

Incorporating Adolescent Relationship Abuse Prevention into Your Adolescent Pregnancy Prevention Programming: A Web-Based Toolkit



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Break the Cycle
Empowering Youth to End Domestic Violence

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Administration for Children, Youth and Families (ACYF)
Family and Youth Services Bureau (FYSB)
Adolescent Pregnancy Prevention Program

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- This presentation was developed for the Family and Youth Services Bureau, under Contract No. HHSP23320051WC, Task Order 25.

Disclaimer

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- Presenters' references to these materials do not constitute endorsement by FYSB.
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Learning Objectives

Upon conclusion of this Webinar, participants will be able to use the adolescent relationship abuse (ARA) toolkit to

- plan approaches to addressing ARA within existing adolescent pregnancy prevention (APP) programming, including deciding which activities to implement;
- promote staff confidence and competence in implementing ARA prevention activities; and
- provide high-quality, useful materials and content to project participants to prevent and respond to ARA.

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Live Demonstration

The following slides provide screenshots of the toolkit for those participants who are not able to view the live demonstration.

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Introduction

Toolkit to Incorporate Adolescent Relationship Abuse Prevention into Existing Adolescent Pregnancy Prevention Programming

This toolkit is designed to help FY08 Adolescent Pregnancy Prevention (APP) grantees incorporate adolescent relationship abuse (ARA) prevention into their existing APP programming. Whether grantees are newly funded or have been implementing project activities for one or more years, this toolkit includes helpful tools and resources for grantees to choose from to best fit their projects and participants. These tools include sample documents and resources that grantees can adapt for their own use.

This toolkit also includes accompanying guidance for grantees about choosing among the available tools and ensuring high-quality implementation of ARA prevention approaches. Different tools may be useful for grantees at different stages of their project and for grantees with different goals and levels of funding. This toolkit describes when, how, and why tools should be used. Grantees are encouraged to share this toolkit with their sub-awardees.

This toolkit is designed to guide grantees through the process of incorporating ARA prevention into their APP programming from start to finish and is structured in four sections. These steps are depicted in the flowchart below.

Flowchart: Incorporating ARA into Existing APP Programming

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    graph LR
      A[Organizational Readiness and Planning] --> B[Selection and Adaptation of Materials to Address ARA]
      B --> C[Preparation for Implementation]
      C --> D[Successful Incorporation of ARA prevention into APP projects]
      E[Monitoring and Evaluation] --> B
  
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Organizational Readiness and Planning

- Plan an approach
- Invest in Relationships
- Develop Policies and Procedures

Selection and Adaptation of Materials to Address ARA

- Consider relevant selection criteria
- Identify potential materials
- Individual Modules or Lessons
- Multi-session Programs
- Adapt Materials as Needed

