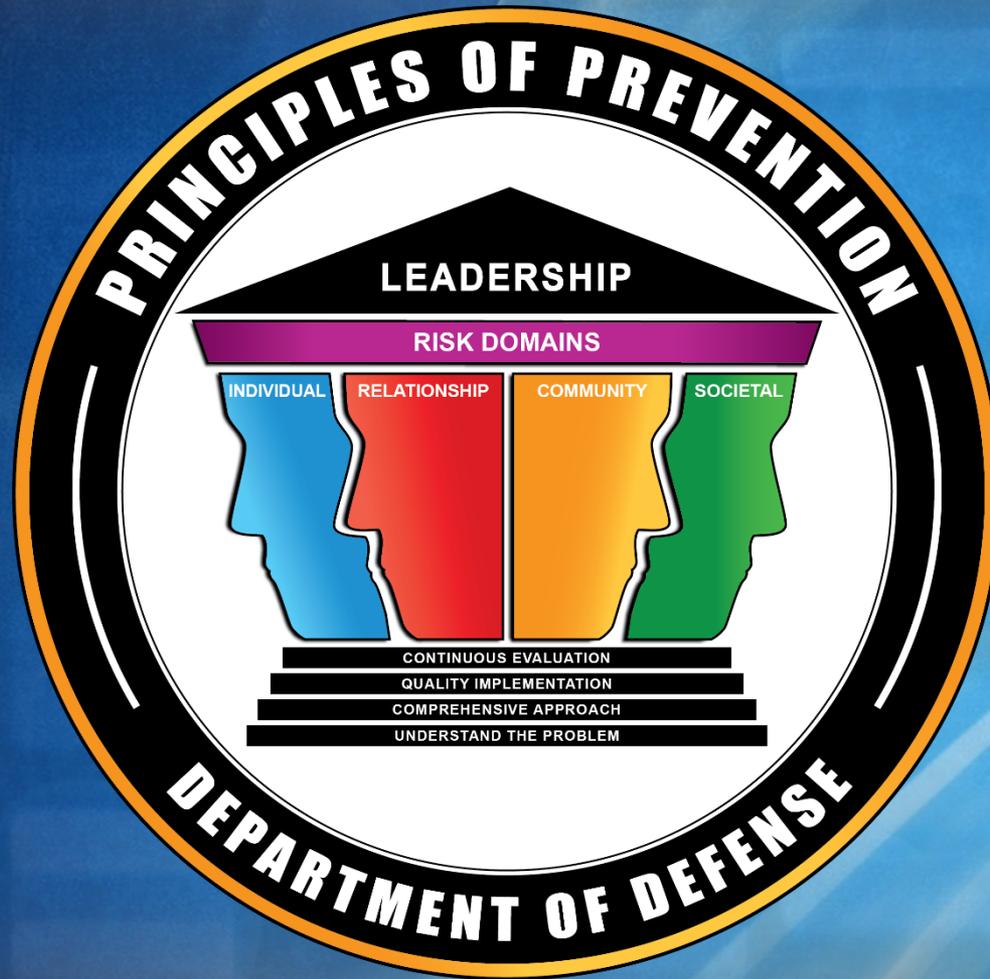


# DoD Principles of Prevention



## Facilitation Strategy



# Introduction

This presentation explains and simplifies the DoD Principles of Prevention (PoP) strategy.

It's focus is to help develop facilitator skills necessary to conduct small group training using the PoP.

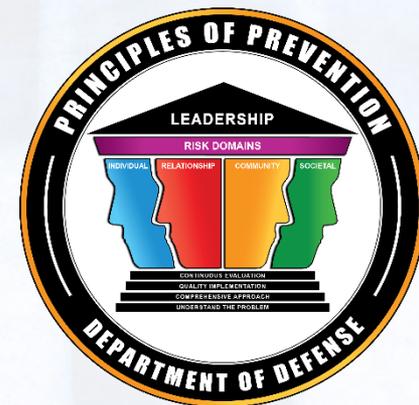
Trainers using the PoP strategy should review this presentation prior to training members within their organization.

