

**A Waitt Institute for Violence
Prevention White Paper**



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The Sioux City Project

Preventing Violence and Bullying: A School District and Community in Motion

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Contents

Sioux City Project - Overview	3
Socio-Ecological Framework	4
Spectrum of Prevention	4
Implementation: Overview	6
Program Descriptions	7
Public Media Education Campaign	9
Film Documentaries	10
Workplace Bullying	11
Sioux City Project, 2008-2011: School-Based Outcomes and and Findings	12
Public Education Media Survey Results	15
Contributions of the Sioux City Project and the WIVP/SCCSD Student Survey to Gender Violence Prevention Efforts	17
Sioux City Parents' Survey	19
Next Steps: Sioux City Project	21
Conclusion	22
National Peer Reviewed Conferences	24
Publications	25
Biographies: Authors	25

Sioux City Project – Overview

An overview and description of the Sioux City Project: school and community partnerships, objectives, and desired outcomes.

Socio-Ecological Framework

Model of the Sioux City Project's multi-systemic, multi-partner approach to violence and bullying prevention.

Spectrum of Intervention

Detailed description of programming and interventions that encompass the Sioux City Project.

Program Descriptions

Programs implemented throughout the four year Sioux City Project are described. An explanation of how these programs were implemented and infused within schools and community initiatives with the support of the school district and community partners.

Sioux City Project, 2008-2011: Outcomes and Findings

Data findings covering the 2008 – 2011 survey assessments of Sioux City Community School District students, grades 6 – 12. How these findings increase our knowledge of prevention efforts in secondary schools.

Next Steps

The Sioux City Project will continue to be a catalyst and resource for schools and communities to engage in violence and bullying prevention. Learn how.

Waitt Institute for Violence Prevention

Founded in 2005 by Ted Waitt, the Waitt Institute for Violence Prevention (WIVP) is a private foundation “committed to breaking the cycle of violence in our homes, schools, and communities on a local and national level.” WIVP is the only private foundation in America that focuses solely on violence prevention. WIVP’s goal is to change the norms that accept violence as a part of life and to focus efforts primarily on gender violence prevention, school bullying, and workplace bullying prevention. Partnerships include the Sioux City Community School District, Futures Without Violence (formerly known as the Family Violence Prevention Fund), Mentors in Violence Prevention, Workplace Bullying Institute, United Way of Siouxland, and the University of Northern Iowa.

The Sioux City Project

The Sioux City Project, funded by the Waitt Family Foundation under the direction of Cindy Waitt, president, and Dr. Alan Heisterkamp at the Waitt Institute for Violence Prevention, along with technical support by Dr. Michael Fleming at the University of Northern Iowa, began in 2007 to examine the perceptions, beliefs, and actions of students regarding dating violence, and bullying as an outcome of the implementation of school-based curriculum and community marketing campaigns. This paper presents findings of the four-year evaluation and study of student perceptions and beliefs about gender violence and bullying behaviors

in middle schools and high schools. The Sioux City Project was established as a partnership between the Sioux City Community School District and the Waitt Institute for Violence Prevention in order to create a structure within the secondary schools that would support the systemic implementation of bystander, violence and bullying prevention curriculum, programming and public education media messaging. The Sioux City Project was one of the first comprehensive, community initiatives in the nation to undertake a bystander intervention approach to prevention.

This comprehensive approach to primary prevention has been guided by four basic goals:

- 1) To increase the number of youth who believe violence and bullying are wrong
- 2) To increase the number of youth willing to intervene and take action against violence and bullying
- 3) To increase the number of adults who talk to youth about bullying and violence against women and girls being wrong
- 4) To decrease the incidents of violence and bullying in schools

This whitepaper is written in order to provide meaningful feedback to school staff and administration, parents, community constituents, and WIVP’s board members related to the intentional and systemic efforts aimed at addressing violence and bullying in secondary schools and in the Siouxland community – a community defined by the urban and geographical intersection

of the three states: Iowa, Nebraska, and South Dakota.

In addition, this white paper highlights the role the “Sioux City Project” has played on a larger national and international scale. The Waitt Institute for Violence Prevention is proud to have initiated and sustained numerous conversations, strategies and interventions regarding bullying and violence prevention in the Sioux City community, around the state of Iowa, and across the country. Film documentaries and video clips that demonstrate efforts by the Waitt Institute for Violence Prevention and the Sioux City community in violence and bullying prevention have been shared worldwide. We are appreciative and grateful of all our partners in prevention.

Social-Ecological Framework

The comprehensive and systemic nature of the interventions related to the Sioux City Project can best be described using the social-ecological model: a framework for prevention.¹ This model accurately depicts the continuum of strategies and activities associated with bullying and violence prevention, as well as, provide insight into actions, behaviors, attitudes and social norms that can support violent and abusive behaviors. The interrelation and connectedness between: individual, peer and school, family, community, and societal factors allow for strategies and interventions to permeate across multiple levels, thus, enhancing and strengthening their influence and

¹ Dahlberg, LL, Krug, EG. Violence-a global health problem. In: Krug, E., et al, World report on violence and health. Geneva, Switzerland: WHO, 2002.

effectiveness. A depiction of this model to represent the Sioux City Project is located at the end of this paper. (Figure 1, Appendix)

Within the social-ecological framework, the *spectrum of prevention* model² can be used to describe and articulate the development and existence of primary prevention strategies and interventions associated within the Sioux City Project.



By 2005, only a limited number of recognizable procedures and practices related to bullying and violence prevention were in place - and where they did exist, relatively few individuals, groups, and organizations were involved.

² Cohen, L., Swift, S. The spectrum of prevention: developing a comprehensive approach to injury prevention. Injury Prevention, 1999.

For example, prior to the Sioux City Project, bullying curriculum (awareness and prevention) was delivered in the Sioux City Community School District to 3rd grade students during 2-3 class periods by elementary school

Bully prevention: every staff member and student in every school.

counselors – many of whom served multiple elementary schools. Similarly, middle school students were exposed to bullying prevention at best in grade 6 – much to the availability of school counselors having

access to advisory or homeroom time with students. Prior to 2004, only one of the three high schools in Sioux City had adopted and implemented a gender-violence and bullying prevention program, *Mentors in Violence Prevention*, with ninth grade students. MVP was facilitated to freshmen students by older student mentors, juniors and seniors, over the course of 3-4 classroom periods.

Planning sessions and routine meetings with stakeholders including the Sioux City Community Schools, Waitt Institute for Violence Prevention and the United Way of Siouxland, helped the Sioux City Project advance and evolve over time. Several strategies, initiatives, and interventions began to provide a more comprehensive and systemic approach to bullying and violence prevention across all levels of the spectrum of prevention. See attached Sioux City Project community, funders, and intervention timeline at the end of this paper. (*Figure 2.0, Appendix, Sioux City Project: Multi-Partner Systemic Model*)

Influencing Policy and Organizational Practice: Specifically, by 2011, the Sioux City Community School had adopted anti-bullying policies and procedures for both students and its employees. *Workplace Bullying*, *Second Step* bully prevention curriculum and the *Mentors in Violence Prevention* program were included as part of the district's K-12, strategic plan.

