing children for STAAR testing, so additional programs like this one may not be feasible to implement.

I think that the most important takeaway that I got from that is the fact that the coaches are the ones doing it, because they respect these men. They look up to these men as father figures, et cetera. A lot of these boys don't have father figures in their life at home, and so to have another male that they respect and not necessarily idolize, but teaching them, that is, I think, what's going to go a long way.

–Austin participant

It shouldn't be just limited to the sports; put it in the junior highs. They have to go to PE. It needs to be a part of that.

–Dallas participant

That was the one thing I didn't like about this, is what [she] *brought up, which was, it really needs to be exposed to everybody. Not just boys. It's nice to start somewhere, and that's – I get it. The percentages probably say it should be boys talked to first. I get that. But it needs to be everybody.*

–Houston participant

Baby Center—10 Tips for Raising a Healthy Girl Handout
This handout from the website BabyCenter.com offers tips for encouraging and empowering girls. Parents in general responded positively to this handout, some stating that they already do some of these things, but any content about supporting their daughters is welcome as well.

> *Yeah, for me, at least, it's common sense but I don't actively — this is kind of a reminder, reminder that you should do the right thing.*
>
> –Dallas participant

> *Because looking at this, I've made some mistakes here about reading this. I noticed some—never assume their strengths and their weaknesses. And sometimes you misjudge those things …. It's not great saying, "You're good at this, but you're bad at this." That's where sometimes you know, you think you're doing things great, in my case, but now, looking at it, I realize that I'm not that.*
>
> –McAllen participant

When asked where they had seen similar messages about women's empowerment, parents listed media depictions, including Marvel superhero movies, the 2019 Aladdin movie, a Barbie TV show, women presidential candidates, Amy Schumer's movie I Feel Pretty, and Nike commercials featuring athletes.

> *Yeah, the Nike commercials about women empowerment. All three of my daughters saw that. So, we see Serena Williams' commercials. Right now, it's the FIFA World Cup, the women. There's a lot of women empowerment ads going on right now. And I love it.*
>
> –Houston participant

Parents said they see their daughters and other girls in their lives feel confident when they achieve something at school, in sports, in Girls Scouts, or in music/performance. They support their daughters' confidence by supporting those activities. Many parents spoke about empowering girls as a positive goal and recounted specific ways they support their daughters. Overall, parents said that empowering girls relates to sexual violence prevention because it gives them a sense of self-worth and the confidence to say no.

> *Confidence. It gives you the power to say no. It gives the feel-good about saying no. I said no and I meant it.*
>
> –Dallas participant

Social Emotional Learning—Second Step video
This video explains a SEL curriculum from Second Step. Almost none of the participants had heard the term "social emotional learning." After watching the video, most parents said their children are not being taught the concepts it deals with. A few said that perhaps preschools or kindergarten classes teach these topics. In every group, parents responded positively to the video and said they wished their children were

getting that kind of instruction at school, because the life skills described in the video are just as important as academics. In half of the groups, parents said they try to teach these concepts at home and that such a program is helpful for children whose parents do not teach them at home.

> *I think it contributes just as much as math and science to the kids' growing up to be successful, so I think it should be taught in school.*
>
> –Amarillo participant

> *It's great. Something that we need to do nowadays. We need to protect our children and give them these tools that they need.*
>
> –McAllen participant

> *But I have to say, working at an elementary school, we have a lot of parents that don't do anything like this. So, I think our kids really could benefit, because our kids today are, at my school, are – they just do what they want to do with no regard for anything. Because I think their parents do that.*
>
> –Houston participant

Several parents said that teaching these concepts starting at a young age could help give children a good foundation for when they are older, which could prevent sexual violence.

> *Yeah, that's definitely a program that would fit. Like he said, the younger they are, the younger we expose them to these videos, to these feelings, these words, the more comfortable they'll be.*
>
> –Houston participant

Summary

How to Prepare Children to Prevent Sexual Violence

Participants said that to prepare children to prevent sexual violence, parents should talk to them about the topic and programs should be implemented in schools. Parents said they would like to have an app that sends them notifications of new/age-appropriate educational materials that they can use to talk to their children. Parents said they can be reached on social media via Facebook ads, Facebook Pages, and Instagram. Some participants said that children need to hear these messages from sources other than their parents and that it is important to give children the confidence to say no.

Resources to Help Parents Prepare Children to Prevent Sexual Violence

When asked what types of resources they thought would be helpful in preparing their children to prevent sexual violence, parents named a number of options.

- An app that sends parents notifications of new/age-appropriate educational materials that they can use with their children (5/6 groups)
- Reach parents on social media: Facebook ads, Facebook Pages, and Instagram (5/6 groups)
- A website (or preferably an app) with educational materials for parents (3/6 groups)
- Helpful materials like the ones tested in the focus group, emailed or mailed to parents (2/6 groups)
- Short videos that teach these concepts, targeted at children (3/6 groups)
- An online discussion group for parents, possibly a Facebook group (2/6 groups)
- Materials organized by children's age level (2/6 groups)
- Guidelines on how parents can talk to their children about relevant current events such as the Kavanaugh hearings (1/6 groups)

When asked to name the best ways to reach parents like them, participants gave the following responses.

- At children's schools (2/6 groups)
- At libraries (2/6 groups)
- Through TV ads
- At pediatricians' offices

In two of the six groups, during the discussion on desired resources and best ways to reach the target audience, participants also established that the Texas Department of State Health Services is a trusted source of information.

Most Striking, Surprising, or Important Thing Discussed

At the conclusion of each focus group, parents were asked to share the most striking, surprising, or important thing that they had heard in the session. Most responded that participating in the focus group had made them want to take action on this topic and talk to their children more about it. Many parents also said that they planned to talk to their children about consent/boundaries following the focus group.

In half of the groups, parents said they had learned about different ways to educate their children. This made some of them think they were not doing as well as they had thought before coming into the focus group. Parents commented that it is important for children (especially boys) to have strong role models. Some parents also said it is important to teach children about this topic early in life, to build confidence in children, and to encourage children to speak up if they witness a bad situation. One or two parents also made statements conveying each of the following messages or feelings.

- Children need to understand that it is okay to say no
- Girls must be prepared to deal with sexism
- The Coaching Boys Into Men program made a great impression on them
- The statistics on sexual assault are surprising
- Preventing sexual violence starts at home, with parents educating their children
- Parents were happy to know that the States of Texas is making an effort to address sexual violence

I feel like when you think about teaching right from wrong, you just expect them to know going into it what consent means, but I've never actually had the conversation of consent. I think talking about it here today has made me go, "Maybe I need this."

–Austin participant

You have to show them how they need to act, not just tell them. Because they're going to – a lot of what we do, they watch what we do. You can't tell them all, "Don't go out and do this," and then you go out and do it.

–Tyler participant

The bystander, even though I think that my kids would, I want to enforce that, hit that home and say, "If you know anybody, it's important to come forward."

–Dallas participant

Conclusion

Most parents did not identify sexual violence as a top-of-mind challenge in parenting their children or a major concern of the children themselves. However, participating in the focus groups had made them want to take action in this area and talk to their children more about sexual violence and its prevention. Parents said that children should be prepared to prevent sexual violence by having parents talk to them about it and through programs implemented in schools. Parents were enthusiastic about the Coaching Boys Into Men and SEL curricula, as well as the two parenting advice handouts they were shown during the groups, stating that the topics they cover are important for their children to learn. Parents said they would like to have an app with educational materials that sends notifications of new and/or age-appropriate pieces that they can use to talk to their children. Parents said they can best be reached through email from their children's schools and on social media via Facebook ads, Facebook Pages, and Instagram.

Stakeholders Detailed Findings

Strategy 1: Changing Social Norms – Bystander Approaches and Men and Boys as Allies

The first strategy discussed in the interviews was promoting social norms that protect individuals against violence. DSHS is considering two approaches that are detailed below.

- Bystander approaches, which:
  - Engage people, often youth, with the purpose of promoting social norms that protect against violence
  - Motivate people to promote protective norms through peer leadership around preventing sexual violence
- Mobilizing men and boys as allies, which:
  - Provides opportunities to encourage men and boys to be allies in preventing sexual and relationship violence by demonstrating their role in preventing such violence
  - Fosters healthy, positive norms about masculinity, gender, and violence among individuals with the potential for these social norms to spread through their social networks

Perceptions of What Works

When asked what they have encountered for youth and young adults related to this strategy, stakeholders most often mentioned Green Dot (https://alteristic.org/services/green-dot/) and Bringing in the Bystander (https://cultureofrespect.org/program/bringing-in-the-bystander/) as programs that have been evaluated and shown to be effective. They also mentioned two bystander programs that have not been rigorously evaluated, but are promising: Mentors in Violence Prevention (https://preventipv.org/materials/mentors-violence-prevention-gender-violence-prevention-education-training) and Step Up (http://stepupprogram.org/). They acknowledged that there are locally developed versions of bystander programs that are in use.

Stakeholders had much to say about what makes bystander approaches successful in general. Several noted that these approaches frame sexual violence prevention as a community concern, engaging community members who would otherwise not see it as their issue or responsibility. Note all italicized quotes are from stakeholders:

> *The bystander approach works because it engages people in a third way, not as victim or perpetrator. It's a good way to move forward.*
>
> *We know the bystander approach resonates well and promotes a sense of community responsibility for safety and well-being, which should lead to social norms changes.*

> *People think the issue of sexual violence doesn't belong to them. Bystander programs help people think it CAN belong to them. It's an intersectional approach. It helps people think about alcohol use, race, homophobia, and can intersect with other forms of marginalization.*

A few participants stressed that repeated exposure to the bystander message is critical. For example, they suggested:

- Integrating bystander lessons into classes or orientations and offering booster sessions over time
- Combining lessons with a social media campaign
- Using small group peer approaches that extend over three to six months, giving students time to understand the concepts and build skills through role playing

Several participants pointed out the value of engaging youth in the process, for example as peer leaders or ambassadors, through peer-to-peer interaction, or by involving youth in the development of messages.

> *Programs that let participants frame the problem for themselves and generate their own solutions are the most successful.*

A few participants had thoughts about how bystander approaches could be the most effective in primary prevention.

> *There has been a big focus on, at a party, someone being led off or an argument. It would help if people intervene at precursors. When you see sexist behavior, that's the time to intervene. Sexist comments and jokes are on the spectrum that leads to violence. We are more interested in bystanders being effective stopping sexiest jokes* [and] *demeaning behavior before there is any sexual assault. Conversations are way more effective if it is way ahead of time.*

Another stakeholder pointed to the importance of educators being honest with young people about the social risk of acting as a responsive bystander – and helping them work toward the safest, most productive times and ways to intervene, for example, by blocking a person who is posting sexist messages on social media, or stopping a conversation by saying, "Hey, I don't want to talk about this. It's demeaning to women."

In terms of mobilizing men and boys as allies, several participants cited Coaching Boys Into Men (http://www.coachescorner.org/) as an evidence-based program. A few mentioned A Call to Men (http://www.acalltomen.org/), which the Centers for Disease Control and Prevention (CDC) is currently evaluating. Both of these programs rely on coaches as key role models and influencers. One stakeholder with a national perspective was familiar with successful projects in barber shops, where men and boys "can hear from a trusted man about acceptable forms of masculinity and femininity."

As with bystander programs, stakeholders said there are local, home-grown efforts also being used which have not yet been evaluated.

Conceptually, stakeholders liked the idea of mobilizing men and boys as allies.

> *Men can stop rape. Getting men to talk to men seems like a way to help hold men responsible for change rather than holding women responsible.*
>
> *Men and boys often feel catatonic when you say "sexual violence." … When you implement a program, they don't feel so stuck around the issue. Programs are often run by men and boys who are engaging, talk about their own personal experience.*

Success factors for programs that support men and boys as allies include:

- Tapping into spaces where men and boys congregate
- Going beyond conversations to include helping men and boys build skills and giving them information to use in their own relationships, at school, and in the workplace
- Involving coaches/leaders who are fully invested in sexual violence prevention work

Within the broader context of changing social norms, stakeholders mentioned two programs that address healthy dating relationships: Young Hearts Matter (https://tcfv.org/prevention/young-hearts-matter/) and Expect Respect (https://www.safeaustin.org/our-services/prevention-and-education/expect-respect/). They noted that these programs are in use, but have not been evaluated.

Challenges and Barriers

The most commonly mentioned barrier to successful outcomes from bystander programs was social risk.

> *You have to acknowledge there is a social risk to the person who speaks up, and give them tools to mitigate the risk, better ways to articulate so it doesn't look like blaming or shaming.*
>
> *Social capital is really important to young people, ages 14 to 24. Social capital is the driving force. It's not easy to do the right thing and sometimes they don't know what's right. The norm is NOT to intervene.*

Social context was also noted as a barrier. If people who intervene face the same negative consequences as the person who acted inappropriately, a bystander approach is not likely to succeed. For example, if a person of color intervenes in a white environment and there are added consequences for the bystander, few other people will

follow that lead. As one stakeholder put it, "the environment has to support the bystander approach as acceptable and the expectation."

Stakeholders also acknowledged a conceptual barrier. Historically, the bystander approach has been grounded in the concept of "see something, say something," with the goal of building intervention skills for occasions when violence is happening or about to happen. The approach is not commonly understood as an avenue to change social norms to prevent violence. The risk of intervening during a violent encounter is off-putting.

> *There has to be a shift to focus on how to intervene early … folks think we are advocating jumping in in the middle of a crisis.*

A few people noted as barriers the resources and time required to teach people when and how to intervene.

> *Green Dot is meant to be an hour-long conversation. That's difficult and expensive. It takes a lot of work. Presenters are videotaped and coached. There is usually high turnover in staff ... Many places can't afford it.*

> *Most bystander programs don't spend enough time on how to practically follow through. They offer ideas for changing the dynamics and trajectory, but don't give practical approaches.*

The most commonly mentioned barrier to successful implementation of programs that support men and boys as allies was related to leadership and buy-in. Coaches must be well-trained, committed, comfortable talking about sensitive issues, and fully engaged for the program to work. Relationships between the coaches and staff from sponsoring sexual assault programs are key, and negatively affected by staff turnover.

Beyond challenges related to the two specific approaches under consideration, stakeholders commented about the general challenges and barriers to changing social norms. Several mentioned the difficulty of measuring success.

> *Efficacy is hard to measure. There are not many perpetrators at the age of intervention. You have to follow people for years to see if it worked.*

> *The reality is you may be working with students, but if you don't reach the parents, you have no idea whether the ideas are being reinforced or thwarted at home. Staff put in time and resources, but we are not sure of the impact.*

A few stakeholders noted too that one size does not fit all. Communities are different. A program or curriculum may be appropriate and accepted in one, and rejected or unsuccessful in another. Making adaptations to better fit a community may be

necessary, but it complicates the process by compromising fidelity. Even within a community, it can be challenging to communicate with diverse audiences.

> *The language people use, people in the field speak the language, but it doesn't reach your everyday Texan. Things like toxic masculinity. Everyone might agree that is bad, but the phrase turns people off from the start. Some men are proud of their masculinity, so you've alienated them. Men feel like they are being told they are the problem. It is triggering, they feel like they are being attacked.*

> *The tools don't always connect with young people. The language doesn't take into account their youth culture or different gender or race consequences.*

A few said that engaging men and boys in conversations about sexual violence is difficult.

> *Sometimes it's challenging to engage men and boys. They get defensive. "Are you trying to tell me I'm going to perpetrate?" The norms for masculinity and sexual violence make it hard to balance, to get to a place where they understand we are trying to work with them collaboratively.*

Participants who work in schools said access to youth and buy-in from school leaders has also been a challenge.

> *The biggest barriers were getting in the door. If we could get in the door, the level of support for programming and campaigns depended solely on the principal. They have the power. If they buy in, good, we can make progress. Or you may be in a school without much support.*

Some stakeholders noted that, even when staff successfully get access to middle or high school students, the curriculum often focuses on a narrow population within the school, such as athletes. Some curricula may be geared toward a particular gender, leaving out LGBTQ populations. Stakeholders who work at the college level reported feeling like they are competing with other issues that are higher priority, higher profile, or easier to address, citing a frequent "immediate adverse reaction to talking about sexual violence."

Finally, a few noted that changing social norms is an inherently challenging long-term proposition.

> *Social change movements are slow. One group at a time. One college, one college group, one fraternity. You have to keep repeating over and over. Every new freshman class. And there always will be groups we miss.*

> *In K–12 schools, it is a challenge to change social norms. Texas has requirements for awesome policies against sexual violence, sexual assault, bullying, and teen dating violence. All schools must have a policy about reporting and how to create a safe environment. On paper, the policy is strong. But implementation and reporting is very different.*

Ideas for Moving the Needle

Participants offered ideas from their unique perspectives about what might make a difference in changing social norms to prevent sexual violence:

- Give the right messenger the right message, the right platform, and enough repetition to help change ideas about masculinity, and help people think about intervention before a situation gets violent.
- Look to other movements that have achieved social change – for example, efforts against drunk driving and tobacco use – and use similar approaches.
- Start younger. Think about ways to impact the way boys and girls are raised, and help all adults shift away from reinforcing the norms that accept sexual violence.
- Translate the term bystander to upstander. Upstanders do not wait until something happens, they act at the slightest marginalization. Create a culture that sets the stage for not "othering" people.
- Find better, more natural language to discuss the issues. Give young people opportunities to explore situations and practice finding their own language, not a script from a packaged program. For example, one stakeholder had observed a focus group in which teens associated the term "consent" with getting their parents' approval to do something at school.
- Make sexual violence prevention an issue of community connection, support, and accountability.
- Meet people where they are. Make space for people to enter the conversation as allies at different starting points/levels of awareness about sexual violence and its prevention without criticizing or judging.
- Find better ways to get access and buy-in for programs in middle and high schools so program staff do not have to go to each principal individually. For example, get buy-in from the Texas Association of School Boards.
- Increase collaboration with groups that address different aspects of the same issue: domestic violence, dating violence, child abuse, human trafficking, etc. Reduce restrictions in grants that discourage or prohibit collaboration.
- Increase funding to increase the reach of programs

Strategy 2: Teaching Skills to Prevent Sexual Violence Through Social-Emotional Learning

The second strategy addressed in the interviews was social-emotional learning (SEL). This approach can be used with children and youth to enhance a core set of social and emotional skills including communication and problem-solving, empathy, emotional regulation, conflict management, and bystander skills.