# Overview

- What is PoP?
- Understanding the PoP strategy
- Preparing for PoP training
- Facilitator roles and responsibilities
- Conducting the training
- Resources

# What is PoP? (1 of 2)

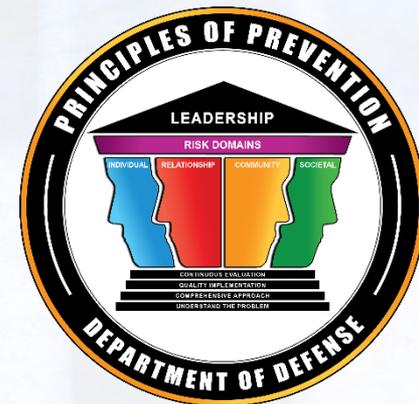
The Principles of Prevention incorporates a new way to analyze situations, by identifying specific characteristics and behaviors of potential targets and alleged perpetrators, in an attempt to develop multi-level strategies to prevent a problematic behavior from occurring.



# What is PoP? (2 of 2)

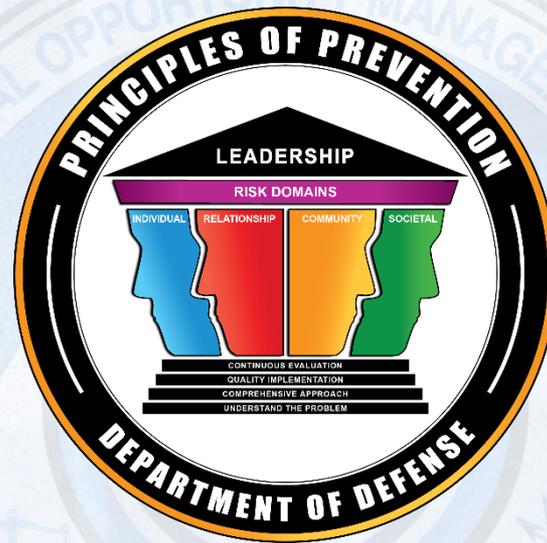
PoP involves a 4-step problem-solving approach that examines both **RISK** and **PROTECTIVE** factors across multiple risk domains in order to develop multi-dimensional prevention strategies.

It stems from the Center for Disease Control (CDC) Prevention's Public Health Approach and Social-Ecological Model.



