

Report to
End Domestic Abuse Wisconsin
On
Prevention Information and Feedback
Listening Sessions
Held: Spring 2016

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Introduction

End Domestic Abuse Wisconsin coordinated listening sessions to talk with domestic violence and sexual assault experts, culturally specific program providers, and youth coordinators around the state. The goal of the sessions was to get information and recommendations from participants about culturally appropriate prevention programming and practice that can support healthy vibrant relationships and violence free communities. A total of five listening sessions were held in Wausau, Eau Claire, Madison, Milwaukee and Appleton during February and March of 2016. The questions used to guide the conversations—about prevention services and programming and the current needs and resources in communities across the state—are attached to this document.

In each of the listening sessions, we heard a violence-prevention needs assessment for Wisconsin communities. The common themes that emerged from the discussion were that Wisconsin communities need: (1) to change societal perceptions about the use of power and control in interpersonal relationships, (2) education and training about healthy relationship and conflict resolution skills, (3) to start education and training in schools when students are very young, and (4) to incorporate additional outreach to parents and caregiver adults to create a two-generation strategy for change.

Participants also raised and pondered a centrally important question about who most urgently needs attention as the target audience for a prevention campaign or services. Who should Wisconsin prevention resources focus on first, people and communities most vulnerable to violence, or everyone and broader social (and social media) system that creates, teaches, and perpetuates violence? Ultimately, the clear answer was that the work must happen in both and all segments of the population. That discussion is described in more detail below.

Layout of this report

This document describes the discussion outlined above in categorical sections as follows: the first section, **Healthy Relationship Training in Schools with Parents** reflects the information about teaching healthy, safe interaction summarized above; the next two sections, **State Campaign** and **Community Outreach**, describe participants' reflection on the idea of a state prevention campaign; and the last section, **Funding and Support for Agencies** provides more specific information about how agencies could benefit from state funding and support in this area and; the middle portion of the document is the **Community Context** section. The fundamentally important **Context** section (with subcategories including Gender Issues, Cultural Relevance, Trauma, and Oppression) reflects the participants understanding of the community life context in which the prevention work would be carried out.

Finally, in each section and subcategory, we include many of the experiences and recommendations from participants. These words from the participants in the listening sessions comprise the majority of this document. We believe the report is most helpful when it provides the clear and direct voices of services providers and advocates around the state.

The words and phrases in the “participants experience and perspective” and “recommendations and suggestions” sections come directly from the participants. The words are either a direct quote (as indicated) or a paraphrase from one or more individual(s).

Healthy Relationship Training in Schools and with Parents

In this section, conversations about healthy relationship training on the one hand, and integration of that training into school curricula on the other, are discussed separately. However, it is important to say that—in each of the groups—these two issues were discussed simultaneously, and as necessarily complementary activities. A third issue (that was inextricable from this discussion) was the need for a two-generation approach to healthy relationship education that would include parents in regular and institutionalized training and instruction. Participants suggested that this two-generation approach was essential to ensure that children don’t get mixed or conflicting messages from home and school about the use of violence.

Discussion began with (and always came back to) healthy relationships. Most important to participants was that children receive instruction in self-possession and self-worth. They believe that the central lesson for children is double-sided. Thus: each individual has a right to safety and freedom from violence, and no individual has the right to bully or strike or invade the dignity or humanity of another person.

In each conversation, participants focused on the importance of institutionalizing violence prevention in schools. They said that children should be started on this course of education very early, and that the information should be repeated regularly and thoroughly.

Participants’ Experience and Perspective

- “This should not just be for community events. You can do barbecues, but how is it going to get at the root cause of violence?”
- “Children should have teachers and coaches that models healthy relationships”
- “We have to make sure teachings about healthy relationships can transfer to kids’ home life. (If they learn things in school, that are undermined by what

they're learning/seeing modeled at home, they will be confused. And worse, it could be dangerous for the child)."

- "Sometimes education teaches people that they are in a relationship that is not healthy, and they did not realize it was abusive."
- Being educated as to what is a healthy relationship and to recognize the signs of the use of power and control.
- Woman tells the story of a man who is in a batterer's intervention program, and he asks, "Why didn't I learn this when I was a very young child?" It would have helped me so much and saved me from the predicament I am in now. So, in essence this is a man who has used violence asking why primary prevention education was not available to him.
- "We should have the conversations about [cultural] lens—about what it means to have healthy relationships."
- Sometimes parents are not as educated as kids are.
- "[We must] include queer and trans folks—Folks who don't fit in the gender binary."
- Media images show the wrong description of healthy relationships
- "Healthy relationship training is primary prevention."
- Prevention starts with family.

