

DATING MATTERS: UNDERSTANDING TEEN DATING VIOLENCE PREVENTION

MAY 3, 2010

U.S. Department of Education

Office of Safe and Drug-Free Schools

U.S. Department of Justice

Office on Violence Against Women

Centers for Disease Control and Prevention

Division of Violence Prevention, National Center for Injury Prevention and Control

DATING MATTERS: UNDERSTANDING TEEN DATING VIOLENCE PREVENTION

- 2:00 Kevin Jennings, Department of Education Office of Safe and Drug-Free Schools (OSDFS) Assistant Deputy Secretary—Overview of OSDFS Work to Promote Safe, Respectful Relationships
- 2:15 Department of Justice Office on Violence Against Women and National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention—Frame the Teen Dating Violence Issue
- 2:25 CDC Dating Violence Prevention—Teen Dating Violence Prevention 101, Overview of Prevention Research/Projects, and Dating Matters Introduction
- 2:55 Kevin Jennings, OSDFS Assistant Deputy Secretary—Closing Comments

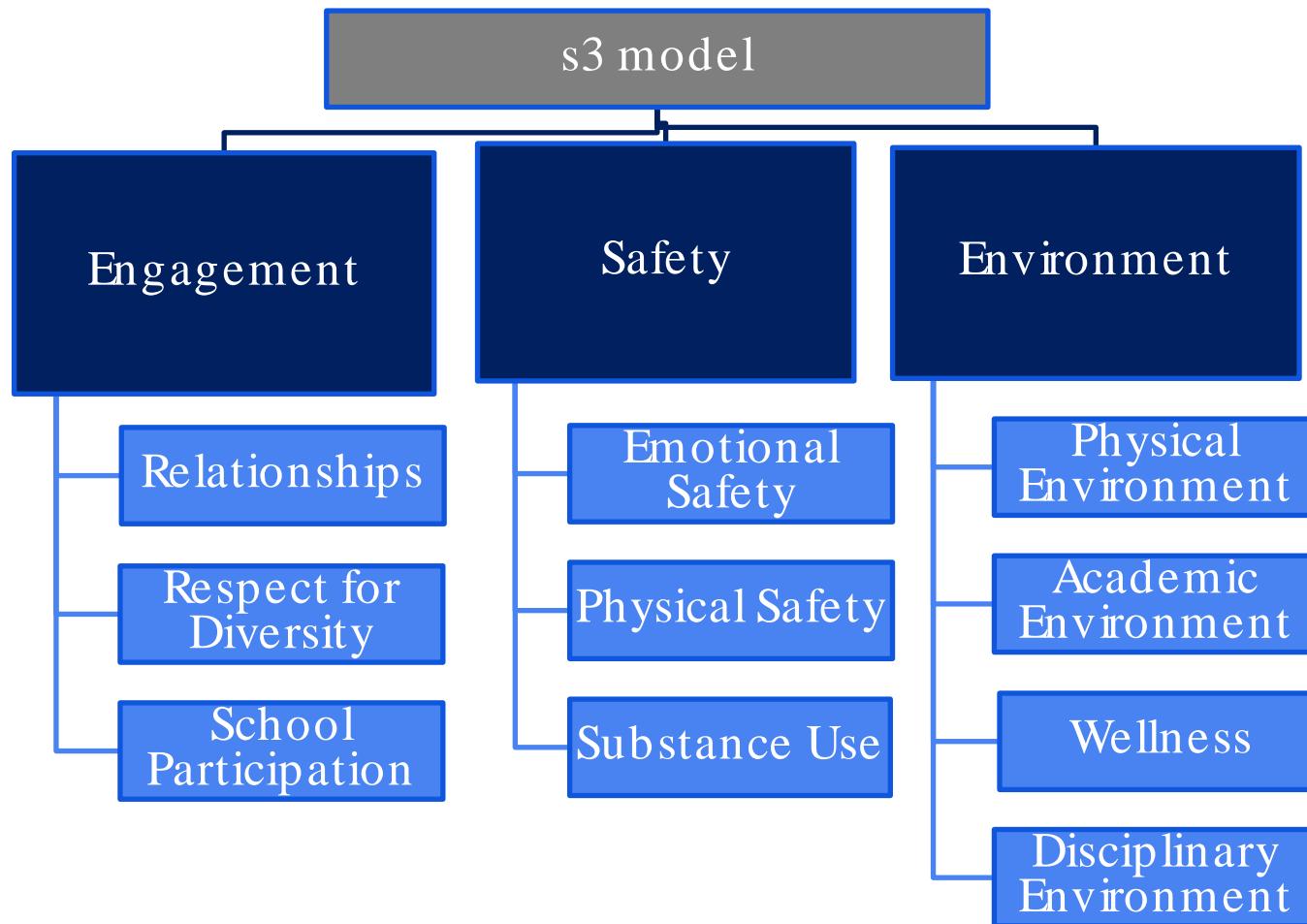


Improving School Climate by Promoting Healthy Relationships

Office of Safe and Drug-Free Schools (OSDFS) Work to Promote Safe and Respectful Relationships

Kevin Jennings, OSDFS Assistant Deputy Secretary

Safe and Supportive Schools (s3) Model



Draft s3 Model. Please do not circulate without consent from the Office of Safe and Drug-Free Schools. Please contact Kristen Harper (kristen.harper@ed.gov) with questions or concerns.

Engagement

The quality of the relationships, including respect for diversity, between students and their peers, staff and their peers, students and staff, and staff and families; and (b) the level of participation and involvement by families, staff and students in school activity.

Relationships

- The quality of student-student, student-staff, staff-staff, and staff-family interpersonal relationships.

Respect for Diversity

- The acceptance or intolerance displayed towards the various subgroups of the school community.

