



Moving Upstream to Prevent First Time Offending: Curriculum and Training Strategies with CARES NW
EPAL Episode 2.8 Transcript

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Total time: 38 min 02 sec

Nicole Cunningham 0:00

Thank you for listening to the short recording. I'm Nicole Cunningham Abuse Prevention Coordinator at the Sexual Assault Task Force. In this series of SATF's Exploring Prevention Audio Library, we connect with people across Oregon to learn more about creative violence and abuse prevention ideas. Today we are joined by Sally Blackwood and Danise Elijah from CARES Northwest. Let's start with some introductions. Danise and Sally, welcome! Do you want to start by introducing yourself, your organization and telling us a little bit about your roles?

Sally Blackwood 0:31

Sure! I'm Sally Blackwood, I work for CARES NW. We are the Child Advocacy Center in Portland, Oregon. We've been around for a long time our prevention has been going probably about, I don't know, 17 years or more.

Danise Elijah 0:46

And I'm Danise Elijah, also at CARES Northwest, also a Prevention Educator.

Nicole Cunningham 0:51

Well, thank you both so much for being here and joining us today, we're really excited to have you here. We know that CARES Northwest is really a leader when it comes to thinking about primary prevention in the child abuse world. And we're really excited to have you here today to talk about some of your current projects and strategies and ideas that you have going on. So I would love to open it up to you if you don't mind to tell us a little bit about some of the projects that you're working on right now.

Danise Elijah 1:14

Well, probably one of the biggest things that's been the bulk of our work for a little bit is our middle school prevention curriculum, which is Building Foundations for Healthy

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Relationships. So it's been very exciting. We got the way in the door from the Erin's law, the curriculums that are being adopted around the state right here to meet the requirements of Erin's law, but it was something that was really important to the Cares Northwest prevention program, which was kind of going before I got hired as well, was for it to be a primary prevention program for not to just be or actually I should say, comprehensive prevention- so to address violence before it happens, to interrupt violence that could happen, and also to address response as well so that folks could coming forward. And so many of the programs that are considered Erin's law, mostly just address response, mostly just address kids telling, or already being in really kind of threatening and horrific situations, not thinking about all the other the other parts of preventing child abuse. And so we're fully adopted by three school districts and we're also in, Sally would probably correct me, five districts and we may be adopted by another district. I think there's two districts that were adopted by out from Juliette's House area. So, we touch five districts, and we're adopted by a sixth district probably coming up pretty soon, hopefully.

Nicole Cunningham 2:42

Awesome Danise, can you tell us a little bit about why CARES is so invested in this comprehensive prevention approach to your programming? What's the value that y'all see in that as you're developing this curricula, and as you are working with the schools that you are currently implemented in?

Sally Blackwood 2:59

I would say the turning point for us, in the CAC world, came when I showed my director the social ecological model of prevention, and he finally got it! He finally got, I've been saying for years, we need to be at some tables that are different than our classic multidisciplinary teams that CACs work with. So that in itself, that model itself is comprehensive, it's not comprehensive in a different way than Danise was talking about, because it's just kind of talking about primary, secondary, tertiary, prevention but that one's talking about individual, right, relationship, organizational, and society. So I think getting the understanding from the executive director and getting a way for him to talk about it in a very quick way and understandable way, so he could be out and speak to the community was super important, organizationally. As well as organization adopting prevention as its official part of its mission, that was huge. I would say those were two big



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huge things in terms of getting rolling differently with prevention at our center. And because I kept saying we need a different MDT, which is language that child abuse people understand, a disciplinary team, we need to be at different tables. I literally had to say that for years to make that happen.

Danise Elijah 4:25

Another thing partnership wise, I think that's been really exciting has been how many of our, of our districts that we've been involved with, have started to look at their kind of the ecology of their school differently, and started to invite us into conversations around larger school policies. So not just talking about how do we inform healthy relationships by doing four classes, but how do we look at the entire school? How do we look at our response to violence? How do we look at how do we look at it through a lens of healthy relationships? How do we weave in equity work? How do we weave in restorative justice? How do we talk about school climate, not just for health classes?

Nicole Cunningham 5:10

Thank you for that Danise, absolutely. Sally, if you have anything you want to add to that feel free.