Strengthening Individual Knowledge and Skills: For the first time in the school district's history, professional development in bullying prevention reached every staff member and student in every building, K-12. Emphasis in training for both adult school staff and students was placed on the importance of the role of the bystander in violence and bullying prevention.

Promoting Community Education: Multi-media, anti-violence and bullying prevention messaging campaigns were also developed. Ads targeting parents, adults working with youth, teens and youth of all ages were spread across the community on billboards, bus stops, newspaper ads, posters and high school sports' game-day programs. In addition, local colleges incorporated gender-violence prevention strategies into their new student orientations and coaching ethics classes.

Fostering Coalitions and Networks: A work group with lead members from the United Way of Siouxland, was organized in 2010 and became known as the Siouxland Anti-Bullying Cooperative (SABC). The SABC provides additional bullying prevention materials and information to parents of elementary students around Siouxland

via social media outlets such as Twitter and Facebook.

Individual behaviors and attitudes don't exist in a vacuum, thus the need for a multi-systemic approach that engages all members of a community was warranted. The social-ecological levels in the Sioux City Project's framework include: Individual, Family, Peers, School, and Community. Listed here are the attributes, interventions, and partners associated with each level.

Individual Level:

- Changing attitudes and values
- Increasing Skills to Intervene
- Increasing Knowledge
- Increasing Self Efficacy as Agents of Change

Family Level:

- Targeted media campaign to increase parents' awareness
- Fostering Parents talking

Peers Level:

- Challenging Peer norms of tolerance and inaction
- Engaging students as leaders and mentors
- Implementing *Mentors in Violence Prevention* program

School Level:

- Adopting clear policies on violence and bullying prevention
- Implementing a strategic plan to infuse and assess prevention curricula
- Engaging school staff to talk with students about leadership and violence/bully prevention
- Establishing media campaign aimed at dating violence and bullying prevention

- Introducing and training athletic coaches and activity directors in *Coaching Boys into MenSM*
- Introducing and training all school employee groups in Workplace bullying awareness and prevention

Community Level:

- Partnering with the United Way of Siouxland
- Creating and sustaining the Siouxland Anti-Bullying Cooperative
- Engaging and partnering with Morningside College & Briar Cliff University
- Establishing and saturating the community with social media education campaign

Implementation: Overview

The *Mentors in Violence Prevention (MVP)* program was introduced to the Sioux City Community School District in 1999-2000 and implemented in 2001 at West High School with students in the ninth grade. MVP was then integrated into East High and North High over the course of the next four years (2002-2006). *Coaching Boys into MenSM* (CBIM), a gender based, primary violence prevention program targeting adult male coaches as role models and mentors to young, male athletes, was developed in partnership with the Waitt Institute for Violence Prevention, Futures Without Violence (formerly known as the Family Violence Prevention Fund), and the Verizon Foundation. As a result of a national men's survey conducted by Peter Hart Research, Washington D.C., on engaging men in efforts to reduce

domestic violence and promote healthy relationships, CBIM was developed and subsequently introduced as a pilot study to Sioux City's high school and middle school activities directors, coaches, and extracurricular school sponsors and

Engaging men to teach boys that violence against women is wrong.

directors in 2006 with official training conducted in 2007. The *Second Step-Bullying Prevention* curriculum was

adopted by the Sioux City Community School District for grades K – 8, in 2008. Second Step was fully implemented in grades 6 through 8 in 2010 and like MVP, was written into the school district's five year, strategic plan. In addition to programmatic and curricular infusion of violence and bullying prevention material, a four-year community marketing campaign highlighting men's engagement in teaching boys and younger men that violence against women is wrong, the warning signs of dating violence among adolescents, and bullying prevention strategies targeting all youth, was delivered via community billboards, city bus and bus stop signage, newspaper and high school sports program ads, classroom posters, and wallet-size trading cards.

Program Descriptions

Mentors in Violence Prevention

The *Mentors in Violence Prevention* program was developed in 1993 at Northeastern University in Boston, Massachusetts, by co-founder, Jackson Katz, Ph.D. MVP is a multi-racial, mixed gender program structured around and based on a peer leadership

model. In this model older students, typically high school juniors and seniors, facilitate conversations with younger, 9th grade students around a series of social scenarios depicting bullying and abusive peer culture in school and community settings. During the MVP sessions, scenarios are viewed from the perspective of a bystander and discussions are conducted based on the participants' impression of how wrong the behaviors may be, how likely they see themselves taking an active role in preventing the behavior from continuing or playing out, and then deciding on possible options for them to intervene in the role of an active bystander.

Getting as many community youth and family serving constituents to the table was critical to the success of the project. MVP trainings were conducted within a "train-the-trainer" model of delivery. A total of five, 2-day, school district trainings occurred over the course of 11 years. Training attendees and participants were comprised of teachers, administrators, school counselors, para-professionals, parents, juvenile court officers, public health officials, at-risk coordinators, youth outreach specialists, law enforcement, non-profit agencies, and family service personnel. Trained staff members and community supporters then identified and trained high school student mentors to become MVP peer facilitators. During the 10

***MVP Impacting
300 high school
educators,
800 student
mentors,
8,500 high
school
students***

year implementation phase of *the Mentors in Violence Prevention* program, approximately 300 high school educators, 100 community partners, 800 student mentors, and 8,500 high school students were introduced to and influenced by its content. The protocol and framework by which all MVP trainings took place is provided at the end of this report. (See Figure 3: *High School Implementation and Timeline Protocol*)

Coaching Boys into MenSM

Coaching Boys into MenSM (CBIM) is a violence prevention program designed for high school athletic coaches to inspire and teach male athletes about the importance of respect for themselves, others, and particularly the women and girls in their lives. The idea

and concept for the CBIM program began as a result of findings from a national men's survey conducted by Peter Hart Research in 2000.

The study revealed that 29% of men had

spoken to boys about violence against women. In addition, while very few men were compelled to talk to other male peers about preventing violence against women, they did indicate an interest in talking with younger boys about respectful, healthy relationships with women and girls.³ National ad campaigns funded by the Waitt Institute for Violence Prevention and the Family Violence Prevention Fund were soon developed and public media efforts

³ 2000 Peter Hart Research: National Men's Study

focusing on engaging men in talking to boys took place over the next several years.

