

A GUIDE FOR PREVENTING TEEN DATING VIOLENCE AMONG HOMELESS AND RUNAWAY YOUTH IN TEXAS



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Introduction

This Guide is designed for Texas Runaway and Homeless Youth (RHY) service providers to address abusive relationships among youth and create environments and programs that model, teach and support healthy relationships. This Guide is intended to supplement the Expect Respect Program Manual which includes curricula for teen support groups and youth leadership training, as well as other prevention strategies for school and community settings. We hope these tools will help RHY workers promote safe and healthy relationships, prevent violence and abuse and develop a network of community support to better serve vulnerable youth.

The production of this Guide is part of the Texas RHY- Domestic Violence (DV) Collaboration to Prevent Dating Violence, a project funded by a grant from the U.S. Administration for Children and Families. The partners include Texas Network of Youth Services, a statewide organization whose mission is to promote excellence in youth service organizations through support, training and advocacy and SafePlace, a domestic violence and sexual assault center in Austin, Texas.

In addition to this Guide, training and technical assistance and mini-grants for selected RHY Programs were provided to support the development of new policies and practices throughout Texas. Integrated into this manual are the lessons learned and innovations from RHY sites. The participating agencies and their proposals are included in Section One.

This Guide is organized into six sections.

Section One – Project Overview and Mini-grant Recipient Information

Section One provides information on project goals and participants.

Section Two – Understanding and Responding to Youth in Abusive Relationships

Section Two provides information on abusive relationships including domestic sex trafficking and recommendations for establishing RHY policies for assessment, response and prevention.

Section Three - Expect Respect Support Groups

Section Three provides an overview of the Expect Respect support group curriculum and recommendations for providing Expect Respect groups in an RHY setting. The goal of the support group program is to increase personal safety, social support and skills for healthy relationships, thereby reducing risk for victimization and perpetration.

Section Four - SafeTeens Youth Leadership Training

Section Four provides an overview of the SafeTeens Youth Leadership Training and suggestions for implementing SafeTeens in an RHY setting. The goal of SafeTeens is to mobilize youth as leaders in preventing dating violence, sexual harassment and bullying and in promoting safe and respectful relationships.

Section Five –Engaging the Community

Section Five provides a framework for engaging domestic violence and sexual assault advocates and other community partners. Collaboration is essential for increasing safety for vulnerable youth as well as for creating successful prevention initiatives that serve the entire community.

Section Six – Strategies and Resources for RHY providersProviders

Section Six provides a planning tool to assist RHY providers in enhancing organizational practices and programming for youth. This section also provides adapted curriculum outlines and materials provided by two RHY providers. Also included are selected resources and a brief report on the Expect Respect program evaluation, October, 2008.

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SECTION ONE – PROJECT OVERVIEW AND MINI-GRANT RECIPIENT INFORMATION

PROJECT ABSTRACT

TEXAS RHY – DV COLLABORATION TO PREVENT DATING VIOLENCE

This project is designed to increase the capacity of Texas runaway and homeless youth (RHY) programs to identify and prevent dating violence among youth. The project is a joint effort of the **Texas Network of Youth Services (TNOYS)**, a statewide nonprofit organization with a 23-year history of delivery of leadership and training and support services to runaway and homeless youth programs across Texas, and **SafePlace**, a Texas domestic and sexual violence center that is a nationally recognized leader in the development of resources and training related to dating violence and related issues facing adolescents.

The three-year project will:

1. Provide trainings to increase awareness and knowledge among Texas Runaway and Homeless Youth (RHY) program staff and their domestic violence community partners; use trainings to disseminate an RHY dating violence guide and protocol along with the Expect Respect manual; award three mini-grants to Texas RHY programs to establish community collaborations for preventing teen dating violence.
2. Develop materials to support the above activities including:
 - a. A Protocol for Texas runaway and homeless youth (RHY) programs in order to increase staff capacity to respond effectively to incidents and disclosures of dating violence by youth being served.
 - b. A Resource Guide for RHY providers on dating violence prevention informed by efforts of RHY programs to implement and adapt components of the Expect Respect program.
3. Develop strategies for engaging RHY programs in collaboration with DV and other community partners to:
 - a. Train staff on dating abuse & prevention
 - b. Identify and assess risk for youth in abusive relationships
 - c. Provide dating violence information to youth verbally and through visual displays
 - d. Provide Expect Respect support groups
 - e. Provide SafeTeens leadership training
 - f. Promote staff modeling of supportive relationships and respectful behaviors
 - g. Review and adapt agency policy to reflect improvements in responding to and preventing dating violence
 - h. Engage community partners to address and prevent dating violence

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MINI-GRANT RECIPIENT INFORMATION

ROY MAAS YOUTH ALTERNATIVES, SAN ANTONIO

Project Summary: Roy Maas will continue to offer the Expect Respect support group curriculum in its shelter as well as be responsible for developing and implementing a modified version of the curriculum. Implementation will be done with the residents of the Roy Maas' Youth Alternatives (RMYA), Bridge Emergency Shelter, Girlsville and Junction Programs, and TurningPoint Transitional Living Program. Family Violence Prevention Services will service as the local domestic violence expert and will collaborate with RMYA to help modify the Expect Respect Curriculum for RHY programs. Family Violence Prevention Services will also provide training to RMYA staff.

CATHOLIC FAMILY SERVICES, LUBBOCK

Project Summary: Catholic Family Services is providing the Expect Respect support group curriculum in groups in the community and in their local shelter. They are also collaborating with Communities in Schools, Boys and Girls Clubs and local churches. Activities in the shelter included making posters of the Dating Bill of Rights, Three Steps to Effective Communication, and Feeling Words. They also cut out magazine ads to illustrate how the media affects gender roles, communication and respect for others. A graduation ceremony will be provided for youth who complete the program.

LIFEWORKS, AUSTIN

Project Summary: LifeWorks is offering Expect Respect support groups (a series of 7, 1-hour groups) for youth referred through any of its program areas. Facilitators are screening youth individually and co-facilitating groups for youth ages 16-19. A field trip is planned for the final session. Plans are underway to provide ongoing support groups at the Drop In Center and for youth to create posters with positive messaging.

OVERVIEW OF RUNAWAY AND HOMELESS YOUTH PROGRAMS (RHY)

Authorized by the Runaway and Homeless Youth Act, as amended by the Runaway, Homeless, and Missing Children Protection Act (Public Law 108-96), FYSB's Runaway and Homeless Youth Program assists homeless youth, providing basic necessities, reuniting youth with their families when possible, and aiding the transition to adulthood for older homeless youth who cannot return home.

[The Basic Center Program](#) provides financial assistance to establish or strengthen community-based programs addressing the immediate needs of runaway and homeless youth and their families. Basic centers provide youth, through age 18, with emergency shelter, food, clothing, educational services, counseling, and health care referrals. Centers provide case management to coordinate family reunification, whenever possible, or to locate appropriate alternative placements.

[Transitional Living Program](#) grantees provide long-term, supportive assistance to older homeless youth, ages 16 to 21, who can't return to their families but are not yet equipped to live on their own. The programs ease the transition to adulthood for these young people, offering them housing and case management, independent living skills training, counseling, and education and employment support. Generally, services are provided for up to 18 months, with an additional 180 days allowed for youth less than 18 years old. A subset of the Transitional Living Program, the Maternity Group Homes program allows young women vulnerable to abuse, neglect, and poverty to live with their children in community-based, adult-supervised environments. In addition to the services that youth receive in all transitional living programs, young women in maternity group homes receive child care assistance and parenting advice.

[The Street Outreach Program](#) funds local youth service providers that conduct street-based education and outreach and that offer emergency shelter and related services to young people who have been, or who are at risk of being, sexually abused or exploited. With the goal of helping young people leave the streets, outreach teams go to the places frequented by youth, educating them about services available to them and providing them with basic necessities, such as food, clothing, access to emergency shelter, and health care referrals, as well as referrals to other services, including mental health and substance abuse counseling. One street outreach program reports that youth have access to the following:

Education, GED preparation, hygiene supplies, washer and dryer services, educational groups, alternative activities, medical care, food, clothing, drug and alcohol assessments, transportation services, immunizations, HIV counseling and testing, pregnancy testing, mental health services, drug and alcohol counseling, and case management services.

SECTION TWO - UNDERSTANDING AND RESPONDING TO YOUTH IN ABUSIVE RELATIONSHIPS

The term abusive relationship is used throughout this Guide to refer to the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, of the Texas Family Code. These behaviors can occur in casual dating situations and serious, long-term relationships, and in both homosexual and heterosexual relationships.

Runaway and homeless youth (RHY) often have experienced multiple forms of trauma including family violence; parental neglect; parental mental illness; childhood sexual and physical abuse; sexual exploitation, rape, sexual assault; survival sex; gang violence; and dating violence. They may experience abusive and coercive behavior from multiple people in their lives such as family members, acquaintances, and dating partners, as well as a pimp, or other individual in the context of living and surviving on the street. While this guide uses the terms abusive relationship, dating violence, dating abuse, partner violence and intimate partner abuse interchangeably, it is important to consider the full range of relationships experienced by RHY that may include acts of violence or abuse.

Abusive relationships may include the following behaviors:

- Insults, name-calling, put downs
- Jealous and controlling behavior
- Threats to hurt self or others
- Threats to “out” a partner’s sexual orientation
- Hitting, choking, kicking, restraining
- Forced or coerced sexual activity including exchanging sex for food, money, or other needs
- Birth control sabotage
- Isolation of partner from friends/family
- Use of technology to harass or intimidate
- Stalking and other behaviors intended to control or intimidate

RESEARCH ON ABUSIVE RELATIONSHIPS AMONG TEENS

Studies show that 20%-45% of high school students report physical, emotional or sexual abuse from an intimate partner (Silverman, et al., 2001; Foshee, 1996; O’Keefe, 1997; Davis, 2008). Girls report perpetrating physical violence as often as boys with self-defense accounting for much, but not all, of girls’ use of violence. Boys report higher rates of sexual perpetration and girls report higher rates of sexual victimization (Foshee, 1996).

Most youth begin dating between 9 and 12 years of age and are vulnerable to experiencing abuse beginning with their first relationships. Among youth who experienced dating violence, 29% reported their first victimization at ages 12-13, 40% at ages 14-15, and 29% at age 16-17 (Burcky, Reuteran, & Kopsky, 1988). In a study by Liz Claiborne Inc. (2008), 37% of 11-12 year olds said they had been in a relationship and 24% said dating violence was a serious problem for people their age.

Victims of dating abuse typically experience multiple acts of violence that increase in frequency and severity over time (Marcus, 2005). Victimization is associated with substance abuse, unhealthy weight control behaviors, sexual risk behaviors, pregnancy & suicide (Silverman et al., 2001). Students who experience dating violence may skip school to avoid an abusive partner, have difficulty concentrating, fail academically, and eventually drop out of school. The most serious and life-threatening acts of violence are often committed during or after a breakup when the abuser experiences a loss of control over his or her partner.

Physical abuse has serious consequences for girls' sexual and reproductive health. Girls who are sexually active are at greater risk for experiencing physical violence (Silverman, et. al., 2006, Grunbaum & Kinchen, 2004, Decker, Silverman, & Raj, 2005). Girls who report physical violence report lower rates of condom use, higher rates of sexually transmitted infections, and higher rates of birth control sabotage, acts intended to get a partner pregnant against her will. Intimate partner abuse increases risk for pregnancy and nearly half of all adolescent mothers experience violence (Leiderman & Cair, 2001). Among girls age 15-20, who reported being sexually active and experiencing dating violence from a male partner, 26% report that their partners were actively trying to get them pregnant by manipulating condom use, sabotaging birth control use, and making explicit statements about wanting them to become pregnant (UC Davis Health System: Newsroom, 2007).

Based on the research, screening for abuse in relationships should include questions not only about overt forms of physical, sexual, and emotional abuse but also about a partner's use of condoms and whether a teen has been pressured to become pregnant against her will. Dating violence and pregnancy prevention education should likewise address sexual health and reproductive control as they relate to healthy and abusive relationships.

RHY AND ABUSIVE RELATIONSHIPS

Studies of partner violence among homeless youth and young adults indicate high levels of physical violence in their relationships (70% in one study of both male and female transition-age, shelter-based youth), with youth reporting both physical violence perpetration and victimization in their relationships as well as violence in more than one relationship (Boris, Heller, et. al, 2002; Miller, Decker, et. al, 2007).

Many RHY leave home as a result of physical, sexual, or emotional abuse by others in the home. Across various studies of homeless youth, rates of sexual abuse range from 17-53 percent, and physical abuse from 40-60 percent. (Robertson & Toro, 1998) Others leave home due to parental disapproval of a pregnancy, difficulties with a step-parent, sexual orientation, school problems, drug or alcohol use, or other circumstances. High rates of family violence among RHY results in increased risk for victimization and perpetration in dating relationships.

Youth who leave home often become disconnected from family and community support systems that would otherwise help to protect them. They are vulnerable to victimization while living on the streets; including sexual victimization. In a sample of street youth in Hollywood, 42% had been physically assaulted and 13% had been sexually assaulted, (Greenblat & Robertson, 1993). Street youth are also at an increased risk of sexual exploitation, as well as sexually transmitted diseases. Too often homeless youth find that exchanging sex for basic needs, such as food, clothing, shelter or protection, is their only chance for survival. The younger a person is when they leave home, the higher their risk for sexual exploitation and sexual victimization by a stranger, (Tyler, Whitbeck, et. al., 2006).