School Participation

- The connection between school community members and the school setting demonstrated by participation in school activity and governance, and by communication between members.

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Safety

The physical and emotional security of the school setting as perceived, experienced, and created by students, staff, and families.

Emotional Safety

- The emotional safety of the school community created by the positive (prosocial) and negative (harassment) behaviors of students and staff.

Physical Safety

- The physical safety of the school community created by student and staff behaviors.

Substance Use

- The prevalence of substance use among youth and the presence of substance use and trade on school grounds.

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Environment

(a) The physical and mental health supports offered to students, (b) the physical plant, (c) the academic environment, and (d) the fairness and adequacy of disciplinary procedures.

Physical Environment

- The facilities upkeep, ambient noise, lighting, indoor air quality, and/or thermal comfort of the school.

Academic Environment

- The instructional, behavioral, and personal aspects of classroom management.

Wellness

- The availability of school-based physical and mental health supports for students.

Disciplinary Environment

- The communication of policies regarding discipline and behavior to the school community and the adequacy and fairness of policy enforcement.

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Teen Dating Violence Prevention

**Office on Violence Against Women
U.S. Department of Justice**

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Services to Advocate For and Respond to Youth Program

Preventing Teen Dating Violence

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Division of Violence Prevention
National Center for Injury Prevention and Control