In 2006-07, introductory meetings with athletic coaches, school administrators, and the Waitt Institute for Violence to discuss the launch of CBIM's inaugural implementation and evaluation were conducted by representatives from the Family Violence Prevention Fund. CBIM materials, protocol for implementation, and evaluation procedures were discussed with all school district coaches and administration during "back to school" and evening in-service workshops in 2007 and 2008. A first pilot study of the CBIM program was conducted in Sioux City, Iowa, in the spring and summer of 2008 with coaches and athletes at East High, West High, and North High.

Following the study, coaches reported increased confidence in their abilities to respond to athletes' disrespectful behavior, and athletes of trained coaches reported a greater likelihood of interrupting abusive behaviors with peers.⁴ Over the course of five years, CBIM was introduced to over 120 Sioux City Community School District coaches and 600 student athletes.

Second Step: Steps to RespectTM

Second Step: STEPS TO RESPECTTM program teaches elementary students to recognize, refuse, and report bullying, be assertive, and build friendships.⁵ In 2008, one of 21 K-5 elementary schools successfully adopted and implemented


⁴ *Coaching Boys into Men*, Coaches Quarterly, Summer 2010.

⁵ www.cfchildren.org/programs/str/overview/

the *Second Step*[™] curriculum. The following year, the Sioux City Community School District included *Second Step*[™] in their five-year strategic plan and began to train school staff and implement it into all remaining elementary and middle schools, grades 6-8. The Waitt Institute for Violence Prevention provided critical funding and support for local school and community personnel to be trained in the “train-the-trainer model.” Today, all Sioux City public elementary and middle schools infuse *Second Step* into their advisory programming.

Public Media Education Campaign

In 2000, WIVP commissioned Peter Hart Research Group, Washington DC, and conducted a national study of 1000 men’s attitudes and perceptions about preventing domestic violence. The study was significant in that it was the first of its kind and is cited in many research and programmatic articles on engaging men and boys in violence prevention efforts. Through polling, it was discovered that men were willing to do: Men who witnessed physical abuse were more likely to intervene in domestic violence situations. Men expressed a willingness to personally get involved as 55% said they would talk to children about healthy relationships and 42% of men indicated they would contribute money towards prevention.



55% (men)
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healthy
relationships

Additionally, the study found that men need a reason to get involved as 13% of men expressed they don’t know how to help and 21% stated that they do not actively support efforts to end domestic violence because “no one has asked them to get involved.”⁶

Nationally, between 2001 and 2005, the Ad Council partnered with the Waitt Foundation and Futures Without Violence to create and produce three provocative and cutting-edge, multi-media campaigns targeting the engagement of men in talking with boys and young men about preventing violence against women and girls. From November, 2001 to February, 2005, a steady increase of men surveyed who had actually taken action and spoken to boys about violence against women went from 29% to 41%. In fact, over half of the parents surveyed had spoken to their sons or other boys about the issue.⁷ In a follow up study, a Verizon poll in 2007 showed 68% of fathers had talked to their sons (63% to daughters) about violence against women.⁸

Localized Ad Council spots, both radio and TV were used in the Sioux City Project from 2006-2009, as well as the national Futures print and billboard campaign “Awaiting Instructions.” In Sioux City, ads and posters were displayed on billboards, classrooms, city buses, classrooms and athletic programs.

These ads played in several urban markets across the country, as well as, in Sioux City, Iowa, for approximately

⁶ Peter Hart Research Associates, National Men’s Study, 2000.

⁷ Millard Brown, Inc. Ad Tracking Survey, 2005

⁸ Peter Hart Research – Verizon Poll, 2007


three years on a weekly rotation. Print media on men talking to boys about respecting women were also produced and displayed throughout the United States. Later, in 2009, print media raising awareness and attention on teen dating violence and bullying prevention were designed and developed by the Waitt Institute for Violence Prevention.

Film Documentaries

“PRIVATE VIOLENCE”

The Waitt Institute for Violence Prevention engaged the creative genius of artists and prevention experts in the fields of domestic violence, sexual assault, and bullying and helped to produce four cutting edge film documentaries.

The first to be selected for sponsorship by the Waitt Institute for Violence Prevention was the Southern Documentary Fund and Markay Media's feature length “*Private Violence*,” with producer Kit Gruelle, filmmakers Cynthia Hill, Rebecca Cerese, and Steven Channing. The film executive producers are Cindy Waitt and feminist/advocate, Gloria Steinem. The film documents, for the first time, the history of the anti-battering movement in America, and seeks to education viewers on long held myths about gender violence. Private Violence will complete post production in early 2012.



1000
downloads in
the first two
weeks.

There are two shorter training films that have been produced, using footage gathered over the years by Private Violence and the Waitt Institute.

“PRIVATE VIOLENCE” Trainer’s Edition

A short, 21 minute trainer's edition has been shown to over 50,000 people in trainings and screenings across the country in high schools, on college and university campuses, and conferences for family, legal, and law enforcement professionals.

“A NEW KIND OF STRENGTH”

A 14 minute training film highlighting the crucial “engaging men” and youth movement in gender violence, was made available by Waitt Institute for Violence Prevention and “Private Violence” as a free downloadable piece in mid-November, 2011. In the first three weeks of its launch, the film was shown to over 7500 people and had downloads from over 200 organizations and universities from 21 states and 12 countries.

All three films feature footage from the Sioux City Project youth prevention programming .

“THE BULLY PROJECT”

The Waitt Institute for Violence Prevention was an initial funder, in 2009, of “The Bully Project,” a full length feature documentary directed and produced by Lee Hirsch and Cynthia Lowen respectively. Additional partners, the Einhorn Family Charitable Trust, the BeCause Foundation, and the Fledgling Fund, Sundance, and countless others

contributed their financial resources to the film's completion.

The Sioux City Project team, with the cooperation of the Sioux City Community School District, was available to provide unprecedented access to footage both in and outside the schools that gave the film an authentic view of the struggles of one child bullied and the struggles of both parents and administrators to cope with the issue. Sioux City was the only school district in the country to allow access.

**The Bully Project
premiered at
Tribeca Film
Festival in New
York**

The Bully Project premiered in New York, April, 2011, at the Tribeca Film Festival, Silver and went on to screen at Hotdocs Film Festival, Los Angeles Film Festival, SilverDocs, Twin Cities, San Diego, Hamptons International Film Festival, as well as, the International Documentary Film Festival in Amsterdam.

High profile screenings have been held at:

- The White House/ Department of Education/Justice Department Annual Summit on Bullying
- Special screening at the Dept. of Education, DC
- State Directors of Transportation, hosted by the Department of Education
- Annual AFT Union National Conference.

Awards gathered include:

- Winner - Conflict and Resolution Award, Hamptons International Film Festival 2011
- Winner - Audience Award, Bergen International Film Festival, Norway 2011 Winner - Youth Jury Award, Bergen International Film Festival, Norway 2011.

The Weinstein Company purchased distribution rights the day of the premiere and will open the film March 9, 2012, in theaters across the country.