SEXUAL MINORITY YOUTH & DATING VIOLENCE: GLBTQ YOUTH

Studies suggest that rates of dating violence among gay, lesbian, bisexual, and transgender youth are comparable or even higher than those for heterosexual couples (Elze, 2002; Freedner, Freed, Yang & Austin, 2002). Youth workers need training to sensitively address the concerns of GLBTQ youth and recognize the forms of abuse specific to homosexual relationships (i.e. threatening to “out” their partner to friends, family or at their work place).

HOMELESS GLBTQ YOUTH

- Of the estimated 1.6 homeless youth each year, a 2007 survey stated that 39% reported they were gay, lesbian, bisexual or questioning their sexuality. Another 6% reported that they were transgender (Desai, 2007).
- For LGBTQ youth, males who identify as gay or bisexual are five times more likely to leave home as a result physical abuse and conflict with family (Cochran, Steward, et. al., 2002).

CONFLICT AT SCHOOL

- Physical harassment typically includes hitting, kicking, stealing, breaking or damaging other people’s belongings. Examples of extreme forms of physical harassment include rape and sexual assault, dousing someone with chemicals, urinating on someone, or burning someone with a cigarette.
- The National School Climate Survey (GLSEN, 2007) indicated that 44% of gay, lesbian, bisexual or transgender (GLBT) students were physically harassed by peers because of their sexual orientation and 86% reported verbal harassment.

DOMESTIC SEX TRAFFICKING (INFORMATION PROVIDED BY POLARIS PROJECT)

In the Trafficking Victims Protection Act (TVPA) of 2000, sex trafficking is defined as: “the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act.” Also defined in the TVPA, the legal definition of “severe forms of trafficking in persons” is:

- Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such an act has not attained 18 years of age; or
- The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Trafficking victims can be men or women, adults or children, rich or poor, and U.S. citizens or foreign-born. Domestic sex trafficking involves U.S. citizens who are forced to perform commercial sex acts entirely within the borders of the United States. The legal definition of trafficking does not require physical restraint, bodily harm, or physical force. Psychological means of control, such as threats, are sufficient elements of the crime. Initial consent to commercial sex prior to acts of force, fraud, or coercion (or if the victim is a minor in a sex trafficking situation) is not relevant to the crime, nor is payment. **In other words, a minor is still considered a victim of sex trafficking even if he or she consented to the acts or received payment for them.**

The person who profits from domestic sex trafficking is called a pimp. Pimps often seek complete control of their victims through a combination of intense manipulation and feigned affection, brutal violence, and verbal, psychological, and/or emotional abuse. The pimp is motivated primarily by money. He may keep all the money from the commercial sex acts of the victims he controls and may take pride in achieving higher and higher levels of obedience. Pimps manipulate their victims beginning with an initial period of false love and feigned affection. This initial period is critical to attaining long-term mind-control. This period often includes:

- Warmth, gifts, compliments, and sexual and physical intimacy
- Elaborate promises of a better life, fast money, and future luxuries
- Purposeful and pre-meditated targeting of vulnerability (e.g., runaways, throwaways)
- Purposeful targeting of minors due to their lack of awareness of a pimp's intent, and the minor's virginity, and youthful appearance.

The process of "breaking-down" a young person's sexual boundaries so that they will have commercial sex with strangers is often referred to as "grooming" or "seasoning." It is a systematic process, in essence, to achieve complete control over the victim's identity or individuality using a combination of physical, mental, and emotional abuse. Victims are frequently given "nicknames" to help erase their former identity. They may be given strict rules about how to walk, talk, what to wear, when to eat, and when to sleep. Often pimps will move victims to new locations where they do not know anyone. Personal documents such as birth certificates, identification, social security numbers will be confiscated. Forced viewing of pornography may be used to educate victims on sex acts. It is estimated that an average pimp makes \$632,000 per year from four young women and girls.

Similar to victims of other forms of interpersonal violence, victims may not identify themselves as victims and be reluctant to seek help. They may be fearful of physical retaliation toward themselves or loved ones, blame themselves or feel ashamed of their situation, be isolated from others and help resources, and/or remain with a pimp because of feelings of "love" or loyalty toward him.

Identifying victims of domestic sex trafficking can be complicated by the following factors:

- Frequent movement-may not be in one place long enough to form social connections
- Distrust of service providers-generalized impressions and perceived judgmental attitudes
- Lies and false stories-may be self-generated or trained to tell lies, fake names, fake SSN
- Rarely come into contact with institutional systems-that are designed to help them
- Low likelihood of multiple encounters-within institutions or through doing outreach

Common Indicators of domestic sex trafficking and abuse in non-trafficking relationships:

- Presence of an overly controlling and abusive 'boyfriend'
- Inability to look in the eyes or face of people, especially her 'boyfriend'
- Injuries/signs of physical abuse or torture
- Signs of malnourishment
- Restricted or controlled communication
- Demeanor-fear, anxiety, depression, submissive, tense, nervous
- Claims of being an adult although appearance suggests adolescent features
- Lack of identification documents (ID, birth certificate, Social Security card)
- Presence of different aliases and ages
- Lack of knowledge of a given community or whereabouts
- Frequent movement
- Claims of "just visiting" and inability to clarify addresses

- Few or no personal possessions
- Inconsistencies in their story

ESTABLISHING AN AGENCY POLICY REGARDING ABUSIVE RELATIONSHIPS

An agency policy can help increase awareness among employees of abusive relationships including sex trafficking and ensure greater consistency in how these issues are addressed. This section describes procedures for conducting an initial assessment with all new clients, conducting risk assessment and safety planning for youth who disclose abuse or trafficking, developing a client complaint process for reporting incidents that occur at the agency, establishing a protocol for investigating and resolving complaints and notifying clients of their rights and responsibilities regarding safe and respectful relationships with each other and staff.

Administrators should begin by reviewing their existing policies and practices to determine whether they adequately address relationship abuse and sex trafficking. The following questions are intended to help agencies identify gaps in existing policies.

- Are all new clients assessed for their exposure to or involvement in abusive relationships including sex trafficking?
- Do all employees understand their legal obligation to report child abuse, including abuse from one minor to another, and from an adult to a minor even if they are dating or intimate partners?
- Are employees prepared to help a victim access health care, legal protection, counseling and other services?
- Is there a system in place for youth to report to staff when they have been hurt or threatened by other youth or staff at your facility?
- Does existing policy address appropriate boundaries for program staff toward youth and provide adequate training?
- Is there a protocol to help employees respond to incidents in an effective and consistent manner and a system for tracking and monitoring reports?
- Are youth and adults aware of their rights and responsibilities under the policy?

ASSESSING YOUTH FOR ABUSIVE RELATIONSHIPS AND SEX TRAFFICKING

Because of the increased risk among runaway and homeless youth for abusive relationships including sex trafficking, it is recommended that agencies assess all new clients regardless of the appearance of indicators. However, before asking questions of this nature the agency's confidentiality policy must be clearly explained. Youth should understand the adult's legal obligation to report child abuse to authorities before being asked any questions regarding abuse issues. In settings in which youth have only brief contact with personnel, assessment may be limited to youth who have visible signs of abuse such as bruises, the presence of an aggressive or controlling partner, or specific requests for help regarding violence or abuse. Assessments should always be done in private. The following section describes the mandatory reporting of child abuse as defined by the Texas Family Code.

MANDATORY REPORTING OF CHILD ABUSE (TITLE 5, CH. 261, TEXAS FAMILY CODE).

In Texas every adult is mandated by law to report suspected abuse or neglect of a child to the Department of Protective and Regulatory Services if the abuser is a parent or caregiver and to law enforcement if the abuser is someone other than a parent or caregiver, including another minor. Adults are required to report physical abuse defined as “Physical injury that results in substantial harm to the child or the genuine threat of substantial harm from physical injury to the child including an injury that is at variance with the history or explanation given.” Adults are required to report sexual abuse defined as “Sexual assault of a person who is 17 or younger by a stranger or acquaintance”. The definition of sexual abuse also includes any sexual contact with a person 13 or younger by an adult and any sexual contact with a person 16 or younger by a person who is more than 3 years older. Consensual sexual contact between a minor who is 14, 15, or 16 with someone within 3 years of their age is not considered sexual abuse and is therefore not required to be reported under Texas law. The hotline number to make a report of child abuse is 1-800-252-5400 or report online at www.txabusehotline.org.

SAMPLE CONFIDENTIALITY STATEMENT

The following statement is provided as an example of how the mandated child abuse reporting requirement may be explained to youth prior to assessment.

“The information you give me about yourself is confidential. That means that I will not share it or repeat what you say to others including other youth, your parents, or other adults. There is some information that I cannot keep confidential. If you tell me that you or another minor has been abused or assaulted, I am required by law to report this information to the Department of Protective and Regulatory Services if the person is a parent or adult caretaker or law enforcement when the person is not a parent or adult caretaker. If you tell me, or I suspect that you are in serious danger of hurting yourself or someone else, I will contact professionals in the organization or community who can help you. In each of the above cases, I will also discuss the situation with you so that we can work together to increase your safety and the safety of others.

Information that is not confidential:

- If you have been abused or assaulted by an adult in the past and never reported it to an authority.
- If you are in serious danger because someone is hurting you or you are hurting yourself. (This includes violence and sexual assault from one youth toward another including a dating partner.)
- If you are going to hurt someone else, or you believe that another person is in serious danger.
- If you give your permission to share information with other adults.
- If court orders and subpoenas are issued.”

SAMPLE ASSESSMENT QUESTIONS

Assessing all youth for abusive relationships can help identify youth victims and perpetrators so that additional services can be offered. This information can help providers assess the youth's immediate needs for legal protection, health care, counseling, and other services. Assessment questions of this nature demonstrate that dating and sexual violence are important health and safety issues and that discussion of these issues is appropriate in the RHY setting. Even when a young person does not disclose any abuse during the assessment, asking the questions opens the door to potential future conversations regarding dating, domestic and sexual violence.

- Are you currently involved in a dating or intimate relationship?
- Has this person ever hurt or threatened to hurt you or others?
- Does this person know where you are or how to find you?
- Are you concerned for your safety? Why?
- Have you ever hurt or threatened a boyfriend or girlfriend?
- Have you ever been forced or pressured to do something sexual against your will? Or to have sex with others for money?
- Have you witnessed or experienced violence or abuse among family members?

When a thorough explanation of the child abuse reporting requirements has occurred prior to the assessment, youth will be able to make informed decisions about their disclosure of abuse. This is important not only for helping to build a trusting relationship with clients but also for helping them to increase their own safety. Reporting that is done against the will of the victim and without his or her cooperation, while sometimes necessary, can shut down communication and leave the victim more isolated and at risk for violence than before.

When a reportable incident of abuse is disclosed, the client should be informed that a report must be made and invited to participate in making the report. Allowing the youth to describe the incident in his or her own words and express their wishes for resolution will help authorities better understand the situation and take appropriate actions. The worker should be prepared to help the youth identify trusted adults and peers who can serve as a support system throughout the reporting and investigation process. Consultation with a supervisor and colleagues is recommended to help ensure the continued safety and well-being of the youth during and following a report to authorities.

Although it is required for adults to report child abuse it is impossible to predict the outcome. The report may result in increased protection for the victim; however, the report may result in further violence. Therefore RHY workers must engage youth victims in making informed decisions regarding disclosure of abuse to adults and authorities. The best outcomes can be expected when youth and adults work together to increase a youth victim's safety.

RISK ASSESSMENT AND SAFETY PLANNING FOR VICTIMS OF RELATIONSHIP ABUSE

When a youth discloses dating or sexual violence or a worker suspects that abuse is occurring, additional risk assessment and safety planning is recommended. The sample Risk Assessment and Safety Plan below is intended as a tool to help a young person assess the level of abuse in their relationship and to identify ways to increase their personal safety. Wallet cards, which can be obtained through the Texas Council of Family Violence, the Texas Association Against Sexual Assault and the Texas Advocacy Project (Section Six), can be provided with emergency numbers for shelter, hotline, hospital or other services.

SAMPLE TEEN RISK ASSESSMENT AND SAFETY PLAN

The following questions are intended to help you determine if you are in an abusive relationship.

<i>How often does your partner:</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Fairly Often</i>	<i>Frequently</i>
Put you down					
Threaten to hurt you					
Hit you or throw things					
Threaten to “out” your sexual orientation to others					
Constantly follow you, or have others follow you					
Pressure you to have sex with him/her or others					
Refuse to use protection during sex or try to get you pregnant					
Push or shove you					
Ask you to exchange sex for food, money or other things you need					
Keep you from leaving					
Keep you from spending time with others					
Abuse alcohol or other drugs					
Threaten suicide					
Other					

FACTORS THAT INCREASE THE RISK FOR SERIOUS VIOLENCE:

- You are considering ending or have recently ended your relationship
- Your partner has a history of violence or delinquency
- Your partner owns or has access to weapons
- Your partner has made threats to hurt you or others
- Your partner abuses alcohol or drugs

SAFETY PLAN:

- Use a journal to keep track of violence or threats.
- Tell supportive adults and friends what is happening so they can help protect you.
- If you are ready to break up with your partner, do so over the phone OR in a public place. Breaking up, and immediately after, can be the most dangerous time.
- Try not to be alone with the person and avoid contact with him or her.
- Make a list of phone numbers, including 911, crisis lines, and supportive friends. Keep the list in a safe place or program them into your cell phone.
- Know your legal rights. Apply for a Protective Order by contacting the County or District Attorney's Office or other Victim Service Agency. For assistance contact the Teen Justice Initiative @Texas Advocacy Project (512) 225-9579 or www.myspace.com/teenjusticeinitiative.
- Know your resources. National Teen Dating Abuse Helpline (866) 331-9474 or live chat at www.loveisrespect.org.
- Trust your instincts. If you feel you are in danger, get help immediately!