Sally Blackwood 5:14

I want to add historically, we grew our prevention program because of who we connected with. And a lot of that has to do with those discussions around who's our who's our prevention multidisciplinary team? We connected strongly with the SV/DV world, the advocates. There are a couple organizations in our county that were doing prevention in high school and elementary, and we'd been doing some in high school. And so that's how we got together and thought about what, what do we need to do for middle school? It was quite a process, we all collaborated together to make the first version of our curriculum that was vastly different than what we have now. But it was the beginning of connecting to the wider community in a lot of ways, as well as joining the Erin's law stuff that went on with Oregon Department of Education, and then the health standards, adoption stuff that went on with the Oregon Department of Education.



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Danise Elijah 6:05

And I would say that in that process, we also really have met a lot of champions, we had a lot of champions within the school district that just kept bringing up violence prevention, and kept bringing up Child Abuse Prevention and kept bringing up healthy relationships and continued to reach out for funding to bring some of the trainings to their districts and to ask those questions that we would ask about primary prevention when we weren't there. And so that was something else those relationships are what helped us to build those kinds of partnerships with folks within the district and also folks within the larger SV/DV world. We created partnerships, like for example, with the Sexual Assault Resource Center, where we would talk a lot about how are you going to do your training? Or, you know, what does your contract look like? Or how do we support each other and, and connect this together? And even sitting in on each other's training? So we had an idea of after eighth grade, right? They do ours from sixth to eighth grade? Well, what's next? How do we make sure our programs are building on each other well?

Nicole Cunningham 7:06

It's just amazing listening to all of the work that you have done to really make this something that's informed by the community that you're trying to serve. And also by this, just like the systems and the structures that you're working with. I think that this is part of why your approach to prevention programming is something that we find so valuable, because you do you're thinking about those connections and those overlapping pieces and the way that you're partnering with the different players in your community to think about what do our young people need? What are they asking for? And how are we developing and delivering material and information to them that's meeting those needs? I think that it's it's a really nuanced process that you have worked through. And it also feels super important. This is something that I think a lot of folks who are trying to do prevention programming struggle with, right, that idea of how do I make those connections? How do I build the partnerships? How do I get into the spaces where people are collaborating and where they're, you know, thinking about, about these things through that comprehensive lens that we were just talking about? And so thank you for highlighting that. And I really appreciate all the work that you have put into getting to that place where your curriculum can reflect that. Is there anything else that you want to share about your curriculum before we maybe talk about some of the other things that you're working on? Yeah, Sally? Absolutely.



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Sally Blackwood 8:27

I think the one thing we haven't talked about is that we came to the conclusion as a center, that we were never going to directly deliver this curricula to very many students. We have two huge counties that we serve. And so we wanted to change the model to training teachers. And so because we had been involved with different committees and stuff locally as well as statewide around prevention, we work with as Danise was saying, we all got together and said, Okay, if we want to train teachers to do this, how can we do that? How can we get fidelity? What would that training look like? So that was a really collaborative process as well, including even the nuts and bolts of what does your contract look like? And how much are you going to charge? And that was really lovely to do that. And so that's partly why our curriculum has been adopted so far and wide, is because we're never going to get funding to be the delivery people in every classroom. We can have enough to do training with teachers.

Danise Elijah 9:28

And we also really hope that our teachers, the teachers that have been trained can also be champions of prevention within their schools. We've hoped that we could even like we have some partners, for example, somebody that's kind of coming to my mind is Kristin Blomberg at Hillsboro School District, who has sat in on four of our trainings, who's participated a lot and who's invited us to different things and who's also sat on various committees for different things around the state herself and who herself now is an amazing, always, always was an amazing advocate for health and for such comprehensive sexuality instruction, but really getting down some of the information that we really support around Child Abuse Prevention, being primary prevention and has just really been amazing with that. And we're hoping that by us, not being the only holder of our curriculum and our information, by having more Kristins out there in different districts, that there can be better prevention within those districts.