Recommendations and Suggestions

- Conduct compassion training and mindfulness training for kids.
- Require all kids to take healthy relationship classes from grammar school through high school. Evaluation of this kind of training is essential. A few people recommended a longitudinal study.

- Institute peer to peer programming in schools.
- Talk about bullying and racism, have the kids write the skits themselves.
- It is important to talk about what safety means. Maybe it is “primary and secondary at the same time.”
- We looked at the Duluth model and the Boston model. Communities should review revise and use these models in their own community.
- Someone can create a curriculum that can be used in all communities. People can adapt it to their own community. Fundamental values are the same, but the one curriculum can be used for evaluation.
- If someone writes a proposal, any of their contracted folks have to have the language to talk about all of the isms and oppressions.
- Spend time planning and looking at who else in communities engage individuals, couples and families; “reach out and find the unusual suspects”
- Curriculum and training should teach, “here’s what a healthy relationship looks like” as opposed to “here’s how you don’t get raped.” Make consent conversation more active; hence conversations are changing; change the conversation to what it is supposed to look like
- The training and education must be informed by women and include the voices of survivors.
- “The people who do the training should not have to be survivors and victims. You don’t have to identify as a survivor. What does primary prevention right now look like? We already are doing primary prevention, how can we figure out how to show that these things (like dance classes) are primary prevention.”

This strain of the discussion highlighted the importance of the school systems to a violence prevention effort, which, in turn, brought them to the issue school cooperation and support of prevention work. According to our participants, access is one of the most important aspects of in-school prevention work. So far, when they have attempted to do some of this work, they found it difficult to get invited (or

welcomed) in, or to be taken seriously by the parents, teachers, or administrators. They suggested that most adults involved in the school system are uncomfortable with the content of violence prevention education. Teachers are busy and pre-occupied with other aspects of the children's learning. Administrators are juggling all the competing and conflicting forces in the halls and in the classrooms. And, according to our participants, many parents simply do not want their children in discussion about violence or sex or gender issues. They said that parents' with the power and privilege to do so, often simply deny prevention educators access to their children. Most of the listening session participants called for support from the state as they tried to make connections and collaborations and coalition with the school system. Overwhelmingly, they called for the state to use its authority to integrate violence prevention work into the broader school curricula.

Participants' perspective and experience

- Reach out to young people!!! "I would love to be in the schools so we can reach out to them before they end up in our shelter."
- Teach kids at school, but what about what they are still going to learn at home. That prevention is going to be evident seven or eight years from now, when they are older.
- Ensuring that we aren't putting kids in danger if they are scolding a parent for using violence.
- The training has to be pervasive and constant. We cannot just put this in health class once per semester, and expect children to internalize it. "It has to become a part of everything. It is always happening."
- Afterschool program if we had the funding. Build leadership with the youth – where we can involve the parents also.
- Where families have power to make their own decisions prevention educators have to deal with battling with school administrators, parents, and religious leaders because we actually bring up the word sex.

Recommendations and Suggestions

- We need funding for a bigger staff so that we can specialize in areas.
- Training for school administrators, getting them on board (and identifying the best message to get them on board)

- Integrate prevention work into existing curriculum at schools
- Create programming that uses a “train the trainer” approach; include others in the community that are likely points of entry.
- Require people schools to collaborate with other agencies to talk about violence. Work also needs to be happening in places where violence intervention is not central to their work.
- “Curriculum cannot be something that is a specific – it has to allow more freedom so that communities can adapt it for who they are and what they need.”

State Campaign

When participants talked about a statewide campaign, they assumed it would be variously targeted, constructed (and delivered) depending on the focus community. Some participants were concerned that a statewide campaign would be difficult because of the diversity of need and the complexity and unwieldiness of the 72-county job. However, they did consider all of the possible aspects of such a campaign and they gave a variety of thoughtful of responses. Some of the concerns were:

- The difficulty of evaluating or measuring the success of a prevention campaign.
- Programming, planning, and decision-making coming from the state in a "top down" fashion.
- The possibility of a lack of cultural relevance of such a broad campaign to their communities.

Still in each group they had ideas and suggestions about how such a campaign should be conducted and what should be considered and included in the planning and execution of such a campaign.

