

Welcome,
This Web Conference
Will Begin Soon



**COACHING BOYS INTO MEN:
A 3-Part Series on Program Design, Community
Engagement, and Adaptation**

**Session 3: Coaching Boys Into Men: Meeting
Community Needs Through Adaptation**

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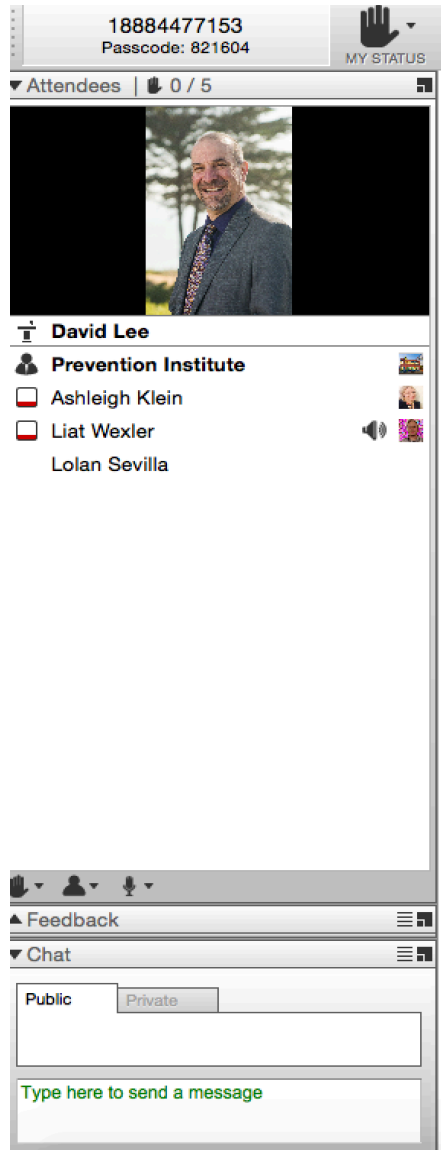
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How to use this technology



- Raise hand
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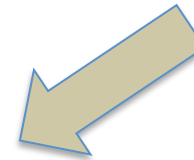
Audience Question

Did you attend session 2 of this series?

Feedback

0	Yes
0	No
0	No Answer

Answer on
the left



PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners



Beyond Partnerships: Shared Linkages for Prevention

February 3: From Foundations to the Future: A prevention approach to sexual and domestic violence

March 9: Harmful Gender Norms: How can we build alliances with queer (LGBTQ) movements to help prevent sexual and domestic violence?

March 23: Harmful Gender Norms: Moving beyond binary and heteronormative approaches to preventing sexual and domestic violence

May 4: Shared Roots: Sexual and domestic violence prevention strategies in support of social justice

June 8: Equity, Trauma and Preventing Sexual and Domestic Violence

July 13: What about Power and Patriarchy? Examining social cohesion strategies to prevent sexual and domestic violence

August 3: Engaging Youth in Shaping Strategies and Solutions to Prevent Sexual and Domestic Violence

August 17: Using Shared Risk and Protective Factors : Research into practice and policy to prevent sexual and domestic violence

September 7: Authentically Engaging Communities to Prevent Sexual and Domestic Violence



2016 PreventConnect Campus Web Conferences

Wednesday, February 10

Comprehensive Prevention on Campus

Tuesday, March 22

Selecting the Right Online Module
for Interpersonal Violence Prevention

Tuesday, May 17

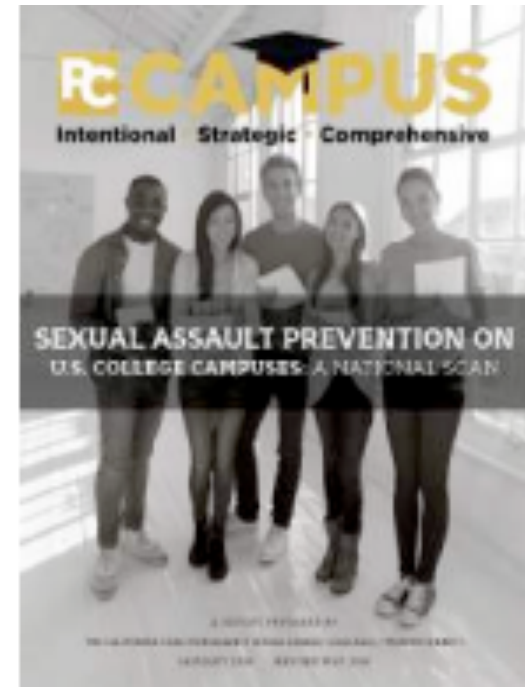
Partners in Prevention: Connecting Sexual Violence
Prevention and LGBTQ-Inclusive Campus Culture

Tuesday, June 7

Affirmative Consent Policies: Cultural Barriers and
the Need for Affirmative Sexuality

Wednesday, July 20

Prevention and Community Colleges



**Coaching Boys Into Men:
A 3-Part Series on Program Design,
Community Engagement, and Adaptation**



COACHING BOYS INTO MEN

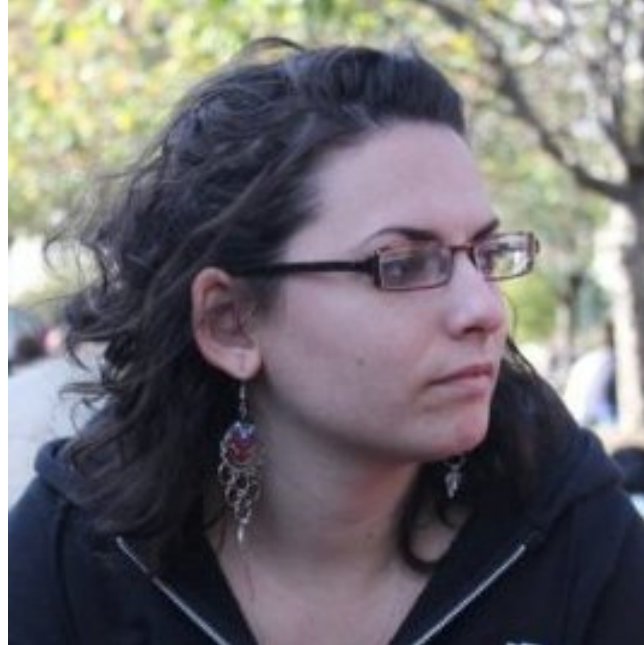
Meeting Community Needs Through Adaptations

June 1, 2016

11am-12:30pm PT; 2pm-3:30pm ET

PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC or CALCASA.