Nicole Cunningham 10:32

And what a fabulous approach to create the tools, provide the tools, and then also understand that, you know, you can't be the only one who is holding this and opening that up widely I think it's such a powerful way to be sure that we're not putting up barriers based on geographic location, right? The Portland metro area, often we hear that there's a lot more, you know, resource and a lot more availability of things in this area, then there



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is another price of the state. And so I just really appreciate that you're working on making that something that other folks can access and reach, because I think you're right, the more folks that we have, who are receiving information who are accessing it, the better off our communities are going to be. Thank you for that. Absolutely. I wonder if this might actually be a great place to chat a little bit about what you two have to say about why it matters that we are considering the overlap between violence and abuse prevention and comprehensive sexuality education? Because it is it's so connected and there are so many pieces here that tie together. Would you mind speaking to, to that to why, why? Why tie these things together? What's the benefit to our young people into our communities as a whole?

Sally Blackwood 11:43

It is the reality that the roots of violence, of interpersonal violence, are the same. So if you're thinking about preventing domestic violence, you're thinking about preventing child abuse and neglect, as well as sexual assault, teen sexual assault, adult sexual assault, bullying, they're, they're all the same. And that isn't just us saying that, that's the Centers for Disease Control and Prevention say that. So we really take our cues in a lot of ways from that public health model. And I think one thing we're so excited to do, and we've gotten better over the last couple of years, is to really use that model to help people see where the curriculum is coming from. Is it really coming from preventing first time offending? I often think of it as we're trying to grow people who have healthy relationships, who don't go on to hurt other people. Okay, so the roots of that are the same, whether it's hurting someone in a domestic violence situation, or physically abusing a kid, or sexually assaulting or doing some kind of sexual violence to someone, no matter what their age is, the roots are really the same. So that's why, it is already connected.

Danise Elijah 12:55

And I would add, I think, as well, just kind of really thinking about some of the stuff that I know around Oregon's comprehensive sexuality plan, some of the health healthy sexuality standards, that speak to things like pregnancy prevention. Many of them start to touch on things that could affect someone that experienced violence. If it's not at the same time happening while you're reinforcing healthy relationships, and also providing a little bit of that like trauma informed response language, it could be detrimental to go through some of those some of that information. And so we appreciate that that's how it's being



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presented right now that comprehensive sexuality is violence prevention, and healthy sexuality, so that it really has that space to reinforce that. We have had some districts that are, or one district in particular that's looking at placement, like how do we place this within social emotional learning appropriately, as well as healthy sexuality appropriately? So kind of really trying to find a way to reinforce the information and support it. And healthy sexuality being tied in with violence prevention is a huge way of supporting that, and making sure that that message is heard and that it's understood. We also want to make sure that we promote the message that things that address comprehensive violence prevention are specifically addressing child abuse as well. Because oftentimes, we've seen that we're addressing the roots. We're talking about dating violence, and we feel like we've covered sexual violence. And Child Abuse Prevention isn't specifically called out so we do really advocate that that still be something that's spoken to just like you said, Nicole, two sides of the same coin, promote healthy relationships -this is what healthy relationships look like with someone your same age, this is what they look like with someone younger, this is what they look like with someone older. And instead of just as kids get older, excluding some of the messages about preventing child abuse.

Nicole Cunningham 14:54

Yeah, that makes complete sense. And I think that there's a piece of that to where we can really think about the fact that the young people that we're equipping with information and that we're giving skills to, they also grow up to be adults, right? And so we want them to have all the skills that they need to then continue that cycle of health promotion and healthy learning, and being people who have access to information that they can then pass on right, and continue to provide. I think that's, that's a really great perspective there, Danise about all these different levels of relationships. And also I think there's there's value in creating adults who who are prepared and equipped and have the tools that they need down the line as well. Thank you for that.

Danise Elijah 15:35

Exactly. And one of the things that I always say to teachers, a lot of times when they're like, Well, why are we talking about offender prevention? Well, your 12 year olds learn to become babysitters, they go to the Red Cross test, and they are in charge of littler kids. Very, at a young age. There's a young man on Instagram that I've been following, who works in a childcare center, and he has the cutest videos of him just really having really



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healthy positive relationships with the little kids in his childcare center that he works for. So immediately for some of these kids, they're going to be in charge of littler people. And it's important that they know how to set up those relationships as healthy ones

Nicole Cunningham 16:12

Could not agree more. Absolutely, thank you for that. Tell me about how this maybe ties into some of the other work that you have going on.