Participants' perspective and experience

- “We need focused and relevant messages for the various communities in the state. We must be careful not to dilute the message of prevention as we work to tailor it for different groups.”

- Communities need resources for programming that help children analyze and understand the media that is coming at them and teaching them about violence
- “What does a campaign do for people who need to have their basic needs met? My initial response is ‘we can’t afford a campaign—at least in our community—and probably that is true in most of the state.’”
- A campaign can engage people who are not paying attention. A campaign shines a light and brings awareness to people who are not victims of violence to at least engage in what is going on.
- These folks in the room are so concentrated on intervention. Maybe creating a whole new kind of agency that only does prevention work. Maybe some other kind of organization that gets helps from the people in this work.
- Kids are ready – we have to stop looking at it with our “adult eyes” – how can youth join us in defining and solving the problem

Recommendations and suggestions:

- Statewide public awareness campaign could be good. Get input from young people and other people in communities who are most vulnerable.
- Tie this message to the ACEs work – that’s something that schools are interested in generally, tied to child well being.
- Funding for low risk offender or first time offender treatment
- Some flashy items with the message – billboards, flyers, etc.
- Training to the intervention providers as well
- Engaging people with power in communities to spread the message (eg, judges appointing GALs with DV training)
- Systematically targeting one system at a time (media, legislature...etc.)

- Engaging 4-H programs in northern part of the state, YMCAs, Boys and Girls Club, Girl/Boy Scouts as partners in this work
- In rural programs that don't have youth organizations, support DV programs to design mentoring programs for youth
- Useful online communities for youth to connect on these issues
- Figure out a way to reach kids before they have access to social media
- Engaging WIC programs, childcare providers
- A hotline for potential offenders
- Messages about dignity respect and healthy relationships that are not necessarily about violence.
- Getting young people involved through a campaign that is on the social media that they use and communicate on. And, young people should create the messages.
- The campaign also has to affect the adults. It is not either/or with young people or adults. Billboards can cause cross-generational conversation in the car. And social media works into the conversation young people are already having with each other.
- Crafting a message – talk about billboards.
- Look at campaign to reduce teen pregnancy. “it did change attitudes.” Ask United Way what they did when they created the billboards. They are lots of billboard campaigns that have worked.
- Celebrities are role models – use them.
- Collaboration with community members in order to get buy-in and support from the community.
- You have to have the time, and the wherewithal to stick with it. Of course, you have to have goals and objectives. And the tenacity and patience.

Broad Community Outreach

Participants stressed the importance of making violence prevention a community effort through outreach to the broader community. From their perspective, outreach should include families and individuals who are not considered marginalized or poor or at risk for family violence. One group had a long discussion about the target audience for the state's prevention efforts. They wrestled with the question of whether prevention work should broadly speak to everyone in the state or urgently focus on individuals who are most vulnerable to family and community violence.

One group explored this question thoroughly. They considered some of the positive aspects of a broader campaign. They considered the fact that a general statewide campaign state could highlight and provide some analysis of media images and media glorification of violence and power. Participants in this group also considered the fact that, with broadcast capabilities, the state could provide alternative ways of thinking and understanding relationship dynamics and self-worth. They talked about how children learn from the media and from the wider community and from their peers.

To thoroughly explore the issue, they also thought about a campaign focused on more vulnerable people in the state. They talked about the urgency of teaching children about healthy relationships and about their right to safety from violence. In the end, they came to the conclusion that a campaign should have both vulnerable people and the broader society as targets of the prevention message.

Participants experience and perspective:

- “We need a total reconstruction of our culture away from glorifying power and control to a culture that values peace and equality. Training and education for both parents and children—together—is essential.”
- “Information only gets so far. If we help all of society understand, it is more likely that children will get the emotional reinforcement they need. When the motion is broader, the people who are vulnerable also hear it. Everyone hears it.
- “It is not an either or. It moves it some people differently because of their relationship to the message. If the message is that everyone has a right to be safe, and no one has the right to make anyone else feel unsafe physically, sexually, and emotionally. If that is the message, then the people hear. I have the right to be safe.”

- “Sometimes we look at the one person instead of looking at the big picture. People need things in their communities where everyone in the family could actually come together and participate together.”
- “We are talking about overhauling society...reaching kids, who are still going home to families and whoever is making impressions on them.”
- Society at large has to learn about the most vulnerable people and their lives, and the violence in their lives will lead to more societal support and focus.
- Bystander education is important.