PROTECTIVE ORDERS (YOUTH RIGHTS IN DOMESTIC VIOLENCE: BASIC LEGAL INFORMATION CONCERNING TEXAS MINORS, 2005)

A protective order is a court order from a judge that makes one person stay away from another. The order can make someone who has hurt an adult or teenager keep away from that person's home, school or place of work. A minor can ask for a protective order against her partner, parent, or household member who is hurting her or against an individual who has committed a sexual assault against her.

A protective order is enforceable by the police. This means that if someone violates a protective order, the police can be called to come immediately and help someone be safe from the person ordered to stay away. The person violating the protective order can be arrested immediately and risks serving time in jail. A restraining order is not enforceable by the police. If someone violates a restraining order, one must ask a judge for a hearing to decide if the person did violate the restraining order. If a victim of physical or sexual abuse is looking for immediate protection, a protective order can be more helpful.

To get a protective order, a minor can call the victim assistance office in her county to get information on how to file her application. When filing the application, she will have to give a sworn statement called an "affidavit" describing the recent acts of abuse and when they happened. The application must be filed in the county where the minor lives or the county where the violence happened. It must also be filed by an adult on behalf of the minor. Some counties insist that the person filing the application be a relative of the minor; however, this is not legally required. Any adult can file on behalf of the youth.

A judge will make a decision whether to grant a temporary protective order (TPO) after receiving the application. The TPO will state that the person accused of physical abuse or sexual assault (the respondent) must stay away from the minor until the final hearing. If the TPO is granted, a hearing will be set within two weeks. The respondent will be told this and given the opportunity to provide reasons and evidence why a final order should not be granted. After this formal hearing, the judge will decide whether a protective order should be granted. These orders normally last from one to two years.

A protective order can give the minor some time to find a safe place to live away from her abusive parents. If she has been living with an abusive partner, she may decide to return home to her family. She may decide if another adult should have legal guardianship of her until she turns 18 years of age. She can also use this safe time away to consider filing for emancipation from her parents. A judge can help the minor by deciding where she can live and if her parent or legal guardian needs to pay any type of child support to her.

For more information or assistance in applying for Protective Orders for minors in Texas, contact the Teen Justice Initiative of the Texas Advocacy Project (512) 225-9579 or www.myspace.com/teenjusticeinitiative.

A PROCESS FOR YOUTH TO REPORT INCIDENTS AND THREATS THAT OCCUR AT THE AGENCY

Incidents of intimate partner abuse or threats may occur among clients living in the RHY shelter or participating in agency programs. To best address these situations employees need first to become aware of them and have a protocol for responding in ways that reduce risk for violence and increase victim safety.

A sample complaint form is provided below as a means for youth to document their complaint of an incident or threat. The complaint form serves as notice that an incident or threat has occurred, and should set into motion an investigation process.

SAMPLE COMPLAINT FORM INSTRUCTIONS

Your Right to File a Complaint

The policy of (Name of organization) is that all clients and employees be free from dating violence and the related behaviors including harassment, sexual harassment and bullying. All charges of violence and harassment are to be taken very seriously by clients, employees and administrators. (Name of organization) will make every reasonable effort to handle and respond to every complaint filed by clients and employees in a fair, thorough, and just manner. Every reasonable effort will be made to protect the due process rights of all victims and all alleged offenders.

Instructions: Use this form to report incidents and threats of violence and harassment so that administrators may investigate and take appropriate steps to increase your safety. Complete the form, providing as much detailed information as possible so that the complaint may be properly investigated. It is important that you report the facts as accurately and completely as possible and that you cooperate fully with the persons designated to investigate the complaint.

Where to file: Complaint forms will be available from any supervisor. Once completed, the designated administrator will handle all complaints.

Confidentiality: To conduct this investigation in a confidential manner, the agency will disclose the contents of your complaint only to those persons who have a need to know of your complaint. In signing the complaint form, you authorize the agency to disclose as needed the information you have provided, and may in the future provide, regarding your complaint. Your complaint form will not be shown to the alleged offender.

Retaliation prohibited: Retaliation against a person who files a formal complaint is strictly prohibited and is grounds for disciplinary action.

SAMPLE COMPLAINT FORM

Name: _____

Date: _____ Time: _____ Agency location/program: _____

Please answer the following questions about the most serious incident:

- List the name of the person(s) accused of violence or harassment: _____

- Relationship between you and the accused person(s): _____
- Describe the incident: _____

- Where and when did it happen? _____
- Were there any witnesses? Yes No
 - If yes, who? _____
- Is this the first incident? Yes No
 - If no, how many times has it happened before? _____
- Other information, including previous incidents or threats: _____

I certify that all statements made in the complaint are true and complete. Any intentional mis-statement of fact will subject me to appropriate discipline. I authorize agency administrators to disclose the information I provide only as necessary in pursuing the investigation.

Signature of client/employee: _____ Date: _____

Signature of supervisor receiving complaint: _____ Date: _____

Signature of designated administrator conducting follow-up: _____ Date: _____

Notes of actions taken: _____

Additional information from client or employee _____

Date	Documentation/Follow-up	Signature of Client/Employee

SAMPLE INTERVENTION PROTOCOL

All verbal or written complaints of violence or harassment should be referred to a designated administrator. This sample intervention protocol is designed to assist the designated administrator in responding to complaints that have been brought to his or her attention. To the greatest extent possible, confidentiality should be maintained when investigating and responding to incidents and reports.

INVESTIGATION STEPS

1. Immediately separate the alleged offender and victim.
2. If the altercation is violent in nature, follow the legal and policy guidelines for reporting and discipline, as well as child abuse reporting requirements.
3. Meet with victim and alleged offender separately addressing the issues below.

VICTIM:	OFFENDER:
<ul style="list-style-type: none"> a) Identify immediate actions that can be taken to increase the victim’s safety and ability to remain at the facility without being subject to harassment. Refer the victim to a counselor or other support services as appropriate including assistance in filing charges and getting a protective order. b) Provide emotional support to the victim by stating your concern and commitment to that person’s safety and well-being. c) Record your observations related to the conference with the victim. d) Continue to monitor the safety of the victim. 	<ul style="list-style-type: none"> a) Allow the alleged offender an opportunity to respond to the allegations verbally and in writing if he/she chooses. b) Discuss disciplinary responses to the incident including the need to contact law enforcement when necessary. Explicitly instruct the alleged offender to stay away from the victim or be subjected to further consequences. c) Refer the alleged offender to a counselor or other support services as appropriate. d) Record your observations related to the conference with the alleged offender. e) Continue to monitor compliance with disciplinary consequences.

4. Further investigate the complaint by interviewing any witnesses separately. Document findings.
5. Communicate in a confidential manner with the appropriate staff (i.e. counselors, advocates, etc.).
6. Make determinations regarding alleged conduct, ordinarily within 5 (five) days. If extenuating circumstances delay the investigation, inform the victim. Record determination and actions, as follows (check box):
 - Unable to determine that inappropriate behavior occurred, but there has been a determination that the situation justifies the communication of warnings, recommendations, and/or information regarding support services.
 - There are no findings of inappropriate behavior.
 - Findings indicate that an incident occurred.

REMINDER: If there is a finding that the incident involved physical or sexual assault or threats, follow the policy guidelines for reporting and discipline including notification of the proper legal authorities and/or child protective services as required.

7. After the determination is made:
 - a. Give notice of the outcome to the parties separately. Advise the youth that he or she may appeal (if an appeal process is set up at your facility) the decision regarding the outcome of the investigation.
 - b. Continue to document subsequent follow-up actions and complaints.

PROMOTING A SAFE AND RESPECTFUL AGENCY CLIMATE

An agency policy can help promote a safe and respectful environment by identifying positive behaviors and articulating procedures for addressing incidents that occur at the agency. Such a policy may be explained during client intake, posted in public areas, and addressed in new employee orientation.

A sample notice of client and employee rights is provided below.

SAMPLE NOTICE OF CLIENT AND EMPLOYEE RIGHTS

(Name of organization) is committed to providing a positive environment for all clients and employees that enhances personal safety and promotes respect, dignity and equality for all.

(Name of organization) strives to ensure that all clients and employees are free from dating violence, harassment, sexual harassment, and bullying. All complaints are to be taken seriously by our clients, employees and administrators. We will make every effort to handle and respond to each and every complaint in a fair, thorough and just manner protecting the due process rights of all victims and alleged offenders.

Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship.

Harassment is defined as conduct that threatens to cause harm or bodily injury to another person, is sexually intimidating, causes physical damage to the property of another person, subjects another person to physical confinement or restraint or maliciously and substantially harms another person's physical or emotional health or safety.

Sexual harassment is a form of harassment that includes touching someone in ways that are not wanted, sexual jokes, pressuring someone to have sex, and threats or intimidation from a dating partner.

Bullying is defined as written or oral expression or physical conduct (including the use of the Internet, interactive and digital technologies, cell phones and other electronic devices) that is determined: 1) To have the effect of physically harming a person, damaging a person's property, or placing a person in reasonable fear of harm or of damage to the person's property; or 2) To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive environment.

Individuals who believe they have been abused, harassed or bullied by clients or employees are encouraged to promptly report such incidents to a supervisor. To the greatest extent possible, complaints shall be treated as confidential.

Complaints will be documented and investigated in accordance with agency policy and guidelines. Any employee who observes an incident that involves physical or sexual assault or threats will report the incident immediately to a supervisor and or law enforcement as necessary.

SECTION THREE – EXPECT RESPECT SUPPORT GROUPS

The Expect Respect Program Manual has been provided with this Guide for RHY providers in Texas. The Expect Respect Program Manual has three primary components, 1) the Support Group Curriculum Manual, 2) the SafeTeens Youth Leadership Training Manual, and 3) the School-wide Prevention Strategies Manual. The primary goal of the Support Group component is to increase safety, social support and skills for healthy relationships among vulnerable youth, thereby reducing their risk for victimization and perpetration. Creative activities are designed to engage youth in exploring their experiences and beliefs and in learning and practicing healthy relationship skills in a supportive, peer group setting. Expect Respect groups provide an opportunity for youth to develop strong, positive relationships with peers and adults, an essential aspect of effective violence prevention programs (Nation et al., 2003).

The Table of Contents for the support group curriculum is provided below. Please see the Expect Respect Program Manual for the full contents of this and other sections of the Manual.

EXPECT RESPECT PROGRAM MANUAL PART 1: SUPPORT GROUP CURRICULUM AND FACILITATOR GUIDE

TABLE OF CONTENTS

WELCOME!

Using This Curriculum and Facilitator Guide

UNDERSTANDING YOUTH AT RISK FOR DATING VIOLENCE

Facts about Teen Dating Violence

EXPECT RESPECT SUPPORT GROUPS – METHODS AND LOGIC MODEL

Provide an Emotionally Supportive Environment
Establish Supportive Relationships among Group Members
Provide Education about Healthy and Abusive Relationships
Teach Skills for Healthy Relationships
Change Norms by Modeling Respect

GETTING STARTED

Working in Schools

Collaboration
Staff Orientation
School Contact Person

Setting Up Groups

Separate Gender Groups
Co-facilitating
Promoting the Group
Scheduling
Group Space

Screening Students

The Intake Interview
Criteria for Group Readiness

Parental Consent and Student Assent for Participation

Risk Assessment and Safety Planning for Youths in Abusive Relationships

Confidentiality and Mandatory Reporting Requirements

Confidentiality
Mandatory Reporting of Child Abuse
Suicidal or Homicidal Threats
Confidentiality Policy

Protective Orders

Parent Involvement

FACILITATING GROUP SESSIONS

Your Role as Facilitator

Creating a Safe and Comfortable Group Space

Introducing the Group's Purpose

- Involving Participants in Developing Group Guidelines
- Working with Diverse Groups
 - Address Culture in the Group
 - Connecting With Youth Culture
 - Recognizing Discrimination and Oppression
 - Creating a Safe Space for Lesbian, Gay, Bisexual, and Transgender Youth
- Developing a Flexible Group Format
 - Check-In
 - Topic Introduction
 - Group Activities and Discussion
 - Wrap-Up
- Responding to Crises
- Is Your Group Working Well?