Presenter



Yesenia Gorbea, MSW

Program Specialist, Public Education Campaigns and Programs
Futures Without Violence

Series Objectives

- Identify the guiding principles of CBIM and discuss how sports as a platform has become an effective tool for violence prevention and social change.
- Describe Coaching Boys Into Men curricula, tools, and program content available to support a school or community implementation.
- Describe the results of the CDC funded randomized control trial and other studies that have informed the creation of effective adaptation models across different ages, gender, and cultural settings.
- Identify the skills, tools, and content necessary to conduct community outreach with proven models for successful and sustainable implementations.
- Gain skills necessary to train and support the work of coaches delivering the program.

Part 1

Participants will be able to:

- Describe what is Coaching Boys Into Men (CBIM)
- Describe how CBIM works
- Identify the guiding principals of the program
- Describe tools and resources that are available for advocates looking to bring CBIM to their community

Part 2

Participants will be able to:

- Describe about the role of the advocate and the organizing process involved before implementing CBIM.
- Identify promising practices for community outreach in new communities (gaining buy-in & models for sustainable implementation).
- Utilize the Coaches' Training Materials and learn more about holding a Coaches' Clinic.
- Address frequently asked questions and concerns when bringing CBIM to new communities.

Part 3

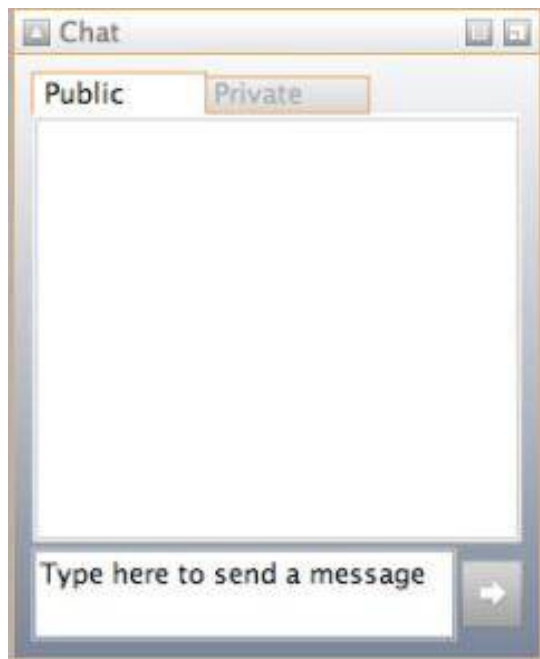
Participants will be able to:

- Describe the essential elements of CBIM.
- Utilize adaptation guideline materials and gain the skills necessary to meet community challenges through effective adaptations.
- Describe lessons learned from the most common adaptations.

Agenda

- CDC Foundation – Adaptation Project
- Understanding Essential Elements & Types of Adaptations
- What makes CBIM Effective?
 - Exploring the Essential Elements of CBIM
- Adapting CBIM – But How?!
- Review & Wrap-Up

Text Chat Question



Why are adaptations so important?

CBIM Essential Elements Project

Project Goals

1. Learn about CBIM delivery & implementation & adaptation in local settings.
2. Use community feedback loops to improve technical assistance for more effective delivery & implementation
3. Increase adoption and spread of CBIM

Study of Real World Implementation

Specify CBIM's Essential Elements

Engage Practitioners

Developing Tools to Support Implementation

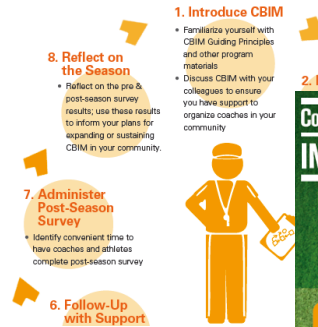
Adaptation Tools

Coaching Boys INTO MEN

The CBIM Organizing Journey

Despite the simplicity of the program approach and materials, CBIM requires consistent organizing and support from a CBIM Advocate in order to be successful. CBIM Advocates are savvy organizers who support coaches to deliver CBIM with their athletes. CBIM Advocates can be staff members at local violence prevention organizations, school counselors, parents, or other community members.

As the CBIM Advocate in your community, you're about to embark on an exciting journey – one that will require you to become a strategic organizer, leveraging the tremendous power of sports to promote healthy relationships. The process below describes the typical journey of a CBIM Advocate. As you prepare to implement CBIM in your community, it's important to plan ahead and keep each step of this process in mind.



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Adaptation Guidelines for CBIM

Every community, school, coach and team is unique. Therefore, it is likely that you will need to make at least some changes to CBIM to best suit your community's needs. Although there are some things that can't change about CBIM, this document will help you understand how best to adapt CBIM for your community. These guidelines are meant to provide direction for adapting CBIM within an athletic context and with male athletes. If you are considering adapting CBIM for other contexts please reach out to coachescorner@futureswithoutviolence.org; we are happy to discuss other options.

Foul



The following changes are inconsistent with CBIM's guiding principle of "strong relationships" for adaptation.