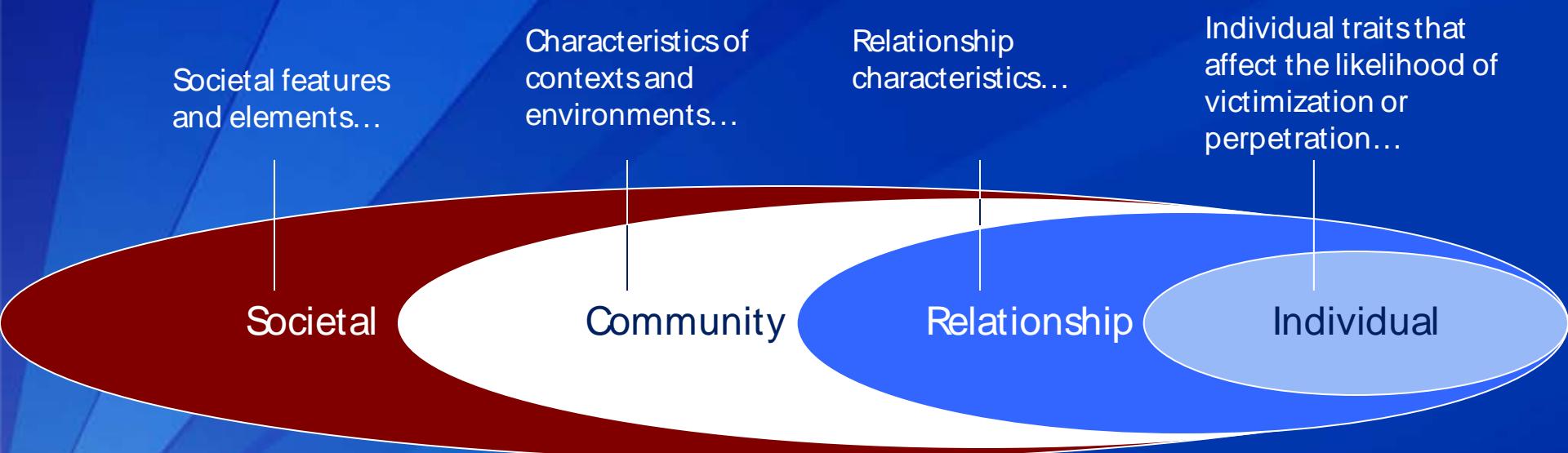


U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

CDC's Approach

- Why do we focus on prevention?
 - Stop the problem before it begins
 - Only way to end violence
- How CDC approaches a public health issue:
 - Define and Measure the Problem
 - Determine the Risk and Protective Factors
 - Develop and Evaluate Prevention Strategies
 - Widely Disseminate Effective Strategies

Public Health Approach to Violence Prevention



Definition of Teen Dating Violence

- **Teen Dating Violence Includes**

- Physical violence
- Sexual violence
- Psychological/
emotional abuse
- Threats or coercion

- **By an intimate partner:**

- Current or former
- Same sex or different sex

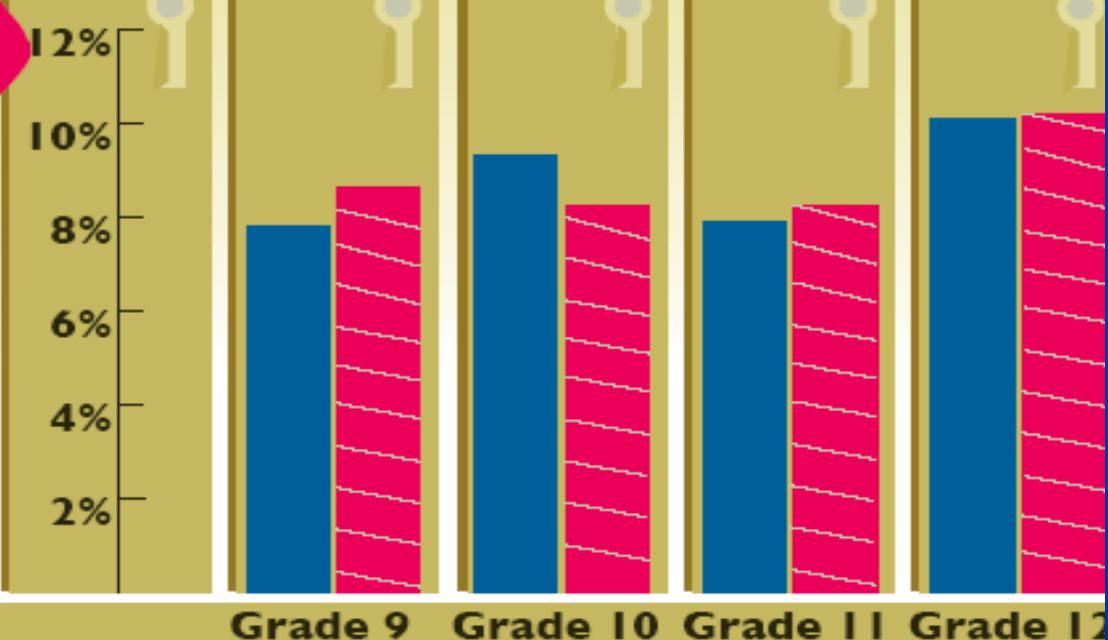


High School Dating Violence in the U.S.A.



1 in 4 adolescents reports verbal, physical, emotional, or sexual violence each year¹

Approximately 10% of students nationwide report being hurt (physical violence only) by a boyfriend or girlfriend in the past 12 months.²



Percentage of students who report having been hit, slapped, or physically hurt by a boyfriend or girlfriend in the past year.