CURRICULUM OVERVIEW

DEVELOPING GROUP SKILLS (SESSIONS 1-5)

- 1 Creating Group Guidelines
- 2 Weaving Connections
- 3 Listening to and Supporting Each Other
- 4 Expressing Feelings
- 5 Communicating Assertively

CHOOSING EQUALITY AND RESPECT (SESSIONS 6-10)

- 6 Exploring Dating Expectations, Rights, and Responsibilities
- 7 Questioning Gender Stereotypes
- 8 Defining Abuse and Respect
- 9 Recognizing the Use and Abuse of Power
- 10 Identifying Warning Signs of Dating Violence

RECOGNIZING ABUSIVE RELATIONSHIPS (SESSIONS 11-15)

- 11 Dealing With Stress
- 12 Naming the Violence in Our Lives
- 13 Breaking the Cycle of Violence
- 14 Handling Anger
- 15 Identifying Jealousy and Control

LEARNING SKILLS FOR HEALTHY RELATIONSHIPS (SESSIONS 16-20)

- 16 Moving from Abusive to Healthy Relationships
- 17 Resolving Conflicts
- 18 Setting Boundaries
- 19 Asking for Consent
- 20 Ending a Relationship

GETTING THE MESSAGE OUT (SESSIONS 21-24)

- 21 Preparing for the Mixed Gender Discussion
- 22 Conducting the Mixed Gender Discussion
- 23 Reflecting on Our Group Experience
- 24 Celebrating Our Accomplishments

SAMPLE PROGRAM FORMS

Expect Respect Program: School Agreement Form
Expect Respect Support Group Program: Guidelines for Schools
Flyers Promoting Support Groups
Script for Intake Interview
Support Group Student Assent
Parent Notification Letter
Risk Assessment and Safety Plan

EVALUATION

Pre- and Post-Tests
Feedback From Students and School Staff

REFERENCES**EDUCATIONAL VIDEOS**

RECOMMENDATIONS FOR IMPLEMENTING EXPECT RESPECT SUPPORT GROUPS IN AN RHY SETTING

1. Offer both all girl and all boy groups in Transitional Living Programs.
2. Recruit co-facilitators from domestic violence/sexual assault serving agencies and RHY programs.
3. Provide groups in a private location, away from other program activities.
4. Use a 12-week, condensed version of the curriculum.
5. Have youth create posters to advertise the groups to new members.
6. Adapt content and activities to address specific needs of RHY.
7. Evaluate the program using qualitative (focus groups) and quantitative methods (surveys). A Support Group Feedback Form which can be used to assess the impact on participants at the end of the program is included in Section Six of this Guide. To request a current copy of the Expect Respect Support Group Pre-Post Survey and program evaluation results, please contact Barbara Ball, PhD, Program Evaluation Specialist, SafePlace at bball@SafePlace.org or (512) 356-1623.

EXPECT RESPECT SUPPORT GROUP SUMMARIES AND ADAPTATIONS PROVIDED BY SELECTED RHY PROGRAMS (Outlines for curriculum adaptations are included in Section Six.)

ROY MAAS' YOUTH ALTERNATIVES, INC. (SAN ANTONIO, TEXAS)

The Expect Respect components have been a great addition to our curriculum for at-risk youth in our shelter and are being used in our long-term program as well. Our population includes youth between the ages of 13 and 17 years of age. The shelter implements a brief version of the support group program (6 weeks), due to our constantly changing population. We use the following format: Sessions 1. Weaving Connections 2. Communicating Assertively 3. Exploring Dating Expectations, Rights, and Responsibilities 4. Resolving Conflict 5. Setting Boundaries 6. Asking for Consent.

The long-term campus uses the 24 week program within their school curriculum. The youth are benefitting from the information given about healthy relationships, and about how to deal with unhealthy and dangerous relationships they have either experienced in the past or currently.

CATHOLIC FAMILY SERVICES (LUBBOCK, TEXAS)

We basically used components of the Support Group curriculum implementing some of the activities and games and using the "Causing Pain" video (available for download at www.chooserespect.org). These were used with the 10-18 year old age groups. Most participants were ages 13-17.

In our program, we found the Dating Jeopardy and the Abuse and Respect games the most useful for encouraging discussion and getting the teens involved. The chapter on communication and listening was very valuable in empowering teens to be assertive and for providing tools to use against bullying which we discuss frequently in our classes. The "Causing Pain" video is excellent and the teens liked watching actual teens that have been in dating violence situations.

LIFEWORKS (AUSTIN, TEXAS)

Initially, we used the support group curriculum with middle school- aged children and with youth in recovery. From that starting point, we created single gender psycho-educational groups for 16 – 19 year olds based on their need for improving relationship skills. Youth were referred by LifeWorks direct care staff from programs throughout the agency. We provided participants with 7, 1-hour sessions using 6 lessons from the Expect Respect support group curriculum with the final session being a field trip and closure ritual. Given the success of these groups, we are expanding our use of this curriculum to other programs throughout LifeWorks.

EXPECT RESPECT SUPPORT GROUP FEEDBACK FORM

Today's Date: _____ My Age: _____ My Gender: Male Female

I have attended _____ out of _____ sessions of this group.

How much has group helped you?	Not at all	Somewhat	Very much
1. Communicate your thoughts and feelings	1	2	3
2. Increase your personal safety	1	2	3
3. Learn different ways of coping with problems	1	2	3
4. Feel supported	1	2	3
5. Stand up for yourself	1	2	3
6. Increase your understanding of abusive and respectful relationships	1	2	3
7. Increase your skills for healthy relationships	1	2	3
8. Know how to help a friend in an abusive relationship	1	2	3
9. Speak up when you see abusive or harassing behavior	1	2	3
10. Become aware of abusive behaviors in others	1	2	3
11. Become aware of abusive behaviors that you may be using toward others	1	2	3
12. Feel confident that you can have healthy relationships	1	2	3
13. Seek help when you have problems in your relationships	1	2	3
14. Increase your expectation to be treated with respect in a relationship	1	2	3

1. What did you like about group?

2. What was the most important thing you learned from group?

3. How have your relationships changed as a result of group?

4. What would you want to change about the group?

Thank you for your feedback!

SECTION FOUR – SAFETEENS YOUTH LEADERSHIP TRAINING

The Expect Respect SafeTeens Youth Leadership Training supports youth in promoting healthy relationships and taking a stand against intimate partner abuse, sexual harassment, and bullying. Engaging youth as leaders is considered an effective violence prevention strategy (Nation et al., 2003). The SafeTeens curriculum consists of eight, one-hour lessons followed by a youth-led prevention project. Please see the accompanying Expect Respect Program Manual for the full contents of this and other sections of the Manual.

EXPECT RESPECT PROGRAM MANUAL PART 2: SAFETEENS YOUTH LEADERSHIP CURRICULUM AND FACILITATOR GUIDE

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WHY DO WE NEED TO ENGAGE TEENS IN PREVENTION?

HOW DO WE SUPPORT TEENS IN BECOMING LEADERS?

Facts About Teen Dating Violence

SAFETEENS YOUTH LEADERSHIP TRAINING – METHODS AND LOGIC MODEL

Educate Teens About Bullying, Sexual Harassment, Sexual Assault, and Dating Violence

Model Mutual Respect, Shared Power, and Responsibility

Develop Leadership Skills

Use the Arts in Designing Awareness Projects

Teach Teens How to Help a Friend

FACILITATING SAFETEENS LEADERSHIP TRAINING

Getting Started

Facilitating SafeTeens Training Sessions

Training Format

Tips for Facilitators

SafeTeens Curriculum Overview

Guiding Youth-Led Prevention Projects

Steps Toward Success

Youth-Adult Partnership

SAFETEENS YOUTH LEADERSHIP CURRICULUM

Lesson 1: Training Goals and Guidelines

Lesson 2: Learning About Power, Status, and Privilege

Lesson 3: Taking a Stand Against Bullying

Lesson 4: Speaking Out Against Sexual Harassment

Lesson 5: Respecting Sexual Limits

Lesson 6: Recognizing the Warning Signs for Dating Violence

Lesson 7: Learning Skills for Peer Support

Lesson 8: Getting Ready for Community Action

SafeTeens Leadership Project: Action Plan

EVALUATION

Pre- and Post-Surveys

Student Feedback

REFERENCES

EDUCATIONAL VIDEOTAPES

RECOMMENDATIONS FOR IMPLEMENTING SAFETEENS YOUTH LEADERSHIP TRAINING IN AN RHY SETTING

1. Offer SafeTeens in collaboration with a domestic violence or sexual violence program in your community.
2. Recruit co-facilitators from RHY and dating violence or sexual violence programs.
3. Provide leadership trainings for youth in four, 2-hour sessions instead of 8, 1-hour sessions.
4. Offer targeted leadership training by providing four lessons related to a topic. For example, provide lessons 1 through 4 for a bullying prevention leadership group. If young people are interested in targeting relationship issues, you can provide training with lessons 1-2 and 5 – 7. It's important for any training to include Lesson 2: Learning About Power, Status and Privilege because it serves as a foundation for understanding violence and abuse.
5. Utilize youth leaders to facilitate sessions.
6. Help youth create projects to educate the community.
7. Adapt content and activities to address specific needs of youth in RHY programs.
8. Utilize youth leaders to help with street outreach.
9. Consult with youth leaders regarding outreach efforts, language to use on printed materials and where materials will be seen by youth.
10. Use single sessions from the SafeTeens manual as outlines for one-time presentation requests from the community. By responding to these single requests, you can build relationships with interested groups that may request the full leadership training in the future.
11. Evaluate the program using qualitative (focus groups) and quantitative methods (surveys). On the following page is a SafeTeens Youth Leadership Feedback Form which can be used to assess the impact on participants at the end of the program. To request a current copy of the SafeTeens Pre-Post Survey, please contact Barbara Ball, PhD, Program Evaluation Specialist, SafePlace at bball@SafePlace.org or (512) 356-1623.

SafeTeens Youth Leadership Feedback Form

Today's Date: _____ My Age: _____ My Gender: Male Female

I have attended _____ out of _____ sessions of this group.

In this leadership group I	Never	Rarely	Sometimes	Often
1. Had real responsibilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Made important decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Had freedom to develop and use my own ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Worked with the other group members to identify the steps that were important for carrying out a project	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Completed all the steps on our project that I had planned.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Discussed what I learned with friends and/or family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Felt supported by adults	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Felt like I made a difference	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. I want to continue working on this issue, either on my own or with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

1. What issue/issues did your project focus on?

2. What did you like about participating in SafeTeens?

3. What would you like to change?

4. What have you learned from being in SafeTeens?

5. How has participation in SafeTeens affected your friendships and relationships?

Thank you for your feedback!

SECTION FIVE – ENGAGING THE COMMUNITY

Intimate partner abuse is a community problem that requires the involvement of schools, law enforcement, domestic violence and sexual assault advocates, health care providers, runaway and homeless youth program providers, faith organizations and many other community members. Each sector of the community has an important role in responding to intimate partner abuse and in creating environments that support safe and healthy relationships. Community collaboration is key to increasing overall awareness of the problem and in developing strategies that serve the entire community.

A benefit of collaboration is the ability to identify gaps in services. For example, runaway and homeless youth in need of domestic violence shelter or non-residential services may not have access to them as a result of domestic violence shelter policies that exclude them from services. Alternatively, runaway and homeless youth and adult providers may not be aware of these services in their community or of their eligibility requirements. Likewise, domestic violence workers may not be aware of the increased risk for intimate partner abuse among runaway and homeless youth and not recognize their unique challenges in accessing services. Collaboration can help workers in both settings to identify victims and tailor services to meet their needs. An important benefit of collaboration is the building and strengthening of relationships among providers that can result in increased access to needed services by runaway and homeless youth.

INVOLVING YOUTH IN COLLABORATION

People who directly experience a problem have a more direct and realistic outlook on their needs. Therefore, youth are an essential resource for planning effective prevention strategies. Involve youth who have experienced dating and family violence in efforts to educate the entire community.

Involve youth in the following ways:	Ways to empower youth:
<ul style="list-style-type: none"> • Planning • Staffing a booth at an awareness event • Research or writing • Attending public events • Serving on committees • Taking a leadership role • Using technology to educate others • Distributing brochures • Public speaking • Creating art, theatre, music that inspires other youth 	<ul style="list-style-type: none"> • Communicate your needs and expectations • Provide meaningful tasks for youth to do • Provide opportunities for youth to learn new skills • Listen to their input • Ask what they need from you • Recognize constraints on their time and schedule accordingly

SUGGESTED COMMUNITY COLLABORATION PROJECT: NATIONAL TEEN DATING VIOLENCE AWARENESS AND PREVENTION WEEK KICK-OFF EVENT

National Teen Dating Violence Awareness and Prevention Week, typically the first week in February, provides an opportunity for community partners to collaborate by hosting a local kick-off event. A number of government agencies (U.S. Department of Health, Education and Human Services; Department of Justice), professional organizations (American Bar Association, American Medical Association), and advocacy groups have joined the observance by offering materials and activities. Visit <http://www.abanet.org/unmet/toolkitmaterials.html> to see examples. In Texas Governor Rick Perry also recognized the Week and supported the development and dissemination of a Texas Teen Dating Violence Prevention Toolkit that can be downloaded at no cost at www.healthyteendating.org. These materials can be utilized to conduct activities in school and community settings throughout the Week or at any time during the year.

RECOMMENDATIONS FOR ENGAGING COMMUNITY PARTNERS

1. Form a local dating violence prevention team with representatives from RHY and domestic violence/sexual assault or other organizations. These strategic partnerships can lead to new funding opportunities. For example, the current partnership between LifeWorks and SafePlace will now continue with additional support from the Office of Violence Against Women. Through this new initiative victims of dating abuse will have access to services at the LifeWorks shelter, transitional living programs, and street outreach center as well as in five local high schools. Youth will contribute to the development of materials and events to educate their peers. The strategies developed in this Guide will be utilized to develop policy and programming at LifeWorks and at SafePlace.
2. Involve youth as leaders in planning events and activities.
3. Identify gaps in existing services and needs for program development. In the Lubbock area, Catholic Family Services found that school districts and after school programs were not providing dating violence prevention curricula for youth. Given this need, they have provided programming for the following organizations: Littlefield ISD, Lubbock ISD, Friendship ISD, Shallowater ISD, Lubbock Cooper ISD, Levelland ISD, Brownfield ISD, Christ the King School, the Boys and Girls Clubs, Parkway Community Center and the Lubbock Children's Shelter.
4. Plan a local kickoff event for National Teen Dating Violence Awareness and Prevention Week or use materials from the Texas Toolkit (www.healthyteendating.org) to educate youth and adults throughout the year. For examples of the Austin Kick Off event visit (www.StartStrongAustin.org).
5. Invite local businesses to display posters and brochures that can be created by youth or obtained from state and national organizations.
6. Ask local media stations to run radio and television public service announcements that can be created by youth or obtained from state and national organizations.
7. Train RHY and other youth workers on teen dating violence prevention.
8. Put links to local, state and national organizations on your agency website.
9. Adapt content, activities and materials to address specific needs of RHY.