Sally Blackwood 16:20

One of the things that's talked about a lot, and we've been talking about today, is the Building Foundations for Healthy Relationships, that middle school curriculum. We do a lot of prevention towards adult audiences, though. And we've always created our own stuff, partly because we wanted it to really be rooted in strong prevention theory and strategy. And so one thing I said earlier was to grow people who don't hurt other people. And with our adult audiences, we're thinking about helping them with healthy relationships as well, it's the same kind of message. We honestly mostly see staff at youth serving organizations. And we've got a big project across the state with the Oregon Child Development coalition towards preventing child sex abuse at their centers. And that's been really fun, because we've been focusing coming from that frame of healthy relationship boundaries and then also looking at some of the more classic things around other curriculum a bit, basically moving that bystander approach. That's really where a lot of the prevention for child sex abuse to adult audiences comes from, and moving it upstream quite a bit. So getting better at talking about what does that even look like, and then doing it. So instead of talking about what you might see as inappropriate, or whatever, the kid might say to someone who's doing something inappropriate, signs and symptoms you might see in a kid at your youth-serving organization if they're being abused. We mean more talking about what does it mean to be professional, nurturing and safe with kids at your organization? What does that mean culturally? What does that mean with the culture that you come with your ethnic background, and your race? What does it mean, as a organizational culture? And then how to continue conversations about that, and how to embed that in your organization. That's a big thing. And then also just looking at those concepts of privacy, access and control. how might that be problematic in your agency? Where are the weak spots? So that environmental safety. We're really



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pinning our work with adults often on nurturing relationships, safe environments and healthy development.

Nicole Cunningham

Wow Sally, that's so cool. And I think it's so important, because we know that if we're not constantly evaluating the way that we're doing the work and thinking about how we're showing up as professionals, how we are showing up as people who are, you know, in the helping field or serving others, then we have real potential to do harm, right to reinforce harm as a result of not thinking critically about the way that we are showing up or the way that we are delivering services. And so that's, that's fantastic to hear that you have that programming happening, and that you have been able to start accessing some of those providers and giving them those tools. Danise Is there anything that you want to add about that initiative that y'all are currently working on?

Danise Elijah 19:18

I feel like we really, really believe that healthy relationships and health promotion is one of the most important things. And so one of the big things in line with some of the things that Sally mentioned, are that we want providers, we want folks that serve kids, to understand that healthy relationships are preventative, that if kids know what healthy relationships are, if adults are supported having healthy relationships with kids, that doesn't mean that you don't pick up a two year old in childcare because you shouldn't touch them. Right? That doesn't mean that they don't need to snuggle or hug sometimes. But what it does mean is that there's conversations about what's appropriate, that there's an organizational understanding and checkpoints. And some of those other things to keep things safe and professional, but that kids have healthy relationships, because some don't have healthy relationships at home. And so if they have an experience of healthy relationships, it can really be protective. As far as recognizing unhealthy.

Nicole Cunningham 20:15

It's just such a fantastic approach in thinking about modeling, right building, building skills with young people, and then actually modeling those skills, or building skills with adults and modeling those skills. It's just so important that we're doing and showing the ways that this can be realized, right, the way that we can have these healthy relationships in



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terms of things like friendships, colleague relationships, you know, how are we how are we making sure that we're talking about, you know, what's appropriate conduct, when it comes to bullying, or things like that, I just really appreciate all those different pieces that y'all are touching on and that you're highlighting, because it is so important to model what we're talking about and not just ask people to try and understand everything on their own. I think it's sometimes easy to assume that if we just provide the information, if we provide the information to young people, that the adults who are providing it will then internalize what they are providing, right. But we also know that that's not always the case. And that sometimes we have to reframe it to think about, like I said, evaluating how we're doing the work and making sure that we're showing up in ways that are intentionally not reinforcing harm or doing harm. That's so cool. It's just a really neat approach that you're taking with your adult work here. Can you talk with us, either Sally or Danise here about what your process was in developing this curriculum that you have? Or these sorry, maybe the word is training that you've developed for educators? How did you develop that and find that niche? Right? Where did you? Where did you see the need? And how did you get to where you are now with that project?