- 1. IMPLEMENTING CBIM WITH GIRL ATHLETES** – CBIM is quality education about healthy relationships. However, male athletes, it is not well suited for the female athlete programs, such as Mentors in Violence Prevention (MVP) CBIM and provide gender-specific education to girls.
- 2. IMPLEMENTING CBIM OUTSIDE OF A SPORTS CONTEXT** to transform harmful norms by promoting positive behaviors. Given that athletes are often leaders in their school, w potential to influence an entire school culture. As well, are central to youth athletics reinforce key CBIM messages sports context alters one of the core components of it

Coaching Boys INTO MEN

CBIM Delivery: Foul or Fair Play?

Each coach and coaching style is unique and the same is true for Training Cards are delivered. CBIM should be tailored to fit your coaching style. There are a few things, however, that shouldn't be. These real world examples from coaches who have delivered CBIM help you understand what's in and out of bounds when it comes to the field. If you have a question about an adaptation in your community please reference the Adaptation Guidelines document, or email coachescorner@futureswithoutviolence.org.

<p>The play:</p> <p>A coach delivering CBIM for the first time feels unsure about how to discuss the topic of consent in sexual situations with his athletes. He contacts a staff person from his local violence prevention agency for guidance. After talking, they decide to deliver the "Understanding Consent" card together.</p>	<p>The call: Fair Play</p> <p>Working with others who have experience educating young people about healthy relationships is a smart way to get extra training.</p>
<p>The play:</p> <p>A coach decides to skip from the 2nd Training Card to the 7th card, "Bragging about Sexual Reputation," because he hears an athlete boasting about his sexual reputation in the locker room. He later goes back to deliver Training Cards 3 through 6.</p>	<p>The call: Foul</p> <p>While opportunities to correct disrespectful behavior shouldn't be missed, it is important to deliver CBIM Training Cards in order. Each card builds on the last, gradually preparing athletes to have more serious conversations. Refer to the Teachable Moment Card in the Card Series for more resources on how to handle situations like these directly.</p>
<p>The play:</p> <p>A coach feels like he is too busy to do CBIM during game season, so he decides to deliver the entire Card Series during preseason.</p>	<p>The call: Foul</p> <p>CBIM is designed to be delivered over the course of the sports season (8 weeks or more) with no more than 2 Training Cards per week. This helps to reinforce CBIM messages and create a culture of respect on your team.</p>
<p>The play:</p>	<p>The call: Fair Play</p>

This story used by the coach references a few CBIM messages.

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Are You a CBIM Coach?

The leaders of CBIM are characterized by their ability to build athletes' leadership and character. Below are some of the characteristics that make a CBIM coach successful, both on and off the playing field.



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Understanding: Essential Elements & Types of Adaptations

Essential Elements

- What are essential elements?
 - *Components of evidence-based programs that are responsible for achieving the intended outcomes.*
 - **Foundation** of the program
 - **Necessary** in order to be **Effective**
- Why is it important to understand a program's essential elements?
 - Allow for effective adaptations
 - Provide lessons learned for the field
 - Increase spread of violence prevention education

Definition Review: Delivery vs. Implementation



1. Implementation

- Advocate-Coach-School & Community Partnership

2. Delivery

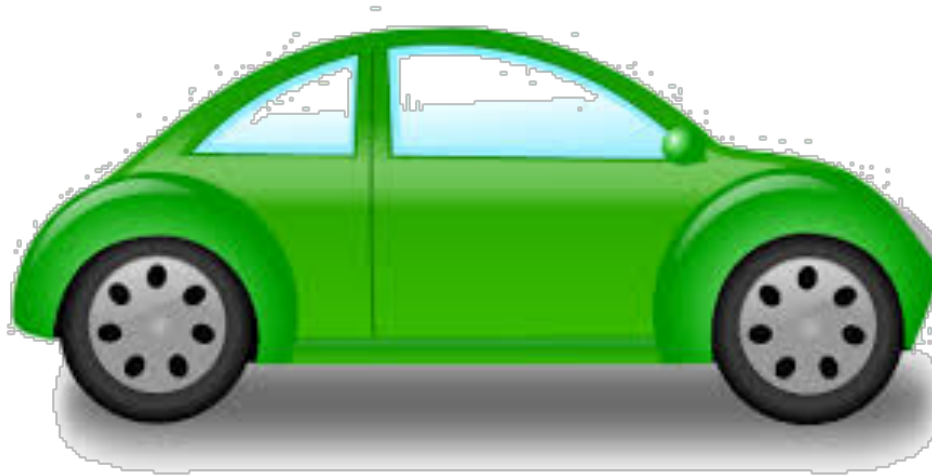
- Coach use of the Card Series with Athletes



CBIM Essential Elements

Sustainable Implementation

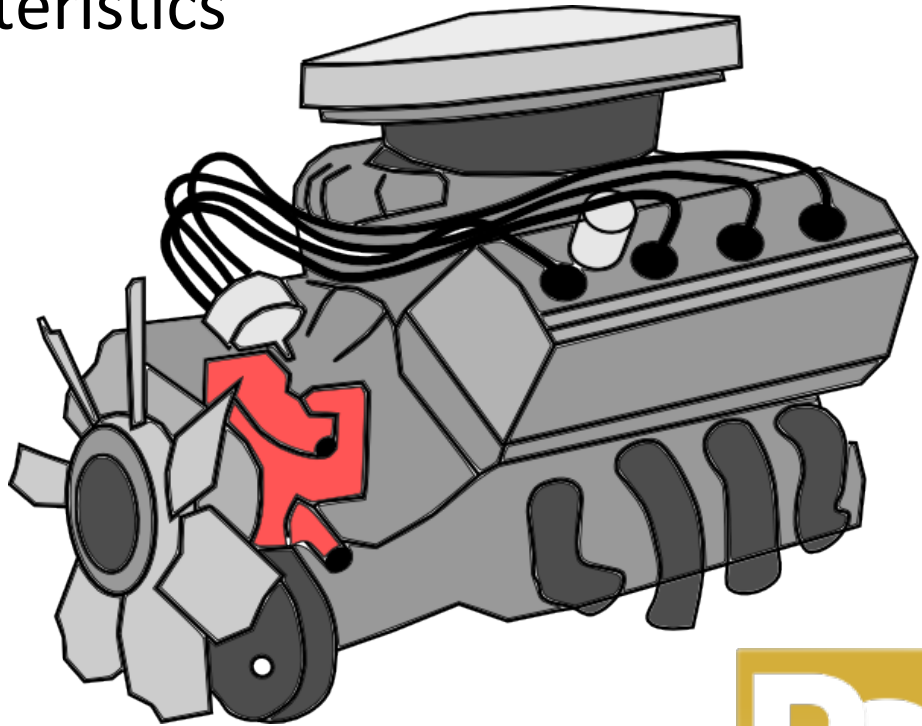
- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model



