Behavior change interventions

How we developed ‘the Flagsystem’ to prevent sexual abusive behavior.

Erika Frans- Sensoa
What is the flagsystem?
Why is sexual behavior ok or not ok?

- Mutual consent
- Voluntary
- Equality
- Development
- Context
- Selfrespect
First step: needs professionals

+ Questions from professionals
  × Questions on normal sb/grey area/abuse
  × Doubts on physical contacts/touch with children/young people

+ Overreaction
  × Anticipating on negative reaction of parents
  × More normative and critical attitudes
  × Fear

+ Communication
  × Absence of topics sexual experience and feelings
  × Open communication on topic difficult
Needs of target population

+ Children and young people are confronted with sexual abusive behavior
  × 1 of 6 experience SAB before age of 18
  × Mostly mild forms (verbal- non verbal)
  × 10% of females (attempt to) rape
  × Risc factors identified
+ Only 50% talks about it
Development path

+ Practice-based development together with users
+ Discovery trajecct of 2005-2010
+ Further development 2011-2017
+ Intervention mapping:
  × Needs and goals
  × Target groups
  × Materials development
  × Implementation strategies
  × Evaluation.
Problems with needs assessment professionals

- A lot of contacts with potential users but no formal report, only ‘grey’ information from professionals
- Almost no literature on needs and problems
- Urgency and ‘window of opportunity’
- Stakeholders early adoption and enthusiasm
- Co-creation with important stakeholders
Problems with NA target group

+ No direct access to children and young people
+ Big age differences 4-18
+ No formal educational place for this sort of intervention
+ Preconditions (safety, privacy, competencies …) not guaranteed

But

+ Positive reactions in every pretest
+ Very interested
Second step: Formulating goals

The flag system aims at:

- Correct evaluation of situations of sexual behavior
  - Using objective criteria
  - Differentiating between 'green', 'yellow', 'red' and 'black' flag behaviour, depending on the severity

- Facilitating open communication
  - Among professionals and young people & parents
  - Among professionals of different background/teams

- Consequent pedagogical reaction
  - Working SE strategies
  - Behavior modulation or change
Needs assessment target group

+ Determinants
  × Individual:
    • Sensation seeking behavior
    • Attitudes toward coercion
    • Motives for sexual behavior
    • clear communication
  × Interpersonal
    • Context of a relationship
    • Influence from peergroup
    • Parents
  × Community
    • Risks related to context (school..)
    • Risks related to use of internet
Formulating goals target group

+ To be able to differentiate oké and not oké sexual behavior
  × Using criteria & Explaining why
  × Feelings and experiences

+ To be able to communicate about sexuality
  × Language & Signs
  × Own limits

+ Greater action repertoire
  × Scenario’s & effects of behavior
Making choices:

+ Focus first on professionals
+ Informal sexuality education
+ Working with real situations
+ Drawings
+ Feedback groups users and experts
Competencies of professionals

Tools and materials:
+ Book (2010)
+ Normative list
+ Situations
+ Training (ppt)
+ Articles
+ Delevered on demand
Evaluation in 2013 by U Gent

- Comparison between users (190) and non-users (140), small sample (330)
- Effects and process (IMM)
- Results: users
  - Materials used
  - 50% had training
  - 80% exchanged information with colleagues
  - Better at differentiating sexual behavior
  - More confident
  - Better knowledge of criteria
More results

- 49 % had adapted rules in organisation
- Pedagogical reponse better
- More communication
Critics and questions

+ Needs assessment not scientific
  ✗ Co-creation of the intervention

+ Level of target groups and structural levels (organisation and policy) not addressed
  ✗ Further development
  ✗ Goal matrix on each level

+ Intervention strategies not standardised (too much possibilities)
  ✗ Better defining conditions
More critics

- Strategie tw non-users
  - Identify problems
- Standardise the condition of use
  - Very different contexts and professionals
  - Qualitative research on what helps to use the method
  - Changes brought by users?
What did we do next?

+ Revision of basic book (2014)
+ Scientific foundation on different aspects
  × Needs assessment target groups
  × Needs assessment professionals from different context and training
+ Development of materials
  × Target groups (Oké, Between the sheets..)
  × Tools for different professionals
  × Tools for parents
+ Context of the organisation
Materials
Raamwerk
Seksualiteit en Beleid
Kwaliteit, preventie en reactie in jouw organisatie
Actual work

+ More extra focus on ‘difficult’ groups
  × People with disability, trauma victims, different cultural background and gender diversity
  × More pedagogical tools

+ Research Project (RAAK PRO)NdI
  × residential care
  × training of professionals
  × Conditions of implementation
Actual plans

+ European Flag System
  × Consortium with Dutch partners
  × Translation and implementation in European level through partnerships
Conclusion

+ Co-creation with users very important
+ Feedback users and experts usefull
+ Forming partnerships succesfull
+ ‘discovering’ and organic growth also important
+ Good foundation and evaluation
+ Implementation proces: learning by doing and unexpected things happened
+ Good to have some grip with IMM
Thank you

+ Erika.frans @ sensoa.be