Boys Girls

Risk Factors for Perpetration

- Trauma symptoms¹
- Antisocial behavior, delinquency, substance abuse^{2,3,4}
- Attitudes accepting of dating violence⁵
- Having a friend involved in dating violence, victim or perpetrator⁶
- Exposure to harsh parenting practices^{3,4}
- Exposure to inconsistent discipline⁴
- Lack of parental supervision^{2,3,5,7}, monitoring⁴, and warmth⁴



1. Wolfe et al., 2004; 2. Capaldi & Clark, 1998; 3. Lavoie et al., 2002; 4. Simons et al., 1998; 5. Foshee et al., 2001; 6. Arriaga & Foshee, 2004; 7. Brendgen et al., 2001

Impact of Teen Dating Violence

- Teens involved in dating violence are more likely to experience¹:
 - Injuries
 - Depression
 - Suicidal thoughts
 - Suicide attempts
 - Poor educational outcomes (grades, attendance)
- Complicated by drug and alcohol use
- May interfere with development tasks of adolescence, distort perceptions of what is “normal,” and provide inappropriate guide for future relationships

1. Banyard & Cross, 2008

Why is an Evidence Base Important?

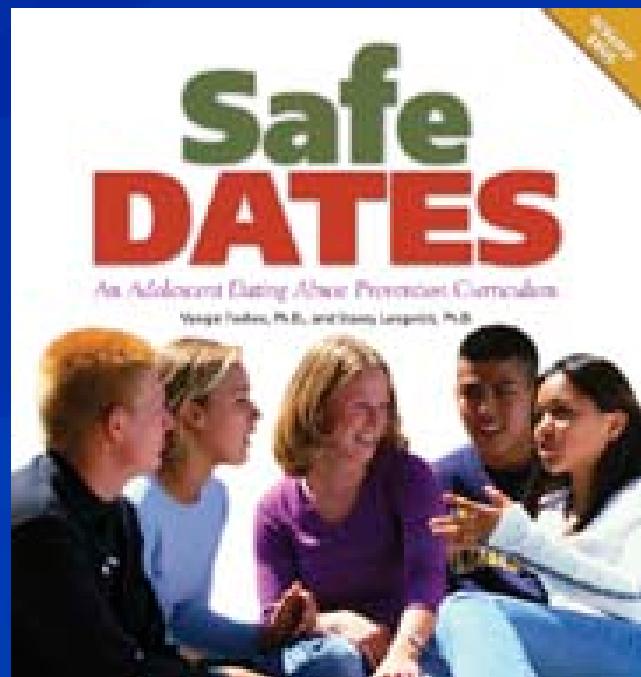
- Helps assure you “do no harm”
- Invests time/resources into things that result in desired outcomes
- Determines program effectiveness
- Increases support and confidence (i.e., you can show you’re doing something effective)



Evidence-Based Curricula for Preventing Teen Dating Violence

□ Safe Dates (Foshee)

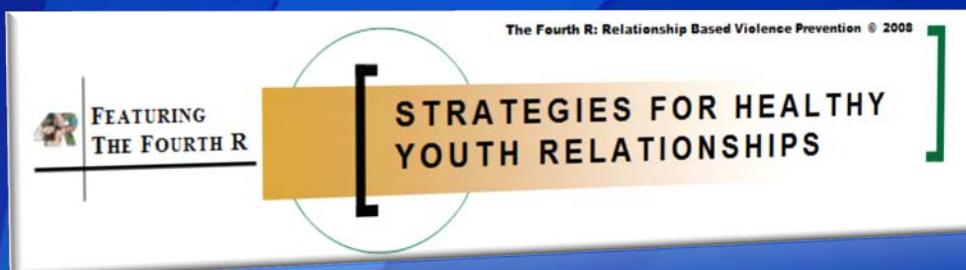
- 9-session curriculum, poster contest, theater production, community-based activities, and training for teachers
- At 4 year follow-up:
 - Less psychological, moderate physical , and sexual dating violence *perpetration*
 - Less moderate physical dating violence *victimization*
- Equally effective for boys and girls
- Positive effects for teens
 - Who had *not* perpetrated dating violence at baseline
 - Who *had* perpetrated dating violence



Hazelden Publishing ®

Evidence-Based Curricula for Preventing Teen Dating Violence

- The Fourth R (Wolfe)
 - 21-session curriculum, taught in required 9th grade health class in Canada
 - Focus on healthy, nonviolent relationship skills throughout 3 units:
 - Personal safety and injury prevention
 - Healthy growth and sexuality
 - Substance use and abuse
 - Evaluation results:
 - Lower physical dating violence perpetration for boys in Fourth R, not girls
 - Increased condom usage for boys in Fourth R, but not for girls