Workplace Bullying Campaign

The Waitt Institute for Violence Prevention partnered with Dr. Gary and Ruth Namie of the Workplace Bullying Institute in 2007 to sponsor a national Zogby poll.⁹ Statistics from the 2007 WBI-Zogby survey show that 13% of U.S. employees report being bullied currently, 24% say they have been bullied in the past and an additional 12% say they have witnessed workplace bullying. Nearly half of all American workers (49%) report that they have been affected by workplace bullying, either being a target themselves or having witnessed abusive behavior against a co-worker. To further emphasize the importance of adults modeling appropriate behavior for school-age youth, the Sioux City Community School District became the first school district in the nation to write and adopt school board policy to address workplace bullying for their adult employees through sponsorship by the Sioux City Project. The Sioux City

9

http://en.wikipedia.org/wiki/Workplace_bullying#cite_note-genderstats-5

Community School District's workplace bullying policy can be viewed at: http://www.siouxcityschools.org/pages/uploaded_files/403%205.pdf.

Community Wide Youth Mental Health Taskforce

Recognizing the link between violence and bullying among youth, a community wide mental health task force was formed in 2010 by Waitt Institute for Violence Prevention and other key partners from the Sioux City Community School District. Siouxland Community Health, Briar Cliff University and Siouxland Human Investment Partnership, to begin a three year campaign to increase the number of students screened for depression and anxiety in the national TeenScreen™ assessment (Columbia University), as well as, increasing the number of parents who speak to their children about mental health issues.

Sioux City Project, 2008-2011: School-Based Outcomes and Findings

Throughout the Sioux City Project, student perceptions and attitudes were gathered annually through the use of the *Waitt Institute for Violence Prevention – Sioux City Community School District: Student Perception Survey*, or WIVP/SCCSD, surveying how wrong they believe certain behaviors are, how likely they would intervene as a bystander when confronted by certain behaviors, how likely they perceive other peers intervening in such situations, and how often adults talk to them about dating violence and bullying being wrong. Each section of the survey contained the same 18 behaviors that represent a continuum of violent

and abusive behaviors, i.e., types of abuse: verbal, emotional, sexual, and physical. General findings of the WIVP/SCCSD student survey are described here.

“How Wrong Do You Believe...”

Student beliefs about behaviors guide their actions. Increasing students' understanding and awareness about gender violence is an important step. Students' perceptions and attitudes on the WIVP/SCCSD survey were shown to exhibit favorable trends over 4 years on “how wrong” on 10 out of the 18, or 55% of the identified list of behaviors. Five of the behavior trends are listed below:

- Students “arguing in a violent way” increased by 5.4%, or 59% believing wrong
- Students “pushing another student” increased by 16%, or 75% believing wrong
- Students “listening to music lyrics that degrade women” increased by 5%, or 54% believing wrong (boys increased by 4.9%, girls by 4.6%)
- Students “making fun of gays and lesbians” increased by 5.5%, or 76% believing wrong (boys increased by 7.9%, girls by 2.6%)
- Students “telling jokes that make fun or women and girls” increased by 2.6%, or 71% believing wrong

75% of students believe pushing and shoving is wrong. A 16% increase.

The chart below shows the 10 behaviors in which positive trends in students' perceptions of “how wrong I believe”

were recorded between 2008 and 2011. Numbers displayed are percentages of students responding, “wrong,” or “very wrong.”

How Wrong Do I Believe These to Be?

Behaviors:	2008	2011
Arguing in a violent way	52%	59%
Pushing another student	58%	75%
Teasing others about their bodies	80%	82%
Discussing other students' sexual activity	70%	72%
Listening to music lyrics that degrade women	48%	54%
Making fun of gay or lesbians	69%	76%
Gossiping and spreading rumors about others	73%	76%
Insulting other students	68%	73%
Telling jokes that make fun of women and girls	68%	71%
*Leaving people out of conversations	*72%	75%

* *Baseline in 2010*

“How Likely to Intervene...”

Intervening in social situations with peers where violence or abuse may be occurring can be very difficult. However, leveraging the tools, skills, and leadership provided by the *Mentors in Violence Prevention* program to distract, discourage, disrupt, or seek help in stopping violence and bullying is the whole premise and foundation of the Sioux City Project’s initiative in schools.

Students’ perceptions and attitudes on the WIVP/SCCSD survey were shown to exhibit favorable trends over 4 years on “willing to take action” on 12 out of 18, or 67% of identified list of behaviors. Six of the behavior trends are listed below:

- Students when seeing peers “arguing in a violent way”

increased by 4.6%, or 37% taking action

- Students when seeing peers “pushing another student” increased by 3.9%, or 42% taking action
- Students when peers “listening to music lyrics that degrade women” increased by 3.6%, or 32% taking action
- Students when seeing peers “making fun of gays and lesbians” increased by 3.0%, 47% taking action
- Students when seeing peers “insult others” increased by 2.2%, or 48% taking action

The chart below shows the 11 behaviors in which positive trends in students’ perceptions of “how likely to take action” were recorded between 2008 and 2011. Numbers displayed are percentages of students responding, “likely,” or “very likely.”

How Likely are You to Take Action?

Behaviors:	2008	2011
Arguing in a violent way	31%	37%
Pushing another student	37%	42%
Making sexual gestures	39%	41%
Teasing others about their bodies	46%	49%
Discussing other students' sexual activity	35%	38%
Listening to music lyrics that degrade women	27%	32%
Making fun of gay or lesbians	42%	47%
Gossiping and spreading rumors about others	43%	45%
Insulting other students	45%	48%
Telling jokes that make fun of women and girls	40%	42%
Using the internet to degrade or harass others	41%	42%
*Leaving people out of conversations	43%	45%

* *Baseline in 2010*

Adults Talking to Youth

During the four years of the Sioux City Project, students' perceptions on the frequency with which adults, i.e., school administrators, teachers, and parents (mothers/fathers) were talking to them about violence against women, dating violence, and bullying were wrong was surveyed. The chart below is a summary of these findings:

Adults Talking	2008	2011
School administrators and teachers talking to middle school youth about bullying being wrong	82%	75%
School administrators and teachers talking to high school youth about violence against women and girls being wrong	37%	35%
School administrators and teachers talking to high school youth about dating violence being wrong	39%	40%
Mothers talking to their children about dating violence and bullying being wrong	50-60%	50-61%
Fathers talking to their children about dating violence and bullying being wrong	49%	50%

While there was no relative increase in students' perception of adults at school or in the home talking to them about violence against women, dating violence, and bullying being wrong, a couple of points of interest can be made. First, middle school students perceive more than twice their peers in high school the frequency with which adults in school are talking to them about these issues. For one, teachers in middle school directly facilitate the *Second Step* program to students in

grades 6 through 8, whereas, high school junior and senior class MVP mentors are the ones facilitating discussions around violence and bullying being wrong. In general, middle school-aged children remain largely under the watchful eye of adults. Hence, we would expect them to report having increased amounts of adult input into matters on relationships and behaviors as opposed to high school students.