Recommendations and Suggestions

- CCR should be working through business oriented clubs, stores and businesses; again “unusual suspects”
- Develop a program to educate businesses about the economic impact of domestic violence.
- “Bring folks together to talk about prevention – provide stipends for people to come. What would folks need to be able to commit to monthly meetings. Reaching out to folks to ask what they might need.”

Working Toward Prevention: Real Lives and Communities in Context

This section is intended to provide some context for the recommendations and analysis above, and to help planners consider the details and parameters of healthy relationship training in various communities across the state. Generally, participants suggested that healthy relationship education should start very early, be integrated in school curricula (k-12), and include everyone. They suggested this would respond to all the forms of abuse and bullying and teasing of girls, LGBT students, and gender nonconforming children—victims and bullies alike would benefit.

Gender Issues

According to the participants, men’s violence against women has its roots in gender bias and oppression. And, unfortunately, based on their experience and understanding, our participants, still (after many years and very hard work) believe

that violence prevention requires that we continually and repeatedly admonish victim blaming.

Throughout all of the listening sessions we heard that an important component of prevention must be gender equality and respect for women. Participants said that this is still urgent work because, sometimes, even women locate authority and power outside themselves. Some participants said that women often identify religious leaders, clan leaders, police, and other traditional authority figures as unassailable decision makers.

Recommendations and Suggestions

- Develop a campaign that could create a culture shift. People need to develop a positive relationships with bodies, respecting others bodies
- Develop a curriculum to teach about healthy boundaries
- On college campuses: incorporate classes for credit that focus on gender issues
- “The programming should still be victim centered.” Community agencies that don’t typically have funding should be able to apply, but they have to have a strong DV and SA background. They need to have some good DV101. Victim-centered work.

Engaging men

Another constant and universal issue raised by the participants was the need to engage and instruct men in the work to end violence, abuse and assault. Of course, every individual and every group talked about the accountability of the person who uses violence. However, they also talked about teaching men about healthy masculinity, healthy relationships, and about the self-possession of women.

Here, participants spoke about creating and supporting community dynamics under which individuals learn they have no right to power over another person. They talked about men and boys having role models, getting an opportunity to deal with prior trauma, and getting information about healthy relationships very early in their lives. Here, they also talked about the issues of oppression and previous trauma, marginalization, and racial discrimination (which issues certainly intersect—and interact—with gendered violence).

One participant was focusing on education and information for men when she said:

To address people who use violence, “from birth, an emphasis on empathy so that if we can truly tap into way that we can put ourselves in other peoples shoes, know how they are going to feel, and tie that into our own feelings and emotions. That might teach someone from birth if I should not hit someone or isolate someone that is not right. I would not want that to happen to me, why should it be ok for me to do it to that person.”

Participants experience and perspective:

- “A Call to Men Institute” did not have enough resources. The original group of 30, now could be 300 by now. We don’t have a follow-up, because we don’t have funds.”
- Children need positive male role models and father figures. They need images and information that helps them see and recognize the value of maleness in real life rather than the messages in the media.
- This work has to be informed by women.
- “Men have to be the primary target. Why are men acting out. In some communities, lack of jobs and masculinities ego. If I am in a situation where I don’t have a job education, and someone assaults me ego. Men have to be taught to respond and deal with that.”
- Batterer’s need other men who can hold batterer’s accountable and who can teach men. This is an engaging men strategy. Men won’t trust women to help them. Men (young men) talking about it.
- The hard part is to get men to come unless a court orders them. Prevention is going to be really difficult.
- It is kind of where we started off before we had resources. We built a good group of male allies. “Prevention should look like how do Hmong men exist in our community.”
- It should not just be men who lead discussions.
- Talk about how violence can look different in various cultural communities. There is a tension around who should teach prevention classes and trainings to men.

- Who are the real leaders “redefine what a leader really looks like.” “I want to be like that person.”

Recommendations and Suggestions

- Find resources for (and/or create) models and training that leads to redefining masculinity and education and training on how to.
- Generally, we need more funds and resources for working with men and teaching them about healthy relationships before they use violence against a partner.
- What does it mean to be a man? We should be talking with men about this—men who have not been abusive or violent should be in the conversation.
- Funding for programs that support those who have used violence, not label them
- Create a hotline for men to call when they are worried about hurting someone or they think they may hurt someone else.