Perceptions of What Works

The only two specific SEL programs stakeholders mentioned were Sanford Harmony (https://www.sanfordharmony.org/), a program for elementary school students that is available to schools at no cost, and the Empower Youth Program, designed for teachers, youth program directors, counselors, mentors and other adult influencers to teach exploitation prevention. The five-module curriculum is available through iEmpathize (https://iempathize.org). One stakeholder also referred to *STOP SV: A Technical Package to Prevent Sexual Violence* produced by the CDC (https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf).

This document identifies the Second Step: Student Success through Prevention as a program that has been shown to reduce bullying and sexual violence perpetration in middle schools. Stakeholders also brought up Young Hearts Matter and Expect Respect again as programs that address healthy dating relationships that are pertinent to the conversation about social and emotional skill building.

Most of the stakeholders who were familiar with the concept of SEL supported it as a primary prevention approach. Several noted that this upstream intervention may be an easier sell to educators, parents, and other gatekeepers than trying to address sexual violence directly.

> *This approach … solves multiple problems. Educational institutions are embracing it. It does not specifically address sexual violence. There are opportunities for partnerships, multi sectoral, aligns with education. It has other positive outcomes for youth development.*

> *This fits well with what many schools are trying to do … not a far stretch. This approach is not overtly anti-sexual violence. It's easier to get a foot in the door, seen as a desirable skill.*

Some participants acknowledged that it is difficult to teach someone not to be an offender, but that certain skills may help reduce perpetration (e.g., problem-solving, addressing anger, and managing conflict). Several of the stakeholders cited the importance of empathy, both to help reduce perpetration and increase bystander intervention.

Anything that helps people understand the importance of empathy, especially with adolescents who tend to be egocentric. An ability to understand how their language and behavior affects those around them decreases the chance of perpetration. The key is the ability to listen, to accept individual differences …There is a connection between social-emotional intelligence and being able to be an effective bystander.

A few participants pointed out the importance of addressing the broader environment within which SEL would be taught, particularly in the context of accountability and community. One stakeholder believes the SEL approach works best when (1) whole families are supported to build skills, (2) school staff and leaders are fully on board, and (3) students are experiencing restorative justice (i.e., a collaborative process that emphasizes repairing any harm done within a group or community). She knows of one school that has a yoga room where students who are experiencing difficult emotions can go to do breathing and centering for 10 minutes and go back to class, instead of being punished for their behavior. Another stakeholder described the need to reintegrate a student who has left the classroom to calm emotions.

Conflict management is huge. We start with time outs for emotional regulation, but we don't close the loop by teaching kids how to integrate back into community. The classroom needs to be involved in reintegration so the person knows it is a community.

Challenges and Barriers

Stakeholders offered a number of perspectives on the challenges and barriers to implementing a successful SEL initiative. A few pointed to the lack of long-term evidence that these programs work to reduce sexual violence.

We don't know if it leads to reduction of perpetration. Are you going to feel like sexual violence got addressed or got lost? If you reduce bullying, you are probably going to reduce sexual violence because a risk factor is common to something else. But it's a hypothesis.

Some people questioned if it is possible to implement the approach on a scale large enough to affect social norms, noting that there may be pushback from schools that do not have money to implement a program, from teachers who feel they do not have time to do it, or from parents. Some people suggested that starting SEL in middle school or high school may be too late to have an impact.

Doing it at a younger age is important, from birth! It doesn't start in 6th grade. It's life-long learning. For boys, relaxing strict gender roles. American cultures run counter to ideas of communication and problem solving, so the earlier you can interrupt stereotypes about communication and problem solving the better.

A few participants believe that a standardized program without any flexibility will not be effective with some populations. For example, a curriculum would be less likely to

succeed if it fails to present communication and problem solving within different cultural contexts, does not allow space for people with different identities, cannot be modified for situations (like an all-girls school), or if the program requirements limit class size in circumstances when teachers or program staff from sponsoring agencies have no control over the number of students per class.

A few stakeholders stressed the important role of the adults leading the course, given that the levels of social-emotional functioning within a peer group may vary. They believe facilitators need training and technical assistance to be able to meet people where they are. One stakeholder noted that it can be a challenge finding male leaders to do the work.

Ideas for Moving the Needle
Stakeholders offered a number of ideas about what might make a difference when focusing on SEL as an approach:

- Integrate SEL with other approaches instead of promoting it as a standalone sexual violence prevention program. Make the connection to cross-cutting issues like educational achievement, opioid use, and other safety issues, so it will be welcomed into and implemented broadly in educational systems.
- Layer environmental approaches on top of SEL and skill building. Change environments to reinforce and support the skills. For example, SEL skills are more likely to flourish when students, teachers, and administrators are all trained to model the behaviors.
- Start SEL at an early age, as early as possible.
- Make sure the program is flexible enough to meet students' needs, but not so flexible that it gets off track. Fidelity is important too.
- Shift the perceptions of professionals in the field to an understanding that SEL is a legitimate sexual violence prevention approach. Find ways to connect the different violence prevention programs and organizations around SEL.
- Develop SEL tools on social media where young people are.
- Increase the number of adults who model social and emotional skills.
- Figure out how to measure the impact of SEL on reducing sexual violence.
- Integrate learning about SEL into teacher training programs at the college level, so future teachers will know how to integrate SEL into curricula at preschools, elementary schools, and in middle school and high school content areas.

Strategy 3: Providing Opportunities to Empower and Support Girls and Women

The third strategy discussed with participants was providing opportunities to empower and support girls and women, specifically strengthening leadership and other opportunities for adolescent girls. This approach uses programs that build confidence, knowledge, and leadership skills in young women.

Perceptions of What Works
Stakeholders mentioned a number of programs they believe have been successful at increasing opportunities for young women and girls:

- Girl Scouts (https://www.girlscouts.org/), an organization that offers leadership opportunities and experiences for girls.
- STEM programs (focused on science, technology, engineering, and math), such as in the Ann Richards School for Young Women Leaders in Austin (https://www.annrichardsschool.org).
- Rise Sister Rise (http://www.risesisterrise.net), an organization that works toward academic success and positive socialization for African American girls.
- Con Mi Madre (http://www.conmimadre.org), an organization that empowers young Latinas and their mothers through education and support services to increase preparedness, participation, and success in college.
- Boys & Girls Clubs of America (https://www.bgca.org), whose mission is "to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens." This organization uses the Smart Girls curriculum, described as "a small-group health, fitness, prevention/ education and self-esteem enhancement program designed to meet the developmental needs of girls… ages 8 to 18."
- The Girls Empowerment Network – GEN Austin (https://www.girlsempowermentnetwork.org), whose mission is to "ignite the power in girls by teaching them the skills to thrive and believe in their ability to be unstoppable."
- Girl Empowerment Festival, produced by Arte Sana, (http://www.arte-sana.com/arte_sana.htm), an organization dedicated to promoting healing and empowerment in the Latino/Latina community through the arts, professional training, and community education. The festival offers communities "a unique collaboration opportunity to promote girl safety locally. It is a multigenerational gathering of girls, young women, mothers, aunts, and grandmothers, that addresses issues such as body image, dating and sexual violence prevention, victim rights, media literacy, cultural identity, and teen pregnancy prevention."
- GEMS or Girls Empowerment Mentoring (https://www.gems-girls.org/), an organization that seeks to "empower commercially sexually exploited and domestically trafficked girls and young women."

Beyond specific programs and organizations, stakeholders noted that leadership opportunities for girls such as athletics, social clubs, career coaching, learning how to start a business, and after school programs have been shown to be protective to overall health, and for the prevention of sexually transmitted diseases and pregnancy. These types of initiatives might also help prevent sexual violence if they support girls in becoming change agents to shift social norms.

Several stakeholders said the programs they have seen work successfully have engaged girls in all aspects of the program, giving voice and power to girls in program development and implementation as well as in participation.

> *The biggest thing conceptually is the involvement of young people. Avoid adults developing the program* – [saying] *let's do this TO young people instead of engaging youth in the program. Give them meaningful leadership opportunities, not just tokens like giving a speech to adults at a conference without giving them a role in the conference. Involvement in the development.*

> *We had a group designing T-Shirts, making banners. The conversations while they are doing something flow differently than when they are just sitting around talking. The T-Shirts, banners, campaign have value, but it is the putting together of the project that's the most important … It's the planning part.*

Challenges and Barriers

The most common barrier cited to strengthening leadership and opportunities for girls and young women was the current reality of the social environment that continues to perpetuate norms for women that limit their opportunities.

> *We still have norms that women's purpose is to please men.*

> *We still have a long way to go at the community and societal levels in equity. Are the opportunities really there? We have preconceived notions about the natural affinities for girls.*

A few described how deep they believe these social norms go and decried the powerful influences that keep them in place.

> *This approach doesn't get to the root of the problem. You can't discount media. Kids are on social media as much as they are in school. The influence of media is to normalize violence against women. The bottom line for me is we have to address pornography. Students are deeply involved in it, and 90% of it involves violence to women. Women are shown enjoying the violence or neutral. Young people are learning about relationships from porn.*

There are many examples where girls take a back seat to men even if given a leadership opportunity. When women take charge, the reaction is different than when men do it.

Some participants said that challenging these social norms may be even more difficult for marginalized populations such as girls of color, the LGBTQ community, and girls in families at lower socioeconomic levels.

We have to acknowledge that equality and fairness are not the same thing. We have to tilt the resources to get a balance. For African American and Latina populations, we have to overinvest for there to be fairness. When we talk about sexual violence, they are at a much higher risk. That may not show up in the surveys, but when we go on the ground, and look at the programs, we see it.

The next most common challenge cited was the unwillingness or inability of the adults running the programs to share power and be appropriate role models.

In adolescent leadership programs for girls or boys, there is so much adultism. Power may be taken, not given. Adults parcel out opportunities as long as it suits them …We fail to involve girls. Adults plan and develop the program and hand it over to youth to implement. And then we wonder why it wasn't implemented the way we envisioned. We need to involve the girls from the beginning, but adults don't want to give up control.

Facilitators thinking they are now the girls' friend. Adultism is a problem. Acting "the same as youth" is a problem. It can't be a free-for-all, with the adult saying, "well, the youth wanted to do that." Facilitators need to understand the boundaries. That's part of creating a safe environment.

A few stakeholders have noticed a lack of support or even backlash against programs for girls as well. One stakeholder cited preliminary results of a survey in Texas that suggests that community members either think empowering women and girls has less support than other strategies to prevent sexual violence, or they are not sure how the strategy is supported. In one form of backlash, a stakeholder reported hearing questions like, "what about the boys?" In another example, participants have heard professionals question whether separating boys and girls reinforces traditional stereotypes.

A few participants cautioned that programs for girls must be carefully designed to focus on changing social norms and avoid holding girls accountable for their own safety. One stakeholder put it bluntly: "You can't focus on making women un-rape-able."

Some of the risk factors might be reinforced if looked at through the lens of girls still being held accountable for their own safety. If gender equality is not at the base, [a program] *can't be successful.*

Ideas for Moving the Needle

Participants offered a variety of ideas on how to make a difference in strengthening leadership and opportunities for girls and young women:

- Get the message to girls early, in elementary school: you are strong; you can do anything.
- Find language that resonates with young women. Professionals at community-based sexual and domestic violence organizations talk in a nuanced way. Change the language so everyday young women can understand it.
- Involve the family. Have conversations with parents, teachers, and school administrators to make sure there is buy-in for an initiative or program.
- Foster and normalize gender equality. Find ways to change the community and culture so girls and women are accepted as leaders. Set examples for men to see strong women.
- Disrupt the normalized power structure that perpetuates people seeing violence as power, whatever their gender.
- Address the broader social context, including sexism, racism, the impact of social media, and the connection between pornography and violence against women.
- Find champions with influence within the community to be the messengers, such as a successful local athlete, local successful business female entrepreneur, or a religious leader.
- Clarify that empowering women and girls has positive benefits for the whole community. Dispel the myth that lifting up one group means putting down or withdrawing support from another.
- Provide training and guidance to adult influencers so they understand how to engage youth in meaningful partnerships and have youth at the table without taking power away from those adults.
- Be flexible in programming. For example, adapt curricula to fit the local context, allow girls to move into and out of the group, or allow girls into a group even if they have not participated in the precursor course.

Strategy 4: Creating Protective Environments
Creating protective environments was the fourth strategy discussed during the interviews. This approach may include:

- Improving safety and monitoring in schools
- Establishing and consistently applying workplace policies
- Addressing community-level risks through environmental approaches

Perceptions of What Works
The only specific program participants mentioned as successful was Shifting Boundaries, (https://preventipv.org/materials/shifting-boundaries), an evidence-based curriculum for middle school students on sexual harassment and the precursors to dating violence. The program includes classroom lessons addressing boundaries, personal space, appropriate and inappropriate behaviors at school, and reporting. Three school-level interventions include: school-based restraining orders, called "respecting boundaries agreements;" mapping safe and unsafe areas of the school; and posters to increase awareness and encourage reporting of harassment. One stakeholder noted that the success of the program comes from its environmental component.

> *The evaluation showed effectiveness of curriculum focusing on individuals PLUS building level was effective. Curriculum alone was not effective. Building-level changes were effective, even without the curriculum.*

Aside from curricula and programs, a number of stakeholders pointed to the role of policy in establishing standards for behavior and setting up processes for reporting unacceptable behavior. They stressed that policies can only change the culture when they are communicated broadly, implemented fairly, and when there is a high level of buy-in and trust.

> *There has to be a commitment at any level* – [in] *schools, workplace – to procedures and policies to address reporting of any active harassment or violence by a student or employee, a process that is fair and complete for both the reporter and respondent. There has to be full faith in those who handle the process.*

> *A standard code of conduct in schools and workplaces provides an environment that, when someone has been offended, reporting is* [made] *simple and easy, and trauma-informed care is available. Create an environment for general health and well-being.*

One stakeholder noted that policies and other environmental interventions work best when a high level of social accountability is created. As a parallel example, she pointed to universities in the early 2000's that addressed a crisis in underage drinking. The most successful campuses put the impetus on fraternities to self-police, to educate members, and post prominent signs about acceptable behavior.

Barriers and Challenges

Stakeholders believe that one barrier to creating protective environments is that much less is known about how to implement this strategy than the other three proposed sexual violence prevention strategies that DSHS is considering. The strategy is often confused with adding more security, especially in schools.

> *Whole child, whole school, whole community is a beautiful model, but it is a paper model. I don't know what this looks like concretely. CDC hasn't given lots of guidance. That's good and bad. We are able to try innovative things, but it can be difficult.*

> *Safety conversations are typically about hardening: more security guards, metal detectors. That's a way for school boards to simplify complexity.*

A few participants pointed to the inherent difficulty of changing environments in the face of self-perpetuating social norms.

> *We are up against the way things have always been. Everyone knows about the make-out sexual activity space, the stairway in the school. Teachers know about it and ignore it. How would you move into that environment and change it? You can't put a camera in every corner. And that's not protective; it's for after the fact.*

> *I see it fail in self-perpetuated environments. Frat houses where the culture perpetrates it being uncool to not pursue sex. It becomes commoditized, and seeking sex beyond consent is acceptable. The attitude is "don't be a prude."*

A few stakeholders said schools and workplaces may shy away from evaluating and changing their policies because of a fear of false accusations; concerns about dealing with increased numbers of accusations, something they perceive as happening because of the #MeToo movement; or a fear of admitting past policies were inadequate.

> *It carries a risk. Communities have to be willing to acknowledge when they have failed … They might freak out about people saying there are unsafe places at their schools.*

> *Much of the work revolves around schools and workplace partners. They have a hard time committing because they might not want to own a particular problem.*

A few people noted that putting polices in place falls short if it is the only step an organization takes. Without widespread awareness of the policies and training in concrete practices and how to implement the new policies, the environment will not change.

> *Schools may adopt certain policies, but I'm not sure how much people know about the policies or if they are followed. For example, a teen dating policy is required* [in Texas schools]. *But years later, lawyers are still reviewing language. People don't know what the policy is until something bad happens.*
>
> *It's hard to implement a safe environment. Putting protocols in place is easy, but how do you make sure kids are aware of them and know where they can get support?*

A few people cautioned that, without careful thought, this strategy can venture into holding potential victims responsible or addressing only situational factors.

> *These strategies tend to be deficit-focused instead of asset-focused. The community needs to be involved from the beginning. It has to happen at a systems level instead of blaming the people in that community.*
>
> *It's not as simple as some people think. For example, some folks want to look at alcohol density, reducing the amount of alcohol on campuses. But alcohol is a situational factor, not a cause. Poor neighborhoods and neighborhoods of people of color have higher alcohol density.*

Ideas for Moving the Needle

As with the other strategies, stakeholders suggested a number of ideas that might make a difference:

- Train sexual assault program staff in policy writing, and prepare them to work at the organizational and systems change levels, which are very different from working with individuals.
- Figure out how to help organizations and communities implement policy in a way that establishes and reinforces the desired norms.
- Go beyond policy. Look at the language that affects the environment to see if the organization is reinforcing the desired norms, for example, through family leave, or encouraging community connections and engagement. Work toward making everyone accountable for developing safe and respectful environments.
- Focus on relationships; tap into non-traditional partnerships. Build buy-in from leadership at organizational and community levels.
- Use an approach that allows for top-down and bottom-up influences at the same time.

- Start from the assumption that there are assets in the community. Ask, "What is going well?" and build from there. Don't perpetuate messages about what is wrong.
- Learn to better understand schools and the differences in language and perceptions between public health and education. Use a resource such as *Speaking Education's Language: A Guide For Public Health Professionals Working in the Education Sector* (http://www.ashaweb.org/wp-content/uploads/2014/08/nacdd_educationsector_guide_.pdf) to learn how to approach and work with school personnel.
- At the state level, provide training, technical assistance, and toolkits on how to build protective environments.

Priority and Foundational Strategies

After exploring stakeholders' experiences with and perceptions about the four strategies under consideration by DSHS, the researcher asked participants if they thought any one of these strategies was more important or more foundational than the others and why.

Six people said that Strategy 3, teaching skills to prevent sexual violence through SEL at an early age, is key. They gave as reasons: SEL overlaps with the bystander/men and boys as allies approaches; it encompasses strengthening and empowering girls; and it disrupts values, beliefs, and norms that are often taught unconsciously. One participant noted that it is easier to get buy-in for SEL than for other, more direct sexual violence prevention approaches.

> *You can say, hey, we want to start with these kids in elementary school to have conversations about empathy, problem solving, conflict resolution. It's easier to get buy-in than using a direct sexual violence prevention approach. Social-emotional learning will make it easier for teachers, a more productive classroom environment, and better learning.*

Five people said that Strategy 1, changing social norms (bystander approaches and mobilizing boys and men), is foundational because a community that regards sexual violence as unacceptable will naturally adopt and implement strong policies and support all the other strategies.