Sally Blackwood 21:50

So process of developing Building Foundations of Healthy Relationships, that middle school comprehensive violence prevention, really was about those three agencies, two domestic violence shelters, or DSVS advocates, and CARES coming together and looking at, there's nothing there for middle schoolers. So we did a literature review, teaching middle schoolers about violence prevention, and then we also did a search for what curriculums are out there. And we never found anything that combined everything. Bullying, teen dating violence, teen sexual assault, child sex abuse. So we came up with a list of seven different classes that we wanted to create, and we created a version of them. And then we tested them together, all three of us, one person reach agency, couple schools the first year, another school a second year, and then honestly, staff change at one agency, and they dropped out, and then another agency cut their funding and so CARES was left with the curriculum. And we had all agreed, we're gonna learn from what we did. And re-do stuff and also leverage Erin's law at that point, because we started this whole journey before Erin's law was adopted in Oregon to create four classes for each year.



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Nicole Cunningham 23:10

Thank you for that super helpful to be able to think about how you how you got to where you are how you developed that, I'm wondering if there's any additional piece here that we can share about how you got to your process of developing the teacher training that you have been working on as well.

Danise Elijah 23:26

One thing I really think about when I think about us beginning to develop the teacher training we're doing right now is we really wanted to think about what was it that teachers needed to understand about our framework. And that's what's been really tricky, I think, because we've had teachers that really are amazing at teaching, I would say all of them are probably amazing at teaching- some of them, we can see it and some of them we don't get to know that well. They've seen curriculum come and go. They've seen Child Abuse Prevention curriculum, but they don't understand healthy relationship framing. And they don't understand the need to prevent first time offending, and to use language and activities that do that. So there's kind of this push pull, and it still exists, I'd say. At the beginning that's been it's been this thing, saying okay, part a, you know, for making the cake: the eggs are understanding prevention and understanding the framework, like that's really the connective tissue here. And then there's all these ingredients, right? And it's been difficult to kind of even I'd say, even up to now, there's some teachers that are that already kind of have a healthy relationship mindset. Maybe as teachers that have already been doing a lot of SEL work or that are super excited about cultivating community in other ways, and they go ah, this is just what I've been looking for, you know? And then there's other teachers that are like, I just wanted to finish my health class, and why are we still talking about violence prevention, I already know how to do this. And so that's, I think, been one of the biggest challenges as far as district wide adoption as opposed to individuals that are interested. And so we're still trying to figure that out a little bit as far as how to get that framework and that theory to be something that's invested in and understood, and that's informing when teachers are in the classroom. But we've been really excited about the response we've gotten for most of our teachers. I'd say, by and large, most of the teachers are super excited, are coming away really feeling prepared to talk about something that they thought was big and scary and dark and gloomy. And they come away feeling really hopeful and feeling like they're equipped to do it.



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Nicole Cunningham 25:36

So exciting when you walk away from a space that you were afraid of, and that you felt like you were in over your head and walk away from it knowing that you have these additional skills. That's just the most wonderful feeling. And I can't imagine how much of a relief it must be for so many of our educators to have someone stepping in and saying, here's how we can help you frame this, right, here's how we can help think about the way that we are approaching this. And it's something that we talk about a lot at the Task Force and in a lot of our spaces that you are often a part of right is how are we not only working against what we don't want people to experience? But how are we moving toward or promoting the positive things and the things that we do want them to experience? And so it feels like your approach to your curriculum and your training, your teacher training, really are moving with that both-and, and that both sides of the coin perspective, right, that's it's just a really nice way that you've married those together. And I really appreciate it and wanted to come back a little bit. Danise, you mentioned that there's been some challenges here with adoption, you know, and that you've run into a few barriers. And I was hoping that you might both of you might be willing to speak a little more to some of the other challenges that you maybe have encountered as you've been working on these projects, and how you have overcome those challenges.