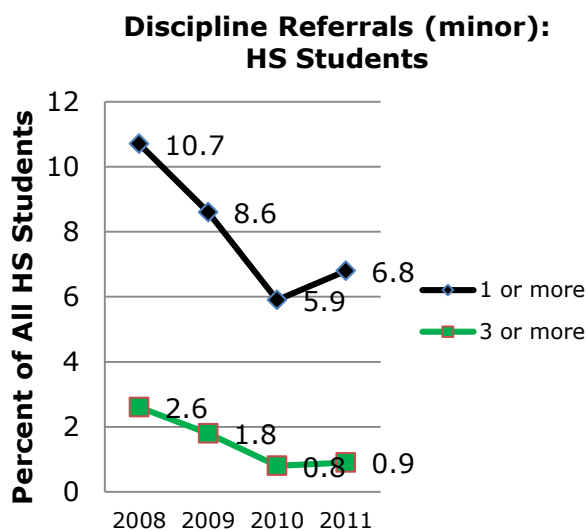
Secondly, students' perceptions of mothers talking about violence and bullying being wrong are 20% higher than their reports of fathers talking. While there was little increase in students' perceptions during the four years of the Sioux City Project of their parents talking, mothers are perceived more likely to be the parent who talks to their children about violence and bullying being wrong. Engaging more men (and fathers) in discussion surrounding violence and bullying prevention remains a worthwhile and necessary strategy.

Decrease Incidence of Violence and Abuse in Schools

School discipline data were tracked over the course of the Sioux City Project's implementation timeline and divided into three categories: minor, major, and disruptions. For purposes of this report, the graph below displays only the minor category, or those behaviors best described as: disrespect, name calling, verbal threats and harassment, and non-physical bullying. These behaviors, in particular, are often viewed as the foundational behaviors that support more overt and physical acts of violence and abuse. In addition, behaviors such

as these occur more often in students' day-to-day interactions with peers.

The percentage of high school youth in the Sioux City Community School District receiving 1 or more discipline referrals for a "minor" behavior infraction decreased from 10.7% to 6.8% from 2008-2011. The percentage of high school students receiving 3 or more discipline referrals went from 2.6% to 0.9%, or less than 1% of students enrolled.

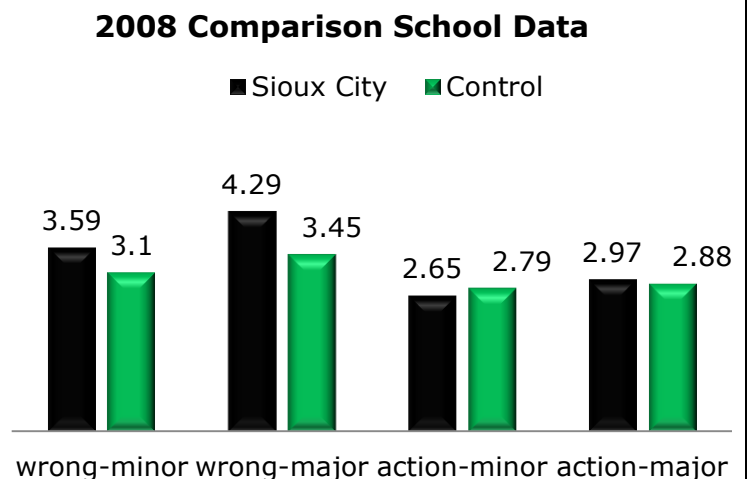


Sioux City Schools and Comparison School

When compared to a matched school that had not implemented the MVP program, Sioux City high school students overall reported seeing aggressive behaviors as being more wrong, and more likely to take action than the non-MVP school. This finding provided empirical evidence of the effectiveness of the MVP model within the secondary school setting.

The graph below shows the comparison of Sioux City students to students in the matched school on perceptions of how

wrong they believe major and minor behaviors are, as well as, how likely each student group is willing to take action. Minor behaviors are those actions/behaviors on the WIVP/SCCSD student survey that can be described as verbally offensive or abusive in nature, i.e., put downs, degrading language, insults, making fun of, or rumors and gossiping. Major behaviors are more physically aggressive and abusive, i.e., hitting, slapping, beating, or threatening with a gun. Mean scores are calculated on a scale from 1 to 5 (1 – low, 5 – high), with lower scores representing less likely to see things as wrong, or to intervene.



Public Education Media Survey Results – Siouxland Area

Peter Hart Research study in 2006 found that thirty-one (31) percent of Siouxland men said they did or would talk to boys about prevention violence against women before the billboards depicting messages aimed at men as fathers and role models talking to boys. A little over four months later, forty-five (45) percent of men indicated they did or would talk to boys. Early on, the media

campaign engaging men was gaining awareness and getting traction in Sioux City.

Four years after an initial survey among Siouxlant men and fathers in 2006, Hart Research Associates conducted a similar survey among this same population. This survey was undertaken in order to measure and track awareness and the impact of the Waitt Institute's campaign to prevent violence against women. The campaign, targeting males, was designed to prevent violence by encouraging men and fathers to talk to boys about the issues of violence against women and bullying being wrong.¹⁰

Key findings from the Hart Research in January 2011:

- Violence against women remains an important issue among men in Siouxlant. In 2006, 95% of men indicated they agreed it was important, and in 2011, 96% agreed.
- Campaign recall by men on media pertaining to the prevention of domestic violence and talking to boys, declined from 64% in 2006, to just 50% in 2010.
- 59% of fathers recalled media messages about preventing dating violence, while 89% of men recalled messages of preventing bullying.
- In 2006, 68% of fathers indicated they had spoken to a boy or girl about bullies in school, in 2010, 77% of fathers had spoken.

¹⁰ Report of Key Findings: From Qualitative Research Among Siouxlant FathersMentors of Boys, Hart Research Associates, 2011

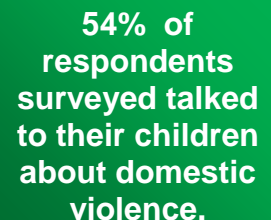
What's interesting to note here is the fact that the media education campaign during the past four (4) years, of the life of the Sioux City Project, was focused equally on preventing bullying and dating violence, and not domestic violence, per say. It stands to reason that men and fathers would recall ads and "speak" to their children about preventing bullying and dating violence. Nationwide, since the initial study in 2006, the Family Violence Prevention Fund (Futures Without Violence) and its partners have helped to foster the leap from just 29 percent of American men talking to boys about violence, to over 55 percent.

Morningside College Marketing Class

On December 4, 2009, students from the marketing class at Morningside College in Sioux City, Iowa, conducted a community survey of the WIVP public ed campaigns. Eight hundred ninety-seven adults (58% women, 42% men) who shopped at six (6) local retail grocery stores responded to a 10 item questionnaire pertaining to public education media in the community.