> [Changing] *social norms is key …If people buy into community responsibility in terms of what people value, safety versus individual rights. If you can get that support, you will have it to do the other strategies.*
>
> *Social norms, especially around masculinity, are key. Once you change the dynamic, the community will move naturally to provide opportunities for women.*

> *Social norms … a policy may be in place, but if the people implementing it are operating under social norms that don't protect youth, they're not going to understand or implement it* [well].

Three people said that Strategy 4, creating protective environments, must be at the foundation. They reiterated that unless students in a school or members of a community feel safe, the other strategies will not work.

> *It's essential to create protective environments. Through surveys, I hear from thousands of students who don't feel safe. Unless they feel safe, teaching leadership skills won't work. Many students are resigned and cynical. They think, if schools were going to do something about [sexual violence], they would have.*

> *Create protective environments or things will unravel. We can empower girls, but unless the environment is supportive, it won't work. The same with men and boys as allies.*

A few people said the strategies are so interconnected that it was impossible to pick just one. One stakeholder acknowledged that, while the SEL strategy is basic at the individual level, working with individuals alone without also addressing social norms at the community and societal level will not have the desired reach or effect. Another said that creating protective environments and changing social norms go hand in hand with changing the dynamics; once those are improved, the community will move naturally to provide more opportunities for women. Another made an argument for a multi-faceted approach:

> *Sexual violence is a world struggle, not a behavior where one approach would work. It's a combination of individual-level work and community level work.* [We need a] *social media campaign to communicate the connection and responsibility we have for one another. Valuing of others not despite, but because of, their differences.*

Two stakeholders said the community context has to be taken into consideration. One strategy may be more important or feasible in one area, and a different approach may be needed somewhere else.

> *It's contingent on where the greatest opportunities are and the greatest will is. You need to pick when things line up. Are the necessary ingredients in place to be able to leverage? Which approach aligns best? You can make an argument for and have concerns for all. Seeing how diverse Texas is, I am hesitant to say which is a priority. It varies by community. Also, if a community is against something, you can't force it.*

Final Thoughts: Wisdom from the Experts

After discussions about the strategies, the researcher asked participants what they know now that they wished they had known when they were starting out in the field of sexual violence prevention, intervention, and advocacy. A few common themes emerged in their responses:

Several people talked about the evolution of the field. For example, one person noted that, early in her career, professionals were looking to government systems focused on education and criminal justice as the leaders. If she and other professionals had understood then that sexual violence is a public health issue, and had understood the concept of primary prevention, the field could have advanced further by now. A few people described the shift in thinking around sexual violence prevention from "teaching girls how to act differently to be safe" (or a victim blaming approach) to an understanding that the whole community is responsible for primary prevention and that changing social norms is a critical piece of the puzzle. Another noted movement away from deficit-based approaches and toward asset-based strategies.

Several participants commented on what they have learned about the process of leading and being part of this work. A few said they wish they had understood sooner the importance of partnerships, and the critical role of relationships. For example, one stakeholder said the ability to come together and listen to other voices and integrate them into the work is vital. Others wish they had understood how long and slow the work would be. One described it as non-linear: "two steps forward, one step back." Another said she did not understand initially that systems change, particularly policy changes, "feel like they take a lifetime." Another wishes she had known more about the importance of starting evaluation early and integrating it into all aspects of the work.

A few participants' wishes were personal. One woman wished the people around her would have been more honest with her about sexual violence when she was young, noting that, "It would have kept me out of dicey situations and made me more willing to speak up." Another said she did not appreciate early on how personally meaningful and impactful the work would feel. One participant described how the work has transformed her worldview.

> [I wish I had known] *that this field will change your view and perception of the world in a better way, will open your mind. I came from a workplace* [before] *with a lot of toxic masculinity.*

Finally, in considering what they had learned, a few participants also pointed out what they still do not know. For example, one believes we still know very little about effective messaging and, in particular, do not know how to talk about perpetration or frame issues in language young people understand. Another said she would like to know more about key resources so she can send people to those that are proven effective, especially given the high turnover among prevention staff who often see the

coordinator position as entry-level work and a stepping stone to other positions. A few people said they would like to figure out how to eliminate the silos within the violence prevention field, separations that stem from attitudes and historical practices as well as restrictions established by funders.

> *I wish we could talk more about intersectionality of violence. We are still very siloed. Anti-gang violence advocates see only that. They don't see it connected with rape that may happen within gangs. Even RPE* [Rape Prevention Education] *is siloed… RPE funding is confined to operating in a small space. We need to broaden the conversation. Intersectionality, gang violence, gun violence, all kinds of violence are related. Rape prevention is dating violence prevention is child abuse prevention.*

> *There is no way to coordinate all the different approaches and help them work together…Trafficking organizations say WE are the program, dating violence programs think WE are the program, sexual assault programs, etc. Silos. There has to be a way to help them all connect. If responders don't get training on trafficking, there should be a way for people doing training on child abuse prevention to embed a little bit about trafficking into their training. So many of the risks and protective factors are the same.*

Findings from Online Focus Groups

The moderator began each of the three focus groups by asking participants to talk about where they work, what they like best and least about their jobs, and how long they have had the job or have been in the field. Participants represented organizations based in the following Texas cities.

- Abilene
- Austin
- Brownsville
- Corpus Christi
- Eastland
- El Paso
- Fort Worth
- Harlingen
- Hempstead
- Midland
- Round Rock
- Stephenville

About half of the 16 participants described their roles as primary prevention coordinator or educator, five as administrators, and a few as trainers. Their time on the job or in the field ranged from six months to careers of more than 20 years. In general, those in administrative positions had worked in the field the longest. As their favorite part of their job, participants most commonly cited opportunities to interact with young

people, get to know them, learn from them, and see firsthand the impact of their work. Their least favorite aspects of their jobs were numerous: paperwork and reporting, adultism in the community, challenges getting access to youth, the limited amount of time they have to interact with youth, witnessing how overwhelmed some youth are and seeing how limited their services and support options are, and helping youth deal with experiences of violence and abuse.

Primary Prevention Activities and Populations Served
As they talked about their work, participants described the various populations they work with and the settings in which they work. Most work in schools, but the differences across the communities were dramatic. Following are some examples of populations served by individual participants.

- A single high school
- Students in middle school and traditional high school, and at an alternative high school
- Multiple high schools
- Middle school (trying unsuccessfully to get into the high school)
- Multiple high schools and after-school programs
- A group of students who participate in the program continuously from elementary school through high school
- Middle school and after-school programs through the Texas Mediator Credentialing Association (TMCA), Boys & Girls Clubs, and a local youth activity center
- Pre-K (three-year-olds) through high school
- Multiple school districts and colleges
- Pre-K through sixth grade in 27 schools
- First through eighth grade

Within these settings, the depth and reach of programming also varied. For example, when asked to describe their current primary prevention work, several participants said they use the nine-session Phase I TAASA curriculum. Some modify it by adding a session on consent. Some participants implement Phase II of the TAASA curriculum, which is youth-led and allows for flexibility and creativity; others have not gotten the necessary buy-in to implement it. One participant uses the social-emotional learning (SEL) approach PATHS (Promoting Alternative Thinking Strategies, http://www.pathstraining.com/main/) with older children, and Baby PATHS with three-year-olds. Another's organization uses the Expect Respect curriculum.

A few people mentioned using locally developed curricula. For example, one described a course based on a foundation of respect and empathy and moving through stereotypes, healthy relationships, consent, and conflict resolution. Another described programming that trains youth to be advocates. One participant is developing a sexual

assault prevention curriculum that involves cultivating a garden as an exercise in building empathy.

> *I could just be talking to them* [about healthy relationships] *and it's like blowing smoke at them …. They won't ever understand it because they don't see those relationships, ever …. Once you start seeing that seed sprout, you become very excited about it. If the plant starts to wilt, you start developing empathy for that plant …. If you water a relationship too much, it will die. If you don't water it enough, it will die, just like a plant …. I was amazed, because this was the first time I've ever interacted with these youth that they don't pull out their cell phone.*

Collectively, participants mentioned covering topics such as empathy, communication, conflict resolution, overcoming obstacles, becoming responsible bystanders, gender equality, hypermasculinity, awareness about sexual violence, boundaries, body autonomy, healthy relationships, consent, and portrayals of gender in the media, particularly social media. Some organizations also cover information that goes significantly beyond primary prevention. For example, some teach life skills to survivors of abuse, and some find ways to address sex trafficking without using that term.

The frequency of contact with youth described by participants varied from four 1-hour presentations over a school year, to nine or ten sessions following a curriculum, to weekly meetings with youth. Within the different types of programming, participants reported having access to youth in different numbers and from a range of backgrounds. Some participants have partnered with a teacher, and the only students exposed to the material are the students in that teacher's class. Others work only with athletes, students in leadership or mentoring groups who might influence others, or students who have been identified by school personnel. Youth participation in after-school programs is usually voluntary.

Challenges in Primary Prevention

When asked what aspects of primary prevention are not working currently, participants most commonly noted challenges related to access to young people. One decried the fact that only a few male students (6 out of 103) participated in the program during the last school year. Another said her program has tried unsuccessfully to implement follow-up after-school programs at the high school for youth who had participated during middle school. A third participant said that some schools have cut the number of sessions to six or seven instead of allowing staff to implement the full program of eight or nine sessions. She also said the number of young people her program can impact is limited because the single part-time primary prevention staff person cannot meet the full demand of the school districts.

Others reported that they can only access students in certain clubs or classes. In one case, the program completely lost access to students after new school district administrators decided they did not want to continue it.

A few participants spoke of challenges related to a different kind of access: getting through to students. They noted that it can be hard to engage students deeply enough to inspire them put down their cell phones; that male students have difficulty relating to the subject matter if they do not have a safe father figure at home; and that it is challenging to bridge the generation gap with young people who are too worried about the present to have conversations about the future.

> *I think there is a lack of hope in our youth. They don't really think about tomorrow. It's more about being in the present. So, when we speak of the repercussions of your actions and what could happen later on in life, they're not thinking about their future. They're thinking about, "How do I maneuver through today, right now? Right now, there's shootings in my school. Right now, I'm trying to survive in my home. I'm trying to survive with my peers."*

Several participants pointed out challenges with the curriculum. In two of the three focus groups, participants commented on what they perceive as shortcomings with the TAASA curriculum and how they have modified it.

> *What's not working is the way the* [TAASA] *curriculum is … supposed to be implemented. The specific population that I work with, they need to be engaged, not just with manipulatives, but also have something else that … is constantly engaging. I look around at some of my students, and when we sit in the circle, they're just zoned out no matter how many manipulatives I put in front of them …. They're playing on their phone.*

> *The* [TAASA] *curriculum is more of like specifying on women … one of our students had actually brought that up, saying, "Why isn't there more talk about males?" So, we did try to incorporate that on our own, because they felt like there's more like male entitlements, hypermasculinity instead of the other way around … and also the barrier of them having to go through Phase I before they're able to get to Phase II.*

Others described different types of challenges with the curriculum they are using. One participant who works with the same students year after year said it is a challenge to keep the curriculum fresh. Another said the school district she works with must review and approve the curriculum before the program can be implemented.

> *When we're working with the kids,* [implementing the curriculum exactly as designed] *is not always the right thing to do. And so we kind of have a policy of, this is the objective, this is what we're hoping to get to, but we may get to it a different way than the activity that may be described in our curriculum …. We'll adapt it until the kids get it …. That confuses a lot of administrators because they're so used to set curriculum mandates.*

A few participants noted challenges related to social norms. In one case, program staff have struggled to involve parents and the broader community, even when students designed and prepared a parent information night addressing teen dating violence. Ten students worked on the project, but only three parents showed up. Another participant reported that students sometimes get pushback from adults when they try to act as responsive bystanders.

> *Just really trying to change the culture … some of the kids are giving us feedback, such as, "We tell our teacher and they tell us to stop being a tattletale." So, we're really coming against some things that we have no control over.*

In two focus groups, participants pointed out that some general constraints make their work more difficult. They cited restrictions on the topics that can be covered under specific grant funding; for example, funding requirements for a sexual assault prevention grant prohibit program staff from talking about dating violence or human trafficking. Participants from organizations with multiple funding streams for overlapping purposes said it is challenging to account separately for each activity.

Social Media

The moderator asked participants how they use social media to convey prevention messages. Responses reflected a wide range of knowledge and experience. A few people said they would like to use social media to support programming but are "not there yet." At the other end of the spectrum, a few participants spoke in detail about how they have leveraged the power of social media. For example, one described two social media projects she had implemented. In one project, students received extra credit from their high school teachers by completing challenges on the That's Not Cool

app. In the second, the participant surveyed 300 students in the schools where her organization was working about why they do not talk with adults about teen dating violence and other forms of sexual violence. She then posted the findings on social media to educate the adults.

> *Then we put it* [student responses] *on social media, on Facebook, for the adults to see. And it was like, "because you think we're lying, because you think that it's a joke, you don't believe us, you say we're too young." So getting to that action piece for adults to be like, "Yo, I need to step up."*

Another participant reported that her organization uses the various social media platforms for different audiences and purposes: Facebook for official information about events and awareness messages; Instagram for a more informal, behind-the-scenes look; Twitter to interact during conferences and to communicate with other agencies; and SnapChat to interact more playfully with youth, using humorous filters and infographics. A third participant, who said her organization uses Facebook, Instagram, and other platforms, outlined a deliberate planning process.

> *We have a conversation every other month about planning out three months of messaging around different topics … what sort of messages should be out there about preventing this and also addressing it after it's happened? It's very technical conversations across the organization, and with our marketing and communications team, around what we should be putting out.*

Most of the participants fell somewhere between these two extremes. They are aware that social media is an important tool and have used some of the platforms. Most understand that young people are not using Facebook and believe Instagram, YouTube, Snapchat and, to a lesser degree, Twitter are better platforms for reaching them. A few said their use of social media is limited by policies or by a lack of understanding on the part of their organizations' leaders. Across the board, participants said they could benefit from training on social media. Some want basic training, which one person labeled "social media for idiots." Others — mainly those who already make extensive use of social media — would like more advanced training on topics such as educating board members and other organizational leaders about the importance of using social media.

Thoughts about Strategies under Consideration by DSHS
The moderator briefly described three of the strategies DSHS is considering for implementation and asked participants what they thought of each strategy, what they see as the biggest challenges and barriers to implementing each strategy, and what could make a difference or move the needle toward successful implementation.

Strategy 1: Promoting Social Norms That Protect Against Violence

The strategy of promoting social norms included two types of approaches: engaging bystanders, and mobilizing men and boys. Findings are reported separately for each type of approach.

Bystander Approaches. The moderator framed the conversation about bystander approaches in the context of primary prevention. However, a number of participants' responses suggested that they do not perceive or use this approach for primary prevention, but rather as an intervention at the threat or point of violence. Some said the term "bystander" has been associated with bullying, so students might automatically assume the approach means intervening to stop bullying. A few people suggested that the term "upstander" might be a better term for the approach.

None of the participants discounted the importance of a bystander approach, but no one claimed to have had a successful experience with it. They did identify a number of challenges. Some said the concept does not make sense to students who are struggling to take care of themselves.

> *We tried to implement some of the bystander techniques within our curriculums and in our conversations with the kids. I think it's confusing for them …. I've heard some kids say, "It's all I can do to take care of me, let alone take care of some else."*

A few people noted that before people of any age can be responsive bystanders, they must have certain skills and beliefs, including empathy for others, communication skills, and a sense of their own power.

> *The youth are more worried about their own survival than having to worry about somebody else's survival. They're like, "Well, they shouldn't have done that in the first place," or, "Why do I have to do it?"*

> *They have a hard time just communicating with each other, period, just in everyday life, because it's more secluded and to themselves because of social media. I think it's the communication skills that cause a problem with speaking up for someone else when they rarely even communicate with each other about their feelings.*

Being able to intervene, feeling comfortable to intervene requires, at least in some small way, that you feel like you have some kind of power to do something about this situation. We have students that are growing up in homes and environments where they have no power, they have no control …. There's parents who are incarcerated, parents who are absent, parents who are walking a thin line of child abuse.

A few participants pointed out that the social cost of acting as a responsive bystander may be too high for some youth.

Worrying about their social circle. Sometimes school, and their social circle there, is the safest place that they have. And if that has to come into question because of them standing up for somebody, they're just not gonna do it because that's their only safe, accepted space. We talk about bystander intervention, and as an ideal, they think it's great. Of course we should help people out, right? Almost anybody would say yes. But, practically, I think to ask high school and younger students, it's asking a whole lot of them and maybe something they're not totally ready for.

Mobilizing Men and Boys. When presented with the approach of mobilizing men and boys as allies, participants generally responded positively, and some even enthusiastically. They pointed to the importance of involving men and helping them understand that sexual violence is everyone's issue.

If we only frame sexual violence as a women's issue, even though it disproportionately affects women, it can create that divide as to who is responsible for addressing it. So, I think if it's framed more as a human rights issue, something that affects everyone …, it can kind of broaden it as this is everyone's work, but depending on who you are, the work might look different.

I think it [mobilizing men and boys] *is important. Lots of focus so far has been on teaching people not to be raped. That's not where it starts. It starts with a culture that tells men and boys they can have whatever they want. They have been left out of the conversation.*

A few participants said they have been successful in getting men engaged in awareness events. One created a community-based men's organization to help stop sexual violence. Another has implemented both Coaching Boys Into Men and the parallel program for female athletes, Athletes as Leaders. She credited the commitment of the coaches for the success of these programs.

Coaching Boys Into Men and, and Athletes as Leaders are supposed to be ten to twenty minutes at the end of practice, but what ended up happening … is the coaches really took that upon themselves to make it an entire class. In my school, the last class period, eighth period, is athletics for both boys and girls, middle and high school. And so, they bused the high school boys to the middle school, and the middle school coaches and the high school

boys' coaches met with them in the cafeteria and did a class-period-long Coaching Boys Into Men session … and the girls did the same thing.

Participants pointed out a number of barriers and challenges to involving men and boys. A few cited the difficulty of finding men who are interested in the issue and willing to talk about sexual violence.

Just getting men and boys that would participate in it, because it's a subject that they don't talk about. And finding men or boys that would admit to anything like that happening to them to feel comfortable enough to come forward with that.