SECTION SIX –STRATEGIES FOR INCREASING SAFE AND HEALTHY RELATIONSHIPS AND PREVENTING VIOLENCE AND ABUSE

This section contains eight strategies for building capacity in RHY settings for increasing safe and healthy relationships and preventing violence and abuse. Each strategy is followed on subsequent pages by action steps. The eight strategies are divided into two main categories. Strategies 1- 4 focus on changes at the agency level. Strategies 5-8 focus on direct services for runaway and homeless youth.

AGENCY-FOCUSED STRATEGIES		
	STRATEGY	
1	Establish an agency policy for assessing, responding to, and preventing abusive and unhealthy relationships.	
2	Train all staff to recognize and respond to abusive and unhealthy relationships.	
3	Create a culture of respect in which employees model, teach and support healthy relationships among youth.	
4	Collaborate with other organizations to improve services for runaway and homeless youth and to expand prevention efforts in the community.	
YOUTH-FOCUSED STRATEGIES		
5	Increase awareness of healthy and unhealthy relationships among youth.	
6	Identify youth involved in abusive relationships and assist them in increasing their personal safety and access to services.	
7	Engage youth in peer support groups to increase their personal safety, social support and healthy relationship skills.	
8	Develop leadership skills among youth and provide opportunities for youth to develop, organize and participate in community-wide prevention efforts.	

AGENCY-FOCUSED STRATEGIES (1-4)

STRATEGY 1: ESTABLISH AN AGENCY POLICY FOR ASSESSING, RESPONDING TO AND PREVENTING ABUSIVE AND UNHEALTHY RELATIONSHIPS.

✓	#	ACTION STEPS	NOTES
	1	Review existing policy to identify areas where prohibitions against dating abuse, sexual harassment and bullying could be included to ensure effective and consistent responses among all staff.	
	2	Integrate dating abuse assessment questions, risk assessment and safety planning into intake process.	
	3	Create a process for documenting complaints by youth and employees.	
	4	Designate a person to investigate and respond to incidents and complaints and create guidelines for this process.	
	5	Identify available community services and eligibility requirements for youth involved in abusive relationships and establish referral process.	

STRATEGY 2: TRAIN STAFF TO ASSESS, RESPOND TO AND PREVENT ABUSIVE AND UNHEALTHY RELATIONSHIPS.

✓	#	ACTION STEPS	NOTES
	1	Assess training needs. Determine who should participate and how much training is needed.	
	2	Contact local experts from domestic violence, sexual assault, or other victim service agencies to assist in developing training content and materials.	
	3	Invite guest speakers from local agencies to assist in training RHY staff.	
	4	Provide training to RHY staff.	
	5	Assess the impact of the training through participant feedback and identify additional training needs.	
	6	Plan for future training to address specific topics that were identified by participants as additional training needs.	
	7	Integrate dating abuse awareness, assessment, response, and prevention into training for new staff.	
	8	Inform staff of domestic violence, sexual assault and related community resources.	

STRATEGY 3: CREATE A CULTURE OF RESPECT IN WHICH EMPLOYEES MODEL, TEACH AND SUPPORT HEALTHY RELATIONSHIPS AMONG YOUTH.

✓	#	ACTION STEPS	NOTES
	1	Treat co-workers with respect (no bullying or sexual harassment) and model respectful behaviors at all times.	
	2	Treat clients with respect (no bullying or sexual harassment) and model respectful behaviors at all times.	
	3	Use inclusive language whenever talking about relationships to demonstrate acceptance and respect for heterosexual and homosexual relationships.	
	4	Confront sexist, homophobic, and other disrespectful language to demonstrate positive bystander behavior.	
	5	Respond to incidents and disclosures of all forms of interpersonal violence quickly and effectively to demonstrate that all forms of abuse are taken seriously.	
	6	Provide positive reinforcement and support for desired behaviors.	
	7	Provide opportunities for youth to learn and practice social skills through social activities that build positive relationships.	
	8	Engage youth in planning and decision-making with regard to programs and services.	

STRATEGY 4: COLLABORATE WITH OTHER ORGANIZATIONS TO IMPROVE SERVICES FOR RUNAWAY AND HOMELESS YOUTH AND TO EXPAND PREVENTION EFFORTS IN THE COMMUNITY.

✓	#	ACTION STEPS	NOTES
	1	Identify youth-serving agencies and programs as potential partners.	
	2	Identify agencies or programs serving victims of domestic and/or sexual violence as potential partners.	
	3	Contact representatives from potential partnering organizations to establish relationships and identify goals for collaboration.	
	4	Identify available community resources and gaps in resources for runaway and homeless youth.	
	5	Identify opportunities to partner with other organizations to provide cross-training (RHY training for DV/SA organizations and DV/SA training for RHY organizations).	
	6	Collaborate with other organizations to provide Expect Respect support groups in a school and/or community setting.	
	7	Collaborate with other organizations to provide SafeTeens youth leadership training in a school and/or community setting.	
	8	Collaborate to implement a community-wide dating abuse prevention program, event or campaign.	

YOUTH-FOCUSED STRATEGIES (4-8)

STRATEGY 5: INCREASE AWARENESS OF ABUSIVE AND HEALTHY RELATIONSHIPS AMONG YOUTH.

✓	#	ACTION STEPS	NOTES
	1	Display posters, brochures, flyers or other materials to educate and support youth in seeking help for violence or abuse.	
	2	Integrate dating violence information into program services and activities using inclusive, non-gender specific language.	
	3	Utilize art, theater, poetry, and music to explore societal influences and to provide opportunities for youth to express their attitudes and beliefs through art.	
	4	Display youth-created artwork, poetry, posters and other media to reflect youths' perspectives on healthy and abusive relationships.	
	5	Use video and discussion to educate youth and provide opportunities for them to dialogue about healthy and abusive relationships.	
	6	Invite guest speakers from dating violence/sexual assault or other victim service agencies to share their perspectives and increase awareness among youth of local resources.	
	7	Invite youth mentors and other youth influencers to dialogue with youth about relationships and provide opportunities for youth to meet positive role models.	
	8	Engage youth as leaders in community events and service projects to foster connections between youth and their community.	

STRATEGY 6: IDENTIFY YOUTH INVOLVED IN ABUSIVE RELATIONSHIPS AND ASSIST THEM IN INCREASING THEIR PERSONAL SAFETY AND ACCESS TO SERVICES.

✓	#	ACTION STEPS	NOTES
	1	Explain the agency’s confidentiality policy including child abuse reporting requirements to youth at intake to help them make informed decisions regarding disclosure.	
	2	Include assessment questions re: dating abuse at intake using inclusive, non-gender specific language.	
	3	Provide information regarding dating abuse and how it is handled at your agency in order to increase awareness and encourage youth to seek help.	
	4	Provide information about protective orders to increase safety for youth in abusive relationships.	
	5	Use risk assessment & safety plan with youth who disclose abuse in order to assess level of abuse and provide safety information.	
	6	Provide counseling, support groups and/or referral to community services for both victims and abusers.	
	7	Monitor the safety and well-being of youth in abusive relationships and follow up with additional support or referrals as needed.	
	8	Provide intervention to both partners separately in order to reduce the risk of further victimization and perpetration. (See intervention protocol, pg. 14.)	

STRATEGY 7: PROVIDE EXPECT RESPECT SUPPORT GROUPS

✓	#	ACTION STEPS	NOTES
	1	Choose group facilitators who are liked and trusted by youth in your setting.	
	2	Co-facilitate groups with a representative from a domestic violence, sexual assault or other victim services organization or invite a representative as a guest speaker.	
	3	Read the Expect Respect Program Manual: Support Group Curriculum and Facilitator Guide to prepare to lead group sessions.	
	4	Adapt session content and number of sessions to meet agency needs. Consistency among group members and facilitators helps build trusting relationships among members.	
	5	Recruit group members for all-girl or all-boy groups. Participation should be voluntary.	
	6	Provide group sessions in a private, quiet and consistent location at a regularly scheduled time in order to maintain consistent attendance.	
	7	Provide snacks or other incentives for group sessions to attract and retain group members.	
	8	If co-facilitating, meet with co-facilitator before and after each session to evaluate and discuss group progress, relevance of the curriculum for participants and quality of relationships among group members. Make changes as needed.	

STRATEGY 8: PROVIDE SAFETEENS YOUTH LEADERSHIP TRAINING.

✓	#	ACTION STEPS	NOTES
	1	Choose facilitators that are liked and trusted by youth in your setting.	
	2	Co-facilitate with a representative from a domestic violence/sexual assault or other victim service agency or invite a representative as a guest speaker.	
	3	Provide community service hours for court-mandated youth to participate.	
	4	Read the Expect Respect Program Manual: SafeTeens Youth Leadership Curriculum and Facilitator Guide to prepare for each lesson.	
	5	Adapt lesson content and number of sessions to meet agency needs. Consistent group membership helps build positive relationships among group members.	
	6	Recruit equal numbers of male and female youth if possible to balance input from each gender.	
	7	Provide sessions in a private, quiet, and consistent location at a regularly scheduled time to maintain consistent attendance.	
	8	Provide snacks or other incentives for group sessions to attract and retain group members.	
	9	If co-facilitating, meet with co-facilitator before and after each session to evaluate and discuss group progress, relevance of the training for participants and quality of relationships among participants. Make changes as needed.	
	10	Support youth in creating service projects that will educate and benefit the entire community.	



**SIX-WEEK MODIFIED CURRICULUM DESIGNED TO MEET THE NEEDS OF
RUNAWAY HOMELESS YOUTH POPULATION (SESSIONS 1-2)**

Developed In Collaboration with



&

**Family Violence Prevention Service, Inc., The Battered Women and
Children Shelter**

Funding for developing these adaptations provided as part of our participation in the Texas RHY- Domestic Violence (DV) Collaboration to Prevent Dating Violence, a project funded by a grant from the U.S. Administration for Children and Families.

PROGRAM OVERVIEW

This modified version of the Expect Respect Support Group Curriculum was designed to meet the needs of Runaway and Homeless Youth who are very transitory. The information in this curriculum was developed from the original 24- week school- based Expect Respect Support Group Curriculum. All modifications were made with permission from SafePlace, Austin, Texas.

Expect Respect engages middle school and high school- age youth by creating a respectful environment that challenges the social norms about dating relationships and teaches relationship skills.

SIX-WEEK CURRICULUM OVERVIEW

Session 1	Creating Group Guidelines & Communicating Assertively
Session 2	Naming the Violence in Our Lives & Anger Management
Session3	Exploring Dating Rights, Responsibilities, & Expectations Defining Abuse and Respect
Session 4	Setting Boundaries Ending a Relationship
Session 5	Moving from Abusive to Healthy Relationships
Session 6	Reflection of Group Experience and Closing

NOTE TO FACILITATORS

These groups session are designed to be interactive. Facilitators should be prepared to become a part of the group.

SESSION DESIGN

CHECK-IN

Each session, with the exception of the first session, follows a specific format. Sessions open with a Check-In activity. The purpose of the Check-in is to serve as an ice-breaker to help get the group talking.

INTRODUCTION

This section is designed to introduce the theme of the session.

ACTIVITIES

This is the part of the session where most of the teaching and leaning occurs. The Activities are designed to be interactive and to facilitate group discussion. They also allow for self-exploration and an opportunity for youth to develop a model for change.

WRAP UP

This section is designed to summarize the main points of the session. This is also a great opportunity to challenge group participants to look for observable patterns in their lives and in the lives of people around them and to practice the skills they are learning in the program.

SESSION 1—CREATING GROUP GUIDELINES & COMMUNICATING ASSERTIVELY

OBJECTIVES

- ❖ *Get acquainted and share expectations for group*
- ❖ *Develop group guidelines*
- ❖ *Compare aggressive, assertive, and passive communication styles*
- ❖ *Practice using a three-step process for communicating assertively*

INTRODUCTION

Introduction of facilitator(s) and the purpose of this group

ACTIVITY 1. OPTION 1

Group Identity (10 Minutes)

❖ Materials

- Small ball or object that can be easily caught

❖ Instructions

- Have the group members including the facilitators stand in a circle and have each person state their name and do an action that describes them.
- The facilitators should go first providing a positive example.
- Have participants repeat other participants' names and actions 3 times, going around the circle until each person is introduced.
- After everyone is introduced have them toss the ball or small object to another member by calling their name and repeating their action. Start off slowly and then pick up speed.