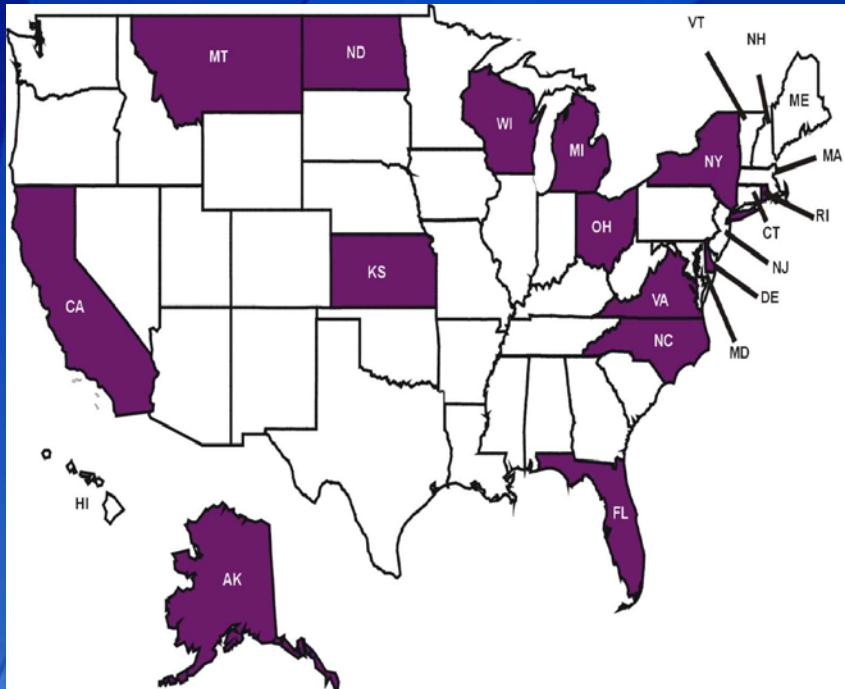


Increasing Efforts to Address Teen Dating Violence



- DELTA
- Choose Respect
- Teen Dating Violence Prevention Initiative
- Dating Matters:
Understanding Teen
Dating Violence
Prevention

Domestic Violence Prevention Enhancements and Leadership Through Alliances (DELTA)



- IPV prevention-focused technical assistance, training, and funding
- Teen dating violence prevention efforts
- Funds 14 State Domestic Violence Coalitions

Choose Respect Initiative Launched in 2006

The graphic features a large blue circular arrow with the words "GIVE RESPECT" at the top and "GET RESPECT" at the bottom, forming a continuous loop. Below the arrow, the text "CHOOSE RESPECT" is displayed in a white box with a black border. To the right of the text is a stylized illustration of a man and a woman. The man has long white hair and is wearing a black shirt and yellow shorts. The woman has long pink hair and is wearing a black top and pink pants. They are standing close together, suggesting a romantic or intimate relationship.

GIVE RESPECT
GET RESPECT

CHOOSE RESPECT

DEPARTMENT OF HEALTH & HUMAN SERVICES USA

CDC
SAFER • HEALTHIER • PEOPLE™

WWW.CHOOSERESPECT.ORG

Developing Teen Dating Violence Prevention Initiative

- Targeting 11 to 14-year-olds in high-risk, urban communities
- Will build on evidence-based approaches
- Will address community-level strategies and policies



DATING MATTERS: UNDERSTANDING TEEN DATING VIOLENCE PREVENTION

“...we can prevent teen dating violence and create a better, safer future for our students.”

DATING MATTERS is a free, online course available to educators, school personnel, youth leaders, and others working to improve the health of teens. It features interviews with leading experts, dynamic graphics and interactive exercises, and compelling storytelling to describe what teen dating violence is and how to prevent it.

Continuing education for this activity is pending.



Dating Matters is sponsored through a partnership between the Centers for Disease Control and Prevention (CDC) and Liz Claiborne Inc.



liz claiborne inc

What You'll Learn

This course will help you:

- > Understand teen dating violence and its consequences
- > Identify factors that can place teens at risk for dating violence
- > Communicate with teens about the importance of healthy relationships
- > Learn about resources to prevent dating violence

By working with teens, families, organizations, and communities to implement effective teen dating violence prevention strategies, you can help make your school safer and healthier for all students.

Course Highlights

What is teen dating violence?