# PoP Strategy (1 of 4)

The four-step approach to PoP



**Continuous Evaluation**

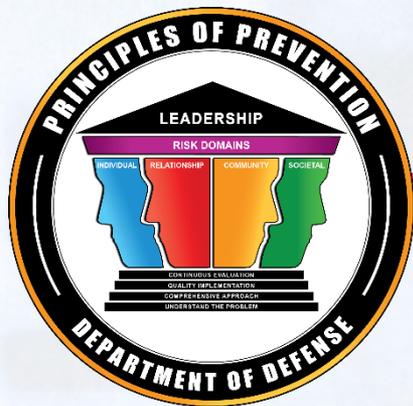
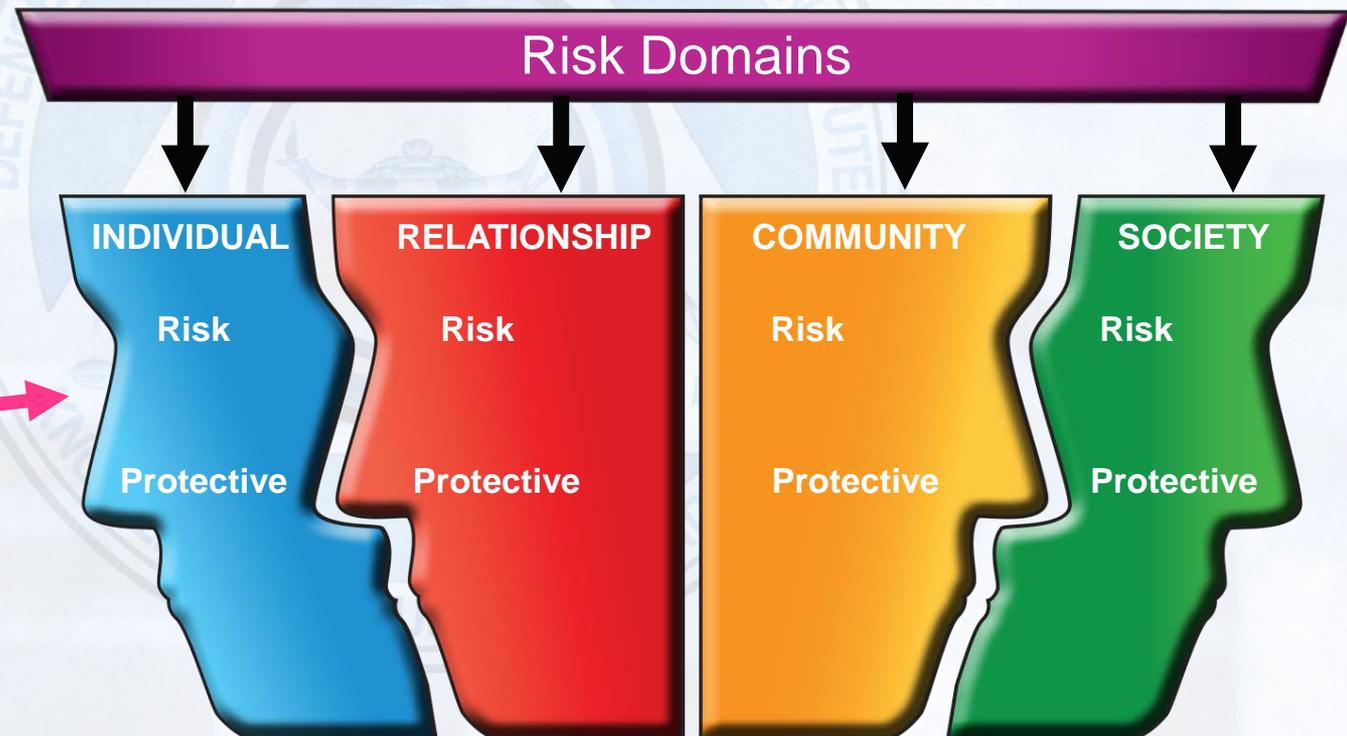
**Quality Implementation**

**Comprehensive Approach**

**Understand the Problem**

# PoP Strategy (2 of 4)

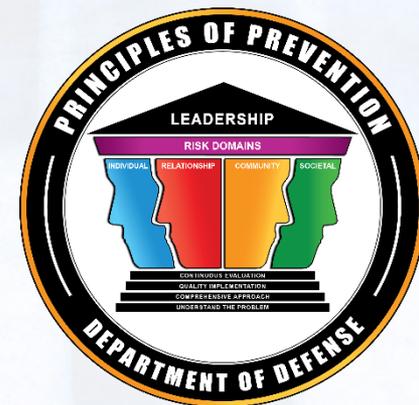
**Risk Domains:** A specific level (Individual, Relationship, Community, and Societal) where the identification of key **risk** and **protective factors** can influence preventative measures or actions to reduce or eliminate problematic behaviors.