CBIM Essential Elements

Effective Delivery

- What = Key Messages
- Who = Coach Characteristics
- How = Delivery



CBIM Essential Elements

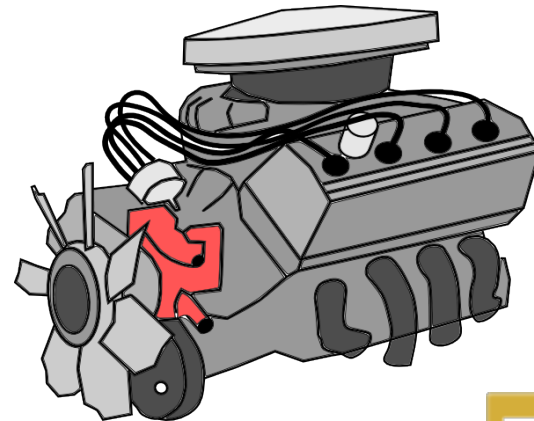
Sustainable Implementation

- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model



Effective Delivery

- Key Messages
- Coach Characteristics
- Delivery



Definitions - Adaptations

- **Field Adaptation (Reactive & Improvised)**
 - Making **minor** adjustments to standard CBIM delivery to meet challenges “in the field”
 - i.e. shortening the season due to weather (dosage)
- **Whole Program Adaptation (Planned)**
 - Making large scale changes to the full program to implement in a different environment, cultural context, or for girls/coed programs
 - i.e. CBIM for Native communities

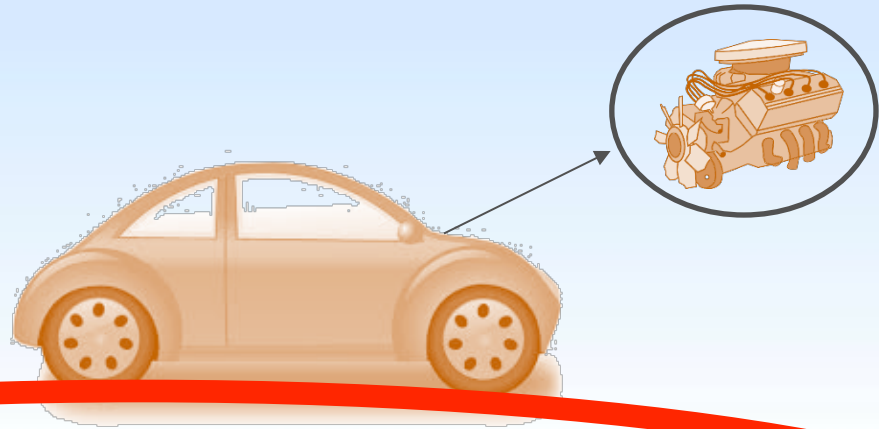
When Adapting...What changes?

Sustainable Implementation

- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model

Effective Delivery

- Key Messages
- Coach Characteristics
- Delivery



Text Chat Question



What adaptations
will you be
looking to do?

What are the essential
elements of
Coaching Boys Into Men
for effective DELIVERY?

Effective Delivery

- Key Messages
- Coach Characteristics
- Delivery

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Key Messages

Topic Areas & Overarching Messages

- Respectful vs. Abusive Behaviors
- Personal Responsibility & Leadership
- Gender Attitudes & Norms
- Bystander Intervention

Key Messages

Respectful vs. Abusive Behaviors

- Everyone deserves to be treated with respect. There is never an excuse for disrespectful or abusive behavior.
- Disrespectful or abusive behavior can occur in person or in digital spaces. It can take many forms including demeaning or unwelcome language or attention and emotional, verbal, physical, and sexual abuse.
- Healthy relationships are characterized by open communication and mutual respect and trust. Establishing boundaries in dating relationships can help to avoid abusive or violence situations.

Key Messages

Personal Responsibility & Leadership

- You are personally responsible for everything you say and do in sports and in life. Disrespectful or abusive behavior toward others can have serious consequences.
- As athletes, you can use your visibility and leadership to promote respect and equality for women and girls.

Key Messages

Gender Attitudes & Norms

- Women must be treated as equals and with respect. Language and actions that degrade or abuse women are unacceptable.
- Violence against women never equals strength or manliness.

Key Messages

Bystander Intervention

- Don't join in if you witness your teammates or friends being disrespectful or abusive toward women. Call it out by talking directly to your peer or a trusted adult.

Key Messages: NEW Tool



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Prep **5**

LOOKING AHEAD

As you plan to implement CBIM with your athletes, it's important to look ahead and familiarize yourself with the topics included in the Card Series. This chart will help you to understand the key messages covered in each training and prepare for the season ahead.