I took this position to try and get more men hired to do this work within community education. But it is hard. I can't even find the men out there to be interested in this. And it's the same when we work on university campuses …. There's still like a good-old-boy mentality and a real barrier with that.

Listed below are additional areas that participants identified as posing challenges to approaches involving mobilizing men and boys against sexual violence.

- Helping men understand that sexual violence is a man's issue without shaming them
- Building enough support for the approach at the community level
- Transitioning from men's involvement in awareness events to long-term engagement, such as in mentoring
- Finding male leaders that come from the same backgrounds and reflect the demographics of the youth in the programs
- Convincing men to become involved with the issue when they fear their current or past behaviors may be brought up publicly and criticized, especially in the era of the MeToo movement
- Cultural barriers that dictate that the older males in the family, not outsiders, are responsible for teaching the boys and younger men

The moderator asked participants what kind of support they would need to successfully implement bystander approaches or mobilize men and boys as allies. Their ideas included staff training on implementing the approaches; finding ways to mobilize teachers and parents to pressure school administrators to implement the program; and funding for incentives — for example, a stipend for athletic equipment for schools that implement Coaching Boys Into Men .

Strategy 2: Social-Emotional Learning

Across the board, participants reacted favorably to SEL as an approach to primary prevention of sexual violence. They pointed to statistics that students who are exposed to SEL do better in school and in social settings, and said they believe students who have been through such a program at a young age might more easily understand concepts like consent, healthy relationships, and being responsive bystanders.

> *Social-emotional learning really does hit some of the issues that we have when it comes to getting men and boys to be upstanders or bystanders. When you're training them that, you know, anger is one of the only emotions that you're allowed to show. How do you then teach empathy building? It can address some of those barriers earlier on.*

Several participants said they are implementing some version of SEL and that it is easier to sell to school districts than more direct approaches to sexual violence prevention.

> *That's been my sales promotion and marketing to the school districts and to most of the organizations. Most of the teachers are anxious for us to help children learn how to talk and to have a voice. Teachers say* [as a result of the SEL program]*, "We're seeing such a change in the mental health of our kids and they're being able to talk about the needs that they have, being able to let us know when they're not safe …. They're writing it in their journals."*

Participants enumerated a few barriers and challenges to implementing SEL in their communities. One participant from an urban area said the school district had implemented a SEL program in the elementary schools but recently discontinued it for unknown reasons. Some said school administrators might not support SEL because of the additional burden that implementing the programs could put on teachers. Although one participant said the Second Step SEL curriculum used in her community is tied to state standards, others said the SEL programs they have used are not linked to the academic subjects on which students are tested, making it difficult for school administrators to recognize their importance.

> *We continually bring everything back to empathy …. I tell, I'll tell administration, I'll tell the teachers, I'll tell the students, what we talk about in here, you're not gonna find it on the STAAR test, but it's really important still.*

> *I think there's a problem because you can't test for it, because, like, that's what schools are looking for, they are looking for something that you can test. Like, is there math, science, English? … For social-emotional learning, it's hard data to interpret.*

Participants also speculated that, for cultural reasons, SEL might meet with resistance in rural areas and in those that are predominantly Latino.

> *I'm gonna use my own* [Latina] *grandma for example …. If I were to come home, and was like, "Hey, we're gonna be learning this in school, or they taught this," I can only imagine how her response would be like. "What? You don't need that. That's crazy."*

Those who have implemented SEL noted that it can be challenging to help students operate at a "larger emotional bandwidth" and, at a more basic level, to get them engaged with each other.

> *Just getting the kids engaged. Getting them off their cell phone …. I mean, how can you engage a student if they've been up all night because their parents are fighting, or they've had people coming in and out of their house all night, or somebody even messing with them at night? How do you engage that student who, the only safe place that they have is that school, the only safe place they have to fall asleep?*

Participants gave examples of a few scenarios in which SEL has already had a significant impact or could have one moving forward. For example, one Educational Service Region office is promoting SEL in schools and in Head Start, which can make it easier for administrators to consider using the program. Several participants said exposing youth to SEL as early in their lives as possible would make a difference. Two people suggested changes in the environment that could have a positive impact. Another described integrating SEL throughout the school day.

> *So, it's an investment on the teachers' part to make sure that as they do this daily in class, that they're incorporating those* [ideas] *and supporting that every single day in PE, in the playground area.*

Strategy 3: Empowering and Supporting Girls and Women: Strengthening Leadership and Opportunities for Adolescent Girls

The moderator asked participants what initiatives, programs, or activities they see in their communities that help empower women and girls. Many participants had a difficult time identifying any empowerment programs for youth. In all three of the focus groups, many of the initiatives they were able to name related to adult women (for example, financial empowerment for women, philanthropy, the Junior League, young professional women who network for business opportunities, and an organization for young Latina women).

A few participants had heard of mentoring programs for young women but knew little about them. For example, they mentioned an after-school group for female high school students organized by a principal, a Christian women's group that mentors girls in a juvenile detention center, graduate students who mentor young women, Girl Scouts, and Boys & Girls Clubs. Only two participants described current or developing empowerment activities in their communities. One said her community uses Athletes as Leaders for female high school athletes and hosts an annual summer conference for

middle school and high school girls. The other said her community is organizing a young women's leadership academy.

When asked about the barriers to supporting leadership and providing opportunities for young women, participants pointed out a number of challenges.

- Social norms: a "good-old-boy" culture focused heavily on boys — for example, the "Friday Night Lights" football phenomenon; conservative, Bible-belt expectations that women be submissive and agreeable; and conservative Hispanic/new immigrant community norms
- Pushback from men fearing that women are taking over
- A general lack of interest and support from the community
- Difficulty finding leaders, especially leaders that reflect audience demographics

Two participants summed up what they see as the biggest barriers.

> *It* [empowering girls] *sounds good to everyone, and they say that this is something that should be done, but then when you actually have girls and women speaking out, it's seen more as being rebellious.*
>
> *The Boys & Girls Club has a curriculum called Smart Girls. The problem with the Boys & Girls Club on that is trying to find a woman to implement it or to facilitate it. In fact, this last semester, I got our counselor to do it. But our counselor does not look like them, doesn't come from the same spot that they come from, and it ended up being awful.*

Participants offered a few ideas on how to move forward more effectively toward the goal of empowering girls.

- Use social media to reach young girls with empowerment messages
- Find leaders that reflect the demographics of the youth in the population for which the messages are intended
- Network and plan joint initiatives (for example, a girls' camp) with partners who are already working with girls

Community Context

The moderator asked a series of questions designed to paint a picture of the context within which the participants operate. First, she asked which of the three strategies under consideration might get the most traction locally. More than half of the participants said they thought SEL would be the easiest sell in their communities. In some communities, schools are already implementing SEL, so it is a familiar concept. Some think SEL builds a foundation for the other strategies and can even encompass them.

> *I think that it's important to have the emotional learning at an early* [age]*, but I also think that if you have that foundation, it'll be so much easier to just talk to a young man and they'll be able to see it. Like, you wouldn't even have to train allies because they would already be able to see it.*
>
> *I think it* [SEL] *has the empowerment piece in there that allows us to implement it into other areas, like bystander and leadership for women and involving men.*

The second most popular strategy was the one with approaches that engage bystanders and mobilize men and boys. These responses came from participants in urban areas and from a smaller community that has already had success with SEL. Only one participant said empowering girls would be the most acceptable strategy in her community. She is one of the two participants who had described empowerment initiatives for girls being used in their communities.

Next, the moderator asked participants if there is language that consistently shuts down community members when program staff are trying to get community support or access to youth, and conversely, if there is also language that seems to open doors. In every group, participants said talking about sex, rape, violence, and sexual violence shuts down communication with community members. A few added other terms and topics they have learned to avoid: *toxic masculinity*, *rape culture*, *survivors*, *victims*, and speaking of social justice in relation to women's empowerment.

Participants said they have learned to approach the topic of sexual violence prevention more indirectly. For example, some said they talk about their work within the context of building a safe community or creating a safe and respectful environment. Others have approached community members successfully by proposing a partnership rather than offering to fix something; asking school administrators about the needs of students before describing the program; stressing the benefits of youth programming in building leadership skills; and talking about protective factors and how the program might help strengthen them. One participant commented on the transparency of her organization's process, which she believes has helped build trust and support.

> *I have presentation agreements for my schools that are particularly hesitant … a one-page document that we send to every single school with the complete lesson plan, everything we're going to say, everything we're going to do, every parent letter, every handout, the facilitation questions that we're going to ask, with the end results and the parameters that we're setting for those. A lot of times when schools are first interacting with us, we're able to tell them … we do this program, but we're going to give you the entire copy of it. And then in a parent letter, there's my phone number and my email for any parents who want to preview it ahead of time.*

The moderator explored participants' links with community partners and what might strengthen those connections. Participants were asked how satisfied they were, on a

scale of 1 to 10, with their opportunities to collaborate with other organizations in their communities. The most common responses were in the middle range of 5 to 7, with a few higher and a few lower. Ideas of ways to help participants and their programs connect better with others in the community included the following.

- Incentives for schools, community members, and organizations to participate in programming and training opportunities — for example, financial incentives for schools that participate, extra credit for students whose parents attend an event or training session, a logo or certification program for community partners who complete training
- Funding for additional staff to focus on community partnerships
- Funding for food or giveaways to encourage parents to attend events

The moderator asked participants whether, if forced to choose, they would rather influence individual behavior or work to change social norms in their communities. About two thirds of the participants said they would prefer to work to change social norms. Many pointed out that if norms change, individual behaviors will follow suit. Those who would choose to work with individuals said they believe changes in individual behavior shape community norms.

Closing Thoughts

To wrap up each focus group, the moderator asked participants what they thought was the most important thing they had heard during the discussion. The most common responses spoke to the importance of connecting and sharing experiences, perspectives, and information with others doing similar work.

> *I think it was encouraging to hear … all the different ways that you're engaging in community. This work can be pretty isolating for prevention specifically, because it feels so disconnected from other parts of the agency and from working one-on-one with clients. And so it's always good to know that this work is happening elsewhere and that it's being done well and thoughtfully.*

> *It's nice to talk to people doing* [the same work]. *I don't feel support for the education side. You hear people getting to go to training for this, forensic interviews or advocates or things like that, but I don't hear about things for people doing the education. So it's nice to hear what other people are doing, so you don't feel you're alone.*

Other responses related to specific topics and ideas that were covered during the discussion. For example, participants mentioned learning more about sexual violence prevention strategies (SEL, bystander interventions, and empowering girls), hearing how others have used social media, learning about what has worked and not worked in different settings, and realizing the importance of consistent language that resonates

and opens doors in a community. A few said they felt inspired by the experience to do something differently.

> *I guess my greatest takeaway from all of this, I never really thought about how much we're lacking in empowering our girls …. As a female, I know these things, but when all of the communities are saying the same thing – that they cannot find a group that actually promotes this empowerment – something needs to be done about it.*

> *Social media has always been in the background at all times, and I think maybe for us has been a little underutilized. We do have a person that runs the social media, but I never follow up or check, like, what are the responses? Are we getting responses? So, I think probably just being a little more involved in that.*

Conclusion

The key stakeholders from Texas and across the country who participated in interviews, and the program staff who participated in the online focus groups, offered valuable insights both about what works and about the challenges, barriers, and opportunities in the field of sexual violence prevention. Specific recommendations related to the findings of both the interviews and the focus group discussions can be found in the Recommendations section at the beginning of the report.

Appendix:
Media Use Survey Findings

Background and Objectives

SUMA Social Marketing, Inc. conducted an online survey with focus groups participants to assess their use of social media, music, and video services. The survey was distributed to participants directly before the focus groups began. The survey results offer insight into media usage and preferences of the young women, young men, and parents who participated in the focus groups.

Methodology

SUMA conducted 151 surveys, 123 in English and 28 in Spanish. Of the 123 English-speakers surveyed, 44 were men ages 18-24, 38 were women of the same age range, and 41 were parents. See Table 1 for a focus group breakdown by location. Of the 28 Spanish-speakers surveyed, 9 of them were men ages 18-24, 9 were women of the same age range, and 10 were parents.

Table 1
Participants in Media Use Survey
(*N* = 151)

English	**Total**
Young Men	44
Young Women	38
Parents	41
Spanish	**Total**
Young Men	9
Young Women	9
Parents	10

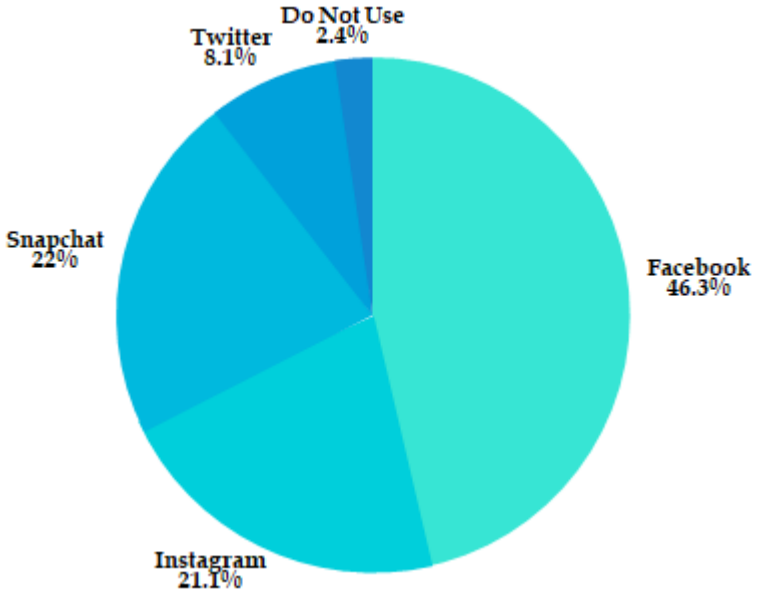
The survey was conducted at research facilities in Austin, Dallas, Houston, and McAllen, and in hotel conference rooms in Tyler and Amarillo.

Findings

Social Media

Looking at survey responses for both English and Spanish-speaking participants, Facebook was the most widely used social media platform over all. Both Spanish-speaking parents (80%) and English-speaking parents (85.37%) use Facebook the most frequently over any other platform.

Most Frequently Used Social Media (English Participants)



English-speaking participants used Snapchat more heavily than Instagram. Most Spanish-speaking participants used Facebook, Instagram and Snapchat daily, however Facebook was still the most heavily used in total by all participants in both English and Spanish.

60% of Spanish-speaking men surveyed use Facebook the most, while only 25% of English-speaking men use Facebook the most. The social media platform English-speaking men use most frequently is Snapchat (34.09%), as opposed to only 10% of Spanish speaking men who use Snapchat the most. Twitter was the only platform that Spanish-Speaking men did not use at all.

40% of Spanish-speaking women claim to use Facebook the most, while only 28.95% of English-speaking women use Facebook the most frequently. Instagram was the most heavily used by English-speaking women at 36.84%. Another 26.32% of English-speaking women use Snapchat the most often, while 20% of Spanish-speaking women use Snapchat.

Music

Participants were asked how frequently they use various music services: traditional radio, Spotify, Pandora, and Apple Music. Among both English- and Spanish- speaking

respondents, Spotify was the service most likely to be used daily. Their responses included the following.

Table 2 Music Service Daily Usage - English (*N* = 123)	
Music Service	**Use Daily**
Traditional Radio	37.4%
Spotify	38.21%
Pandora	23.58%
Apple Music	21.14%

Parents were more likely to use traditional radio than young men or women. Most parents said they use radio daily (71.43%) followed by Pandora (30%), whereas only 32.43% of women and 23.08% of men use radio daily. When asked what music service they use the most, parents' top answer was radio (34.15%) whereas only 2.63% of women and 6.82% of men said they use radio the most.

Spotify was the most used music service among young women and men. Music service usage was very similar among women and men, with the exception that men were more likely to use Apple Music than women. When asked what music service they use the most, women's top answer was Spotify (36.84%) follwed by Pandora (31.58%), whereas 52.27% of men said Spotify followed by Apple Music (25%).

TV/Video

Participants were asked how frequently they use various TV/video services: cable/satellite, Netflix, Hulu, and Amazon Prime. Among both English- and Spanish-speaking respondents, Netflix was the service most likely to be used daily. Their responses included the following.

Table 3 TV/Video Service Daily Usage - English (*N* = 123)	
TV/Video Service	**Use Daily**
Cable/ Satellite	33%
Netflix	55.29%
Hulu	34.96
Amazon Prime	12.2%

Parents were more likely to use cable/satellite than young men or women. Most parents said they use cable/satellite daily (66.67%) followed by Netflix (52.78%), whereas only 19.44% of women and 19.51% of men use cable/satellite daily. When

asked what TV/video service they use the most, parents' top answer was cable/satellite (51.22%) whereas only 5.26% of women and 13.64% of men said they use cable/satellite the most.

Netflix was the TV/video service most likely to be used daily by young women (65.79%) and men (57.14%). TV/Video service usage was similar among women and men, with the exception that men were more likely to use cable/satellite and Hulu than women, which may be because they watch more sports programming than women. When asked what TV/video service they use the most, women's top answer was Netflix (57.14%) followed by Hulu (10.53%), whereas 50% of men said Netflix followed by Hulu (27.27%).

Appendix:
Young Women

Focus Group Guide (English)
Women Ages 18–24

I. Introduction (15 minutes)

Thank you all for coming today.

Purpose of group: *The purpose of this group is to discuss information related to your health. We are also going to talk about media and look at some existing programs to get your input.*

Just a few things to note:

- *There are no right or wrong answers.*
- *Please only talk one at a time so we can hear everyone. Feel free to speak up at any point you have something to add – as long as you don't speak over anyone else. You don't have to raise your hand.*
- *Do not worry about offending us. We really want to learn from you, so please be honest with your thoughts and comments.*
- *We have a lot to talk about, so sometimes I may move the conversation along. Please don't be insulted or offended.*
- *It is important for everyone to participate, and don't worry if you disagree with what someone else says.*
- *We will be recording this conversation so that we can go back to all the important things you tell us.*
- *Your remarks will remain confidential and your names will never be attached to your statements.*
- *I have an associate here that may pop in and add some questions to the discussion. Just wanted you to know that.*

II. Icebreaker (5 minutes)

Introductions – Introduce yourself and tell us a little about you – do you work? Go to school? Have kids? Or are you in between jobs? Also, answer the question, "If you weren't here right now, what would you be doing?"

III. Media Consumption (10 minutes)

Okay, now we are going to switch gears a bit and talk about some of your media preferences.

- What social media do you use? Facebook, Instagram, Snapchat, Twitter, Reddit, others? Hand count for each.