Danise Elijah 26:53

One big challenge, I would say, is that basic principle of prevention, that you have to get nine touches to get someone to understand, you know? We have our teachers, they come in, and they do our training. And we know that they've done stuff that could be considered violence prevention, they've maybe talked about healthy sexuality stuff and some other stuff. But for some of them, it's very clear that they're not quite understanding once they leave us. And so we know that if we could just talk to them a few more times, for some of them, that it would make a huge difference. And I'd say that, that during this time, it's been more complicated, because we had folks, you know, on trainings with zoom, who didn't turn the camera on, or participate, the entire training, you know? Or different things like that, it's hard to know where those people are, when in a normal room, you know, you're walking around, you might share a cup of coffee with a participant between and just see hear where they are, or just kind of read the room kind of feel the vibe of things. And you cannot do that on zoom at all. Not to mention, just kind of that general relationship building, even with the folks that are super engaged. So I feel like we did a lot in trying to figure out how to how to shift some things about our training. I feel like we do continue to try to cultivate the relationships with our districts in a lot of ways, that



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larger relationship with with the districts has helped. But we also still are hoping to deepen our relationships with our teachers as they have time. And that's the hard thing too teachers don't have time. They don't have any time at all. And so we want to deepen that work. But we also are trying to figure out well, how do we balance, respect for them respect for their time, and also kind of letting them know we're there for them, not just for the curriculum, but just to support them as violence prevention advocates in their schools,

Nicole Cunningham 28:49

Which I'm sure is so, so useful in especially in this digital world that we're navigating and thank you for that. Danise. Sally, what would you like to add to that?

Sally Blackwood 28:58

Well, I think the very first time we trained teachers, we went in saying we want to start a community with you, we want to collaborate after this, and then still do, and we basically learned that teachers don't have time. So we had a happy hour, and nobody came. I think what Danise was saying so we switched our focus a bit to those TOSAS in the school district. So I would advocate for funding for TOSAS because, for PE and health, because that's really important. Especially when teachers have all this health standards, there's a lot of them, and right now, getting a Bachelor's in teaching does not include information on violence prevention in college. So I would advocate for that. If we're looking at the social ecological model for violence prevention we need to look at not just laws but what is taught, what our teachers walk in the door with and can we expect them to teach these things when they haven't had education around them? So that's kind of one of my big exciting things I'm thinking of. And then I think another challenge has been, we want, we want two full days to do our classes. And that means substitutes for two days plus whatever we charge for the curriculum. And that's been a challenge, we've gotten a good amount of pushback for shortening that. So we're we're working with that we're trying to streamline some stuff around keeping those elements of prevention theory strategy, and why we have built the classes the way we did, try and get them to understand that and then also just looking directly at the activities, and embedding those in the training more.



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Nicole Cunningham 30:39

I have no doubt that if any, if any of our partners can navigate those things and move around those complexities in a graceful way it's CARES. And we're definitely looking forward to seeing how you maybe are finding success in pairing those things down or how you might be able to, you know, adjust to meet the needs of your audiences. It would be really wonderful to do some follow up conversation with you, when you have been able to maybe move a little bit more in those directions as you're navigating that. Thank you so much. I'm wondering if there's any real like wins or successes that you want to celebrate while we have you here as well? I know that, you know, there's there's the process, there's the purpose, there's the challenges, but we also want to be sure that we give space to the good and to the things that have that you're winning and celebrating in this work.

Danise Elijah 31:29

One of my most exciting, well, I guess it's two school districts, particularly that have been really exciting for me, which is the Hillsboro school district and the Tualatin-Tigard School District because we've just really gotten to partner with them in really unique ways I feel like. We've partnered with our other districts too especially Portland has been great. But what we've seen with Tigard-Tualatin and Hillsboro has been partnering in a larger way-partnering in how to prevent violence and how to increase some of those protective factors within the whole district in really, really cool ways. Tigard-Tualatin in particular we had, when we did our little talk about our workshop around primary prevention, we had like, maybe six to eight folks from their district come and want to hear about that and want to understand that more, that was so exciting! Not to mention all of the other things they're doing with creating an actual prevention collaborative, and just some of the ways they they try to weave in healthy relationships in a lot of the things they do. Same thing with Hillsboro, there's just been some really unique ways that they've looked at partnering, they've been really exciting, because I feel like one of the things I always say is that you can't clean a fish and put it in a dirty pond, you know? You can't tell these kids that we're going to teach you all this stuff and then the entire school district is toxic. So it's been so exciting. And I'm hopeful for the future with those districts, but also with some of the other districts. We're doing more and more with Portland, for sure. We have some trainings coming up with some of our other district partner districts. And so it's just, we're just really hopeful that some of that larger work will continue. And then also really, as teachers feel more supported, have more space for self care and their own healthy



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relationships with their sites and their staff, that there'll be more opportunity to continue that work with young people.