ACTIVITY 1. OPTION 2

Making Connections (10 Minutes)

❖ Materials

- Three signs that read “Totally Agree,” “Don't Know , Don't Care,' and “Totally Disagree
- Tape

❖ Instructions

- Tape the signs in a visible part of the room to make a continuum from totally disagree to totally agree.
- Explain that you are going to read some statements and youth should move to the sign that reflects how they feel about the statement.
- Read the following statements

My favorite food is tacos (or you can say pizza)

My favorite singer is (choose and artist)

I like rap sometimes

I have at least one good friend here that I trust and talk too

I can get really mad when some tries to pick on me

I have seen some violence or have a friend that has seen violence

I have won an award

I speak up when I have strong feelings

I have grandparents from a different country

ACTIVITY 2. GROUP GUIDELINES (15 MINUTES)

❖ Materials

- Large sheet of paper or poster board
- Markers

❖ Instructions

- Have group members develop group guideline to ensure that group is a respectful and safe environment for all members. You can give prompts such as. "To show respect to each other we must be more _____ and less____" " To be more cooperative we must be more_____ and less____" To listen more effectively we must be more_____ and less____."
- Write down what members collectively agree are important ways to demonstrate respect.
- Address confidentiality and the limits to confidentiality in a group setting so that youth understand that you have the responsibility to report incidents of child abuse or situations where you were concerned about someone's safety.

- Refer to the Sample Group Guidelines in the Expect Respect Support Group manual.

Once group rules are established, begin by talking about assertive communication. One way to do this is to introduce the topic by doing one of the following activities. The first one is recommended for girls' groups and the second for boys' groups.

ACTIVITY 3. OPTION 1, MOVEMENT TAG (RECOMMENDED FOR GIRLS' GROUPS) (10 MINUTES)

❖ Materials

- None

❖ Instructions

- Ask group members spread out in the room.
- Explain that the group will be moving around the room, but only one person at a time. The "moving" person can "give" the movement to someone else by pausing for a second and letting someone else move, or a person can "take" the movement by moving decisively causing the other person to stop. ***(Facilitators can demonstrate how to do this)***
- Ask group members to start off slowly and then you will have them speed up gradually. After increasing the speed, as for two people to move at the same time.
- This activity teaches group members to be aware of others in the groups, to communicate assertively and to share power by "giving" and "taking" the movement.

❖ Discussion Questions

- *How did you signal that you wanted to take the movement?*
- *How did it feel to take the movement?*
- *How did it feel to give the movement?*

ACTIVITY 3. OPTION 2, HOW TO ASK FOR AND GET WHAT YOU NEED (recommended for boys' groups) (10 Minutes)

❖ Materials

- Object such as a pencil

❖ Instructions

- Select a group member as leader (this person will hold an object, like a pencil, in their hand). This person will remain seated, stand, or walk around the room.

- Instruct the other group members to take turns asking for the object, following the rules below
 - Everyone uses the same words such as; “can you please give me the ____.” They are allowed to vary their expression, tone, physical proximity, and body language.
 - Touching and physical aggression are not allowed
 - Each person can only have two tries
 - Instruct the leader to sincerely consider the request and how it is being made to decide whether or not they will give the object to the requestor.
 - You may want to stop the activity and have discussion about certain requests and actions.

Discussion Questions

- What did you notice about what works and what doesn’t work?
- Listen to the tone of voice and body language: What does it tell us?
- What type of communication was the most effective in this situation?

ACTIVITY 4. ROLE PLAY ASSERTIVE COMMUNICATION (20-30 MINUTES)

❖ Materials

- Handout **Three Steps to Communicating Assertively**
- Activity cards for role play scenarios
- Paper bag

❖ Instructions

- Pass out a copy of the **Three Steps to Communicating Assertively** handout and review the information on the 3-step process.
- Emphasize the importance making eye contact and staying calm when speaking. Review the handout.
- **Step 1. I feel...** Try to communicate how you are feeling at that moment. It is important to be honest and use as many words as you need to communicate clearly about the situation
- **Step 2. I want or need...** Tell the other person what you want from them or what you need from them. Be Specific.

- **Step 3. I will ...** Let the other person know what you are going to do to get your needs met or resolve the problem.
- You may not have to go through all three steps. In most situations the first two will get your point across. In the event that an offending behavior continues, you may choose to follow through with step 3. Remember that sometimes you may not get what you want; however if you ask for it in a respectful manner then you are communicating effectively. You may have to re-evaluate the situation at times and repeat the steps. Remember to always be respectful and end it respectfully.
- **Role Play**
 - Role play how to communicate assertively. Have the group partner up and choose a role play card. Place the role play card in a paper bag and have a person from each dyad pull out one scenario. Instruct them to role play each of the steps you just went over. Each dyad should take turns playing roles in the scenario.

❖ Discussion Questions

- *How did it feel to be assertive?*
- *How did it feel when role playing an aggressive or passive response?*
- *Is being assertive difficult or scary? Ask for explanations.*
- *What makes assertive communication effective in most situations?*
- *Why is assertive communication important to healthy relationships?*

SESSION 2: NAMING THE VIOLENCE & WAYS TO HANDLE ANGER

OBJECTIVES

- ❖ *Share personal experiences with violence*
- ❖ *Recognize intimidation, threats, and control as form of violence*
- ❖ *Identify patterns of anger within our families*
- ❖ *Recognize our own anger*
- ❖ *Learn and practice how to express our anger in healthy ways*

CHECK-IN

“One way that violence has affected my life is....”

INTRODUCTION

This session we will look at violence around us and how violence affects us. We will explore our anger and the patterns that exist within our families and how these patterns influence our interactions with others. Finally we will find ways to use our anger positively instead of negatively.

ACTIVITY 1. NAMING THE VIOLENCE IN MY LIFE (20 MINUTES)

❖ **Materials**

- Handout **“Naming the Violence in My Life”**
- Pencil

❖ **Instructions**

- Pass out the handout and a pencil to group members
- Ask members to do the following
 - Circle the forms of violence they have experienced
 - Put a box around the forms of violence they have used toward others

- Underline the forms of violence they have witnessed
- Take turns having members share their response with the group. **(Facilitator Note)** One way to do this is to call out the type of violence and ask youth to mark the items on the sheet. Allow members to share or keep their responses private if they wish.
- Encourage group members to support each other and recognize that they are not alone.

❖ **Discussion**

- *Is there any form of violence that you consider “acceptable”?*
- *Do the following factors influence what you think is acceptable?*
 - *Male to Male*
 - *Male to Female*
 - *Female to Male*
 - *Female to Female*
 - *Adult to Child*
- *What happens when we consider some forms of violence as “acceptable”?*
- *Which forms of violence are most hurtful in your opinion?*
- *How do you feel about the violence you have experienced or witnessed in your life?*
- *If you have used violence towards others, how do you think it affected the person you hurt?*

What is Anger?

Anger is a signal

- ❖ *That we are being hurt*
- ❖ *That our rights are being violated*
- ❖ *That our needs/wants are not being met*
- ❖ *That “something isn’t right.”*
- ❖ *That too much of ourselves is being compromised in a relationship*
- ❖ *That we are doing/giving more than is comfortable*

Anger is not violence, it is an emotion. Many times people are afraid of losing their “cool” when they express their anger, or that they might hurt others, so they keep it in. Others may turn their anger inwards and hurt themselves. This bottled-up anger can lead to depression, engaging in risky behavior (i.e. Drugs), and may eventually end up in violence. Let us look at how we can handle our anger in non-violent ways. No one is immune to anger.

Anger Assessment: Have each member fill out the anger assessment and discuss how to score the assessment. **(See Anger Assessment Handout)**

ACTIVITY 2. OPTION 1, GROWING UP WITH ANGER (20 MINUTES)

❖ Materials

- Poster board cut in half
- Magazine pictures (Pre-cut pictures of objects and nature)
- Glue
- Pencil

❖ Instructions

- Have each member look through the cut outs and find images that illustrate how different family members express their anger. Ask them to think about their mother, father, themselves, siblings, and others who live in the home.

❖ Discussion

- *What do you notice about your family collage?*
- *Are there any similarities or differences in how your family members express their anger?*
- *How do you express your anger and how do you feel when you see others family members expressing their anger?*

- *What are the hot buttons that set you off?*
- *How does your body react when you are angry?*
- *What goes through your mind when you are angry?*

ACTIVITY 2. OPTION 2, VALIDATING ANGER
(suggested for girls' groups) (20 Minutes)

❖ **Materials**

- Poster board cut in half
- Cut outs of magazine pictures and internet pictures provided
- Sheet of notebook paper for each member
- Glue
- Pencil

❖ **Instructions**

- Have each member make a collage of pictures that best describes their anger;
 - My anger is like a...
- On a separate sheet of paper ask members to look at their pictures and answer the following questions:
 - What is the weight and size of the object that you chose to describe your anger?
 - What would it feel like to hold this in your hand?
 - What would it say if it could speak?
 - What is the environment where it could be found?
 - What are the hot buttons that set this anger off?
- Have members look back through the cut-outs and find a picture that would help them with their anger. Arrange the “anger” and the “ helper” images on the same paper.
 - Then have the member explain how this new picture helps the anger. Ask them to explain who or what this represents in their life.
- Encourage members to share their pictures and thoughts with the group.

ACTIVITY 3. EXPLORING ANGER (20 MINUTES)

❖ Materials

- Handouts **Anatomy of Anger** and **What does your Anger Tell You?**

❖ Instructions

- Explain to the group that anger is sometimes described as the tip of an iceberg, meaning that what most people display is just the tip of their anger and most of it is below the surface of the water and cannot be seen. These hidden feelings can be overlooked. Use the example of the movie Titanic in which the tip of the iceberg alerted the crew to danger but what was below the water did most of the damage to the ship.
- Go over the **Anatomy of Anger** handout. Ask the questions on the **What Does Your Anger Tell You?** Handout.
 - I am angry about...
 - What I am really frustrated about is ...
 - What I feel is.....
 - What I am wishing for is....
 - What I will do about this is....

❖ Discussion

- *What happens if you keep your anger inside?*
- *What are realistic and constructive ways to manage your anger?*
- *What are hurtful or destructive ways of dealing with anger?*
- *How can anger be useful to you?*
- *What changes can this anger cause you to make?*



**FIVE-SESSION MODIFIED CURRICULUM DESIGNED TO MEET THE NEEDS OF
RUNAWAY HOMELESS YOUTH**

**Developed by Catholic Family Services
in Lubbock, Texas**

Funding for developing these adaptations provided as part of our participation in the Texas RHY- Domestic Violence (DV) Collaboration to Prevent Dating Violence, a project funded by a grant from the U.S. Administration for Children and Families.

FIVE-SESSION CURRICULUM OVERVIEW

(Adapted from Expect Respect Support Group Curriculum)

Session 1	(From Sessions 1 – 5) Guidelines, Introduction, and Effective Communication
Session 2	(From Sessions 6 -7) Session 6: Exploring Dating Expectations, Rights, and Responsibilities Session 7: Gender Stereotypes
Session 3	(From Sessions 8-10) Session 8: Defining Abuse and Respect Session 9: Recognizing the Use and Abuse of Power Session 10: Identifying Warning Signs of Dating Violence
Session 4	(From Sessions 11-15) Session 11: Dealing with Stress Session 12: Naming the Violence in Our lives Session 13: Breaking the Cycle of Violence Session 14: Handling Anger Session 15: Identifying Jealousy and Control
Session 5	(From Sessions 16-18) Session 16: Moving From Abusive To Healthy Relationships Session 17: Resolving Conflicts Session 18: Setting Boundaries
Single Session	Dating Violence Prevention <i>(If you can only meet with a group once)</i> Includes: Feelings posters, Dating Bill of Rights, Defining Abuse and Respect, What I Need to Know..., Know the Red Flags.

SESSION 1 (SESSIONS 1-5)

Guidelines, Introduction, and Effective Communication

- What is Expect Respect?
 - What we will be doing in the next five weeks
 - Expectations
 - Respect for Self, Respect for each other
 - Confidentiality
 - Look at page 68 for examples
- Introduction
 - Names + what they look for in a friend
- The importance of being a good listener
 - Volunteer, plus leader playing a good and bad listener
- Shape matching activity
 - Discuss after activity how important it is to be specific in what you need from your partner
- Communicating assertively
 - Discuss the difference between Passive, Aggressive, and Assertive
 - Ask: “When have you stood up for your rights or someone else’s?”
 - “Three Steps to Communicating Assertively”
- Wrap Up
 - Name one thing that you learned today.
 - How can you practice this week what you learned?

SESSION 2 (FROM SESSION 6 AND 7)

Session 6: Exploring Dating Expectations, Rights, and Responsibilities

Session 7: Gender Stereotypes

- Recap from last session

- Discussion: What is your idea of a great date?
- Activity: Write what you look for in an ideal boyfriend/girlfriend
 - Write some of participants' thoughts on a big piece of paper.
 - To be used for a later session
- Discussion: What are some different forms of dating that you have experienced or have heard of around school?
 - "just talking," "friends with benefits," "boyfriend and girlfriend"
- Dating Jeopardy Game
- Dating Bill of Rights (Post on a big piece of paper)
- Dating Bill or Rights postcard activity
 - Each participant picks out at least one "Right" that has special meaning to them and writes it on the card to take and post where they will see it often.
- Handout: What I Need to Know About a Partner Before I Get Into a Serious Relationship
- Look over ads that show stereotyped images of men and women.
- Wrap Up: How do stereotypes contribute to men using violence and women excusing violence in intimate relationships?