- > Definitions, statistics, and examples
- > How teens view relationships with peers and adults
- > Consequences of dating violence on personal and academic achievement
- > Challenges for teens seeking help

Risk and protective factors for teen dating violence

- > Focus on preventing teen dating violence and promoting positive classroom environment
- > Learn early warning signs and factors that may increase a teen's risk for dating violence

Making healthy relationship choices

- > Why teens aren't talking about dating violence
- > Characteristics of healthy and unhealthy teen relationships
- > Educator's role in teaching about healthy relationships

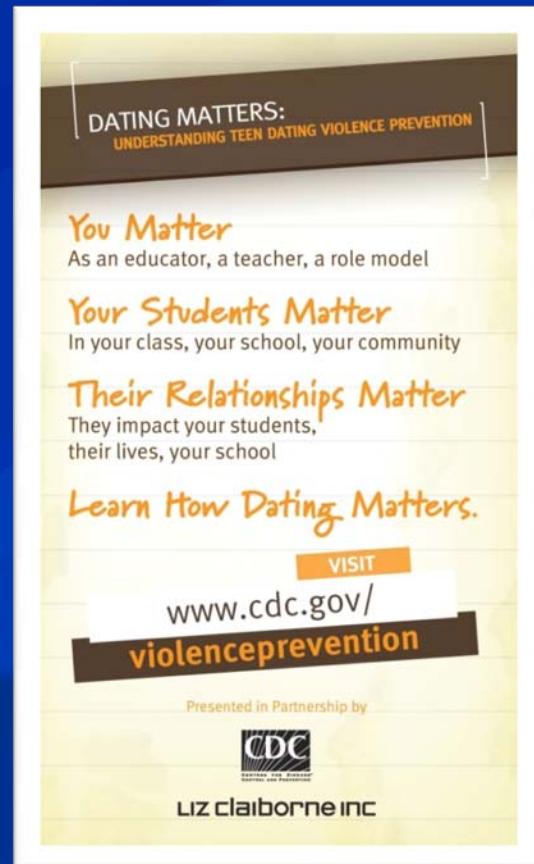
Dating Matters: Understanding Teen Dating Violence Prevention

- ❑ *Dating Matters* is a 60-minute, interactive, online training
- ❑ Designed for educators but also useful for anyone working with teens
- ❑ Free with the option of continuing education credits

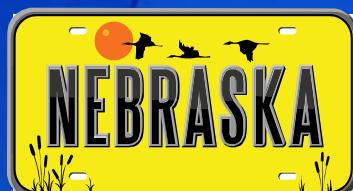


Dating Matters

- CDC, in partnership with Liz Claiborne Inc., created *Dating Matters* in response to numerous requests from educators, who were beginning to integrate teen dating violence prevention education into middle and high school curriculums.

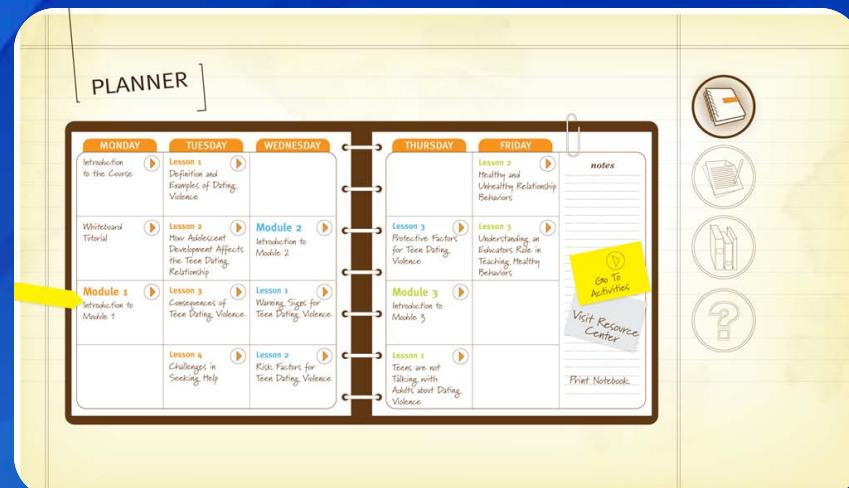


States with Teen Dating Violence Laws



Dating Matters

- Without staff training on teen dating violence and where to go for resources, educators are often unable understand the risk factors and warning signs associated with teen dating violence or their role in promoting healthy relationships.



Training Highlights

Four Sections:

- ❑ What is Teen Dating Violence?
- ❑ Risk and Protective Factors for Teen Dating Violence
- ❑ Making Healthy Relationship Choices
- ❑ Resources for Prevention



Contact Us

DatingMatters@cdc.gov



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Closing Comments

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