

SCHOOL BASED PREVENTION ROADMAP

Connecting the Route of CRT & Anti-Oppression



A collaboration of
OAESV and FCASV
with special thanks to WCASA

CRITICAL RACE THEORY

An academic and legal framework that denotes systemic racism is part of American society. CRT recognizes that racism is more than the result of individual bias and prejudice. It is embedded in laws, policies and institutions that uphold and reproduce racial inequalities.

ANTI-OPPRESSION

Anti-oppression work IS primary prevention of sexual and domestic violence. Any work that counters oppression contributes to a decrease in such violence, and a corresponding increase in sexual health and relationship wellbeing.

COVID-19

An ongoing pandemic that has concurrently emphasized the state of health inequities and limited societal capacity for community level prevention and response, leading to an increase in many forms of violence.

PRIMARY PREVENTION

Primary prevention takes place BEFORE violence initially occurs. It involves programs and strategies designed to reduce the factors that put people at risk for experiencing violence, including social determinants of health.

SOCIAL EMOTIONAL LEARNING

Social-emotional learning approaches in childhood and adolescence enhance interpersonal and emotional skills based in equity, that support positive lifelong outcomes including reduction of incidents of sexually violent perpetration and victimization.

CRITICAL RACE THEORY

What it is, and what it isn't.

CRT is...

a framework taught in law school.

a practice of interrogating the role of race and racism in the structures of American society.

providing strategies to combat racism at structural and institutional levels.

an acknowledgment that race is not biologically real but a significant social construct.

an approach used to theorize, examine, and challenge the ways which race and racism implicitly and explicitly impact social structures, practices, and discourses.

CRT is not...

taught in K-12 education.

diversity, equity, and inclusion education.

high school history education.

Social Emotional Learning (SEL).

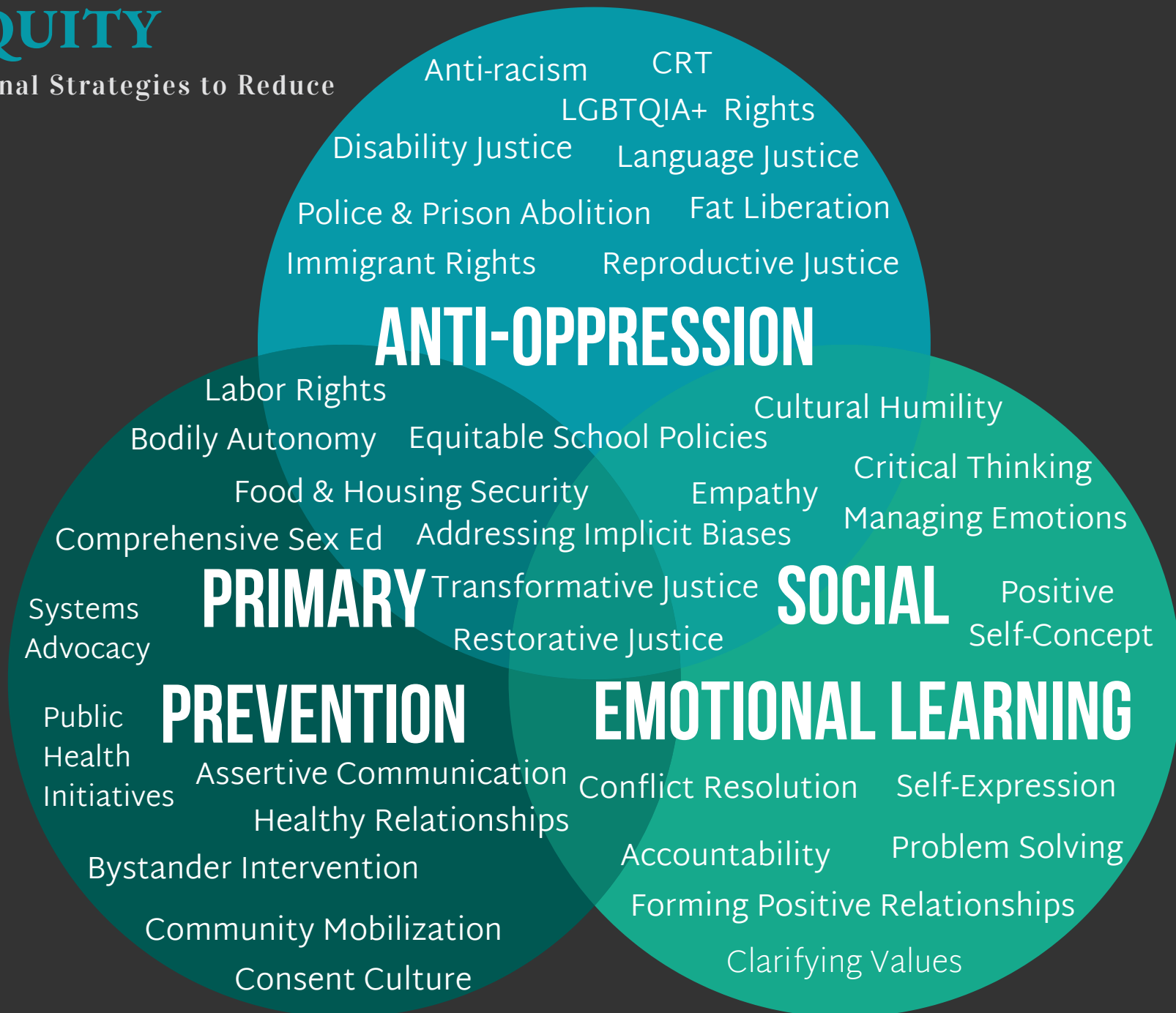
a divisive topic.

perpetuating racism or white guilt.

indoctrinating children into "leftist" agendas.