Recommended prevention services for people who have used violence

- Batterer’s treatment
- Education about beliefs and values that contribute to them being violent
- Shifting values – not separating out good people, bad people; but rather contributing to a better environment for all
- Peer support
- Resources that exist and are well known in the community
- A middle-ground service – maybe both a DV program and a batterer’s program don’t meet the need for disrupting the cycle of violence in a family
- Coaching boys into men curriculum – funding/tools to do more of that

Cultural Relevance, Historical Trauma, and Oppression

In every group session, participants talked about the effects of trauma, poverty, and oppression on survivors, victims, and abusers, and they worried about cultural relevance in programs and services. In every session, regardless of the apparent lack of racial diversity among participants in that session, there was a lively and thoughtful discussion about how and why marginalized populations are more at risk, and more likely to be exposed to domestic violence.

On this point, participants said that vulnerable people must understand their right to safety from violence and to self-determination. And, again, in every group, they also said that this information should come to communities, clans, neighborhoods, and individuals from people that they trust—people who speak their language and understand their lives. In each listening session, we heard the voices of advocates in culturally specific programs, LGBT, immigrant and refugee communities, and other communities of color.

Many participants spoke to the need for prevention resources and education that recognize shared community values, and the effects of oppression, trauma, marginalization and poverty on the lives of community members. A group of participants spoke about how shared community values can illuminate an issue or a conflict and help guide neighbors toward resolution. They talked about women and teaching. They said that, in some cultures and communities, members want an “authority figure” to guide and teach other members. Conflict arises when someone reads “authority figure” as “men.” Participants suggested that, in these situations, it is important that space is made for women as teachers who can talk about gender role fluidity, and about respect for the authority of women.

Participants suggested that understanding how—respectfully—to make this space is an important and culturally specific skill. They recommended a community dialogue about a common value system to guide the negotiation. Communication should be open, and everyone—men, and other more traditional members of communities—should feel welcome and included. According to one participant, if it is not an open, inclusive dialogue, in common parlance “you are riding the airplane, and they are walking.”

Most participants also talked about families and communities who are struggling to meet basic needs. They said that, in addition to the services directly related to violence prevention, vulnerable people must have these needs (transportation and affordable housing, safe emergency childcare, cell phone service) met. And, they often also need someone to mediate and advocate in bureaucratic situations and concerns that can be overwhelming and destructive to their peace of mind and their hope for the future.

One participant showed how these basic needs impact both men and women—mothers and fathers. He gave a clear experiential overview of what this looks like in the community he serves:

“One of the most difficult things that I run into is striving to engage youth and men. How do we get them into the seats. What do you have for a young black poor person or a person who is disenfranchised to come and listen to you or engage in your program? If I can’t buy a bus pass, I am not going there. If I have kids to take care of, and I just got off work, I am not going. What is the actual

incentive to get youth or men or victims into actual seats. And we can't be blind to the fact that people need something, and we have to meet that specific need. We all think about what we are going to do with the money. But, that money should be directly filtered toward people who need it the most."

Participant's perspective and experience:

- "There are people who don't have a roof over their heads...who can't feed their families. It is frustrating to hear people intellectualizing about prevention and campaigns and billboards."
- "You can have all the money in the world, and still be a victim, but some people have different options."
- "Some kids don't like themselves. We must start to recognize internalized racism."
- We understand that violence is deeply embedded in history and community."
- "We don't talk about oppression enough with our youth members. Laws – mass incarceration racial profiling. I try to find ways to talk a little bit about the history of trauma and oppression. To be able to realize that their parents or grandparents have gone through a lot of trauma. It is all interrelated, if we want to stop violence we have to stop it all. Sometimes the young people understand it and their parents"
- "There are reasons why some people abuse, but there is no justification. It is understandable, but not acceptable. So it is important to teach how trauma works."
- When young boys are growing up, they are loving and intelligent. They come into this world good. Often something happens. Understanding the normalization of violence and how tied this is to oppression.
- Start with non-threatening community dialogue. In some more communities, people will ask "why are you developing a program that destroys family? " We need to foster the men and others in communities not to see violence prevention work as a threat.