Respondents were also asked if they talked to children about domestic violence, if they have seen the public education ads, if they thought the ads would help address the issue of domestic violence with children, and if they felt the ads helped men to be more responsive to domestic violence.

Fifty-four percent of people surveyed had frequently or occasionally talked to their children about domestic violence,



54% of respondents surveyed talked to their children about domestic violence.

72% had seen the advertisements around the Sioux City area, 64% thought that the ads have and/or will help address the issue of domestic violence with the children, and 62% thought that in the past five (5) years men have become more responsive to this issue of domestic violence.

When asked about the extent to which respondents had talked to their children or youth, 27% of total participants had never talked to any children about domestic violence, 19% had done so just one time, and a total of 54% on an occasional to frequent basis. This last finding is similar to the percentage of youth responding on the WIVP/SCCSD student survey on their perceptions of parents talking to them about violence being wrong.

Contributions of the Sioux City Project and the WIVP/SCCSD Student Survey to Gender Violence Prevention Efforts

In addition to the main areas of interests associated with the Sioux City Project, i.e., students' perceptions, student discipline incidents, and public education media, several other additional findings of importance emerged from the data that will be shared here. These findings support a greater understanding of how gender, developmental ages of students, and the importance of students' perceptions of their peers play a violence prevention than was previously known. Such findings can have important empirical and programmatic implications.

Gender Differences

Female students are more likely to view a range of aggressive behaviors as being wrong than their male peers; and are more likely to report intervening in such situations than the males. As a result, the differences have potential implications for content and intensity of programming.

Age and Developmental Differences

There is evidence to support that students see behaviors being less wrong as they progress through middle school, but then rebound, and see these same behaviors as being more wrong as they approach graduation, i.e., Music Lyrics, pushing another student, making fun of gay students, making physical threats, beating, pounding, or hurting someone else. At some level, this does support the student data responses on the Iowa Youth Survey when asked about accepting violence as a way to solve conflict and problems, kids appear to be less phased by violent behaviors as they get older. However, in some areas (above), our students see behaviors as being more wrong with age. Hence, prevention programming with younger and older adolescents needs to address developmental and contextual issues.

Alcohol and Sexual Advances

The vast majority of students believe making sexual advances on someone who is drunk is wrong. Taking action against an individual who is making sexual advances on someone else who is drunk appears to increase as students get older (9th female and male: 65% and 55%, 12th female and male: 77% and

64%). Students from all grade levels responded “wrong” or “very wrong” more often on this specific behavior.

Sexting and the Internet

Students believe strongly that sending inappropriate pictures or words over the internet is wrong.

Female and male students in grades 6 through 12 believe using the internet to send inappropriate pictures or words about someone

**Sexting:
86-92% of
girls believe
it's
wrong...68-
88% for boys
(grades 6-12)**

else is wrong. Eighty-six to 92 percent of female students responded “wrong” or “very wrong,” while 68 to 88 percent of males responded similarly.

Correlation Between Adults Talking and How Wrong Youth Believe

There exists a correlation between students who report adults talking to youth about violence being wrong and their beliefs that violent behaviors are wrong.

Students report adults talking to them more frequently about violence and bullying being wrong during their middle school years. Parents are cited more often than administration, teachers, or community members by students as the adults who are talking to them about violence and bullying being wrong.

Students who reported to have been talked to by adults in school and at home about violence against women and bullying being wrong, were more likely to view these social behaviors as

being more wrong than peers reporting fewer adult interactions.

Adults talking to students influence student perceptions of how wrong behaviors are and their reported likelihood of taking action. The influence is greatest on their perceptions of how wrong behaviors are. Of the adults in their life, mothers have the greatest influence, then fathers, school administrators, teachers, and coaches.¹¹ This finding provided empirical evidence of the differential effects of adults talking to youth and supports the need for further investigation into strategies that engage adults.

Father's Influence

High school students in 2010 report fathers having a significant influence on how wrong they believe both minor and major aggressive acts are, and their likelihood of intervening in such acts. This finding highlighted the first empirical evidence in Sioux City Project that fathers were emerging as significant contributors in influencing students' responses.

School Norms and Intervening Against Abuse

Student perceptions of school norms with respect to how wrong behaviors are and the likelihood of taking action is a significant influence on their own views and likelihood of taking action.

The chart below shows the 13 behaviors in which positive trends in students' perceptions of “how likely are others to

¹¹ Scale from 1 to 5, 5.0 is high. Mean scores: mothers=3.46, fathers=3.07, school admin=3.05, teachers=2.75, coaches=2.67)

take action” were recorded between 2008 and 2011. Numbers displayed are percentages of students responding, “likely,” or “very likely” to observing others.

How Likely are "others in my school" to Take Action?

Perceive others taking action when?	2009	2011
Arguing in a violent way	24%	28%
Pushing another student	26%	31%
Making sexual gestures	26%	28%
Teasing others about their bodies	28%	32%
Discussing other students' sexual activity	24%	27%
Listening to music lyrics that degrade women	20%	24%
Making fun of gay or lesbians	27%	32%
Gossiping and spreading rumors about others	28%	31%
Insulting other students	30%	33%
Telling jokes that make fun of women and girls	25%	28%
Using the internet to degrade or harass others	27%	29%
Using cell phones to degrade or harass others	27%	29%
Leaving people out of conversations	25%	31%

Youth and Public Media

A significantly higher percent of Sioux City high school students reported seeing the Sioux City Project’s social marketing products in 2010 than previously in 2009. The social marketing campaign is being recognized by students, and serves as part of a multi-prong approach to changing social norms.

The chart below displays the change in students’ perceptions of viewing media campaigns between 2009 and 2010.

Percentage of students reporting usually or always seeing media campaigns

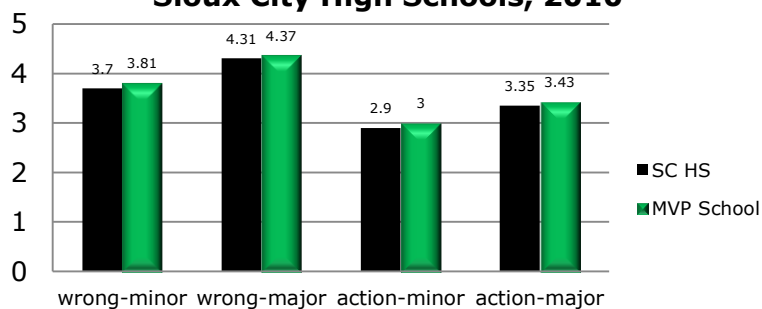
Posters, billboards, signs, or hear commercials about...	2009	2011
Violence against women and girls being wrong	51	61
Dating violence or violence in relationships as being wrong	51	64
Bullying being wrong	60	64

MVP Implemented Over Time

The one Sioux City high school with a longer history of MVP implementation generated mean scores in 2010 that were higher than the district average. MVP was transitioned into Sioux City’s three (3) high schools over a period of five (5) years.