Within each domain, there are Risk and Protective Factors

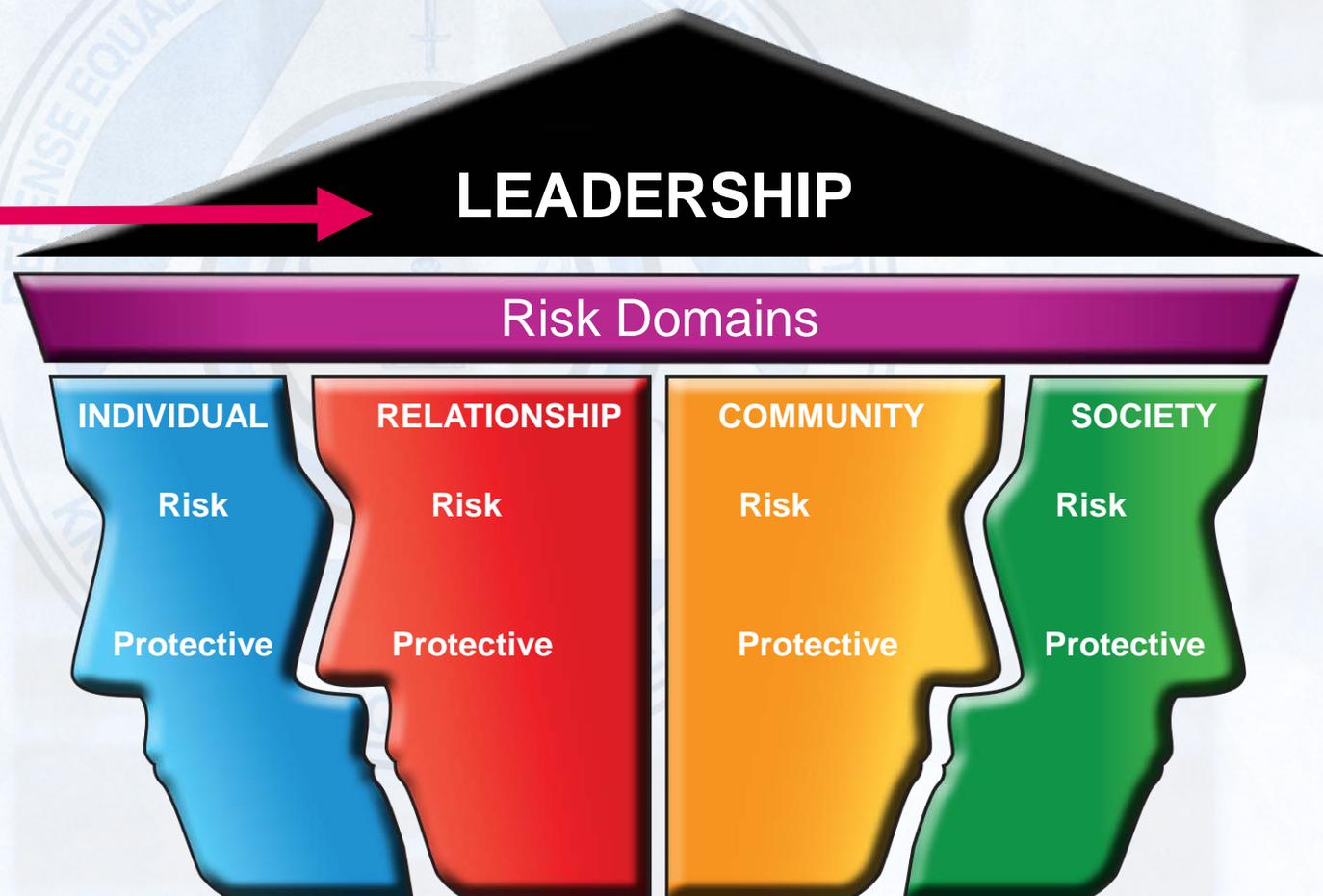
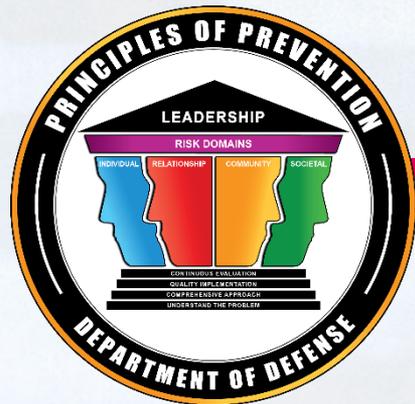
# PoP Strategy (3 of 4)

The Risk and Protective Factors include characteristics for both a targeted individual and an alleged offender that, if identified early, can assist leaders in recognizing, preventing, intervening, or responding to harassment.



# PoP Strategy (4 of 4)

**Leadership:** The leadership has the overall responsibility to identify and change the culture.



# PoP Training (1 of 2)

Strategies of the Principles of Prevention training includes examining situations through the use of small group facilitated discussions.