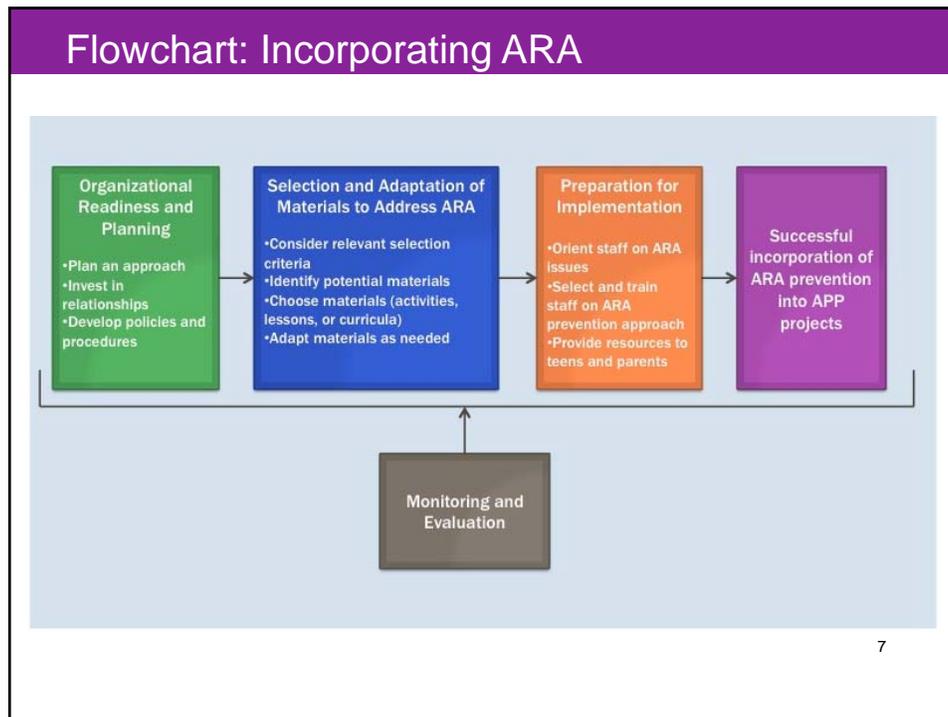
Preparation for Implementation

- Orient Staff on ARA Issues
- Select and Train Staff on ARA Prevention Approach
- Provide Resources for Trainers
- Provide Resources for Parents

Successful Incorporation of ARA prevention into APP projects

Monitoring and Evaluation

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Section 1 – Organizational Readiness and Planning

- Section 1.1 – Plan an Approach
 - Develop a plan at the outset that includes basic needs assessment, cataloguing of available resources, and discussion of the best approach to meet community and youth needs.

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Why It Is Important

- Developing a plan for incorporating ARA education into your project will benefit
 - organizations that have never included ARA content before;
 - organizations that have inherited approaches but never evaluated whether they are right for their project; and
 - organizations that have a long history of educating youth on ARA and that want to expand and model effective approaches for others.

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Planning Tools

1. Organizational Readiness and Planning

Successfully incorporating ARA into APP programming will largely depend on the readiness of the grantee organization (and sub-awardee organizations). For example, the following elements should be assessed: willingness to accept a new ARA prevention approach, the buy-in of key leaders, the buy-in of staff, and a favorable history with similar efforts (e.g., previous project success). An implementation plan is always an important first step. It is also important to connect to organizations in your community who have expertise in ARA prevention and to develop clear policies and procedures for handling cases of disclosure, including questions of confidentiality and mandatory reporting.

Who should use this section:

- grantees who have never worked on ARA prevention;
- grantees who have new staff who need to be educated on ARA and prevention; and
- grantees who never formalized their policies and procedures related to ARA and prevention.

1.1. Plan an Approach

As grantees begin planning their organization's or project's approach to incorporating ARA prevention into APP programming, they should clearly identify the issues and specific behaviors and topics they want to address, set achievable goals and define success upfront, establish a clear budget, determine the type and extent of activities they will incorporate, and create a realistic timeline. A written implementation plan or revision of their existing implementation plan can help ensure that all stakeholders (including the FYSB project officer) are informed about selected activities and rationale for the planned approach. An implementation plan is important to develop at the beginning of the process, even if all details are not clear yet; the implementation plan may include information about involving a partner organization with expertise to help with further planning. The plan should be updated as changes or improvements are made.

• [Intimate partner violence and teen pregnancy prevention](#) (4 p.)
 Kan, M. L., Ashley, O. S., Strazza, K., Vance, M. M., LeTourneau, K. L., & Martin, S. L. (2012, December). Washington, DC: Administration on Children, Youth and Families, Family and Youth Services Bureau.

(This tool is available on the FYSB APP Communities of Practice Website. Access to this Website has been granted to the primary contact of each FYSB APP grantee. Primary contacts can request access for additional grantee or sub-awardee staff.)

This tool is designed to give practical guidance on incorporating ARA content and materials into APP projects. It will be most useful to projects that are in the early stages of planning what their ARA programming will look like. It discusses the various ways that ARA content can be included in APP projects, from implementing all or part of an ARA prevention curriculum to addressing home visits and mentoring. *Center for ARA*. This

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Section 1.2 – Invest in Relationships

- Before you begin your project, locate your state or local domestic, dating, and/or sexual violence service provider and introduce yourself.

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Why It Is Important

- Strong partnerships with domestic violence/sexual assault organizations will benefit your project by
 - providing you with experts to consult at every step of this process;
 - giving you a ready source of trainers and speakers for staff trainings and community events;
 - keeping your staff up to date on developments in the domestic violence and sexual assault field; and
 - creating the foundation for referrals when your youth participants need them.

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Question

Do you regularly partner with a domestic violence/sexual assault organization? Write in the questions box who you work with and how you maintain the relationship.