- Which social media platforms do you use the most? Moderator asks each participant which they use the most.

- Who are your favorite music artists? How do you listen to music? Traditional radio or streaming only? What streaming stations? Do you prefer the free stations with ads, or do you pay a subscription fee so you don't have ads?

- What are your favorite TV shows? Or maybe some shows you've recently been watching? Which streaming services do you use?

- How do you watch TV? Cable, Hulu, Netflix? What shows do you like?

- What about video games? Who enjoys online games? Tell me about what games you like.

IV. Visual Explorer™ Card Exercise and Discussion of Challenges (15 minutes)

Take a moment to view as many cards as possible and choose the photograph that best illustrates what it is like to be a young woman in today's world.

- Moderator asks each participant to share the card she picked and tell why.

- What do you think are some of the biggest challenges women face in today's world? *Conduct a brainstorming session. Moderator lists responses. If sexual violence doesn't come up, – ask,* ***"What about sexual violence? How big of a challenge for women is it – or not? Tell me more about that. What does the word sexual violence mean to you?"***

- We hear people talking about empowering women and girls – what does that mean to you? Is there a better way to say it? Do you ever use the word "empower?"

- What are some examples of programs or approaches that help girls ***feel confident*** *(use words they came up with, from above, if applicable)*?

- Do you think empowering girls is important when we talk about sexual violence prevention? Why or why not?

- In the past year there has been a lot of focus on the Me Too movement. What are your thoughts about that – positive or negative – either? Has it changed your opinions about sexual violence? Why or why not?

The topic we are going to be focused on today is sexual violence prevention. We might be talking about some things that feel uncomfortable – and can be difficult to think about, let alone talk about, but it's important, and we appreciate you sharing your thoughts.

I want to reassure you we are not talking about acts of sexual violence – we are exploring ways to prevent it. *Our client, the Texas Department of Health, wants you to help them create the right kind of messages and resources for Texans to help prevent sexual assault. So please keep that in mind as we talk and consider different approaches to this topic.*

If for any reason you feel uncomfortable, do what you need to take care of yourself, and feel free to step out or discontinue participation.

We will mostly be looking at existing approaches and talking about what you like or don't like about them.

National Sexual Assault Hotline = 1-800-656-4673

Having said that, I want to share a fact with you. Eight out of 10 sexually violent acts are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend).

- What is your reaction to this fact?
- Is this new information?
- Where have you heard messages about sexual violence? Family? Friends? School? Online?
- Growing up, where did you hear about healthy relationships? Did any men in your family, like your dad or uncles, talk to you about being in relationships? Did you hear about healthy relationships in school? In the media?

V. Creative Testing

Now we are going to look at a variety of creative approaches to sexual violence awareness and prevention and related topics. **We are using the websites as a springboard for discussion.** Look at them from the perspective of what you like and don't like about the design and content and **strategies**, and how effective you think it is in addressing sexual violence prevention. I did not create any of these sites, so just be

honest. If you could, please take out your phones as we go through this exercise. I also have tablets if anyone needs one.

Ask participants to pull up the website Love Is Respect on their phones. Give participants 5 minutes to look at Loveisrespect.org.

- What are your thoughts on this website? Is it relevant to you? Why or why not?
- What, if anything, caught your eye? Probe: Is there any special feature of this website that you really like?
- What do you like? Dislike? Content, design, features?
- What, if anything, was new to you?
- How effective do you think it is in addressing sexual violence prevention?
- Who do you think this website is geared for? Is it speaking to you? Why or why not?

Moderator shows participants the Autocorrect PSA from It's On Us.

- Play https://youtu.be/qk6aauThmW8
- What are your top-of-mind thoughts on this video?
- What do you think the main message is?
- Where else are you seeing messages like this – if anywhere?
- How effective do you think it is in addressing sexual violence prevention?
- Who do you think this message is geared for? Is it speaking to you? Why or why not?

Give participants 5 minutes to look at www.NoMore.org

- What are your thoughts on this website? Is it relevant to you? Why or why not?
- What, if anything, caught your eye? Probe: Is there any special feature of this website that you really like?
- What do you like? Dislike? Content, design, features?

- Who do you think this website is geared for? Is it speaking to you? Why or why not?

- Now please go to the tab that says Learn and then go to the Bystander Tips & Scenarios. Take a minute to read over them.

    - What do you think about this kind of information? Is this relevant to you? How likely are you to do what they are suggesting? Tell me about that.

- How effective do you think these kinds of messages are in addressing sexual violence prevention?

- When you hear the term "bystander approach," what do you think it means? Have you heard the term used anywhere? Tell me about that. Do you think there is a better way to say it?

Show participants the first part (2 minutes) of the video from Cornell

- Play http://www.cornell.edu/video/intervene

- What are your top-of-mind thoughts on this video?

- What do you think the main message is?

- What do you like? Dislike? Content, production?

- Where else are you seeing messages like this?

- How effective do you think it is in addressing sexual violence prevention?

- Who do you think this video is geared for? Is it speaking to you? Why or why not?

Show participants the 2 Minutes Will Change the Way You Think About Consent video

- Play https://www.youtube.com/watch?v=laMtr-rUEmY

- What are your top-of-mind thoughts on this video?

- What do you think the main message is?

- What do you like? Dislike? Content, production?

- Where else are you seeing messages like this about consent?

- How effective do you think it is in addressing sexual violence prevention?

- Who do you think this video is geared for? Is it speaking to you? Why or why not?

VI. Appeal and Texas Strategies/Messaging

Which websites or strategies or videos did you like the most? Why?

- If the state of Texas was going to create its own approaches, strategies or messages to help prevent sexual violence based on what you've seen today, what should it include? Probe:

    - How should social media be used?
        - What social issues do you see in your social media feeds? Was it a sponsored or paid ad, or an account you follow? Friends discussing the topic? What caught your eye about those posts?
    - Topics?
    - Visuals?
    - Online chat?
    - Relevant messages?
    - Relevant strategies?
    - Information about where to get help?

- What is the best way to let you know about the information they create? Who would you want to hear from? Think about other topics and how you learn about them.

VII. Closing

- After everything we've looked at today and talked about, what do think it would take to PREVENT sexual violence before it happens?

- What was the most surprising or striking or important thing you learned today?

VIII. Presentación (15 minutos)

Gracias por estar aquí. ***Propósito del grupo:*** *El propósito de este grupo es hablar de la información relacionada con tu salud. También vamos a hablar acerca de los medios de comunicación y las redes sociales, y a revisar algunos de los programas existentes para escuchar sus comentarios.*

Moderator begins by introducing the concept, process, and purpose of the focus group. Me gustaría darles la siguiente información:

- *No hay respuestas correctas o incorrectas.*
- *Por favor, hable solo una persona a la vez para que podamos escuchar a todos. Siéntanse en confianza de que en cualquier momento pueden intervenir en la conversación, siempre y cuando no hablen al mismo tiempo. No tienen que alzar la mano para para pedir su turno.*
- *No se preocupen por ofendernos. Realmente queremos aprender de ustedes así que, por favor, sean honestos con sus ideas y comentarios.*
- *Tenemos mucho de qué hablar, así que a veces tendré que seguir con la conversación. No se sientan ofendidos o insultados.*
- *Es importante que todos participen, y no se preocupen si no están de acuerdo con lo que alguien más diga.*
- *Estaremos grabando esta conversación para que podamos escuchar de nuevo toda la información importante que compartieron con nosotros.*
- *Sus comentarios serán confidenciales y sus nombres no estarán relacionados con éstos.*
- *Sólo quiero avisarles que es probable que uno de mis compañeros entre durante la sesión y agregue más preguntas durante nuestra plática.*

  Introductions – Por favor preséntate y cuéntanos un poco acerca de ti. ¿Trabajas? ¿Vas a la escuela? ¿Tienes hijos? O, ¿estás cambiando de trabajo? También responde la pregunta, "¿qué estarías haciendo si no estuvieras aquí ahora mismo?"

IX. Consumo de Medios de Comunicación (10 minutos)

Ahora vamos a cambiar un poco de tema y vamos a hablar acerca de sus preferencias de medios de comunicación.

- ¿Cuáles redes sociales usas? Facebook, Instagram, Snapchat, Twitter. ¿Algún otro? Hand count for each.

- ¿Cuáles plataformas de redes sociales usas más? Moderator asks each participant which they use the most.

- ¿Quiénes son tus artistas musicales favoritos? ¿Cómo escuchas la música? – radio tradicional o sólo por *streaming*? ¿Cuáles estaciones de transmisión de música? ¿Prefieres las estaciones gratis con comerciales o pagas una cuota de suscripción para no tener comerciales?

- ¿Cuáles son tus programas de TV favoritos? o, ¿tal vez algunos de los programas que hayas visto recientemente? ¿Cuáles servicios de *streaming* usas?

- ¿Y los video juegos? ¿A quién le gustan los juegos en línea? Cuéntame cuáles juegos te gustan.

- ¿Cómo ves la TV? ¿Cable, Hulu, Netflix? ¿Qué programas te gustan?

X. Ejercicio de Tarjeta de Exploración Visual y Plática de Retos (15 minutos)

Moderator lays various picture cards around the room and on the table. He/She asks the group to ***take a moment to view as many cards as possible and choose the photograph that best illustrates what it is like to be a young woman in today's world.***

- La moderadora le pide a cada participante que enseñe la tarjeta que escogió y diga por qué la escogió.

- ¿Cuáles crees que son los retos más grandes a los que las mujeres se enfrentan en el mundo de hoy? *Conduct a brainstorming session. Moderator list responses. If sexual violence doesn't come up – ask, "¿Qué pasa con la violencia sexual?" ¿Qué tan grande es, o no es, este reto para las mujeres? Cuéntame más acerca de esto. ¿Qué significa el término violencia sexual para ti?*

- Oímos a las personas hablar del empoderamiento de las mujeres y las niñas, ¿qué significa eso para ti? ¿Hay una mejor manera de decirlo? ¿Alguna vez usas la palabra empoderar?

- ¿Cuáles son algunos de los ejemplos de programas o métodos que ayudan a las niñas a ***sentirse seguras*** *(use words they come up with from above if applicable)*?

- ¿Tú crees que empoderar a las aniñas es importante cuando hablamos de prevención de violencia sexual? ¿Por qué, o por qué no?

- Durante el año pasado se ha puesto mucho énfasis en el movimiento *Me Too*, ¿cuáles son tus pensamientos, positivos o negativos, al respecto? ¿Han cambiado tus opiniones acerca de la violencia sexual? ¿Por qué, o por qué no?

El tema en el que nos vamos a enfocar el día de hoy es la prevención de violencia sexual. Podríamos hablar acerca de cosas que nos hacen sentir incómodos – y que son temas difíciles de pensar o hablar de ellos, pero es importante y les agradecemos que compartan sus pensamientos.

Les aseguro que no vamos a hablar de actos de violencia sexual, vamos a explorar maneras de prevenirlos. *Nuestro cliente, el Departamento de Salud de Texas, quiere tu ayuda para ayudarles a crear el tipo de mensajes correctos, y recursos para los tejanos para ayudarles a prevenir la agresión sexual. Así que por favor, ten esto presente conforme hablamos y consideramos diferentes modelos para este tema.*

Si por alguna razón te sientes incómodo, has lo que sea necesario para sentirte mejor y no dudes en salirte o dejar de participar.

Vamos a ver métodos existentes y vamos a hablar acerca de lo que te gusta o no te gusta de ellos.

Línea Anónima Nacional para reportar la Agresión Sexual = 1-800-656-4673

Una vez dicho esto, me gustaría compartir con ustedes los siguientes hechos.

- 8 de 10 crímenes de violencia sexual los cometen algún conocido de la víctima (39% por un conocido; 33% por su cónyuge actual o anterior, novio, o novia).

- Más del 90% de las víctimas de agresión sexual en los campus de las universidades no reportan la agresión.

- ¿Cuál es tu reacción a estos hechos?

- ¿Esta es nueva información para ti?

- ¿En dónde has escuchado mensajes acerca de violencia sexual? ¿De la familia? ¿Amigos? ¿Escuela? ¿En línea?

- Cuando estabas creciendo, ¿en dónde oíste hablar de relaciones saludables? ¿Algunos de los hombres en tu familia, como tu papá o tus tíos, te habló acerca de estar en una relación? ¿Oíste hablar de relaciones saludables en la escuela? ¿En las redes sociales?

XI. Prueba Creativa

Ahora vamos a ver una variedad de sitios web acerca de la concientización y prevención de violencia sexual y de temas relacionados con ésta. **Vamos a usar los sitios web como trampolín para la plática.** Analícenlos desde el punto de vista de lo que les gusta y lo que no les gusta del diseño, contenido y **estrategias**, y en qué tan eficientes crees que son al tratar el tema de la previsión de violencia sexual. Yo no hice ninguno de estos materiales así que quiero que sean honestos. Por favor, saquen sus teléfonos conforme vayamos haciendo el ejercicio. También tengo tabletas si alguien necesita una.

Ask participants to pull up the website Love Is Respect on their phone. Give Participants 5 minutes to look at https://espanol.loveisrespect.org

- ¿Qué piensas de este sitio web? ¿Es importante para ti? ¿Por qué o por qué no?
- ¿Qué fue lo que más te llamó la atención? Sondeo: ¿Hay alguna función especial en este sitio web que realmente te guste?
- ¿Qué te gusta? ¿Qué no te gusta? ¿Contenido, diseño, funciones?
- ¿Qué te pareció novedoso?
- ¿Qué tan efectivo crees que es tratando el tema de prevención de violencia sexual?
- ¿A quién crees que está dirigido este sitio web? ¿Es algo que te convence? ¿Por qué, o por qué no?

Moderator show participants the "Autocorrect" PSA from It's On Us.

- Reproducir el video - https://youtu.be/qk6aauThmW8 (Not available in Spanish)
- ¿Qué es lo primero que piensas al ver este sitio?
- ¿Cuál crees que es el mensaje principal?
- ¿En dónde más has visto mensajes como éste, si es que los viste en algún otro lugar?
- ¿Qué tan efectivo crees que es en tratar el tema de prevención de violencia sexual?

- ¿Para quién crees que va dirigido este video? ¿Es algo que te convence? ¿Por qué, o por qué no?

Give participants 5 minutes to look at www.NoMore.org (Not available in Spanish)

- ¿Qué piensas de este sitio web? ¿Te parece importante? ¿Por qué, o por qué no?
- ¿Qué fue lo que más te llamó la atención? Sondeo: ¿Hay alguna función especial en este sitio web que realmente te guste?
- ¿Qué te gusta? ¿Qué no te gusta? ¿Contenido, diseño, funciones?
- ¿A quién crees que está dirigido este sitio web? ¿Es algo que te convence? ¿Por qué, o por qué no?
- Ahora por favor, ve a la pestaña que dice *Learn* (Aprender), y luego ve a *Bystander Tips and Scenarios* (Consejos para el Espectador y Situaciones). Toma un minuto para leerlos.
    - ¿Qué piensas de este tipo de información? ¿Es importante para ti? ¿Qué tan probable sería que tú hicieras lo que sugieren? Cuéntame.
- ¿Qué tan efectivos crees que son estos tipos de mensajes para tratar el tema de la prevención de violencia sexual?
- Cuando escuchas el término perspectiva del espectador, ¿qué crees que significa? ¿Has oído que se use este término en algún otro lugar? Cuéntame. ¿Crees que hay una mejor manera de decirlo?

Show participants the first part of the video (2 minutes) from Cornell

- Reproducir el video - http://www.cornell.edu/video/intervene (Not available in Spanish-double check with Susan if we are using)
- ¿Qué es lo primero que piensas al ver este sitio?
- ¿Cuál crees que es el mensaje principal?
- ¿Qué es lo que te gusta? ¿Qué es lo que no te gusta? ¿Contenido, producción?
- ¿En dónde más has visto mensajes como éste?

- ¿Qué tan efectivo crees que es en tratar el tema de prevención de violencia sexual?

- ¿Para quién crees que va dirigido este video? ¿Es algo que te convence? ¿Por qué, o por qué no?

Show participants the consent video from

- Reproducir el video - https://www.youtube.com/watch?v=NXfcbrET9LA

- ¿Qué es lo primero que piensas al ver este sitio?

- ¿Cuál crees que es el mensaje principal?

- ¿Qué es lo que te gusta? ¿Qué es lo que no te gusta? ¿Contenido, producción?

- ¿En dónde más has visto mensajes como éste acerca del consentimiento?

- ¿Qué tan efectivo crees que es en tratar el tema de prevención de violencia sexual?

- ¿Para quién crees que va dirigido este video? ¿Es algo que te convence? ¿Por qué, o por qué no?

XII. Recursos y Estrategias de Texas / Mensajes

¿Cuáles sitios web o estrategias te gustaron más? ¿Por qué?

- Si el estado de Texas creara sus propios modelos, estrategias y mensajes para ayudar a prevenir la violencia sexual basándose en lo que han visto el día de hoy, ¿qué deberían de incluir? Sondeo:
  - ¿Cómo deberían usarse las redes sociales?
    - ¿Cuáles temas sociales ven en sus *feeds* de redes sociales? ¿Era de un patrocinador, pagado, o una cuenta que sigues? ¿Amigos hablando del tema? ¿Qué te llamó la atención de esas publicaciones?
  - ¿Temas?
  - ¿Imágenes?
  - ¿Chat en línea?
  - ¿Mensajes importantes?
  - ¿Estrategias importantes?
  - ¿Información acerca de en dónde encontrar ayuda?

- ¿ Cuál es la mejor manera de informarte acerca de la información que se está creando? ¿De quién te gustaría tener noticias? Piensa en otros temas y cómo aprendes acerca de ellos.

XIII. Para terminar

- Después de todo lo que hemos visto y hablado hoy, ¿qué crees que se necesitaría para PREVENIR la violencia sexual antes de que suceda?

- ¿Qué fue lo más sorprendente o importante que aprendiste hoy?

Appendix:
Young Men

Focus Group Guide (English)
Men, Ages 18–24

XIV. Introduction (5 minutes)

Purpose of group: The purpose of this group is to discuss information related to your health. We are also going to talk about media and look at some existing programs to get your input.

Moderator begins by introducing the concept, process, and purpose of the focus group.