SESSION 3 (FROM SESSION 8-10)

Session 8: Defining Abuse and Respect

Session 9: Recognizing the Use and Abuse of Power

Session 10: Identifying Warning Signs of Dating Violence

**Posters for display: "Abuse: words or actions that one uses to hurt or control another person"; "Respect: words or actions one uses to acknowledge someone else's feelings choices, and personal rights."*

- Recap from last session
- Discussion: Who respects you and how do they show it?
 - How are relationships portrayed in the media?
- Game: Defining Abuse and Respect

- Discussion: Use and Abuse of Power
 - What are some examples?
 - Look back at Dating Bill of Rights to show abuse of power vs. respect
- Look over boyfriend/girlfriend expectations
 - How do these qualities show respect to you and your relationship?
- Causing Pain Video
 - Discuss thoughts about the video (p. 147)
- Red Flags (p.151)
- Wrap Up: Do you believe you can find a healthy relationship in the future or are in one right now? (journal)

SESSION 4 (FROM SESSIONS 11-15)

Session 11: Dealing with Stress

Session 12: Naming the Violence in Our lives

Session 13: Breaking the Cycle of Violence

Session 14: Handling Anger

Session 15: Identifying Jealousy and Control

- Recap from last session
- Journal: What has been stressful for you this week?
 - Who “helped” to make you frustrated or stressed out?
 - How did they/ it stress you out?
 - How did you react to the frustration/stress?
 - What would you tell that person right now?

***Bring up Confidentiality Again**

- Discussion: Destructive Coping Vs. Healthy Coping (pg. 153)
- Activity: Naming the Violence in My Life (pg.161)

- Circle violence that you have experienced
- Put a box around the forms of violence you have use toward others
- Underline the forms of violence you have witnessed
- Discuss as a group how each person has responded.
 - What can you do for yourself so you don't explode with anger or rage?
 - What can you do to keep yourself safe from an abusive partner?
- Anger Assessment (pg. 178 and 179)
 - How can you express your anger assertively and respectfully?
- Jealousy: Read two articles from Teen Magazine. Ask how they would respond?
 - Is it alright for this person to be jealous or have these insecurities?
 - What is a positive way to handle this?
 - What would be a negative (abusive) way to handle the situation?
- Wrap- up: What is one thing that stood out to you today?

Session 5 (From Sessions 16-18)

Session 16: Moving From Abusive To Healthy Relationships

Session 17: Resolving Conflicts

Session 18: Setting Boundaries

- Recap from last session
 - Journal: When have you abused power in a friendship/relationship? When has someone abused power toward you in a friendship/relationship?
- Discussion: What are some ways to balance power in a relationship? (read excerpt on pg. 195)
 - What is the difference between abusive fighting and conflict resolution?
 - Show poster: Steps for Resolving Conflict
- Activity: Find the Boundary

- Each participant finds a boundary in the room and tells why it is a boundary
 - Ex. A wall- blocks out noise
- Go over “Personal Boundaries” pg. 201 & 202.
- When can personal boundaries be crossed?
- How should we react to our boundaries being crossed or someone telling us that we are crossing their boundaries?
 - Go over messages that mean “no”
- Beginning and Ending Relationships
 - How do these happen?
- Expect Respect Survey

SINGLE SESSION- EXPECT RESPECT

Supplies: Feelings posters, Dating Bill of Rights Poster, index cards and markers, poster board (dating qualities), Abuse and Respect Posters, Journal: Dating Bill of Rights, What I Need to Know..., Know the Red Flags, printer paper, teen articles

- Introduction (5Min)
 - What is Expect Respect
 - Confidentiality
 - Expectations
- Dating Bill of Rights (10 min)
 - Post card activity
- What are some expectations that you have for a dating partner (5min)
- What I Need To Know About a Partner Before... (5min)
 - What were some things that you would not have thought about before getting into a relationship
- Abuse and Respect (5min)

- How does what we look for in a relationship grow respect or abuse?
 - “Know the Red Flags”- just take a minute to look over it.
- Coping with Anger (5 min)
 - Destructive vs. healthy coping (pg. 153)
- Teen Magazine Articles (10 min)
 - What advice would you give these girls?
- Why is it important to know these things?
 - You deserve to be respected.
 - Too many people turn the blame on themselves and see no way out.
 - No one should be the victim of any amount of abuse/ disrespect.

EXPECT RESPECT PERMISSION SLIP

Catholic Family Services, Lubbock, TX

I _____ (parent's name) give my child,

_____, permission to attend the "Expect Respect" Program. I understand that this program will cover the following age-appropriate topics:

- Self-esteem
- Building positive communication
- Team-building
- Dating
- Awareness of dating violence

This program will be a five-week program held every Monday from 4:30-5:30, starting April 13th. All rules and guidelines held by the Boy's and Girls Club will apply during the Expect Respect Program.

Parent/Guardian Signature

Date

EXPECT RESPECT GROUP DATA SHEET

Catholic Family Services, Lubbock, TX

Group Facility: _____

Date of Session: _____ Group Leader: _____

Facility Supervisor: _____

Time Held: _____ Session: 1 2 3 4 5

	First Name, Last Initial	Age	Gender
<i>EX:</i>	<i>Corie H</i>	<i>22</i>	<i>Female</i>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
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11.	_____	_____	_____
15.	_____	_____	_____

Notes: _____

RESOURCES FOR PREVENTING DATING VIOLENCE, SEXUAL HARASSMENT, AND BULLYING

HOTLINES

Dial **911 emergency** or your local law enforcement agency if you or someone else has been hurt or in immediate danger. Physical and sexual violence are against the law, even when you're dating, living together, or married.

The **National Teen Dating Abuse Helpline** operates via telephone and online 24 hours a day and is staffed by both teen and adult advocates. Teens (and parents) anywhere in the country can call toll free, 1-866-331-9474 or log on to the interactive website, loveisrespect.org, and receive immediate, confidential assistance. The website offers secure, live interactive chat to teens. While online or on the phone, teens are given support as well as referrals to local resources in their hometown to provide them with the help they need.

The **National Domestic Violence Hotline** at 1-800-799-SAFE or 1-800-787-3224 (TDD) provides telephone counselors who will listen, help you clarify your thoughts and feelings, and give you information and referrals to services in your area. www.ndvh.org.

The **National Runaway Switchboard** 1-800-RUN-AWAY offers crisis intervention, message relay and conference calling to parents, and referrals to shelter and other services in your area. Telephone counselors will help you develop a plan of action so you can stay safe. www.nrscrisisline.org.

Rape, Abuse, and Incest National Network (RAINN) 1-800-656-HOPE. Need someone who understands how to help a survivor of sexual abuse or assault? RAINN provides crisis counseling, information, and referrals and can transfer your call to a rape crisis center in your area. www.rainn.org.

Child Help USA-National Child Abuse Hotline 1-800-422-4453 or 1-800-4-A-CHILD has professional counselors available for crisis intervention and referral to local child protective services and community agencies. This hotline has access to translators in more than 100 languages! www.childhelpusa.org.

National Center for Victims of Crime Helpline 1-800-FYI-CALL or TTY 1-800-211-7996 or email gethelp@ncvc.org. Visit the website at www.ncvc.org.

WEBSITES

Arte Sana. "Healing hearts through the arts" provides information and resources for Spanish-speaking survivors of sexual and intimate partner violence. Arte Sana also provides workshops for youth and art exhibits. www.arte-sana.com

Campaigns to prevent teen dating violence.

www.vawnet.org/DomesticViolence/PreventionAndEducation/Campaigns/TDVCampaigns.php

This resource page highlights campaigns to help prevent teen dating violence and promote healthy relationships for teens. Also included are several sample campaign materials available online for replication, purchase, or dissemination.

Choose Respect Initiative. www.chooserespect.org

Cyberbullying. www.bullying.org and www.cyberbullying.ca.

The purpose of this site is to eliminate bullying by supporting individuals and organizations in taking positive actions against bullying through the sharing of resources. It helps guide and champion them in creating nonviolent solutions to the challenges and problems associated with bullying.

Cyberangels Inc. www.cyberangels.org/index.html

Promoting itself as the largest Internet safety organization, this site provides information and resources for teens as well as parents and educators.

Family Youth & Services Bureau Initiative: Runaway and Homeless Youth & Domestic Violence Collaborative Grants. This site contains materials and toolkits developed by collaborations between Domestic Violence Programs and Runaway and Homeless Youth (RHY/DV) Programs to address dating violence and prevent domestic violence. <http://www.herringtonandco.com/clientFiles/pcadv/toolkit/site/fysb-initiative/>

Girl Power. their lives. www.health.org/gpower/index.htm

This site is part of a national public education campaign of the U.S. Department of Health and Human Services to help and encourage girls 9 to 14 years old to make the most of

KidsHealth Bullying. Health Media. kidshealth.org/kid/feeling/emotion/bullies.html

This website has information for kids, teens, and adults about many issues, including bullying at school. It is hosted by the Nemours Foundation's Center for Children's

Love Doesn't Have to Hurt Teens. www.apa.org/pi/cyf/teen.pdf

This colorful site created by the American Psychological Association provides information for teens about abuse and respect in dating relationships and how to get help for self and friends.

Love is not abuse. www.loveisnotabuse.com

Love Is Respect. www.loveisrespect.org

This site offers an explanation of dating abuse as well as a video on rights and privileges in relationships.

National Center for Victims of Crime, Dating Violence Resource Center. Can teens access protective orders? Retrieved April 25, 2007 from

www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=41372

National Clearinghouse on Families and Youth site offers information for and about young people including ways to get involved in the community and help others. www.ncfy.com

National Crime Prevention Council. The teen page of this site provides links relating to violence prevention, school safety, and date rape as well as hotlines and other resources. www.ncpc.org

NS Teens — Making Safer Online Choices is a teen friendly website with comics, videos, and teaching materials that address cyberbullying, social networking, and online safety. www.nsteens.org

Out Proud. This site, provided by the National Coalition for Gay, Lesbian, Bisexual, and Transgendered Youth, offers information about community role models, resources to increase safety and school support, and opportunities for youth to communicate with each other about sexual orientation. www.outproud.org

See It and Stop It. This site was created by teens in Massachusetts as part of the Teen Action Campaign. It discusses dating violence, including how to recognize it and how to help a friend in need. It also contains ideas on how teens can mobilize to stop dating violence. www.seeitandstopit.org

Start Strong: Building healthy Teen Relationships: This site is a national program of the Robert Wood Johnson Foundation (RWJF) in collaboration with the Family Violence Prevention Fund (FVPF) aimed at preventing relationship violence and abuse among young people by promoting healthy relationship behaviors. <http://www.startstrongteens.org/> or for the Austin, Texas collaboration implemented by SafePlace <http://www.startstrongaustin.org/>

Stop Bullying Now. The U.S. Department of Health and Human Services launches a campaign to prevent youth bullying. “Take a Stand. Lend a Hand. Stop Bullying Now!”

www.stopbullyingnow.hrsa.gov

Teen Voices. This online and print magazine challenges the mainstream media’s image of girls and provides a forum for discussions about self-esteem, racism, sexism, pop culture, and health issues. www.teenvoices.com

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EDUCATIONAL VIDEOTAPES

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This educational video, produced by the *Choose Respect* campaign, aims to raise awareness among teens, parents, educators, and communities about unhealthy, abusive relationships and what can be done to prevent them. This documentary-style video features unscripted interviews with real teens who have experienced, perpetrated, or witnessed dating violence. Available for download at www.chooserespect.org.

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Dreamworlds II: Desire, Sex, Power in Music Video. Jhally, Sut. Media Education Foundation, 1995, www.mediaed.org.

Flirting or Hurting? Sexual Harassment in Schools. WGBY TV, Public Television for Western Massachusetts partnered with Nan Stein, Ed.D, from the Wellesley College Center for Research on Women. The

program consists of three short modules and is specifically designed for use in 6th through 10th grade classrooms. <http://gpn.unl.edu>, GPN, P.O. Box 80669, Lincoln, NE 68501-0669, 800-228-4630, gpn@unl.edu, www.wgby.org/edu/flirt/fhmain.html.

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Let's Get Real. Women's Education Media, 2180 Bryant Ste 203, San Francisco, CA 94110, 1-800-405-3322, www.womedia.org.

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Twisted Love: Dating Violence Exposed. In The Mix Thirteen/WNET, www.pbs.org/inthemix/educators.

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NATIONAL ORGANIZATIONS

American Association of University Women

www.aauw.org

American Bar Association Commission on Domestic Violence

www.abanet.org/domviol/home.html

American Institute on Domestic Violence

www.aidv-usa.com

American Psychological Association

www.apahelpcenter.org/featuredtopics/feature.php?id=38

Centers for Disease Control and Prevention, Division of Violence Prevention

www.cdc.gov/injury

Communities Against Violence Network

www.cavnet2.org

Corporate Alliance to End Partner Violence

www.caepv.org

FaithTrust Institute (formerly The Center for the Prevention of Domestic and Sexual Violence)—an interreligious faith-based educational resource

www.faithtrustinstitute.org

The Family Violence Prevention Fund: Coaching Boys into Men

www.endabuse.org/cbim/

The Institute on Domestic Violence in the African American Community

www.dvinstitute.org

Jackson Katz (men’s violence prevention strategies)

www.jacksonkatz.com

Liz Claiborne: Love Is Not Abuse

www.loveisnotabuse.com

Men Can Stop Rape

www.mencanstoprape.org

Mentors in Violence Prevention (MPV)

www.sportinsociety.org

Minnesota Center Against Violence and Abuse

www.mincava.umn.edu

National Center for Victims of Crime: Dating Violence Resource Center

www.ncvc.org/dvrc

National Coalition Against Domestic Violence

www.ncadv.org

National Coalition of Anti-Violence Programs

www.ncapv.org

National Latino Alliance for the Elimination of Domestic Violence

www.DVAlianza.org

National Network to End Domestic Violence

www.nnedv.org

National Youth Violence Prevention Resource Center

www.safeyouth.org

National Resource Center on Domestic Violence 1-800-537-2238, TDD 1-800-553-2508, *www.nrcdv.org*. The *National Online Resource Center on Violence Against Women (VAWnet)* provides an easily accessible and comprehensive collection of full-text, searchable electronic resources on domestic violence, sexual violence, and related issues, including all NRCDV publications. *www.vawnet.org*

National Electronic Network on Violence Against Women TTY 1-800-243-7012 *www.vawnet.org*

National Violence Against Women Prevention Research Center

www.vawprevention.org

National Sexual Violence Resource Center

www.nsvrc.org

Polaris Project

www.PolarisProject.org.