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Tools for Partnering

SAMPLE

MEMORANDUM OF UNDERSTANDING BETWEEN

NON PROFIT AGENCY AND COMMUNITY BASED ORGANIZATION

This Memorandum of Understanding (MOU), while not a legally binding document, does indicate a voluntary agreement to assist in the implementation of the plans described in the "Title of Project", a substance abuse prevention demonstration grant targeting high risk female adolescent populations. This grant is funded through the Department of Health and Human Services, Public Health Service, Substance Abuse and Mental Health Services, center for Substance Abuse and is expected to have a three year funding cycle.

Overall Project Goals, Services and Outcomes: very brief program overview

Term One: This MOU shall begin upon grant funding approval. The agreement is renewable from year to year, unless either party gives notice of intent to withdraw from the project.

Term Two: Agency Provisions: In addition to continuing the on-going program planning and review process of "Title of Project" the non-profit organization will provide the following services in specific support of this project:

- a.
- b.
- c.
- d.

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Section 1.3 – Develop Policies and Procedures

- In preparing staff to respond to situations that arise during discussions about healthy relationships and ARA, it is key to have
 - policies that explain the rules, why they exist, to whom they apply and when; and
 - procedures identifying the actions to be taken.

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Why It Is Important

- Clear, concise organizational policies and protocols allow staff to do their best work by
 - taking the guesswork out of decision-making during stressful moments;
 - ensuring a consistent set of actions and responses across the organization;
 - educating staff on legal duties and the impact of the law on their work; and
 - communicating organizational values.

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Examples of Policies

Responding to disclosures of abuse

Mandatory reporting of child abuse

Confidentiality and information sharing

Parental notification and involvement

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Tools for Policy Development

1.3. Develop Policies and Procedures

Regardless of the ways in which grantee projects plan to address ARA, grantee organizations should work with partners to develop policies and procedures related to ARA. Discussing issues related to ARA will likely result in disclosures from youth participating in grantee projects. Before that happens, it is important to have policies and procedures in place to address these situations and to train staff on these policies. The tools provided in this section will help grantees proactively develop or amend policies and procedures.

Clear, concise organizational policies and procedures

- take the guesswork out of decision-making during stressful moments;
- ensure a consistent set of actions and response across the organization;
- educate staff on legal duties and the impact of the law on their work; and
- communicate organizational values.

For each clearly defined policy, there must be corresponding procedures or protocols on how to apply the policy, how it is enforced, whom it affects, and who is in charge. For example:

- A policy may state that staff must respond promptly and sensitively to any youth disclosing an incident of relationship abuse.
- The corresponding procedures may explain the necessary steps, from assessing the youth's immediate safety, to connecting the youth to the staff or referral agency who will discuss the youth's options, to explaining whether and how parents will be involved and working with the youth to create a safety plan.

Grantees should have policies in place about responding to disclosures, mandated reporting of child abuse, confidentiality and information sharing, and parental notification and involvement before providing ARA prevention content to project participants.

As grantees incorporate ARA into their projects, they may find that they need to develop or reassess their organization or project policies to protect youth receiving services.

- [Youth services policy development tool](#) (12 p.)
Break the Cycle (n.d.)
This tool, developed by Break the Cycle, provides general guidance on policy development and a step-by-step process for building comprehensive, coherent, and

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Section 2 – Selection and Adaptation of Materials

- Section 2.1 and 2.2 – Consider Selection Criteria and Identify Potential Materials

2. Selection and Adaptation of Materials to Address ARA

APP grantees vary widely in their implementation structures, available resources, settings, and partners. Therefore, it is important that grantees are thoughtful in selecting an approach and materials to address ARA within their projects. This section offers tools and practical guidance about how to select materials as well as registries that list programs that address ARA and individual and multi-lesson programs. Grantees are not required to implement entire ARA programs within their APP projects, and may choose to select specific lessons or activities to best meet their needs. It is recommended that grantees involve partners in choosing programs and materials before staff selection and training begins.

It is likely that grantees will want to make adaptations to the selected materials to best suit their unique needs and the needs of their communities. This section provides resources to inform the adaptation process, which may involve adapting existing evidence-based APP programs to integrate ARA content or tailoring existing ARA programs to meet the needs of the target population, project structure, or implementation setting.