Training Card	Key Messages
Training 1: Preseason Speech	<ul style="list-style-type: none"> • Respect means treating others how you want to be treated. • Acting with respect and integrity is just as important as developing athletic skill.
Training 2: Personal Responsibility	<ul style="list-style-type: none"> • Everyone is responsible and accountable for their actions. • Athletes' behavior and language is a reflection of your team, school and community. • Athletes should encourage their teammates to show respect and hold each other accountable for their actions.
Training 3: Insulting Language	<ul style="list-style-type: none"> • Language can be harmful to others. • It is unacceptable to use language that degrades someone's gender, sexual orientation, or other part of their identity. • Although it may be common, disrespectful language will not be tolerated on this team.
Training 4: Disrespectful Behavior Towards Women & Girls	<ul style="list-style-type: none"> • Disrespectful or degrading behavior toward women is unacceptable. • No one wants to be insulted or harassed. • If you're interested in getting to know someone, talk to him/her in a mature and respectful way.



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Training Card	Key Messages
Training 5: Digital Disrespect	<ul style="list-style-type: none"> • Actions taken online or via text message have real consequences. • Abusive or controlling digital behavior can make others feel embarrassed, hurt or threatened. It is unacceptable.
Training 6: Understanding Consent	<ul style="list-style-type: none"> • Consent means that dating partners come to an agreement about what feels safe and comfortable in each unique situation. • Communication about boundaries in intimate and sexual situations is critical; consent can be determined by asking and listening to what your partner wants.
Training 7: Bragging About Sexual Reputation	<ul style="list-style-type: none"> • Bragging or spreading stories about sexual experiences is disrespectful and wrong. • If you have questions about sex or sexuality, discuss them privately with someone you trust.
Training 8: When Aggression Crosses the Line	<ul style="list-style-type: none"> • It's important to be in control of and responsible for aggression, both on and off the field. • Violence never equals strength.
Training 9: There's No Excuse for Relationship Abuse	<ul style="list-style-type: none"> • Problems in dating relationships are natural, but they should be dealt with respectfully. • There is never an excuse for verbal, physical or sexual abuse.
Training 10: Communicating Boundaries	<ul style="list-style-type: none"> • Healthy relationships are characterized by mutual respect, trust and support. • Discussing boundaries with your partner will help to avoid harmful situations.
Training 11: Modeling Respect and Promoting Equality	<ul style="list-style-type: none"> • Athletes can set an example for their peers by treating women and girls with respect and intervening when they witness disrespectful or abusive behavior.
Training 12: Signing the Pledge	<ul style="list-style-type: none"> • Violence is never a solution or a sign of strength. Take a stand against violence toward women and girls.

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Coach Characteristics



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Coach Characteristics



Is committed to building strong relationships with their athletes based on trust and mutual respect.



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Coach Characteristics



Is dedicated to developing positive character and leadership among their athletes.

Coach Characteristics



Stands up for respect.
Is a role model for their
athletes and fellow
coaches.



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Coach Characteristics



Is willing to learn how to lead interactive discussions with their athletes using CBIM Card Series as a guide.

Coach Characteristics



Knows where to find support with difficult topics.



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Coach Characteristics



Creates a safe environment where athletes can talk openly without fear of judgment.

Coach Characteristics: NEW Tool

Coaching Boys INTO MEN Are You a CBIM Coach?

The leaders of CBIM are characterized by their ability to build athletes' leadership and character. Below are some of the characteristics that make a CBIM coach successful, both on and off the playing field.



Delivery

To WHO?	✓ CBIM is designed to be delivered to high school male athletes.
WHERE?	
HOW?	
FOR HOW LONG?	
WHEN?	
HOW MUCH?	
SUPPORT	

Delivery

To WHO?	✓ CBIM is designed to be delivered to high school male athletes.
WHERE?	✓ Training cards should be delivered during regular team activities in a team setting.
HOW?	
FOR HOW LONG?	
WHEN?	
HOW MUCH?	
SUPPORT	

Delivery

To WHO?	✓ CBIM is designed to be delivered to high school male athletes.
WHERE?	✓ Training cards should be delivered during regular team activities in a team setting.
HOW?	<ul style="list-style-type: none"> ✓ Training card sessions should be highly interactive; implementers pose questions to athletes, help athletes share their opinions and experiences, and encourage open discussion. ✓ Implementers are encouraged to use personal stories and other real life examples to explain CBIM concepts. ✓ Implementers should model bystander intervention and respectful and behavior and encourage athletes to do the same.
FOR HOW LONG?	
WHEN?	
HOW MUCH?	
SUPPORT	

Delivery

To WHO?	✓ CBIM is designed to be delivered to high school male athletes.
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FOR HOW LONG?	✓ Each training card session should be approximately 15-20 minutes in length.
WHEN?	
HOW MUCH?	
SUPPORT	

Delivery

To WHO?	✓ CBIM is designed to be delivered to high school male athletes.
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FOR HOW LONG?	✓ Each training card session should be approximately 15-20 minutes in length.
WHEN?	✓ Training card sessions should be delivered in sequential order over the course of the sports season , during a consistent, scheduled time.
HOW MUCH?	
SUPPORT	

Delivery

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FOR HOW LONG?	✓ Each training card session should be approximately 15-20 minutes in length.
WHEN?	✓ Training card sessions should be delivered in sequential order over the course of the sports season , during a consistent, scheduled time.
HOW MUCH?	✓ At least 9 of the 12 training cards should be delivered.
SUPPORT	✓ Coaches have access to a violence prevention advocate or school counselor.

Delivery

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FOR HOW LONG?	✓ Each training card session should be approximately 15-20 minutes in length.
WHEN?	✓ Training card sessions should be delivered in sequential order over the course of the sports season , during a consistent, scheduled time.
HOW MUCH?	✓ At least 9 of the 12 training cards should be delivered.
SUPPORT	✓ Coaches access to a violence prevention advocate or school counselor.

NEW Tool

Coaching Boys INTO MEN

CBIM Delivery: Foul or Fair Play?