This provided empirical evidence of MVP’s long term impact on students’ perceptions and attitudes related to violence prevention, as well as, students’ role and impact on creating social norms among their peers at school.

MVP High School and other Sioux City High Schools, 2010



Sioux City Parents’ Survey: 2011

During parent-teacher conferences in the spring of 2011, 149 high school parents participated in the *Perceptions of their Child’s School- Parent Survey*.

The results provide important information on how parents of high school students perceive the role that schools play when addressing sensitive and personal issues, as well as, the need and support for curriculum and programming on topics related to violence and bullying.

71% of high school parents surveyed (Sioux City) believe programs and services to prevent bullying and violence are in place

Approximately one-half of all parent respondents agreed that harassment and bullying was a problem (51%) and that it occurs regularly in the school. Other forms of violence parents were more undecided as 36% of parents felt violence due to racial or ethnic differences was a problem (38% undecided, 26% disagreed), 29% of parents felt dating violence or relationship violence was a problem (43% undecided, 28% disagreed), 29% of parents felt violence against girls was a problem (42% undecided, 29% disagreed).

Overall, parents responding to the survey believe that the school system is taking steps to make the school safe for their children as:

70% believe school administrators help make the school safe (19% undecided, 11% disagree)

73% believe teachers maintain a safe and respectful classroom (20% undecided, 6% disagree)

62% believe students take action to make the school safe (27% undecided, 11% disagree)

64% believe policies on bullying and violence are communicated well (26% undecided, 10% disagree)

71% believe programs and services to prevent bullying and violence are in place (27% undecided, 2% disagree)

Room for Improvement

Parents responding to the survey did believe more emphasis should be directed toward the following issues:

Bullying that may be happening in schools (63%) compared to 33% who were satisfied with current focus

Harassment and violence against girls and women (55%) compared to 43% who were satisfied with current focus

Harassment and violence as a result of racism (50%) compared to 43% who were satisfied with current focus

Programs that encourage *student leadership* in promoting safe schools (57%) compared to 39% who were satisfied with current focus

Programs that *prevent violence* between students (54%) compared to 43% who were satisfied with current focus.

Next Steps: Sioux City Project

The Sioux City Project is recognized by several state and federal agencies, as well as, by public and private foundations and coalitions, as a model in a systemic, active bystander intervention for social norm change, and gender violence and bullying prevention education. Through various federal and state grants targeting violence and bullying prevention, communities across the country are adopting similar strategies and interventions to those described in this whitepaper. Engaging men and boys in prevention efforts, adopting and implementing prevention curriculum for schools and communities, and establishing an anti-violence/anti-bullying public education media campaign to bring about community awareness on the seriousness of these issues are just a few of the strategies implemented within the Sioux City Project that are being replicated elsewhere throughout the country. The Waitt Institute for Violence Prevention is engaged in and supportive of several initiatives that promote and encourage the infusion and systemic approach to violence and bully prevention in schools and communities and have created a multitude of opportunities to share the contents of this project:

1. **University of Northern Iowa's College of Education:** Under the direction of the Center for Violence Prevention, plans are underway to infuse the Mentors in Violence Prevention and Coaching Boys into Men programs into the pre-service teacher and post-secondary educational leadership courses of study. The University of Northern

Iowa is recognized by the Department of Justice as a national leader in campus-based, violence prevention programming.

2. **National Anti-Violence Campaign: Glasgow, Scotland:** Implementing the *Sioux City Project* as a part of the Violence Reduction Unit's strategic plan. www.actiononviolence.co.uk
3. **Violence Against Women (VAWA) federal grant:** Twenty-three communities across the country have been awarded significant financial support to engage men and boys in violence prevention initiatives. Modeled after the Sioux City Project.
4. **Iowa Department of Public Health – Five (5) year strategic plan to end sexual assault** endorsed the Mentors in Violence Prevention Strategies and Coaching Boys into MenSM programs for local sexual assault coalitions in Iowa.
5. **Iowa Department of Education:** the Mentors in Violence Prevention program will be added to the list of available "safe & supportive school" resources for high schools to adopt and implement to address safety.
6. **The Waitt Institute for Violence Prevention website** The Waitt Institute for Violence Prevention (wivp.waittinstitute.org) make all public education media ads, of the Sioux City Project including all current and future research

articles drafted as a result of the four year study.

7. **Video documentation** and coverage of the Sioux City Project currently exists in four short film documentaries (The Sioux City Project, A New Kind of Strength, ABC/KCAU 9 Sports News Stories, and Private Violence). These videos are available to schools, communities and coalition members across the country for the purpose of building capacity and support in preventing violence.
8. **Informal Distribution.** Copies of the white paper will be provided to the White House Office of Violence Against Women, The Department of Justice, Clinton Global Initiative, and the National Coalition Against Domestic Violence, the Department of Education, National Education Association and all affiliates.
9. **The Bully Project website.** The Sioux City Project will be featured on *thebullyproject.com* with a four minute infographic produced by award winning filmmakers Lee Hirsch and Cynthia Lowen.
10. **National Prevention Websites.** The Sioux City Project will be linked to a multitude of websites such as Futures without Violence, MVP Strategies, Private Violence, The National Coalition against Domestic Violence, and many others.

Conclusion

The Sioux City Project was created and developed in order to determine the extent to which a school district and the surrounding community could shift youth's attitudes and perceptions about violence and bullying so they are more likely to become pro-social bystanders.

The Sioux City Project began by introducing the Siouxland community to gender violence prevention strategies in 2000 and a cutting edge public education media campaign in 2005 that placed men on the front line for being responsible to talk to boys (and girls) about violence against women and girls being wrong.

Adopting a modest strategy for school programming in gender violence prevention was taken at the very beginning stages of the Sioux City Project. As is the case for most high schools across the country, devoting academic time to social and emotional learning, or to the systemic infusion of gender violence and bullying prevention curriculum is a challenge. As federal legislation such as "No Child Left Behind" consumed the attention and resources of public school districts, carving out space in the school calendar became even more difficult – especially for high school leaders and educators. Even though the Sioux City Community School District was the first district in the state of Iowa to fully embrace gender violence prevention, the actual "face-to-face" instruction time between trained student mentors and their freshmen mentees is relatively small, or about one-half of one percent of the entire

Gender violence and bullying prevention takes up only one half of one percent of a high school students' time in school.

academic school year. That said - to have achieved the favorable trends in students' perceptions and attitudes shared in this white paper are quite encouraging.