BUILDING EMPATHY & EQUITY

Educational Strategies to Reduce
Violence

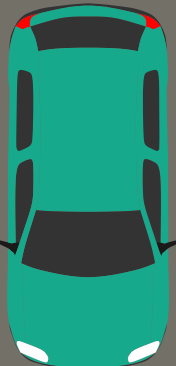


INTERSECTIONS IN ACTION


How do these topics work cooperatively toward violence prevention?




I've accelerated a need to address how health inequities disproportionately affect systems-impacted communities. I've also revved up discussions about primary prevention efforts to stop my spread.




I'm helping learners of all ages navigate healthy self-concept and relational skills based in equity, acceptance, and empathy.



I am steering individual, group, and community skill building to prevent violence from ever happening!



I'm driving the structural changes toward anti-racist policies, laws, and institutions.



I am paving the way for all socio-ecological levels to work toward liberation!

Each car color correlates with the definition color page 2

TOOLS TO NAVIGATE

for organizations

- Draft or update MOUs to reflect contractual understanding of curricula content, masking requirements, etc.
- Draft or update exemption slips for student participation
- Regular team check-ins that address barriers in programming, boundary setting with partners, and proactive steps to minimize harm to front line staff in programming spaces
- Provide consistent legislative updates to staff that may impact their work in school and community settings
- Review grant requirements and communicate with funders about any ongoing pushback or limitations in fulfillment due to legislative climate
- Discuss strategies for reallocating funds and shifting capacity to community-level programming
- Develop strategies with staff to provide pre-programming communication to school staff and caring adults to build rapport and trust through transparency
- Develop consistent organizational care programming and pay equity for front line staff

TOOLS TO NAVIGATE

for preventionists

- Role play dispelling CRT myths and misinformation with team
- Role play grounding conversations in the importance of primary prevention as a tool to build empathy and equity with team
- Build a safety plan and a self-care routine alone or with a trusted colleague to prepare for increased hostility and surveillance in educational settings
- Review curricula to update language and/or adapt activities to minimize concern about teaching "divisive" topics while still maintaining an anti-oppressive lens; e.g., exploring power in dating relationships can include power related to race instead of "privilege"
- Review your state's education recommendations or strategic plan and tenets of social emotional learning as tools for engaging in tough conversations
- Explore your own understanding and values about these intersecting topics to minimize pushing your personal beliefs on learners
- Offer pre-program opportunities to talk about the curricula with school staff and caring adults
- Set group agreements at the beginning of all programming that includes language about parents and caring adults being the primary educator, not preventionists

DISCUSSION QUESTIONS

for continued learning

When referencing the Venn diagram on page 4, are there any concepts or strategies missing?

How can these strategies be used to clarify misconceptions about CRT in the classroom?

Where do the examples provided in the Venn diagram fall within the Social Ecological Model?

How does CRT inform our work?

What are the differences between CRT and anti-racism? How do they overlap?

What's your organization's role in systemic oppression? What is your role?

How can your agency incorporate or expand anti-oppressive practices? What can you do?

What strategies are you already implementing?

What strategies do you hope to implement after reviewing this resource?

What obstacles do you anticipate during implementation of new practices or strategies?

What support might you need to overcome these obstacles?

What further learning and unlearning do you and your agency need to do after reviewing this resource?

REFERENCES

- Legal Defense Fund, CRITICAL RACE THEORY frequently asked questions; <https://www.naacpldf.org/critical-race-theory-faq/>
- Oregon Coalition Against Domestic & Sexual Violence, Prevention Through Liberation: Theory and Practice of Anti-Oppression as Primary Prevention of Sexual and Domestic Violence; https://www.ocadsv.org/sites/default/files/resource_pub/Prevention_Through_Liberation_-_Paper.pdf
- VetoViolence, Social Emotional Learning; <https://vetoviolence.cdc.gov/apps/violence-prevention-practice/node/208#!/>
- CDC, What is Health Equity?; <https://tinyurl.com/pmzda7n7>
- Ohio Alliance to End Sexual Violence, Sexual Violence in Ohio: The Effect of COVID-19; https://oaesv.org/wp-content/uploads/2021/04/covid-19_report_only_-_final.pdf
- The Center on Victimization and Safety at the Vera Institute of Justice, People with Disabilities COVID-19 Survivor Impact Briefs; <https://www.endabusepwd.org/wp-content/uploads/2021/03/People-with-Disabilities-Survivor-Impact-Brief-April-2020-FINAL-2.pdf>
- VetoViolence, Principles of Prevention Guide; https://vetoviolence.cdc.gov/apps/pop/assets/pdfs/pop_notebook.pdf
- American Bar Association, A Lesson on Critical Race Theory; https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/civil-rights-reimagining-policing/a-lesson-on-critical-race-theory/

DISCLAIMER

This resource is meant to serve as an introduction to the concepts discussed and is not an exhaustive overview.

Readers are strongly encouraged to engage in further research and learning outside of this resource.

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