- *There are no right or wrong answers.*
- *Please only talk one at a time so we can hear everyone. Feel free to speak up at any point you have something to add – as long as you don't speak over anyone else. You don't have to raise your hand.*
- *Do not worry about offending us. We really want to learn from you, so please be honest with your thoughts and comments.*
- *We have a lot to talk about, so sometimes I may move the conversation along. Please don't be insulted or offended.*
- *It is important for everyone to participate, and don't worry if you disagree with what someone else says.*
- *We will be recording this conversation so that we can go back to all the important things you tell us.*
- *Your remarks will remain confidential and your names will never be attached to your statements.*
- *I have an associate here that may pop in and add some questions to the discussion. Just wanted you to know that.*

XV. Icebreaker (5 minutes)

Introductions — Introduce yourself and tell us a little about you – do you work? Go to school? Have kids? Or are you in between jobs? Also, answer the question, "If you weren't here right now, what would you be doing?"

XVI. Media Consumption (10 Minutes)

- What social media do you use? Facebook, Instagram, Snapchat, Twitter, others? Hand count for each.

- Which social media platforms do you use the most? Moderator asks each participant which they use the most.

- Who are your favorite music artists? How do you listen to music? Traditional radio or streaming only? What streaming stations? Do you prefer the free stations with ads, or do you pay a subscription fee so you don't have ads?

- What are your favorite TV shows? Or maybe some shows you've recently been watching? Which streaming services do you use?

- How many are watching the NBA championship game? How do you watch sports? (online or streaming)

- What about video games? Who enjoys online games? Tell me about what games you like.

- How do you watch TV? Cable, Hulu, Netflix? What shows do you like?

XVII. Visual Explorer™ Card Exercise and Discussion of Challenges (15 minutes)

Moderator lays various picture cards around the room and on the table. He/she asks the group to take a moment to view as many cards as possible and choose the photograph that best illustrates what it is like to be a young man in today's world.

- Moderator asks each participant to share the card they picked and tell why.

- Then the moderator conducts a brainstorming exercise by asking: What do you think are some of the biggest challenges men your age face in today's world? *Moderator lists responses.*

- What do you think are some of the biggest challenges women face in today's world that might be different or in addition to the list we made?

Preventing Sexual Assault Exercise

- We are going to do a little exercise right now. Just write down what comes to mind.
    - What do you do on a daily basis to avoid being sexually assaulted?

- Please share your answers.

- Moderator hands out the list of what women do to avoid being sexually assaulted and asks the participants to read over it.

- What are your thoughts after looking over this list?

- How does it make you feel?

- (If sexual violence did not come up in the exercise on today's challenges) Moderator says: Just a few minutes ago when we were listing the challenges you face in todays' world, sexual violence did not come up. How do you feel about that now?

- What does the term "sexual violence" mean to you — what comes to mind?

- In the past year there has been a lot of focus on the Me Too movement. What are your thoughts about that — positive or negative — either? Has it changed your opinions about sexual violence? Why or why not?

The topic we are going to be focused on today is sexual violence <u>prevention</u>. We might be talking about some things that feel uncomfortable — and can be difficult to think or talk about —but it's important, and we appreciate you sharing your thoughts. ***I want to reassure you we are not talking about acts of sexual violence — we are exploring ways to prevent it.***

If for any reason you feel uncomfortable, do what you need to take care of yourself, and feel free to step out or discontinue participation.

Having said that, I want to share a few facts with you.

- Eight out of 10 sexually violent crimes are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend).

- More than 90% of sexual assault victims on college campuses do not report the assault.

- What is your reaction to these facts?

- Is this new information to you?

- Knowing this fact, I also want to point out —*Most rapists are men. Most men are not rapists.*

Today we want to hear your ideas — as men — about how we can all work together to prevent sexual violence.

- Where have you heard messages about sexual violence? Family? Friends? School? Online?

- Growing up, where did you hear about healthy relationships? Did any men in your family, like your dad or uncles, talk to you about being in relationships? Did you heard about healthy relationships in school? In the media?

- What do you think is the role of men in **preventing sexual violence?**
  Probe: What would or could you personally do?
  Probe: Has it ever come up? Tell me about that.

- What kind of situations do you think put people at risk for sexual violence? (Probe: Alcohol? The way men sometimes talk about women, i.e., locker-room talk? Party culture? Porn?)

- What, if anything, would motivate you to say something if you heard a friend or acquaintance objectify or harass a woman you know? Probe: What if that woman was a complete stranger?

- Have you ever said something in this kind of situation? Can anyone share a story?

- Has anyone wanted to intervene but didn't? Tell me about that.

XVIII. Creative Testing

Now we are going to look at a variety of websites on sexual violence awareness and prevention and related topics. **We are using the websites as a springboard for discussion.** Look at them from the perspective of what you like and don't like about the design and content and **strategies** and how effective you think it is in addressing sexual violence prevention. I did not create any of this, so just be honest. If you could, please take out your phones as we go through this exercise. I also have tablets if anyone needs one. **Keep in mind, Texas may not create a website, but maybe there is an idea, e.g., online chat for instance — that may be a good idea that could be used. We are looking for ideas.**

Moderator shows participants the "Autocorrect" PSA from It's On Us.

- Play https://youtu.be/qk6aauThmW8

- What are your top-of-mind thoughts on this video?

- What do you think the main message is?

- Where else are you seeing messages like this — if anywhere?

- How effective do you think it is in addressing sexual violence prevention?
- Who do you think this message is geared for? Is it speaking to you? Why or why not?

Ask participants to pull up the website https://www.dontbuyitproject.org on their phones. Give them 5 minutes to look at it.

- Click on "Join the Movement," then "Online Learning Experience."
- What are your top-of-mind thoughts on this site?
- What do you think the main message is?
- What do you like? Dislike? Content, design, features?
- What, if anything, caught your eye? Probe: Is there any special feature of this website that you really like?
- What, if anything, was new to you?
- How effective do you think it is in addressing sexual violence prevention?
- Who do you think this website is geared for? Is it speaking to you? Why or why not?

Show participants the Gillette ad https://www.youtube.com/watch?v=koPmuEyP3a0.

- What are your top-of-mind thoughts on this ad?
- What do you think the main message is?
- Where else are you seeing messages like this — if anywhere?
- How effective do you think it is in addressing sexual violence prevention?
- Who do you think this message is geared for? Is it speaking to you? Why or why not?

Give participants 5 minutes to look at www.NoMore.org.

- What are your thoughts on this website? Is it relevant to you? Why or why not?

- What, if anything, caught your eye? Probe: Is there any special feature of this website that you really like?

- What do you like? Dislike? Content, design, features?

- Who do you think this website is geared for? Is it speaking to you? Why or why not?

- Now please go to the tab that says Learn and then go to Bystander Tips & Scenarios. Take a minute to read over them.

    - What do you think about this kind of information? Is this relevant to you? How likely are you to do what they are suggesting? Tell me about that.

- How effective do you think these kinds of messages are in addressing sexual violence prevention?

- When you hear the term "bystander approach," what do you think it means? Have you heard the term used anywhere? Tell me about that. Do you think there is a better way to say it?

Show participants the Phone Consent (2 Minutes) video.

- Play https://www.youtube.com/watch?v=laMtr-rUEmY.

- What are your top-of-mind thoughts on this video?

- What do you think the main message is?

- What do you like? Dislike? Content, production?

- Where else are you seeing messages like this about consent?

- How effective do you think it is in addressing sexual violence prevention?

- Who do you think this video is geared for? Is it speaking to you? Why or why not?

XIX. Appeal and Texas Strategies/Messaging

Which websites or strategies did you like the most? Why?

- If the state of Texas was going to create its own approaches, strategies or messages to help prevent sexual violence based on what you've seen today, what should it include? Probe:
    - How should social media be used?
        - What social issues do you see in your social media feeds? Was it a sponsored or paid ad, or an account you follow? Friends discussing the topic? What caught your eye about those posts?
    - Topics?
    - Visuals?
    - Online chat?
    - Relevant messages?
    - Relevant strategies?
    - Information about where to get help?

- What is the best way to let you know about the information that is created? Through social media? If so, how? Advertising with a link? Or what other ideas do you have**?**

- Who would you want to hear from?

XX. Closing

- After everything we've looked at today and talked about, what do think it would take to PREVENT sexual violence before it happens?

- What would you want to tell your younger self about sexual violence prevention?

- What do you see as your role in stopping sexual violence?

- What was the most surprising or important thing you learned today?

Thank you.

Focus Group Guide (Spanish)
Men, Ages 18–24

I. Presentación (5 minutos)

Propósito del grupo: *El propósito de este grupo es hablar de la información relacionada con tu salud. También vamos a hablar acerca de las redes sociales y a revisar algunos de los programas existentes para escuchar sus comentarios.*
Moderator begins by introducing the concept, process, and purpose of the focus group.

- *No hay respuestas correctas o incorrectas.*
- *Por favor, hable sólo una persona a la vez para que podamos escuchar a todos. Siéntanse en confianza de que en cualquier momento pueden intervenir en la conversación, siempre y cuando no hablen al mismo tiempo. No tienen que alzar la mano para para pedir su turno.*
- *No se preocupen por ofendernos. Realmente queremos aprender de ustedes así que, por favor, sean honestos con sus ideas y comentarios.*
- *Tenemos mucho de que hablar, así que a veces tendré que seguir con la conversación. No se sientan ofendidos o insultados.*
- *Es importante que todos participen y no se preocupen si no están de acuerdo con lo que alguien más diga.*
- *Estaremos grabando esta conversación para que podamos escuchar de nuevo toda la información importante que compartieron con nosotros.*
- *Sus comentarios serán confidenciales y sus nombres no estarán relacionados con éstos.*
- *Sólo quiero avisarles que es probable que uno de mis compañeros entre durante la sesión y agregue más preguntas durante nuestra plática.*

II. Para romper el hielo (5 minutos)

Introductions — Por favor preséntate y cuéntanos un poco acerca de ti. ¿Trabajas? ¿Vas a la escuela? ¿Tienes hijos? O, ¿estás cambiando de trabajo? También responde a la pregunta, «¿Qué estarías haciendo si no estuvieras aquí ahora mismo?»

III. Redes Sociales (10 Minutos)

- ¿Cuáles redes sociales usas? ¿Facebook, Instagram, Snapchat, Twitter? ¿Algún otro? Hand count for each.

- ¿Cuáles plataformas de redes sociales usas más? Moderator asks each participant which they use the most.

- ¿Quiénes son tus artistas musicales favoritos? ¿Cómo escuchas la música — radio tradicional o sólo por *streaming*? ¿Cuáles estaciones de transmisión de música? ¿Prefieres las estaciones gratis con comerciales o pagas una cuota de suscripción para no tener comerciales?

- ¿Cuáles son tus programas de TV favoritos? o ¿tal vez algunos de los programas que hayas visto recientemente? ¿Cuáles servicios de *streaming* usas?

- ¿Cuántos de ustedes van a ver el juego de Campeonato de la NBA? ¿Cómo ven los deportes? (en línea o por *streaming*)

- ¿Y los video juegos? ¿A quién le gustan los juegos en línea? Cuéntame cuáles juegos te gustan.

- ¿Cómo ves la TV? ¿Cable, Hulu, Netflix? ¿Qué programas te gustan?

IV. Ejercicio de Tarjeta de Exploración Visual y Plática de Retos (15 minutos)

Moderator lays various picture cards around the room and on the table. He/She asks the group to take a moment to view as many cards as possible and choose the photograph that best illustrates what it is like to be a young man in today's world. Escojan la foto que mejor describa lo que significa ser un hombre joven en el mundo de hoy.

- La moderadora le pide a cada participante que enseñe la tarjeta que escogió y diga por qué la escogió.

- *Then the moderator conducts a brainstorming exercise by asking:* ¿Cuáles crees que son los retos más grandes a los que el hombre se enfrenta en el mundo de hoy? *Moderator lists responses.*

- ¿Cuáles crees que son los retos más grandes a los que las mujeres se enfrentan en el mundo de hoy que pudieran ser diferentes además de los que incluí en la lista?

Ejercicio para Prevenir la Agresión Sexual

- Vamos a hacer un breve ejercicio. Escribe lo primero que te viene a la mente.
    - ¿Qué es lo que haces a diario para evitar una agresión sexual?

- Por favor comparte tus respuestas.

- *Moderator hands out the list of what women do to avoid being sexually assaulted and asks the participants to read over it:* Por favor, léanla.

- ¿Qué piensan después de haber leído esta lista?

- ¿Cómo te hace sentir?

- *(If sexual violence did not come up in the exercise on today's challenges) Moderator says:* Hace sólo unos minutos cuando estábamos enlistando los retos a los que se enfrentan en el mundo de hoy, no mencionaron la violencia sexual. ¿Cómo se sienten ahora?

- ¿Qué significa el término «violencia sexual» para ti — qué te viene a la mente?

- Durante el año pasado se ha puesto mucho énfasis en el movimiento *Me Too.* ¿Cuáles son tus pensamientos, positivos o negativos, al respecto? ¿Han cambiado tus opiniones acerca de la violencia sexual? ¿Por qué o por qué no?

- El tema en el que nos vamos a enfocar el día de hoy es la prevención de violencia sexual. Podríamos hablar acerca de cosas que nos hacen sentir incómodos — y que son temas difíciles de pensar o hablar de ellos, pero es importante y les agradecemos que compartan sus pensamientos. **Les aseguro que no vamos a hablar de actos de violencia sexual, vamos a explorar maneras de prevenirlos.**

Si por alguna razón te sientes incómodo, haz lo que sea necesario para sentirte mejor y no dudes en salirte o dejar de participar.

Una vez dicho esto, me gustaría compartir con ustedes los siguientes hechos.

- Ocho de 10 crímenes de violencia sexual los cometen algún conocido de la víctima (39% por un conocido; 33% por su cónyuge actual o anterior, novio o novia).

- Más del 90% de las víctimas de agresión sexual en los campus de las universidades no reportan la agresión.

- ¿Cuál es tu reacción a estos hechos?

- ¿Ésta es nueva información para ti?

- Ya que conocemos este hecho, también me gustaría enfatizar que: La mayoría de los violadores son hombres. La mayoría de los hombres no son violadores.

El día de hoy queremos oír tus ideas, como hombre, acerca de cómo podemos trabajar todos juntos para prevenir la violencia sexual.

- ¿En dónde has escuchado mensajes acerca de la violencia sexual? ¿De la familia? ¿Amigos? ¿Escuela? ¿En línea?

- Cuando estabas creciendo, ¿en dónde oíste hablar de relaciones saludables? ¿Algunos de los hombres en tu familia, como tu papá o tus tíos, te habló acerca de estar en una relación? ¿Oíste hablar de relaciones saludables en la escuela? ¿En las redes sociales?

- ¿Cuál crees que es el papel de los hombres en **la prevención de la violencia sexual**?
  Sondeo: ¿Qué podrías hacer o harías tú personalmente?
  Sondeo: ¿Alguna vez te ha surgido esta situación? Cuéntame.

- ¿Qué tipo de situaciones crees que ponen en riesgo a las personas para la violencia sexual? (Sondeo: ¿Alcohol? la forma en que los hombres algunas veces hablan acerca de las mujeres, por ejemplo, ¿las pláticas en los vestidores? ¿la cultura de las fiestas? ¿la pornografía?)

¿Qué te motivaría, en dado caso, para decir algo en caso de que oyeras a un amigo o conocido hablar de una mujer que conoces como un objeto o acosarla? Sondeo: ¿Qué pasaría si esta mujer fuera una completa desconocida?

- ¿Alguna vez has dicho algo cuando has estado en este tipo de situación? ¿Puede alguien contarnos su experiencia?

- ¿Hubo alguien que quiso intervenir, pero no lo hizo? Cuéntame.

V. Prueba Creativa

Ahora vamos a ver una variedad de sitios web acerca de la concientización y prevención de la violencia sexual y de temas relacionados con ésta. **Vamos a usar los sitios web como trampolín para la plática.** Analícenlos desde el punto de vista de lo que les gusta y lo que no les gusta del diseño, contenido y **estrategias**, y en qué tan eficientes crees que son al tratar el tema de la prevención de violencia sexual. Yo no hice ninguno de estos materiales así que quiero que sean honestos. Por favor, saquen sus teléfonos conforme vayamos haciendo el ejercicio. También tengo tabletas si alguien necesita una. **Tengan en mente que a lo mejor Texas no va a crear un sitio web, pero podríamos desarrollar alguna otra idea. Por ejemplo, un chat en línea, eso podría ser una buena idea que podríamos usar. Estamos buscando ideas.**

Moderator shows participants the "Autocorrect" PSA from It's On Us.

- Reproducir el video - https://youtu.be/qk6aauThmW8 **(not available in Spanish)**.

- ¿Qué es lo primero que piensas cuando ves este video?

- ¿Cuál crees que es el mensaje principal?
- ¿En dónde más has visto mensajes como éste, si es que los has visto antes en algún otro lado?
- ¿Qué tan efectivo crees que es en tratar el tema de la prevención de la violencia sexual?
- ¿A quién crees que va dirigido este mensaje? ¿Es algo que te convence? ¿Por qué o por qué no?

Por favor, entra al sitio web de https://www.dontbuyitproject.org en tu teléfono. (Not available in Spanish.) Give them 5 minutes to look at it.

- Haga clic en «Join the Movement (Únete al Movimiento)», luego vaya a «Online Learning Experience (Experiencia de Aprendizaje en Línea)»
- ¿Qué es lo primero que piensas al ver este sitio?
- ¿Cuál crees que es el mensaje principal?
- ¿Qué te gusta? ¿Qué no te gusta? ¿Contenido, diseño, funciones?
- ¿Qué fue lo que más te llamó la atención? Sondeo: ¿Hay alguna función especial en este sitio web que realmente te guste?
- ¿Qué te pareció novedoso?
- ¿Qué tan efectivo crees que es en tratar el tema de la prevención de la violencia sexual?
- ¿A quién crees que está dirigido este sitio web? ¿Es algo que te convence? ¿Por qué o por qué no?

Give participants 5 minutes to look at www.NoMore.org (not available in Spanish).

- ¿Qué piensas de este sitio web? ¿Te parece importante? ¿Por qué o por qué no?
- ¿Qué fue lo que más te llamó la atención? Sondeo: ¿Hay alguna función especial en este sitio web que realmente te guste?
- ¿Qué te gusta? ¿Qué no te gusta? ¿Contenido, diseño, funciones?

- ¿A quién crees que está dirigido este sitio web? ¿Es algo que te convence? ¿Por qué o por qué no?

- Ahora por favor, ve a la pestaña que dice *Learn* (Aprender) y luego ve a *Bystander Tips & Scenarios* (Consejos para el Espectador y Situaciones). Toma un minuto para leerlos.