Originally targeting high school students, the Sioux City Project quickly embraced the need to expand its reach by engaging adults in elementary and middle schools, and adults across various community agencies that served children and families. Within four (4) years, bullying and gender violence prevention curriculum were being implemented in all school buildings, grades K-12. Momentum continued, and with the support of several United Way of Siouxland member agencies, the Siouxland Anti-bullying Cooperative was organized and soon joined the school district's prevention efforts.

"A district and community in motion" to prevent violence and bullying speaks to the heart and soul of what the Sioux City Project was really all about. Trend lines in students' perceptions and attitudes over the past four (4) years were modest, yet showed favorable outcomes in almost every category being studied. Changing attitudes is a slow process, but it's the first step in behaving or acting differently. Creating school culture and social norms that says it's "okay" for a student or an adult to intervene when they observe violence and bullying takes time, persistence, and support from all community constituents.

What the Sioux City Project contributes to the field of study around bystander intervention and violence and bullying prevention is meaningful and important for schools and communities who want

to engage in systemic and collaborative approaches to prevention. Specifically, we feel the strongest contributions were:

- Students' belief in the wrongfulness of a range of behaviors, does not imply a similar degree of willingness to take action
- Female students, beginning as early as the 6th grade (12 years of age) are more likely view acts of violence and bullying as being more wrong than their male peers; and are more likely to report intervening
- When compared to a matched school in Iowa that had not implemented MVP, Sioux City high school students overall reported seeing violent behaviors as more wrong, and more likely to take action
- Adults talking to students have a significant influence on students' perceptions of how wrong behaviors are and how willing they are to take action
- Mothers are perceived by students to talk more than school administrators, teachers, and fathers about violence and bullying being wrong
- Sioux City high school with longer history of MVP implementation generated higher percentages of students believing violence and bullying are wrong and more willingness to take action than district average

- In the third (3) year of implementation, high school students reported that fathers talking to them had a significant impact on how wrong they believe violent behaviors are and their likelihood of intervening against such acts
- Students' perception of how wrong they believe violent and bullying behaviors are, and how likely they are to intervene against them, is strongly influenced by their perception of "others in school" intervening against violence and bullying

The Sioux City Project helped create school climates and cultures within the Sioux City Community School District that engaged both students and adults. It challenged the attitudes and behaviors of both youth and adults alike that supported violence and bullying by engaging in active, pro-social bystander interventions.

National Peer Reviewed Conference Presentations of the Sioux City Project:

Alan Heisterkamp, Ed.D., Education Consultant, Waitt Institute for Violence Prevention, and Michael Fleming, Ph.D., Associate Professor of Family Studies, University of Northern Iowa, have presented on aspects of the Sioux City Project at the following national peer reviewed research conferences as well as the following local/regional conferences:

2011

Adolescent bystander behaviors: Gender implications for violence

prevention efforts. National Council on Family Relations, Minneapolis MN.

Adolescent engagement in violence prevention efforts. National Sexual Assault Resource Conference, Baltimore MD.

2010

The role of parental and school messages on interpersonal violence and adolescent perceptions and engagement as bystanders. Society for Research on Adolescence, Philadelphia PA.

2009

Gender violence prevention: Student perceptions and engagement as bystanders as an outcome of systemic school efforts. Society for Research on Child Development, Denver CO.

Regional/local

2011

From Boys to Men, Midwest Regional AAFCS Conference. Waterloo, IA.

Student Leadership and Engagement in Gender Violence Prevention. Regional Sexual and Domestic Violence Primary Prevention Conference, Kansas City, MO.

2010

Engaging Men and Boys in Bystander Interventions, EyesOpen Iowa, Drake University, Des Moines, IA.

2009

The Sioux City Project: District-wide prevention. School Administrators of Iowa, state conference, Des Moines, IA.

The Sioux City Project: Two-year update presentation to Sioux City Community School District. South Sioux City, NE.

Publications:

(Peer Reviewed)

Katz, J., Heisterkamp, A., & Fleming, M. (2011). *The Social Justice Roots of the Mentors in Violence Prevention Model, and Its Application in a High School Setting, Violence Against Women: Special Issue on Bystander Models.*

Miller, E., Moideen, F., & Heisterkamp, A. (2010). *Coaching Boys into Men, Coaches' Quarterly.*

Mentions of "The Sioux City Project" in National Publications

Newsweek - "Bystanders No More: Teaching Kids to Respond to Violent Crime," October 30, 2009

USA TODAY – "Schools tackle teacher-on-teacher bullying," April 7, 2010.

Biographies of Authors

Alan Heisterkamp, Ed.D.

President and CEO of Cultivating Minds, Inc., Dr. Heisterkamp is a research/project director with the Waitt Institute for Violence Prevention and served as the education consultant on film documentary, *The Bully Project*.

He instructs non-profits, high schools and college campuses on *Mentors in Violence Prevention Strategies (MVP)*, a bystander education program to reduce gender violence and bullying. He co-facilitated research on the *Coaching Boys Into MenSM* program and currently co-directs the Center for Violence Prevention at the University of Northern Iowa.

He holds two master's degrees in educational psychology and counseling, and in school administration. He received his doctorate of education degree in 2002 from the University of South Dakota. Dr. Heisterkamp served as a teacher, school

counselor, and school administrator in the Sioux City Community School District for 22 years.

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Michael Fleming, Ph.D., CFLE

Dr. Fleming is an Associate Professor of Family Studies in the School of Applied Human Sciences at the University of Northern Iowa, is a Certified Family Life Educator by the National Council on Family Relations, has certification training as a family mediator, and as a trainer in the Mentors in Violence Prevention model. He received his PhD at the University of Wisconsin–Madison and was a Research Fellow at the University of Michigan, focusing on program development and evaluation. He has worked on local, state, and federal grants as an evaluator and program development consultant. His research and programmatic interests include violence prevention and treatment program models with particular focus on men's roles; etiology of male relational and sexual aggression, divorce, and high-conflict families; and fathering and nonresidential post-divorce fathering. He teaches courses on intimate partner violence, family assessment and intervention, and program development.

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Cindy Waitt

Cindy Waitt serves as the Executive Director of the Waitt Institute for Violence Prevention. She remains a board member of the Waitt Family Foundation and has served as Siouxland Chapter Director of The Waitt Family Foundation for 15 years. She previously worked with at risk youth and their families with Boys and Girls Home and Family Services of Sioux City for eight years as Casework Director for Residential Treatment. Cindy serves on the National Advisory Board for the Family Violence Prevention Fund's International Center to End Violence, has been a member of the Clinton Global Initiative since 2005, and served as a judge in the Ashoka Changemaker's 2007 competition "No Private Matter". She is the executive director on the film documentary, *The Bully Project*, and has produced three film documentaries, *Private Violence*, *Private Violence: Trainer's Edition*, and *A New Kind of Strength*. Cindy believes that we are ready for a world that solves crisis and conflict in a non-violent way,

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