Sally Blackwood 33:23

I wanted to add with Portland public, and we're going to do a training collaboratively with Impact Northwest, which is domestic violence/sexual violence advocacy center that does K-5 prevention up here with youth in the schools. They've asked us to present about effective violence prevention for K-5. And so that's, that's exciting. And that's kind of the talk that Dennis was mentioning when she was saying Tualatin Valley showed up for that kind of talk. So it's different. I mean, it's not directly related to what they have to do. It's trying to do things better, which is super exciting. And Tigard-Tualatin they haven't adopted our curriculum, we're partnering with them in some of their committee discussions they're having. And they're talking about that wider view of how you do violence prevention throughout the school in different ways. And what we always like to say too is it's not just about the curriculum, it's not just about those four classes in health, it's that. We're also working on e-learning version of the stuff that we did for Oregon Child Development Coalition throughout the state. They got a great e-learning person, and they're collaborating really closely with us. And they've been very open to changing stuff, editing stuff, and I think their understanding of prevention has grown tremendously compared to when we first started with them.

Nicole Cunningham 34:41

It's so wonderful to hear about these wins that y'all are celebrating and these successes that you're seeing. And I think that there's no doubt in my mind that as we move forward as a state and as you know, an education system that will start to see some real significant impact and change in the way that we approach these topics in school. Definitely due partially to the direct work that you both are doing in these schools, and I think that shows when we're thinking about how even schools who don't have your curriculum are still reaching out partnering and changing their thinking on prevention to more accurately align prevention efforts in the state with what they really are what we're really trying to do, which is stop violence and abuse from ever occurring, and in your words, prevent first time offending. Absolutely. Thank you so much for those pieces and you two do amazing work. And thank you for being willing to come talk about some of



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these things and share with us today. Is there anything that we haven't touched on that you would like to make space for while we still have you here today?

Sally Blackwood 35:43

Something else I want to celebrate is that we are going to present at the National Children's Alliance Leadership Conference, which is happening virtually this year. So we'll be doing a recorded presentation on the topic, Child Sex Abuse Prevention for Adults, moving the bystander approach upstream. It's a new thing, I'm pretty excited about that.

Nicole Cunningham 36:05

As you should be that is incredible and well deserved and cannot wait to hear how it goes and to be able to see the impact that you have in that space. That's, congratulations. Definitely great news.

Danise Elijah 36:16

We also did a really fun presentation for Juliette's house, which is the CAC for McMinnville. And we mostly talked about primary prevention and comprehensive prevention as well, and how their prevention program can use some of this information about preventing child abuse with adults and with kids. And we would love it if there were other CAC's that wanted to have that conversation or wanted to hear that. Some great conversation, some great responses, a very, very exciting presentation, I really had a lot of fun. It's always nice to be with another CAC!

Nicole Cunningham 36:52

Especially when that other CAC is someone like Juliette's house, who is another one of these organizations who you know, understands this shift in the prevention world and is interested in the same things that you are in moving in that same direction. And I'm so glad to hear that you are partnering with them and that you've been able to be working together I think that that can only only bring about good things for not only the CAC world, but also just for the broader violence and abuse prevention movements in our state.



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Sally Blackwood 37:22

Yeah, Juliette's house is the only CAC in Oregon that has a trained Building Foundations of Healthy Relationships facilitator, and he's been going to schools out there. So that's exciting.

Nicole Cunningham 37:33

Definitely is and hopefully as we get more folks trained in being able to facilitate that, that will we'll see that grow and continue to see the impact of that as it expands. Thank you both so so so much for your time, it has been an absolute pleasure getting to chat with you and to talk about your programming and, you know, celebrate you and just thank you for your time and for being willing to come share and we look forward to all of the other things that we are sure to hear about from you in the future.

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