    - ¿Qué piensas de este tipo de información? ¿Es importante para ti? ¿Qué tan probable sería que tú hicieras lo que sugieren? Cuéntame.

- ¿Qué tan efectivos crees que son estos tipos de mensajes para tratar el tema de la prevención de la violencia sexual?

- Cuando escuchas el término «perspectiva del espectador», ¿qué crees que significa? ¿Has oído que se use este término en algún otro lugar? Cuéntame. ¿Crees que hay una mejor manera de decirlo?

Show participants the Consent video.

- Reproducir el video https://www.youtube.com/watch?v=NXfcbrET9LA

- ¿Qué es lo primero que piensas al ver este sitio?

- ¿Cuál crees que es el mensaje principal?

- ¿Qué es lo que te gusta? ¿Qué es lo que no te gusta? ¿Contenido, producción?

- ¿En dónde más has visto mensajes como éste acerca del consentimiento?

- ¿Qué tan efectivo crees que es en tratar el tema de la prevención de la violencia sexual?

- ¿Para quién crees que va dirigido este video? ¿Es algo que te convence? ¿Por qué o por qué no?

VI. Recursos y Estrategias de Texas / Mensajes

¿Cuáles sitios web o estrategias te gustaron más? ¿Por qué?

- Si el estado de Texas creara sus propios modelos, estrategias y mensajes para ayudar a prevenir la violencia sexual basándose en lo que han visto el día de hoy, ¿qué deberían de incluir? Sondeo:
    - ¿Cómo deberían usarse las redes sociales?

        - ¿Cuáles temas sociales ven en sus *feeds* de redes sociales? ¿Era de un patrocinador, pagado, o una cuenta que sigues? ¿Amigos hablando del tema? ¿Qué te llamó la atención de esas publicaciones?
    - ¿Temas?
    - ¿Imágenes?
    - ¿Chat en línea?
    - ¿Mensajes importantes?
    - ¿Estrategias importantes?
    - ¿Información acerca de dónde encontrar ayuda?

- ¿Cuál es la mejor manera de informarte acerca de la información que se está creando? ¿Mediante redes sociales? De ser así, ¿cómo? ¿Publicidad con un enlace o *link*? ¿Qué otras ideas se te ocurren?

- ¿De quién te gustaría tener noticias?

VII. Para terminar

- Después de todo lo que hemos visto y hablado hoy, ¿qué crees que se necesitaría para PREVENIR la violencia sexual antes de que suceda?

- ¿Qué te gustaría decirle a tu yo más joven acerca de la prevención de la violencia sexual?

- ¿Cuál crees que sería tu papel para detener la violencia sexual?

- ¿Qué fue lo más sorprendente o lo más importante que aprendiste hoy?

Gracias.

Appendix:
Community Partners

Focus Group Guide
Community Partners

XXI. Introduction

Purpose of group: Thank you for coming today. All of you work in the community with youth – mainly middle and high school ages. We are also going to talk about some existing programs to get your input.
Moderator begins by introducing the concept, process, and purpose of the focus group.

- There are no right or wrong answers.
- Please only talk one at a time so we can hear everyone. Feel free to speak up at any point you have something to add – as long as you don't speak over anyone else. You don't have to raise your hand.
- Do not worry about offending us. We really want to learn from you, so please be honest with your thoughts and comments.
- We have a lot to talk about, so sometimes I may move the conversation along. Please don't be insulted or offended.
- It is important for everyone to participate, and don't worry if you disagree with what someone else says.
- We will be recording this conversation so that we can go back to all the important things you tell us.
- Your remarks will remain confidential and your names will never be attached to your statements.
- I have an associate here that may pop in and add some questions to the discussion. Just wanted you to know that.

Introductions – Introduce yourself and tell us a little about you? Where do you work – position, how long, any other history about you that relates to youth.

XXII. Visual Explorer™ Card Exercise

Take a moment to view as many cards as possible and choose the image that best illustrates what it is like to work with young people in today's world.

- Moderator asks each participant to share the card they picked and tell why.

XXIII. Challenges young people face

- What do you think are some of the biggest challenges the youth you work with face in today's world? *Conduct a brainstorming session. Moderator lists responses.*

- How are the challenges different for boys versus girls? *If sexual violence doesn't come up – ask*, "What about sexual violence? How big of a challenge do you think it is?"

- What are your challenges in addressing these issues – certainly you aren't tasked with addressing all of them, but they have an impact on what you do – so how do they impact your work and what do you do to address that impact?

XXIV. Knowledge and Activities – Sexual Violence Prevention

- Where do you think young people are learning about gender roles?

- How do you ideally want to see boys and girls interacting?

- Do you see any behaviors in boys related to gender roles that concern you? What? What about in girls?

- What kind of activities do you see them engage in that may impact their ideas about gender roles? Probe: What about locker room talk? Gaming? Porn? Overly concerned about looks? Others? *Moderator lists on white board.*

The topic we are going to be focused on today is sexual violence prevention. We might be talking about some things that feel uncomfortable – and can be difficult to think about, let alone talk about, but it's important, and we appreciate you sharing your thoughts. ***I want to reassure you we are not talking about acts of sexual violence – we are exploring ways to prevent it.***
If for any reason you feel uncomfortable, do what you need to take care of yourself, and feel free to step out or discontinuing participation.
We will mostly be looking at existing strategies and talking about what you like or don't like about them. Our client, the Texas Department of Health, wants you to help them create the right kind of messages and resources for people like you that work with youth in Texas to help prevent sexual violence. So please keep that in mind as we are looking at existing approaches.

- We mentioned sexual violence – what does sexual violence mean to you? What comes to mind?

- When you think about sexual violence prevention, what comes to mind?

- How many of you have heard of the bystander approach? What do you know about it?

- We hear people talking about empowering women and girls – what does that mean to you?

    - What are examples of programs that do that?

- What about your program – does it empower girls? How?

- Where do you see kids learning about healthy relationships? Where should they be learning about healthy relationships – besides at home, because we can't control what parents do.

- What about social and emotional learning – what have you heard about it and where are kids learning about it?

- How do you think these ideas we've talked about play a role in sexual violence prevention?

I want to share with you a few facts about sexual violence prevention: (All from the National Sexual Violence Resource Center)

- Eight out of 10 sexually violent crimes are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend)

- Ninety-one percent of victims of rape and sexual assault are female, and 9% are male

- One in four girls and one in six boys will be sexually abused before they turn 18 years old

- More than 90% of sexual assault victims on college campuses do not report the assault

Do any of these surprise you? What?
So now let's shift gears to talk about some programs that are out there to address sexual violence prevention.

XXV. Curriculum/Concepts

Social emotional learning

- Moderator shows Second Step website at https://www.secondstep.org/middle-school-curriculum ask the participants to take a few minutes to look at website. Maybe show promo video at https://youtu.be/F7UilPvVgLM

- What are your top-of-mind thoughts about the approach of Second Step?

- How are any of you using this curriculum or something similar – that addresses social emotional learning? Tell me about that.

- What, if any, barriers are there to a curriculum like this at your organization?

Coaching Boys Into Men

- Moderator shows first part of the **promo video** at https://youtu.be/uFcfHBH7Mf8 to set the stage and then asks the participants to take a few minutes to look at the website.

- What are your top-of-mind thoughts on the video and about the approach of Coaching Boys Into Men ?

- How are any of you using this curriculum or something similar that specifically addresses social norms around boys' attitudes about and towards girls? Tell me about that.

- What, if any, barriers are there to a curriculum like this at your organization?

Boys & Girls Clubs use a curriculum called Smart Girls.
Show promo video at https://vimeo.com/107209727 about the Smart Girls curriculum used by Boys & Girls Clubs.

- What are your top-of-mind thoughts about the video and the approach of empowering girls?

- How are any of you using this curriculum or something similar that specifically addresses gender roles for girls? Tell me about that.

- What, if any, barriers are there to a curriculum like this at your organization?

Be Strong
Ask participants to go to https://bestrong.global/.

- What are your top-of-mind thoughts about this approach?

- Have you heard of anything similar in your community? Tell me about that.

- What, if any, barriers are there to an approach like this at your organization?

NoMore.org
Ask participants to go to https://nomore.org/april-sexual-assault-awareness-month-saam/

- What are your top-of-mind thoughts about this approach?

- Are these types of practical tips what you need?

- Have you heard of anything similar in your community? Tell me about that.

- What, if any, barriers are there to an approach like this at your organization?

XXVI. Closing

- What did you learn today that was new information about sexual violence prevention?

- What would you say your organization could do around sexual violence prevention?
- What would you like to have to help you prepare the children you teach or interact with? Probe: app, website, practical tips, etc.
- After everything we've looked at today and talked about, what do you think it would take to PREVENT sexual violence before it happens?

What was the most surprising or striking or important thing you learned today?

Appendix:
Parents

Focus Group Guide
Parents

XXVII. Introduction (5 minutes)

Purpose of group: *The purpose of this group is to discuss information related to your child's health We are also going to talk about media, and look at some existing programs to get your input.*

Moderator begins by introducing the concept, process, and purpose of the focus group.

- *There are no right or wrong answers.*
- *Please only talk one at a time so we can hear everyone. Feel free to speak up at any point you have something to add – as long as you don't speak over anyone else. You don't have to raise your hand.*
- *Do not worry about offending us. We really want to learn from you so please be honest with your thoughts and comments.*
- *We have a lot to talk about, so sometimes I may move the conversation along. Please don't be insulted or offended*
- *It is important for everyone to participate, and don't worry if you disagree with what someone else says.*
- *We will be recording this conversation so that we can go back to all the important things you tell us.*
- *Your remarks will remain confidential and your names will never be attached to your statements*
- *I have an associate here that may pop in and add some questions to the discussion. Just wanted you to know that*

Purpose of group: *All of you are parents of either middle or high school age children. Tonight we are going to talk about some issues that are important to your family.*

Introductions – Introduce yourself and tell us a little about you? What you do – work or work at home caring for your kids, your children and their ages, and finally what is the hardest thing about parenting kids in middle or high school and what is the best? (moderator writes question on flip chart)

XXVIII. Media Consumption (10 minutes) (I think it is important to get information about media consumption from the parents as well)

- What social media do you use? Facebook, Instagram, Snapchat, Twitter, others? Hand count for each.

- Which social media platforms do you use the most? Moderator asks each participant which they use the most.

- Who are your favorite music artists? How do you listen to music? - traditional radio or streaming only? What streaming stations? Do you prefer the free stations with ads or do you pay a subscription fee so you don't have ads?

- What are your favorite TV shows? Or maybe some shows you've recently been watching? Which streaming services do you use?

- How do you watch TV? Cable, Hulu, Netflix? What shows do you like?

- If you have a question about parenting, where do you go? How do you prefer to get information if you have a question and need information? Phone, chat, text, google search, ask friends and family?

XXIX. Visual Explorer Card Exercise (15 minutes)

Moderator lays various picture cards around the room and on the table. He/She asks the group to take a moment to view as many cards as possible and choose the image that best illustrates what it is like to parent children in middle school or high school in today's world.

- Moderator ask each participant to share the card they picked and tell why.

XXX. Parenting Challenges

- What do you think are some of the biggest challenges your children who are in middle school and high school face in today's world? *Conduct a brainstorming session. Moderator list responses.*

- What are some of the greatest challenges you face in parenting these young people?

- One thing that was in the news a lot last year was the Me Too Movement. Did it ever come up with your children? What did you think about the focus on it – good or bad. What did they say? (May mention US Gymnastics or Church)

- What kind of conversation have you had with your children.

- Did the allegations about how women and men were treated create any concern for you in terms of your children's future or how you parent? If so, tell me about that?

The topic we are going to be focused on today is sexual violence prevention. We might be talking about some things that feel uncomfortable – and can be difficult to think about let alone talk about but it's important and we appreciate you sharing your thoughts. ***I want to reassure you are not talking about acts of sexual violence – we are exploring ways to prevent it.*** *Our client, the Texas Department of Health, wants you to help them create the right kind of messages and resources for Texas parents to help prevent sexual assault. So please keep that in mind as we talk and consider different approaches to this topic.*

If for any reason you feel uncomfortable do what you need to take care of yourself and feel free to step out or discontinuing participation.

Having said that I want to share a fact with you. 8 out of 10 sexually violent acts are committed by someone known to the victim (39% by an acquaintance; 33% by a current or former spouse, boyfriend, or girlfriend)

- What is your reaction to this fact?
- Is this new information?
- How would you define the term "sexual assault"?
- What do you think leads to sexual assault, in society at large?
- Again, this is a difficult topic but how do you think we should prepare children to hopefully prevent sexual assault?
- As a parent, what approaches would you take with your boys? What about with your girls?
- Where do you think children should get this information?

XXXI. KNOWLEDGE AND ACTIVITIES

Now we are going to talk about some specific prevention strategies.

Consent Handout

*Now, I would like to hand out some information on consent. Moderator hands out information that is part of the **I Ask campaign – How to Teach Consent Early**. I am going to give you a couple minutes to read over it and then we will talk about it.*

- What is your top of mind reaction to this exercise?
- Has anyone suggested you talk about consent with your child? Tell me about that.
- Have you ever talked about consent with your child? Tell me about that.
- How likely are you to talk about consent with your child now?
- What do you think this has to do with sexual violence prevention?

Bystander approach
Have participants look at www.NoMore.org

- (Before they go to learn tab) Has anyone ever heard of the Bystander Approach?
- Now please go to the tab that says Learn OR YOU CAN SCROLL DOWN AND YOU WILL SEE AN ICON FOR LEARN and the go to the Bystander Tips and Scenarios Take a minute to read over them.
- When you hear the term bystander approach, what do you think it means? Have you heard of the term used anywhere? Tell me about that. Do you think there is a better way to say it?
- What do you think about this kind of information? Is this relevant to you? How likely are you to do what they are suggesting? Tell me about that?
- Are your sons learning this kind of information anywhere? Tell me about that?
- Where, if anywhere is your child getting this kind of education?
- How important do you think it is for boys to learn this kind of information.
- What do you think it has to do with sexual violence prevention?

Coaching Boys Into Men – Locker Room

- Moderator shows first part of the promo video at https://youtu.be/uFcfHBH7Mf8 to set the stage.

- What are your top of mind thoughts on the video and about the approach of Coaching Boys Into Men ?

- How are any of you using this curriculum or something similar that specifically addresses social norms around boys attitudes about and towards girls? Tell me about that?

Empowering Girls

Moderator Plays https://always.com/en-us/about-us/our-epic-battle-like-a-girl.

Moderator hands out 10 Tips for Raising a Confident Girl

- What are your top of mind reactions to this information?
- What –if any–similar messages have you seen?
- Thinking about your daughters or maybe other young women in your life – when do you see them feel empowered? What activities do they engage in that make them feel empowered?
- Are there other words for empowered?
- What if any activities to do you encourage that help them feel confident?
- Who else in their lives can make them feel confident and empowered? - school, after school, other activities.
- What do you think empowering girls has to do with sexual violence prevention?

Social Emotional Learning

- How many of you have heard of Social Emotional Learning? Moderator takes a hand count. What do you think it is? The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Second Step Video: Not just better students, better people

Moderator shows the group short video introducing social emotional learning.
https://youtu.be/F7UilPvVgLM

- Is this concept taught at your child's school? Tell me about it?

- Do you teach some of these skills at home? If so, how?

- What are your thoughts on having something like this taught at your child's school?

- How do you think teaching social emotional learning has to do with sexual violence prevention?

Closing

- I would like to ask you a question I asked earlier - how do you think we should prepare children to hopefully prevent sexual assault?
- (the goal is to see if their answer is different and to see if they get the role of bystander, empowering girls, social emotional learning, etc.)
- What would you like to have to help you prepare your children? Probe: app, website, practical tips, etc.

- Finally, what is the most important thing you learned here tonight?

Focus Group Guide
Parents (Spanish)

XXXII. Presentación (5 minutos)

Propósito del grupo: *El propósito de este grupo es hablar de la información relacionada con la salud de su hijo. También vamos a hablar acerca de los medios de comunicación y las redes sociales, y a revisar algunos de los programas existentes para escuchar sus comentarios.*

Moderator begins by introducing the concept, process, and purpose of the focus group.

- *No hay respuestas correctas o incorrectas.*
- *Por favor, hable solo una persona a la vez para que podamos escuchar a todos. Siéntanse en confianza de que en cualquier momento pueden intervenir en la conversación, siempre y cuando no hablen al mismo tiempo. No tienen que alzar la mano para para pedir su turno.*
- *No se preocupen por ofendernos. Realmente queremos aprender de ustedes así que, por favor, sean honestos con sus ideas y comentarios.*
- *Tenemos mucho de qué hablar, así que a veces tendré que seguir con la conversación. No se sientan ofendidos o insultados.*
- *Es importante que todos participen, y no se preocupen si no están de acuerdo con lo que alguien más diga.*
- *Estaremos grabando esta conversación para que podamos escuchar de nuevo toda la información importante que compartieron con nosotros.*
- *Sus comentarios serán confidenciales y sus nombres no estarán relacionados con éstos.*
- *Sólo quiero avisarles que es probable que uno de mis compañeros entre durante la sesión y agregue más preguntas durante nuestra plática.*

Propósito del grupo: *Todos ustedes son padres ya sea de chicos de secundaria o preparatoria. Esta noche vamos a hablar acerca de algunos temas que son importantes para su familia.*

Introductions – Por favor preséntate y cuéntanos un poco acerca de ti. ¿Qué haces – trabajas o trabajas en casa cuidando a tus hijos, cuántos hijos tienes y sus edades, y finalmente, cuál es la parte más difícil de criar hijos que cursan la secundaria o preparatoria, y cuál es la mejor parte? (moderator writes question on flip chart)

XXXIII. Consumo de Medios de Comunicación (10 minutos) (I think it is important to get information about media consumption from the parents as well)

- ¿Cuáles redes sociales usas? Facebook, Instagram, Snapchat, Twitter. ¿Algún otro? Hand count for each.

- ¿Cuáles plataformas de redes sociales usas más? Moderator asks each participant which they use the most.

- ¿Quiénes son tus artistas musicales favoritos? ¿Cómo escuchas la música? – radio tradicional o sólo por *streaming*? ¿Cuáles estaciones de transmisión de música? ¿Prefieres las estaciones gratis con comerciales o pagas una cuota de suscripción para no tener comerciales?

- ¿Cuáles son tus programas de TV favoritos? o, ¿Tal vez algunos de los programas que hayas visto recientemente? ¿Cuáles servicios de *streaming* usas?