## Considerations for Training Effectiveness

### Most

- Small group
- Interactive
- Scenario/Discussion based
- Build from previous lessons
- Facilitator is the SME
- Leadership involvement

### Least

- Large group
- Repetitive training
- Lecture
- “Training to time,” instead of training to achieve the objectives
- Leadership absent

# PoP Training (2 of 2)

When incorporating PoP into your training, facilitators should:

- Understand the components of PoP and their relationship(s)
- Identify needs/gaps of the organization
- Determine your strategy to conduct training
- Create the training session
- Manage training environment
- Train the team (skilled leader/facilitator)
- Conduct an assessment after training

# Roles and Responsibilities

## **Facilitators:**

- Create an environment for sharing of ideas
- Identify and introduce the topic
- Pose a prompting question or set of questions
- Use open-ended questioning techniques to explore each of the domains and their subsequent risk and protective factors
- Keep the discussion on topic – manage the group
- Ensure all members are engaged in the discussion – motivated to develop, innovative, positive engagement strategies

# Conducting the Training

Small group discussions include:

- Introduction
- Establishing the ground rules
- Defining the objectives for the session
- Meeting the objectives
- Closing

# Resources (1 of 3)

Resources are provided at [www.DEOMI.org](http://www.DEOMI.org) and [www.DEOCS.net](http://www.DEOCS.net), to assist your training sessions. Downloadable items include:

- Video scenarios on various topics (may include both negative or positive behaviors and are designed to be a stimulus for individual reflection and group discussion)



# Resources (2 of 3)

## Downloadable items include (cont.):

- Supporting facilitation guides (with handouts)
  - “How to use this guide” section
  - An Overview section orienting members to the PoP

Hallway Chatter Facilitator's Guide

This facilitation guide was created to assist leaders and equal opportunity (EO) professionals in conducting small group training on discriminating behavior(s)/disparaging language. Strategies provided in this guide are not an all-inclusive list. Unit members should be encouraged to develop their own unique strategies based on the situation.

**How to use this Guide**

This guide is to accompany the Hallway Chatter video and follows the Social Ecological Model (displayed to the right) as used by the DoD. Additional information on the Principles of Prevention is found under the **Harassment Prevention** tab at: [www.deomi.org](http://www.deomi.org). Participants may identify **Risk and Protective Factors** (focused on the target or alleged offender of negative behaviors) at the Individual; Relationship; Community; and Societal levels (domains).



**Overview**

Within each domain there are characteristics that, if identified, can assist in developing prevention methods to reduce or eliminate potential problematic behaviors. Using the associated video, leaders and unit members should attempt to identify these areas, and explore how they might use this knowledge to develop preventative measures for their organizational teammates.

The description of Risk/Protective Factor include:

1. **Individual**- Considers biological and personal history to include age, education, socioeconomic status, substance use or history of abuse, and other personality traits (low self-esteem, conflict avoidance, low empathy, overachiever, unrealistic high self-esteem), etc.. Prevention strategies would promote positive attitudes, beliefs, and behaviors, cross-cultural competence (3C), education, and life skills training.
2. **Relationship**- Examines an individual's close relationships and social circles, like partners, families, work teams/colleagues, personal and family conflict, gender role deviances, low social support, power differentials, low unit cohesion, etc.. Prevention strategies would be designed to develop inclusive behaviors, emotional intelligence, empathy, active group bystander intervention, mentoring programs, or developing support networks or resources for at-risk individuals.
3. **Community**- Focuses on larger settings, like poor command climates, organizational traditions, exclusive groups, and unit environments. Prevention strategies would affect the social and physical environments, such as developing inclusive environments, cross-cultural competence, leader presence/involvement, improved communication, reinforced group expectations/values/respect, accountability, etc..
4. **Societal**- Emphasizes broad cultural and Service factors that affect climate, like media influences, differences in norms, standards. Prevention strategies would be high level policies/laws, strong Service ethos, and values, education, intervention programs, leadership 3C and buy-in, other resources, etc..

**\*Note:** The facilitator must understand that at each domain there are risks and protective factors for both the target and alleged offender. To orient your audience to these concepts you may need to provide them with the above information. Additionally, during your training session, avoid allowing members to blame the target (victim) of any negative actions taken against them by an alleged offender.