Each coach and coaching style is unique and the same is true for how CBIM Training Cards are delivered. CBIM should be tailored to fit your unique coaching style. There are a few things, however, that shouldn't be changed. These real world examples from coaches who have delivered CBIM can help you understand what's in and out of bounds when it comes to CBIM. The situations below are only a few of the most common adaptations in the field. If you have a question about an adaptation in your community please reference the Adaptation Guidelines document, or email us at coachescorner@futureswithoutviolence.org.

The play:

A coach delivering CBIM for the first time feels unsure about how to discuss the topic of consent in sexual situations with his athletes. He contacts a staff person from his local violence prevention agency for guidance. After talking, they decide to deliver the "Understanding Consent" card together.

The call: *Fair Play*

Working with others who have experience educating young people about healthy relationships is a smart way to get extra training.



The play:

A coach decides to skip from the 2nd Training Card to the 7th card, "Bragging about Sexual Reputation," because he hears an athlete boasting about his sexual reputation in the locker room. He later goes back to deliver Training Cards 3 through 6.

The call: *Foul*

While opportunities to correct disrespectful behavior shouldn't be missed, it is important to deliver CBIM Training Cards in order. Each card builds on the last, gradually preparing athletes to have more serious conversations.



Refer to the Teachable Moment Card in the Card Series for more resources on how to handle situations like these directly.

The play:

A coach feels like he is too busy to do CBIM during game season, so he decides to deliver the entire Card Series during preseason.

The call: *Foul*

CBIM is designed to be delivered over the course of the sports season (6 weeks or more) with no more than 2 Training Cards per week. This helps to reinforce CBIM messages and create a culture of respect on your team.



The play:

A coach tells a personal story about being bullied in middle school to emphasize the CBIM message that insulting language can be harmful.

The call: *Fair Play*

The story used by the coach reinforces a key CBIM message and makes delivery more engaging. The stories or examples you use in CBIM delivery should always reinforce rather than distract from key Training Card messages.



The play:

A coach who is accustomed to lecturing his team on sports strategy decides to skip the discussion portion of a Training Card and lecture the whole time instead.

The call: *Foul*

CBIM is meant to be interactive to keep athletes engaged. There's a better chance that athletes will learn and remember CBIM messages if they have the opportunity to share and reflect on their own experiences.



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Fair or Foul Play?



OR



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Example: Fair or Foul Play?

The play:

A coach decides to skip from the 2nd Training Card to the 7th card, "Bragging about Sexual Reputation," because he hears an athlete boasting about his sexual reputation in the locker room. He later goes back to deliver Training Cards 3 through 6.

Example: Fair or Foul Play?

The call: Foul

While opportunities to correct disrespectful behavior shouldn't be missed, it is important to deliver CBIM Training Cards in order. Each card builds on the last, gradually preparing athletes to have more serious conversations.

Refer to the Teachable Moment Card in the Card Series for more resources on how to handle situations like these directly.



Example: Fair or Foul Play?

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Example: Fair or Foul Play?

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Example: Fair or Foul Play?

The play:

A coach tells a personal story about being bullied in middle school to emphasize the CBIM message that insulting language can be harmful.

Example: Fair or Foul Play?

The call: Fair Play

The story used by the coach reinforces a key CBIM message and makes delivery more engaging. The stories or examples you use in CBIM delivery should always reinforce rather than distract from key Training Card messages.



Now that I know all of the CBIM
Essential Elements, how do I
adapt CBIM to meet my
community needs?

Definitions - Adaptations

- **Field Adaptation (Reactive & Improvised)**
 - Making **minor** adjustments to standard CBIM delivery to meet challenges “in the field”
 - i.e. shortening the season due to weather (dosage)
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 - i.e. CBIM for Native communities

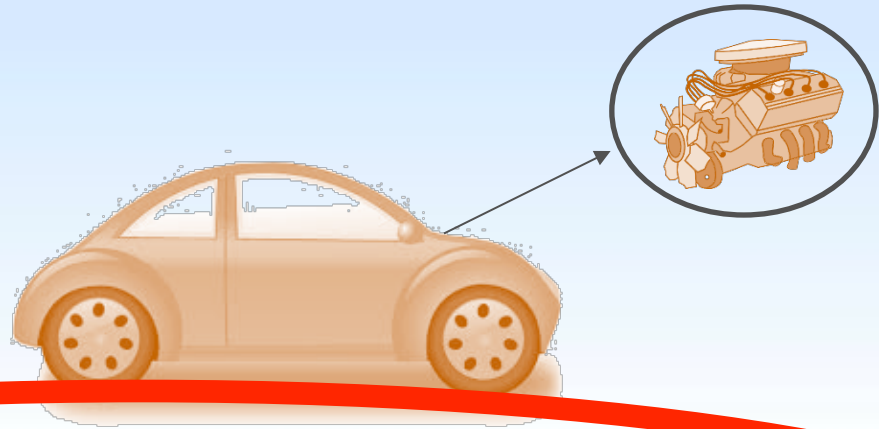
When Adapting...What changes?

Sustainable Implementation

- Community Buy-In
- Coach – Advocate Partnership
- Pilot-to-Full Scale Implementation Model

Effective Delivery

- Key Messages
- Coach Characteristics
- Delivery



Field Adaptation

- Key Messages & Content Changes
 - Add more relevant content to ENHANCE or EXTEND
- Coach Characteristics
 - Learns over time & obtains the skills to meet the necessary characteristics
 - Coach-Advocate Partnership is KEY
- Delivery Methods
 - Who – No changes
 - Where – Location (i.e. community setting)
 - How – Different interactive teaching methods
 - For How Long? – At least 15 minutes, but an extend up to 30
 - When? – Season vs. Preseason
 - How Much? – At least 9 Cards

Leveraging the Power of Sports: CBIM Guiding Principals

The Power of Sports

Sports have tremendous influence in our culture and in the lives of young people. The principles of teamwork and fair play that are central to athletics make sports an ideal platform to teach healthy relationship skills.