Recommendations and suggestions:

- Tell folks you want to talk about dignity, respect, and healthy relationships, and ask the leaders what that looks like for their respective target audiences.
- Focus groups and listening session in our individual communities
- It is important that smaller, more culturally specific agencies have input into prevention plans and services because those folks are likely to have trust and relationship with the folks they serve.
- Emphasize trans women voices and queer women voices. Include nontraditional families.
- “Make sure that you are reaching out to people in a language they understand and the services and culture that they understand.”
- More services have to be made available provided by people who look like and are tailored to women like her.
- When children witness violence (all kinds of violence) that the child immediately get some kind of counseling or help that helps them process what they witnessed.
- Also, the broadest issues of marginalization and oppression are embedded not only in community violence, but also in violence against women, so that dealing with issues of oppression like sexism and racism and homophobia will have the effect of prevention.

Funding and Support for Agencies and Services Providers

Many of the participants in the listening sessions are already doing prevention work. In keeping with the common themes of the sessions, they believe that the most effective work is with children in youth programs and in schools. Generally, though, they were torn about their ability or capacity to provide prevention services within the context of their current work. Of course, they understand the importance of domestic violence prevention work, and some of them are doing it everyday. But, they are stretched for resources and support. Most of them believe and hope that new and sustaining resources and funding from the state could help them put more regular employee hours into prevention services for their communities

Some participants called for a school prevention education curriculum to be created by the state for their use and adaptation to their own communities. They said that such an effort on the part of the state would relieve some of the workload, and give them more time to do the actual teaching and training.

Finally, participants talked about collaboration and getting the opportunity to work and think with other people in their communities. In this regard, they expressed a need for supportive development funding that would allow them to time an space to develop relationships with schools, community partners, and with each other.

Recommendations and Suggestions

- We need a lot more opportunities to meet with colleagues. Collaboration and consultation where advocates get a chance to talk to and help each other think these things out. “just to meet you all is invaluable to me.”
- “Networking with each other would be more important than a statewide media campaign.”
- “I would spend a lot more time partnering with other agencies.” We are trying to coordinate with other agencies – taking turns going into the schools, and then talking with the kids together. Presenting a united front every prevention educator in the state of Wisconsin “this is your team, here.” I would spend money on that. One of our long-term goals is to have a prevention specialist. Have more funding for the agency to provide more educators. One employee cannot do all of the schools work.
- Giving every one of the employees and opportunity to have a “development day” so that they can go out and meet other advocates and learn from others. Call others so that they can come and spend the day with each other. The agencies need the resources to be able to provide that.
- Must be sure we have community resources to respond to victims and survivors who disclose to use and ask for help after they hear the media campaign
- Sustainability – beyond 6 months or 1 year, be able to support this work on a long-term basis.

- We need infrastructure to be able to evaluate the effectiveness of prevention programming.
- Support prevention programs that are already happening.
- Gather/analyze data over a long period of time, so that the methods chosen are ones that are proved to be the best practices

Also, while it is true that participants concentrated on young children and teenagers, there was some discussion about young adults and college students.

- There is still more need for education around consent. The university doesn't have funding to be a sexual assault advocate on campus, and is not being very support of – trying to pass a law, but university doesn't support it. Funding for this position would be helpful.
- We also need consent information for boys and girls. This is an area where billboards could help—billboards across the state that explain consent.

Finally, some highlighted concerns about funding and state efforts:

- All of these programs that spring from ideas around training and education must be evaluated for their effectiveness.
- The money shouldn't go away once we get a program up and running. You put all this energy into an idea or work, and then it is gone. Will it be pulled out from under us?
- That whatever the funding is use for is the result of a top-down analysis from the state, so that it might be ill fitting for specific communities.
- The some of the smaller not-for-profit agencies get some funding resources.
- Who is the giver of the message is very important. “I am nervous about the state having to approve the message.”
- Does concentrating on primary prevention pose a risk to victims and survivors? When people need bus tickets and crackers and juice boxes, it is hard not only to do anything about prevention, and it is even hard to think about prevention.

Listening Session Questions and Prompts

When you are serving people who have been victims/survivors of domestic and sexual violence, what do you wish would have happened for them prior to their victimization? What did they need in their family before they got to this place? What did they need in their community? What did their community itself need?

When you think about people who abuse or use violence against others, what do you wish could have happened for them prior to their use of violence?

What are your perceived needs related to the prevention of domestic and dating violence in your community?

Who is the target group(s)?

What are your thoughts on statewide efforts to generate public education/media/social media campaign around domestic and dating violence?

What do we need in this regard?

What would work for your community?

Is it billboards? Social media campaigns? Posters?

What allies/community partners need to be involved?

What have you already done that's been successful? What hasn't worked? If you had more resources (time/money), what would you do to prevent domestic and dating violence?