

The Mentors in Violence Prevention (MVP) Model

The Mentors in Violence Prevention (MVP Strategies) program was developed in the early 1990s by Jackson Katz and colleagues at Northeastern University in Boston Massachusetts. MVP is based on a peer leadership model that targets not only potential perpetrators of violence and associated behaviors, but the role of the “bystander” to these behaviors. The model seeks to empower those who might otherwise be silent observers to situations where **bullying and gender violence** is unfolding. It has been implemented in high school settings, college settings, the U.S. military, and within professional sports.

Utilizing a systemic, multi-layered approach to prevention, the MVP program has three primary goals:

1. To increase awareness of the verbal, emotional, technological, physical and sexual abuse that young women and some young men are exposed to and/or experience.
2. To challenge stereotypes that exist within a social setting (e.g. school) about gender/sex and relationships, and how these messages play into gender violence and bullying.
3. To inspire leadership by empowering participants with concrete options to confront and challenge social norms that support bullying and abuse.

The MVP model utilizes trained student leaders (MVP mentors) and supportive adults to guide discussions and problem solving activities around **scenarios that depict harassment, bullying, and other forms of gender violence**. *The MVP Playbook* contains concrete tools and options for confronting, interrupting and preventing violence which are discussed in small group settings or classes. No specific option is promoted. Rather, the goal is to promote discussion of various safe, non-violent options that could be used when confronting bullying, harassment or abuse.

The MVP model has been evaluated in multiple high schools throughout the state of Iowa and been shown to:

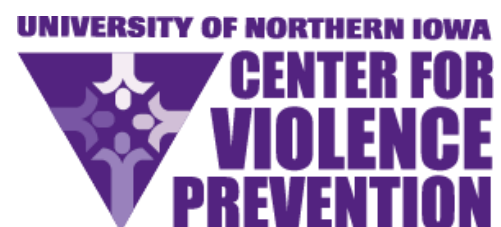
- Increase students’ awareness of bullying and abusive behaviors among peers and friends.
- Increase students’ problem-solving skills, knowledge and understanding of the bystander approach to preventing bullying and gender violence among peers and friends
- Increase students’ attitudes and their perceptions of other peers’ and friends’ attitude with respect to interfering and preventing bullying and violence behaviors.
- Decrease incidents of bullying and gender violence among student populations.

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SCHOOL BASED SPECTRUM OF PREVENTION READINESS MODEL

Adopting and Influencing School Policy

At this level of the Spectrum, work associated with adopting and influencing school district policy means identifying needs and strength in awareness, education, practice, and prevention of sexual assault, dating violence, domestic violence and stalking. Working together as a community of learners, parents, and educators, changes to board policies and regulations at the local district level that address student disclosures, bystander education and prevention strategies and protocol for district employees can have a positive impact on the mental and physical well-being of secondary students.

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Schools Fostering Coalitions and Networks with Parents and Community

At this level, schools fostering coalitions and networks with parents and the broader community means creating or strengthening the ability of faculty, staff, parents, and all constituents to join together to maximize expertise and resources on preventing violence and abuse.

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Changing and Modifying School Based Practices

Prevention at this level of the Spectrum involve changing and modifying school-based practices, adjusting curriculum, instructional practices, scheduling, rules and regulations, and routine practices in order to improve prevention and intervention efforts against violence and abuse in secondary students.

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School Faculty and Staff Education and Professional Practice

Promoting education and training to school faculty and staff means educating and providing critical information to those who influence others working in the injury prevention arena, whether they be certified staff, paraprofessionals, food service, building maintenance, or transportation service provider. It is critical to ensure that those who provide instruction, advice, or serve as role models have the information, skills, and motivation to effectively communicate and demonstrate bullying and gender violence prevention strategies with youth, parents, colleagues, and policy makers.

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Strengthening Student Knowledge, Awareness and Skills

Strengthening students' knowledge and skills means assisting and encouraging all secondary students to increase their knowledge and capacity to recognize the warning signs of relational and dating abuse, promote healthy relationships by avoiding abusive and violent behaviors, demonstrate gender respect among all peers, and establish a peer culture whereby social norms support active, pro-social bystander behaviors that confront bullying and gender violence. (e.g., Mentors in Violence Prevention Model; <http://www.mvpstrat.com/>)

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