Strong Partnerships Foster Success

CBIM is most successful when coaches and staff from local domestic or sexual violence prevention agencies have strong partnerships.

Building Leadership, Transforming Norms

CBIM has been proven to positively impact athletes' ability to intervene when witnessing abusive or disrespectful behavior. As leaders themselves, athletes are given the tools and vocabulary they need to stand up for respect and influence their school's culture.

Coach as Leader

As influencers and role models, coaches are uniquely poised to deliver CBIM. They are central to CBIM's success.

**Coaching Boys
INTO MEN**

CoachesCorner.org



PreventConnect

Field Adaptation – NEW Tool

Coaching Boys INTO MEN

Adaptation Guidelines for CBIM

Every community, school, coach and team is unique. Therefore, it is likely that you will need to make at least some changes to CBIM to best suit your community's needs. Although there are some things that can't change about CBIM, this document will help you understand how best to adapt CBIM for your community. These guidelines are meant to provide direction for adapting CBIM within an athletic context and with male athletes. If you are considering adapting CBIM for other contexts please reach out to coachescorner@futureswithoutviolence.org; we are happy to discuss other options.

Foul



The following changes are inconsistent with CBIM's guiding principles and are considered "out of bounds" for adaptation.

- 1. IMPLEMENTING CBIM WITH GIRL ATHLETES** – CBIM believes in providing all young people with quality education about healthy relationships. However, because CBIM is written specifically for male athletes, it is not well suited for the female athletic context. We recommend seeking other programs, such as Mentors in Violence Prevention (MVP), to complement your efforts with CBIM and provide gender-specific education to girl athletes.
- 2. IMPLEMENTING CBIM OUTSIDE OF A SPORTS CONTEXT** – CBIM leverages the power of sports to transform harmful norms by promoting positive bystander behavior among young athletes. Given that athletes are often leaders in their school, we believe that sports have unique potential to influence an entire school culture. As well, the values of teamwork and fair play that are central to youth athletics reinforce key CBIM messages. Implementing CBIM outside of a sports context alters one of the core components of the program.

Check out the In & Out of Bounds document included in the Coaches Kit for examples of coach delivery adaptations that are in and out of bounds for CBIM. These guidelines are meant to provide direction for adapting CBIM within an athletic context and with male athletes. If you are considering adapting CBIM for other contexts, please reach out to coachescorner@futureswithoutviolence.org; we are happy to discuss other options.

Fair Play



Some CBIM coaches and advocates have found the need to include additional topics in the CBIM Card Series to meet their community's unique needs. Whether you're working with college athletes or middle school students, adding new topics in the form of additional cards in the CBIM Card Series is an acceptable adaptation. Before you start writing your new cards, here are a few guidelines to keep your adaptation in line with the guiding principles of CBIM.

- 1. USE SPORTS AS A FRAMEWORK** – Remember that CBIM is a program designed specifically for athletics. Use the existing Card Series as a guide for incorporating language that will resonate with coaches and athletes.
- 2. EMPHASIZE THE POSITIVE** – Leadership development and positive bystander behavior are at the core of CBIM. When writing new Cards, make sure to highlight the positive actions that athletes can take to stand up for respect and be role models to their peers.
- 3. CONSIDER THE LOGISTICS** – CBIM Training Cards are designed to be facilitated by coaches and should last no more than 15 – 30 minutes. Although it's tempting to pack each card with as many scenarios and discussion questions as possible, try to be realistic about what coaches can cover in the limited time. Following the structure of the existing Card Series will help you to judge how much content to include in your new cards.
- 4. STAY ON MESSAGE** – The following themes and messages are reinforced throughout the CBIM Card Series. Any new content you create should highlight these common themes.

RESPECTFUL VERSUS ABUSIVE BEHAVIORS

- Everyone deserves to be treated with respect. There is never an excuse for disrespectful or abusive behavior.
- Disrespectful or abusive behavior can occur in person or in digital spaces. It can take many forms including demeaning language or unwelcome attention, and emotional, verbal, physical, and sexual abuse.
- Healthy relationships are characterized by open communication and mutual respect and trust. Establishing boundaries in dating relationships can help to avoid abusive or violent situations.

PERSONAL RESPONSIBILITY AND LEADERSHIP

- You are personally responsible for everything you say and do in sports and in life. Disrespectful or abusive behavior toward others can have serious consequences.
- As athletes, you can use your visibility and leadership to promote respect and equality for women and girls.

GENDER ATTITUDES AND NORMS

- Women must be treated as equals and with respect. Language and actions that degrade or abuse women are unacceptable.
- Violence against women never equals strength or manliness.

BYSTANDER INTERVENTION

- Don't join in if you witness teammates or friends being disrespectful or abusive. Call it out by talking directly to the people involved or by telling a trusted adult.

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Building a Training Card

Below are the elements that are included in each Training Card. Be sure to review the Adaptation Guidelines for CBIM before writing your new card.

Once you've finished drafting your card, make sure you're communicating a consistent message that is in line with the CBIM guiding principles. Ask yourself:

- Does the content of the Training Card accomplish the learning objectives stated at the beginning of the card?
- Does the Training Card present a focused and consistent message?
- Is the Training Card written in a conversational tone that coaches will find approachable?

If you answered "yes" to all three questions, chances are good that you've created a solid Training Card that is in line with the existing CBIM Card Series and the program's guiding principles.

As the creator and national technical assistance providers for CBIM, Futures Without Violence depends on advocates like yourself to let us know about the latest developments and lessons learned from the field to our attention. Please send us any additions to the Card Series that you create so we might share it with others in the field. Visit www.CoachesCorner.org for more resources and to connect with CBIM Advocates from across the country.