- ¿Cómo ves la TV? ¿Cable, Hulu, Netflix? ¿Qué programas te gustan?

- Cuando tienes preguntas acerca de la crianza de tus hijos, ¿dónde buscas las respuestas? ¿Cómo prefieres obtener información si tienes una pregunta? ¿Teléfono, chat, texto, búsqueda en google, preguntar a amigos y familia?

XXXIV. Ejercicio de Tarjeta de Exploración Visual y Plática de Retos (15 minutos)

Moderator lays various picture cards around the room and on the table. He/She asks the group to take a moment to view as many cards as possible and choose the image that best illustrates what it is like to parent children in middle school or high school in today's world.

Por favor, escoja la imagen que mejor ilustre lo que significa criar a los jóvenes que están en secundaria o preparatoria en el mundo actual.

- La moderadora le pide a cada participante que enseñe la tarjeta que escogió y diga por qué la escogió.

XXXV. Retos de la Crianza

- ¿Cuáles crees que son los retos más grandes a los que los jóvenes que están en secundaria y preparatoria se enfrentan en el mundo de hoy? *Conduct a brainstorming session. Moderator list responses.*

- ¿Cuáles son los retos más grandes a los que te enfrentas en la crianza de estos jóvenes?

- Durante el año pasado se ha puesto mucho énfasis en el Movimiento Me Too. ¿Alguna vez surgió el tema con tus hijos? ¿Te pareció que el enfoque era bueno o malo? ¿Qué te comentaron tus hijos?

- ¿Qué me puedes decir de lo que está pasando en la iglesia en relación con el abuso sexual? ¿Qué tipo de conversación has tenido con tus hijos?

- ¿Te preocupan las acusaciones acerca de cómo fueron tratados mujeres y hombres en cuanto al futuro de tus hijos, o en la manera en que los va a criar? De ser así, ¿me puedes compartir tu opinión?

El tema en el que nos vamos a enfocar el día de hoy es la prevención de violencia sexual. Podríamos hablar acerca de cosas que nos hacen sentir incómodos – y que son temas difíciles de pensar o hablar de ellos, pero es importante y les agradecemos que compartan sus pensamientos.

Les aseguro que no vamos a hablar de actos de violencia sexual, vamos a explorar maneras de prevenirlos. *Nuestro cliente, el Departamento de Salud de Texas, quiere tu ayuda para crear el tipo de mensajes correctos, y recursos para los tejanos para ayudarles a prevenir la agresión sexual. Así que por favor, ten esto presente conforme hablamos y consideramos diferentes modelos para este tema.*

Si por alguna razón te sientes incómodo, has lo que sea necesario para sentirte mejor y no dudes en salirte o dejar de participar.

Una vez dicho esto, me gustaría compartir con ustedes los siguientes hechos:
8 de 10 crímenes de violencia sexual los cometen algún conocido de la víctima (39% por un conocido; 33% por su cónyuge actual o anterior, novio, o novia).

- ¿Cuál es tu reacción a estos hechos?

- ¿Esta es nueva información para ti?

- ¿Cómo definirías el término agresión sexual?

- ¿Qué crees que lleva a la agresión sexual, en la sociedad en general?

- Vuelvo a mencionar, que este tema es difícil pero ¿cómo crees que deberíamos preparar a los niños para que puedan prevenir la agresión sexual?

- Como padre, ¿de qué manera tratarías el tema con tus hijos? ¿Y con tus hijas?

- ¿De dónde crees que los niños deberían obtener esta información?

XXXVI. CONOCIMIENTO Y ACTIVIDADES

Ahora vamos a hablar acerca de algunas estrategias específicas de prevención.

How to talk to your kids about Consent: https://www.nsvrc.org/te-pregunto-como-ensenar-pedir-consentimiento-desde-edades-tempranas

Ahora me gustaría entregarles algo de información acerca del consentimiento. Moderator hands out information that is part of the ***I Ask campaign – How to Teach Consent Early.*** *Les voy a dar un par de minutos para que lo lean y después lo comentaremos.*

- ¿Cuál es tu primera reacción hacia este ejercicio?
- ¿Alguien te ha sugerido que hables acerca del consentimiento con tu hijo? Cuéntame.
- ¿Alguna vez has hablado acerca del consentimiento con tu hijo? Cuéntame.
- ¿Qué tan probable sería que hablaras con tu hijo acerca de consentimiento ahora?
- ¿Qué crees que esto tenga que ver con prevención de violencia sexual?

Perspectiva del Espectador
Have participants look at www.NoMore.org (Not available in Spanish)

- Ahora por favor, ve a la pestaña que dice *Learn* (Aprender), y luego ve a *Bystander Tips and Scenarios* (Consejos para el Espectador y Situaciones). Toma un minuto para leerlos.
- Cuando escuchas el término perspectiva del espectador, ¿qué crees que significa? ¿Has oído que se use este término en algún otro lugar? Cuéntame. ¿Crees que hay una mejor manera de decirlo?
- ¿Qué piensas de este tipo de información? ¿Es importante para ti? ¿Qué tan probable sería que tú hicieras lo que sugieren? Cuéntame.
- ¿Tus hijos están aprendiendo este tipo de información en algún lugar? Cuéntame.
- ¿De dónde, si es que lo está haciendo, está obteniendo tu hijo este tipo de educación?
- ¿Qué tan importante crees que es para los niños aprender este tipo de información?
- ¿Qué crees que tenga que ver con prevención de violencia sexual?

Entrenamiento de Niños para Convertirse en Adultos/Coaching Boys Into Men

- Moderator shows first part of the promo video at https://youtu.be/uFcfHBH7Mf8 to set the stage and then ask the participants to take a few minutes to look at website. (Not available in Spanish) Por favor, tomen unos cuantos minutos para ver los sitios web.

- ¿Qué es lo primero que viene a tu mente cuando ves el video, y qué piensas del enfoque del Entrenamiento de Niños para convertirse en Adultos (*Coaching Boys Into Men)*?

- ¿De qué manera están usando algunos de ustedes este currículum o algo similar para tratar, específicamente, con las normas sociales alrededor de las actitudes de los niños hacia las niñas y acerca de las niñas? Cuéntame.

- ¿Existen algunas barreras para un curriculum como este en tu organización?

Empoderando a las Niñas

Moderator plays https://www.always.com.mx/es-mx/acerca-de-nosotros/comonina-como-empezo-todo

Moderator hands out https://www.babycenter.com/0_10-tips-for-raising-a-confident-girl_10310248.bc

- ¿Cuál es tu primera reacción cuando ves el video?
- ¿Has visto algún mensaje similar? De ser así, ¿cuál?
- Cuando piensas en tus hijas o a lo mejor en otras mujeres jóvenes en tu vida, ¿cuándo ves que se sientan empoderadas? ¿Cuáles son las actividades que realizan que las hacen sentir empoderadas?
- ¿Cuáles serían las actividades que les fomentarías para ayudarlas a sentirse confiadas?
- ¿Quién más en sus vidas podría hacerlas sentir confiadas y empoderadas? – escuela, actividades después de la escuela, otras actividades.
- ¿Qué crees que tenga que ver el empoderamiento de las niñas con la prevención de violencia sexual?

Aprendizaje Socioemocional

- ¿Cuántos de ustedes han oído hablar del Aprendizaje Socioemocional? Moderator takes a hand count. ¿Qué creen que sea? El Aprendizaje Colaborativo Socioemocional y Académico (CASEL, por sus siglas en inglés) define el aprendizaje socioemocional como "el proceso mediante el cual los niños y adultos adquieren y aplican eficazmente el conocimiento, las aptitudes y las habilidades necesarias para entender y manejar las emociones, se fijan y logran metas positivas, sienten y muestran empatía hacia los demás,

establecen y mantienen relaciones positivas, y toman decisiones responsables."

Moderator shows the group short video introducing social emotional learning.
https://www.youtube.com/watch?v=xz_aCbDI9uk

- ¿Se les enseña este concepto en la escuela de su hijo? Cuénteme.

- ¿Le enseñas algunas de estas habilidades en tu casa? De ser así, ¿cómo lo haces?

- ¿Qué piensas acerca de que les enseñen algo así a tus hijos en la escuela?

- ¿De qué manera crees que enseñar el aprendizaje socioemocional está relacionado con la prevención de violencia sexual?

Para terminar

- Me gustaría preguntarles algo que ya pregunté antes, ¿cómo crees que deberíamos preparar a los niños para que, con suerte, se logre prevenir la agresión sexual?
- (the goal is to see if their answer is different and to see if they get the role of bystander, empowering girls, social emotional learning, etc.)
- ¿Qué recursos te gustaría tener para ayudarte a preparar a tus hijos? Sondeo: app, website, practical tips, etc.

- Y para terminar, ¿qué es lo más importante que aprendiste aquí esta noche?

Appendix:
Stakeholders

Interview Guide for Key Stakeholders

Thank you for taking the time for a phone call. As Carol explained in her email, we are working with DSHS to help improve messaging related to sexual violence (SV) prevention. As part of this project, we are interviewing key stakeholders such as yourself. We will also be conducting focus groups with young women and men, parents, and community stakeholders in six locations across the state, as well as online focus groups with sexual assault program employees.

We are interested in hearing different perspectives from stakeholders about what works, as well as any thoughts about challenges and barriers. Your insights will help us better understand the issues and help us frame questions for our focus group research.

*This is a confidential conversation. That means what you say will **not** be connected with your name or organization. I will be taking detailed notes as we talk, and the findings from the interviews will be summarized without identifiers.*

This is not a test; there are no right or wrong answers. If you do not know the answer to one of my questions, something does not apply, or you would rather not answer, just say so and we'll move on. The interview should take about 45 minutes.

Do you have any questions for me before we start?

I. Background information

1. Please tell me a little about yourself, what you do, and how long you have been involved in work related to sexual violence.

II. Questions about strategies and approaches

DSHS is considering focusing on four primary prevention strategies from the CDC's STOP SV Technical Package. For each strategy, I will describe the approaches DSHS is considering and ask you the same three questions:

- What do you know of related to this strategy that works? Campaigns? Messages? Programs?
- What do you see as the biggest challenges and barriers to implementing this strategy successfully?
- What do you think would make a difference, move the needle? Any ideas, dreams, or wishes?

2. Let's start with the first strategy: Promote social norms that protect against violence.

DSHS is considering the following approaches:

- Bystander approaches
- Mobilizing men and boys as allies

Take some time to read more about the approaches in the handout and let me know when you are ready for questions.

What do you know of that works? Messages, campaigns, programs?
What are the biggest challenges?
What would make a difference?

3. Let's talk about the second strategy: Teach skills to prevent SV. DSHS is considering using social-emotional learning approaches.

Again take some time to read about those approaches and let me know when you are ready for questions.

What do you know of that works? Messages, campaigns, programs?
What are the biggest challenges?
What would make a difference?

4. Let's talk about the third strategy: Provide opportunities to empower and support girls and women.

DSHS is considering as an approach strengthening leadership and opportunities for adolescent girls. Please read the details about that approach and let me know when you are ready to talk.

What do you know of that works? Messages, campaigns, programs?
What are the biggest challenges?
What would make a difference?

5. Let's talk about the fourth strategy: Create protective environments.

Please read about the approaches DSHS is considering implementing and we'll talk.

What do you know of that works? Messages, campaigns, programs?
What are the biggest challenges?
What would make a difference?

6. Thinking about all the strategies and approaches DSHS is considering, what do you think are the highest priorities? What makes you say that?

III. Questions about focus groups (only for interviews that are done soon enough for us to use the input)

As I mentioned, we are going to conduct focus groups with different audiences to learn about their knowledge and experiences, and to test messages and materials related to preventing sexual violence.

7. For each audience, I'd like to hear if there is anything you would like us to ask the focus group participants. Is there anything you wonder or would like to learn? Any materials or messages you would like us to test with the group? Remember that we are looking at primary prevention so please think about questions or materials related to that area.

- Let's start with young women ages 18-24
- Young men ages 18-24
- Parents
- Community stakeholders, such as education, law enforcement, faith community, YMCAs and other non-profits
- Sexual assault program employees

IV. Final thoughts
Anything you know now you wish you knew when you were starting out in this field? Anything else you would like to add?

Thank you so much for your time!

Handout for Key Stakeholders

Texas Rape Prevention and Education Grant: Strategies and Approaches under Consideration

1. Promote social norms that protect against violence.

    - Bystander Approaches – these approaches engage individuals to change social norms and provide leadership around preventing sexual violence. These types of approaches:
        - Engage people, often youth, with the purpose of promoting social norms that protect against violence
        - Motivate people to promote protective norms through providing peer leadership around preventing sexual violence
    - Mobilizing men and boys as allies – these approaches:
        - Provide opportunities to encourage men and boys to be allies in preventing sexual and relationship violence by demonstrating their role in preventing violence
        - Foster healthy, positive norms about masculinity, gender, and violence among individuals with potential for these social norms to spread through their social networks

2. Teach skills to prevent sexual violence.

    - Social-emotional learning - these approaches work in adolescence to enhance a core set of social and emotional skills including communication and problem-solving, empathy, emotional regulation, conflict management, and bystander skills.

3. Provide opportunities to empower and support girls and women.

    - Strengthening leadership and opportunities for adolescent girls – this approach uses programs that build confidence, knowledge and leadership skills in young women. Such programming typically:
        - Involves girls as leaders in planning, development, and implementation
        - Supports family involvement
        - Provides opportunities for girls to connect with their cultural and community identities
        - Provides a safe space for girls to grow and connect while developing leadership skills and abilities

4. Create protective environments. This approach may include:

- Improving safety and monitoring in schools
- Establishing and consistently applying workplace policies
- Addressing community-level risks through environmental approaches

Focus Group Guide for Sexual Assault Program Staff

I. Introduction

- *Moderator begins by introducing the concept, process, and purpose of the focus group.*
- *Lay ground rules for the discussion (no right or wrong answers, speak one at a time, etc.).*
- *Explain the purpose of recording the group.*
- *Assure participants that their remarks are confidential in the sense that their names will never be attached to their statements.*
- ***Purpose of group:*** *The purpose of this group is to discuss information related to your work in sexual violence prevention.*

II. Icebreaker

- *Moderator asks each participant to introduce themselves and to share:*
  Where they work, their position, how long they've been doing it and what their favorite part or their job is as well as the least favorite part.

III. Primary Prevention General

Acknowledge and recognize them as the experts in prevention work in their community.
For all: In the context of SV, what does primary prevention mean to you?
For non-RPE Sites:

- For the purposes of our conversation, we are defining primary prevention as: Stopping sexual violence before it occurs. Reducing risk factors and enhancing protective factors linked to sexual violence perpetration and victimization.

- How many of your organizations do this kind of work? We will be talking more in-depth about this in a minute for now I just want a hand count on who is doing the work.

- What made your organization value that approach and decide to dedicate resources to it?

- How does your primary prevention work connect to the other goals of your organization?

For RPE sites:

- For the purposes of our conversation, we are defining primary prevention as:
  - Stopping sexual violence before it occurs. Reducing risk factors and enhancing protective factors linked to sexual violence perpetration and victimization.

- How does your primary prevention work connect to the other goals of your organization?

IV. Prevention Strategies

- Now tell me more about what your organizations are already doing related to primary prevention? Ask each participant to share what their organization is doing related to primary prevention.

- What do you think is working and what is not working?

- Do you know of any existing campaigns or approaches you wish you were using but aren't? If so, tell me about them.

- Are you using social media to support prevention messages? Why or why not? What social media are you using – Instagram, You Tube, Facebook, Snapchat, Twitter, hashtags, etc.
  What is working?

- What social media would you like to be using? What would need to happen in order for you to use it?

DSHS is considering focusing on three strategies from CDC's STOP SV Technical Package. I'll describe each one and then we will talk about it. The first strategy is ***promoting social norms that protect against violence****. DSHS is considering two approaches that fall under this strategy:*

First, ***bystander*** *approaches. From a primary prevention perspective, that means intervening early, well before violence or the threat of violence. For example, interrupting demeaning language or sexist jokes.*

- What do you think about this strategy?

- What do you see as the biggest challenges and barriers to implementing a bystander approach successfully?

Second, ***mobilizing men and boys as allies****. For example, providing opportunities for men and boys to demonstrate their role in preventing violence, and fostering healthy norms about masculinity and gender.*

- What do you think about this strategy?

- What do you see as the biggest challenges and barriers to implementing mobilizing men and boys as allies?

- What kind of support do you need to implement either of these programs? What would move the needle?

Let's look at the second strategy: ***Teach skills to prevent sexual violence, specifically using social-emotional learning*** *approaches designed to enhance skills like communication, problem-solving, empathy, emotional regulation, conflict management and bystander skills.*

- What do you think about this strategy?

- What do you see as the biggest challenges and barriers to implementing this strategy successfully?

- What would make a difference related to social-emotional learning? What would move the needle?

*Let's address the third strategy****: providing opportunities to empower and support girls and women****, specifically* ***strengthening leadership and opportunities for adolescent girls****.*

- What do you think about this strategy?

- What do you see as the biggest challenges and barriers to implementing this strategy successfully?

- What would make a difference related to social-emotional learning? What would move the needle?

V. Community Context

- Which of the three strategies might have the most traction and support in your community or fit in with what's already happening?

    - Probes: What kind of bystander approaches would be acceptable in your community?

    - What would be acceptable ways to strengthen leadership and opportunities for adolescent girls in your community?

    - What about social-emotional learning – how would that work in your community?

- Is there any language that consistently shuts down your community?

- How do you get community buy-in? What's your elevator speech?

- Where are you able to do education? Schools? After school programs? Churches? Are there places you would like to get into? What has kept you from working there?

- Are there barriers to your work in general? How do you deal with constraints from funding sources? For example, we've heard from stakeholders that under one funding source, they can't talk about human trafficking, or under another, can't mention dating violence. How big an issue is this?

- What would a safe and healthy community look like? What would it take to create and keep that?

- If you had to choose between working to influence individual behaviors OR working to change the community context (social norms, environment) which would you choose? What makes you say that?

VI. Partners

- How satisfied are you with the opportunities in your community to collaborate with other organizations?

- In your community, who do you consider is on your team? Whether they are on your team or not, who do you think are the most important, influential people in your community to help prevent SV?

- What would help you connect with partners? What resources would help you feel more connected, less isolated?

- What skills and resources do partners like parents, schools, churches, and other community-based organizations need to help prevent sexual violence?

In closing, I would like to go around the table and have each of you share what was the most important thing you heard in today's conversation.
Finally, are there any other comments or questions? Thanks so much.