**Guides can be tailored to fit specific unit needs** 15

# Resources (3 of 3)

- Steps to conduct the discussion(s)
- Handouts (when applicable)
- Potential Answers
- Summary

## The Training Process

Prior to participant's arrival:

- Arrange the room so participants can observe a television or computer monitor
- Ensure the video is prepared to view from deomi.org or from a computer download
- Print out handouts

Beginning the session: **Facilitator reads:** The objectives for this training session are:

- To identify risk and protective factors of observed behaviors and correlate the identifying behaviors to the risk and protective factors by domains
- To generate thoughts and ideas
- To understand and discuss differences

Note: Prior to viewing the video, distribute handouts. The facilitator should also prepare to display the video into PowerPoint, or prepare them in a handout.

**Facilitator reads:** The video you are about to view, you will answer questions individually and then discuss answers with the group.

**Play the video**

## Additional Discussion Points

Possible Assumptions/observations:

- There is an overall concern from the EO professional pertaining to the overheard comments
- Members feel comfortable expressing themselves in their work environment
- Members are not aware of how others may interpret their comments; or they don't care how they are interpreted.

How would you prevent future occurrences (PROTECTIVE FACTORS)?				
DOMAINS	INDIVIDUAL – Target	INDIVIDUAL – Alleged Offender		
	<ul style="list-style-type: none"> <li>• If you are offended, politely inform the offender what they said/did and how it impacts you and how their comments could be interpreted by others</li> <li>• Ensure members know how to address issues or where to file a complaint, and that complainants are protected from acts or threats of reprisal</li> </ul>	<ul style="list-style-type: none"> <li>• Admit when you are wrong/misinformed</li> <li>• Keep an open mind and try to see others' points of views and understand the impacts upon them (put yourself in their shoes)</li> <li>• Be open to feedback</li> </ul>		
	RELATIONSHIP	COMMUNITY	SOCIETAL	
<ul style="list-style-type: none"> <li>• Inform others when their comments or actions were offensive and not acceptable</li> </ul>	<ul style="list-style-type: none"> <li>• Request senior leadership lead training events (provide open/closing remarks, etc.) to provide emphasis to the training</li> <li>• Conduct professional leadership training emphasizing dignity and respect and potential actions towards violators</li> <li>• Review (command) policy letters ensuring they are posted in a highly visible location; explaining unlawful discrimination and harassment, will not be practiced, condoned, or tolerated</li> </ul>	<ul style="list-style-type: none"> <li>• Discourage others from accepting negative behaviors</li> <li>• Do not watch, listen to mass media that contains harmful/offensive comments and images towards others</li> <li>• Attend/Host various culture events to raise awareness</li> </ul>		

## Summary

**Facilitator reads:** Some might consider the behaviors exhibited in this scenario as harmless, but they are not. The comments and behaviors exhibited in this scenario may seem simple in nature. However, discussing world events in such a manner could be considered disparaging or derogatory and offensive to those of other ethnic backgrounds. And, not every Service Member is a U.S. Citizen, some are immigrants working their way to this privileged status. Within the DoD, our members work in multiple multi-national and coalition environments. Consider this: What would a member of another country think if they overheard such comments?

Disparaging comments rarely makes others feel good about the situation, and it is demeaning in many ways. If uncorrected these types of behavior could become more pervasive and lead to bigger issues, such as intolerance towards others. Uncorrected, these behaviors can foster strained relationships, show a lack of mutual respect, and potentially lead to a harassing, discriminatory, hostile, or an offensive environment. If inappropriate behaviors are allowed to continue they can escalate and foster a variety of individual and organizational climate changes such as, a lack of trust in leadership, low unit cohesion, and low morale, etc. Recognizing and identifying potential inappropriate behaviors and intervening early are crucial to developing a cohesive and professional environment.

ould/should you do?

e:  
ber(s) their comments might be considered disparaging  
can be interpreted by others  
adership about the observed behaviors; how you  
h; recommendations to ensure the observed behaviors do

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u will have 15

he large group.

# Summary

The PoP facilitation strategy uses a problem solving approach to identifying RISKS (issues and concerns) at the Individual, Relationship, Community and Societal domains for both the alleged offender and the target of the action/behavior). It supports individuals in learning PROTECTIVE factors to implement before, during, or immediately after, a situation.