TRAINING CARD

This Training Will Help Athletes: Use this section to introduce coaches to the learning objectives of each Training Card. Summarize the learning objectives of your new Training Card in 2 – 3 bullet points.

Warm Up: This brief paragraph is meant to help coaches introduce the Training Card topic to their athletes. It's written so that coaches can either read directly from the card or put the Warm Up speech in their own words. The Warm Up speech should be succinct and use a conversational tone.

Ask the Players: Use these questions to spark conversation among athletes. Make sure to include open-ended questions that are relevant to the learning objectives and topic of your Training Card.

Discussion Points & Wrap Up: Use this section to list the key messages that athletes should receive through their discussion of the Training Card. The Discussion Points & Wrap Up should also include answers to the "Ask the Players" questions in the previous section.

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Common Program Adaptations

- International Playbook
- Girls Sports
- Aging Up (College & Pro Sports)
- Community Settings
- Spanish Speaking & Latinx Communities
- French Canadian
- Jewish Communities
- And More!

Whole Program Adaptations

- Key Messages & Content Changes
 - Translations
 - Community Specific Issues
 - Add relevant content to ENHANCE key messages or EXTEND content to support key messages
- Delivery Leader Characteristics
 - Changing the person that delivers, but NOT the characteristics

Whole Program Adaptation – Delivery Methods

To WHO?	✓ Audience other than high school male athletes .
WHERE?	✓ Training cards should be delivered in a team setting during regular team activities .
HOW?	<ul style="list-style-type: none"> ✓ Training card sessions should be highly interactive; implementers pose questions to participants, help participants share their opinions and experiences, and encourage open discussion. ✓ Delivery is enhanced with the use of personal stories and other real life examples to explain concepts. ✓ Delivery should model bystander intervention and respectful and behavior and encourage participants to do the same.
FOR HOW LONG?	✓ Each training card session should be approximately 15-20 minutes in length.
WHEN?	✓ Training card sessions should be delivered in sequential order over the course of a 12-week period , during a consistent, scheduled time.
HOW MUCH?	✓ At least 9 of the 12 training cards should be delivered .
SUPPORT	✓ Leader delivering the content should have access to a violence prevention advocate or school counselor.

Whole Program Adaptations

- ✓ CBIM capitalizes on specific **protective factors** (team setting, coach relationships)
- ✓ CBIM address **specific risks** (dominating culture of sports, hyper masculinity)

When adapting consider:

- Meeting specific needs of communities with unique risks and protective factors.
- What protective factors are you capitalizing on?
- What risks are you addressing?

Spanish Speaking & Latinx Communities

- Translating all Coaches Kit content
- Creating additional one-pager “Working with Latinx Youth” (supplement to “Take a Stand Against Bullying”) that focuses on the specific need of Latinx communities
- Addresses specific topic areas such as:
 - La Familia
 - Community & Culture
 - Latinx-Specific Role Models
 - Machismo/ Caballerismo
 - Latinx Specific Bullying

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Whole Program Adaptations: Lessons Learned

- **Girls Programs**
 - Changed content (not just changing pronouns!)
 - Consider delivery leader
 - Consider social capital of female athletes
- **Middle School**
 - Most difficult to penetrate
 - Less sports infrastructure & less time with athletes (i.e. shorter seasons, less coach-athlete contact)
 - Similar content, tailored examples tied to athletes experiences

Whole Program Adaptations: Lessons Learned

- College
 - Off-season & condensed
 - Drugs & Alcohol content
 - Involve Student Life as advocates & delivery leaders

Lessons Learned: Tips from the Field

- Advocate Coach Partnership is KEY
 - Validate where coaches are
 - Where we start, isn't where we need to end
- Persistence is CRITICAL – do not be deterred by failure
- Redefine what you view as success
 - This is a multi year process – we are asking people and institutions to change & it takes time
 - Every card is a victory – it is not all or nothing

Always Evaluate!

- **Want to know if your adaptation works?**
 - **Always build in time to implement a program evaluation!**
- Use the CBIM Program Evaluation Toolkit & watch the CBIM Best Practices: Program Evaluation Webinar here:
<http://www.coachescorner.org/index.asp?page=50>
- Contact us at www.coachescorner.org for technical assistance administering the surveys and evaluating the data.

Review & Next Steps

Summary of Web Conference Series

- Introduction to CBIM
- Gaining Community Buy-In
- Training Coaches
- Creating a Coach-Advocate Partnership
- CBIM Essential Elements
- Adapting CBIM

CBIM Toolkits

Advocate Kit



(Free Online – Coming Soon! July 2016)

CBIM Guiding Principals

CBIM Organizing Journey

Community Readiness Assessment

Organizing Tips

Making the Case - FAQs

Adaptation Guidelines

Season Progress Report

Licensing Agreement

Coaches Kit

(\$42 Hardcopy – Free Online – Available Now)

Playbook

Card Series

Resources

Take a Stand Against Bullying



CBIM Works!

Are you a CBIM Coach?



Fair or Foul Play



Promo Kit



(Free Online – Coming Soon! July 2016)

CBIM Overview

CBIM Works!

Top 5 on Engaging Men

CBIM In The News (Articles & Quotes)

Videos

Posters

Brochures

Making the Case - FAQs

Clinic Kit

(Free Online – Coming Soon! July 2016)

Clinic Presentation

Clinic Lesson Plan

Season Planning Worksheet

Clinic FAQs

Evaluation Kit

(Free Online – Available Now)

CBIM Works!

RCT Study Journal Articles

Program Evaluation Tools

Program Evaluation Webinar

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CBIM Next Steps: Where Are You?



QUESTION & ANSWER



Thank You

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Thank you to our partners at the
CDC Foundation!



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preventconnect.org/LinkedIn

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