SAMHSA's About Bullying Website

The Substance Abuse and Mental Health Services Administration (SAMHSA) hosts a website about bullying that contains many tips for parents and caregivers on how they can support a child who is the target of bullying or is bullying others. www.mentalhealth.samhsa.gov/15plus/aboutbullying.asp

Sidran Institute

Sidra promotes trauma-informed systems of care in agencies providing mental health, counseling, substance abuse, and rehabilitative services to improve care and outcomes. The Training Division of the Sidran Institute provides customized training programs tailored to individual agency and group needs. Sidran provides educational programming in jargon-free language, makes all training and workshops accessible for lay audiences as well as professions, and eliminates the stigma-producing divisions that are often problematic in traditional treatment settings. For more information, visit www.sidran.org.

U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office.

www.ojp.usdoj.gov/vawo

U.S. Department of Health and Human Services

Health Resources and Services Administration: Stop Bullying Now stopbullyingnow.hrsa.gov/index.asp

TEXAS ORGANIZATIONS

Texas Council on Family Violence www.tcfv.org

Texas Association Against Sexual Assault www.taasa.org

Texas Network of Youth Services www.tnoys.org

Texas Advocacy Project www.TexasAdvocacyProject.org ; www.myspace.com/teenjusticeinitiative

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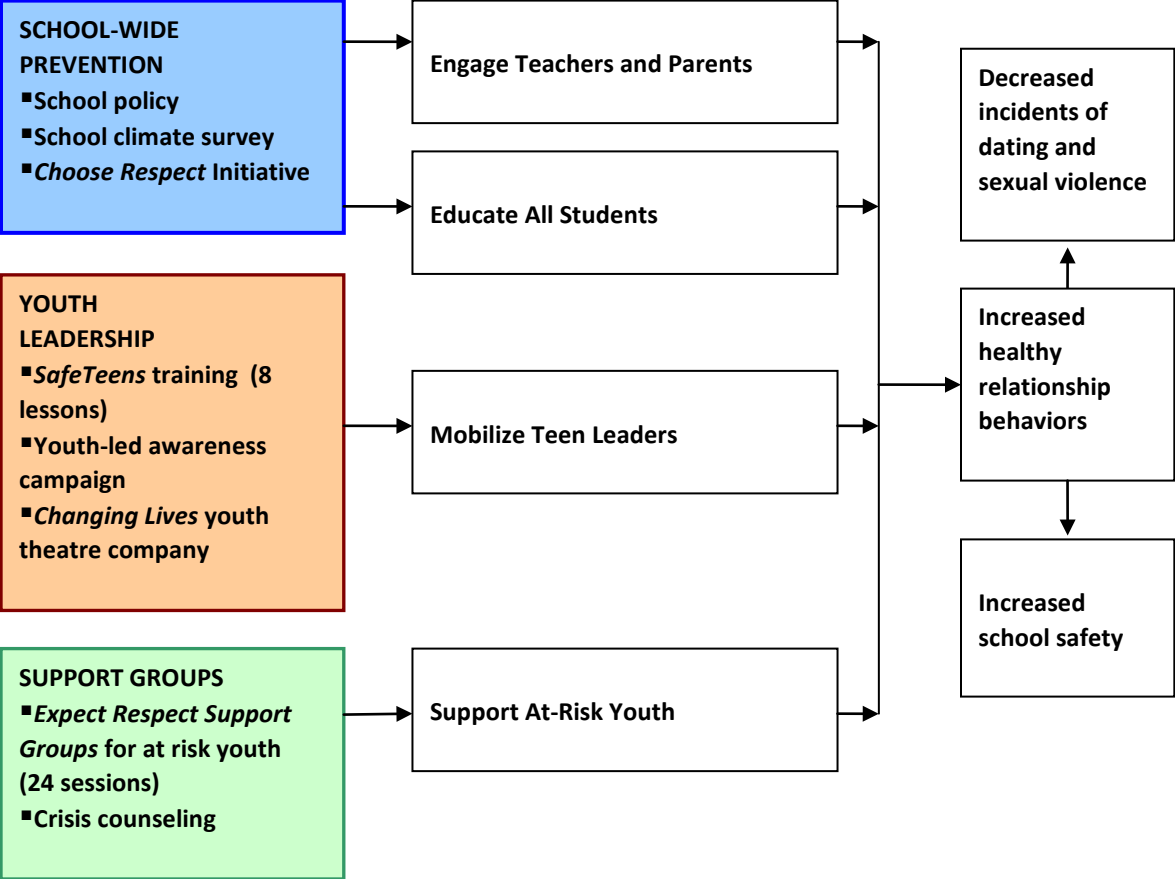


A school-based program for preventing teen dating violence and promoting safe and healthy relationships

PROGRAM EVALUATION HIGHLIGHTS - OCTOBER 2008

Expect Respect engages youth and adults in middle and high schools in creating a respectful environment, changing social norms about dating relationships and building relationships skills. Expect Respect has been serving Austin area schools since 1989.

FIGURE 1. Expect Respect program model.



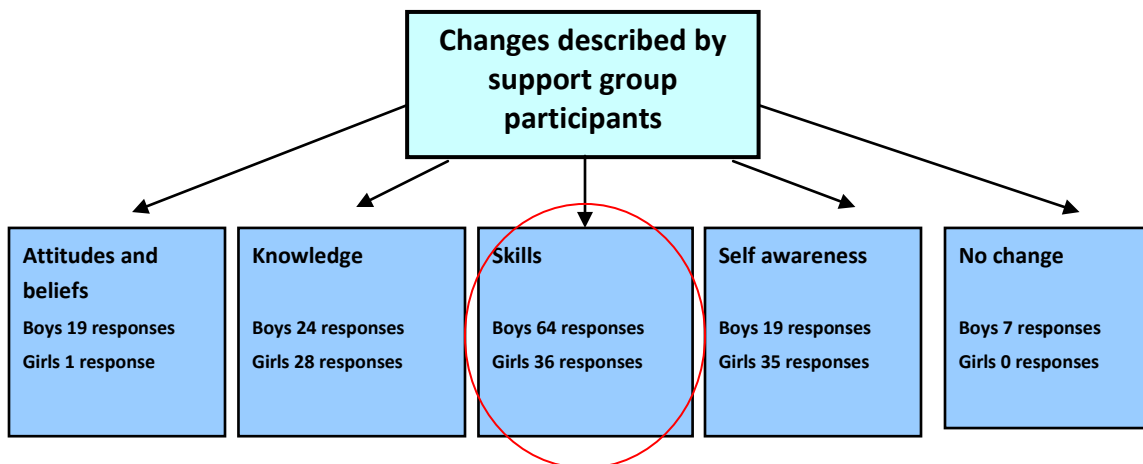
I. EXPECT RESPECT SUPPORT GROUPS

Participants in Expect Respect support groups are youth who have experienced violence in their homes or dating relationships. At intake 68% of youth disclose domestic violence, 32% disclose child abuse, 20% disclose sexual violence and 15% disclose problems in peer and dating relationships.

Boys and girls meet in separate-gender groups for 24 sessions during the school day. SafePlace provides approximately 28 support groups in middle and high schools each year.

QUALITATIVE EVALUATION 2004 - 2005

FIGURE 2. Results of interviews with participants in 5 boys' and 5 girls' groups. Overview of response categories and number of responses in each category.



Participants from 5 boys' and 5 girls' groups described their important learning experiences in group interviews. They reported changes in attitudes and beliefs, knowledge, self-awareness and most importantly in skills for healthy relationships. In their words they "learned how to make relationships work."

It basically taught me to recognize girls' feelings and express my feelings more to females. (boy)

It helps you to communicate, to get your point across instead of yelling or shouting or doing any kind of verbal or physical abuse. (boy)

It gave me the courage to stand up for myself. (girl)

Positive relationships with the support group facilitator and other group members were essential for the success of the group. Participants described that groups provided an emotionally safe and supportive environment and established norms for healthy and respectful relationships.¹

QUANTITATIVE EVALUATION 2007 – 2008

Based on the results of our qualitative evaluation we designed pre and post-tests to measure behavioral outcomes. We assessed participants' use of healthy conflict resolution skills; measured emotional abuse perpetration and victimization; and included two items each for physical and sexual violence perpetration and victimization. Two mediating factors were assessed: participants' insecurity in relationships and likelihood to control a partner and their ability to identify abusive behaviors.

Matching pre and post tests were collected from 144 participants (54% boys and 46% girls).

The preliminary results² suggest that Expect Respect Support Groups have immediate positive effects:

- All participants reported significant increases in healthy conflict resolution skills and in healthy conflict resolution demonstrated by their dating partners or close friends.
- Other outcomes differed by gender and by perpetration/victimization status at pre-test.
 - Girls demonstrated a significant decrease of insecurity and controlling behaviors in relationships and a significant increase in their ability to identify abusive behaviors at post-test. Boys evidenced no significant changes on these measures.
 - Youth who reported perpetration of physical and/or sexual violence or victimization in the three months prior to the intervention were considered to be at high risk for further perpetration or victimization. Among these boys and girls we found significant decreases in emotional abuse perpetration, emotional abuse victimization, and physical/sexual violence perpetration at post-test.

¹ Ball, B., Kerig, P. & Rosenbluth, B. (in press). "Like a Family But Better Because You Can Actually Trust Each Other." The Expect Respect Dating Violence Prevention Program For At-Risk Youth. *Health Promotion Practice*.

² Ball, B. & Teten, A. (2008). Outcomes for Expect Respect Support Groups. Unpublished Report.

STUDENT FEEDBACK 2007-2008

TABLE 1. Results for student feedback questions.

How much did support groups help you to	Percentages (N=144)				Positive Change
	Not at all	A little bit	Quite a lot	Very much	
communicate your thoughts and feelings?	5.6	20.1	28.5	43.8	94.4
increase your personal safety?	5.6	18.1	33.3	41.0	94.4
learn different ways of coping with problems?	5.6	13.9	34.0	44.4	94.4
feel supported?	4.2	13.2	22.9	57.6	95.8
stand up for yourself?	2.8	10.4	33.3	50.0	97.2
increase your understanding of abusive and respectful relationships?	5.6	9.7	28.5	53.5	94.4
increase your skills for healthy relationships?	4.9	9.0	33.3	50.7	95.1
know how to help a friend in an abusive relationship?	5.6	12.5	31.2	49.3	94.4
speak up when you see abusive or harassing behavior?	4.2	12.5	22.9	56.2	95.8
seek help when you have problems in your relationships?	4.2	13.9	27.1	52.8	95.8

II. YOUTH LEADERSHIP

Youth leadership and educational programs train youth in interpersonal violence prevention and how to raise awareness about bullying, sexual harassment, and sexual and dating violence. These programs include the SafeTeens leadership training for middle and high school students, the Heroes leadership training for elementary school students, and the Changing Lives Youth Theatre Company for high school students. Changing Lives participants create and provide interactive peer-theatre on these topics in school and community settings.

In 2007-2008, 5,259 youth participated in youth leadership and educational programs. This represents a duplicated count as most youth participated in multiple sessions.

At the end of the program youth completed a feedback form. Of youth who participated, 89% reported increased understanding of abusive and healthy relationships; 88% reported increased knowledge of how to help themselves and others; and 82% reported increase in their willingness to help others.

III. SCHOOL-WIDE PREVENTION

SafePlace was selected to implement and evaluate the effectiveness of Choose Respect in local middle schools during the 2007 -2008 school year. Choose Respect is a primary prevention initiative for dating abuse developed by the U.S. Centers for Disease Control and Prevention. The implementation plan included faculty training, teacher-led classroom lessons, parent seminars, display of materials throughout the campus, screening of videos and public service announcements, and projects and activities initiated by a team of youth and adults on each campus. Faculty and students completed pre and post-tests which were analyzed to determine changes on selected scales.

Preliminary findings³ revealed that students who had been exposed to the initiative showed positive and significant changes in knowledge and beliefs, and in behavioral intentions. After participating in Choose Respect activities:

- There was a decrease in the number of students who felt a healthy relationship is one where a dating partner wants to know where they are every minute or gets jealous when they talk to other people.
- Students were better able to identify the warning signs of abuse such as hanging out only with a dating partner or disengaging from activities they previously enjoyed.
- Students showed stronger beliefs that abuse in relationships is unacceptable.
- Students were less likely to believe jealousy is a good way to show you care or violence between couples is personal and other people should mind their own business.
- Students reported that they were less likely to spread rumors about or threaten to hurt a dating partner.

For more information about the Expect Respect program at SafePlace, please visit www.SafePlace.org or contact Barri Rosenbluth LCSW, Expect Respect Program Director at brosenbluth@SafePlace.org or by phone (512) 356-1628.

³ Centers for Disease Control and Prevention. (2008). Choose Respect 2007 – 2008 Final Report. Unpublished Report.