2.1. Consider Relevant Selection Criteria

There are various criteria that grantees may want to consider when selecting materials to address ARA. Grantees should use the tools in this section to determine which criteria are important to their project so that they can evaluate possible ARA prevention activities against these criteria.

- **Checklist of criteria for healthy relationships content**  (p.)

There is no agreed upon definition of what should be included in a “healthy relationships” program or curriculum. However, using the National Health Education Standards, the National Sexuality Education Standards, and expertise in the area of ARA, Futures Without Violence developed this brief checklist of criteria for healthy relationships content. The checklist can be used by grantees to determine if materials they are considering address important risk and protective factors for ARA.

Who should use this section:

- grantees who have never worked on ARA prevention;
- grantees who would like to use different materials to address ARA than they have in the past; and
- grantees who need to adapt existing ARA approaches to better fit their needs.

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Information About Key Risk and Protective Factors

- Mediators have been shown to account for changes in ARA behavior
- Three mediators that have been proven to account for desired changes are
 - acceptance of dating violence;
 - gender stereotyping; and
 - awareness of services for helping teenagers who are victims in abusive and violent relationships.

(Foshee et al., 1998) 20

Section 2.3 – Individual Modules



SESSION 2

Defining Dating Abuse

<p>Description</p> <p>Through the discussion of scenarios and the review of statistics, students clearly define what dating abuse is.</p> <p>Learner Outcomes</p> <p>By the end of this session, students will be able to</p> <ul style="list-style-type: none"> • identify harmful dating behaviors • define physically and emotionally abusive behaviors 	<p>SESSION 2 AT A GLANCE</p> <hr/> <p>Total Time: 50 minutes</p> <p><i>Part 1: (5 minutes)</i> Ground Rules and Homework</p> <p><i>Part 2: (6 minutes)</i> Identifying Harmful Behaviors</p> <p><i>Part 3: (25 minutes)</i> What Is Abuse?</p>
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Section 2.4 – Multi-session Programs

2.4. Choose Materials: Multi-session Programs

This section provides examples of multi-session ARA prevention programs, including several evidence-based programs. These programs are through a variety of methods for specific populations, in various settings, and they each focus on particular risk and protective factors for grantees are not expected to use entire multi-session programs, but grantees may decide to incorporate select sessions or activities from choosing a particular program or activities from a program may include the fit of the program with the target population, implementation, community needs; the ease of integration of the program with APP project activities; and whether the program has evidence of effectiveness grantees are targeting.

- [Safe Dates: An adolescent dating abuse prevention curriculum](#)  (2nd ed.)

Foshee, V., & Langwick, S. (2010)
Center City, MN: Hazelden Publishing

Safe Dates is an evidence-based ARA prevention program that is intended for use with groups of middle and high school students (approximately 50-minute) classroom sessions, a play about dating abuse, and a poster contest. The interactive curriculum focuses on coping with emotions, communication skills, gender stereotypes, defining caring relationships and dating abuse, motivations for and how to help friends who are victims or perpetrators of dating abuse. . In several rigorous research studies, *Safe Dates* has been shown to be effective in preventing and reducing ARA perpetration and victimization (Foshee et al., 2005).

- [Families for Safe Dates](#)  (2 p.)

Hazelden Foundation (2010)

Booklet 1  (17 p.) Booklet 2  (15 p.)

Families for Safe Dates consists of six interactive booklets for teens and parents to complete together, in the home, with a health educator phone calls. The goals of *Families for Safe Dates* are to increase caregivers' and teens' knowledge about ARA and the importance of preventing ARA and to help participants build skills in communicating about dating and ARA as a family. A randomized evaluation of the program found significant improvements on these outcomes and on physical abuse victimization (Foshee et al., 2012). There are two main models of implementation: (1) a health educator teaches *Safe Dates* to individual families and has a staff person follow up over the phone; or (2) a school educator teaches *Safe Dates* (described in the classroom and sends all six *Families for Safe Dates* booklets home at once and does not provide follow up phone calls.

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Section 2.5 – Adapt Materials As Needed

- Grantees may want to adapt
 - existing evidence-based APP programs to incorporate ARA content or
 - selected ARA programs to better fit the target population, project structure, or implementation setting.
- Adaptations should be made without compromising core components.
- Grantees should follow adaptation guidance previously shared by FYSB.

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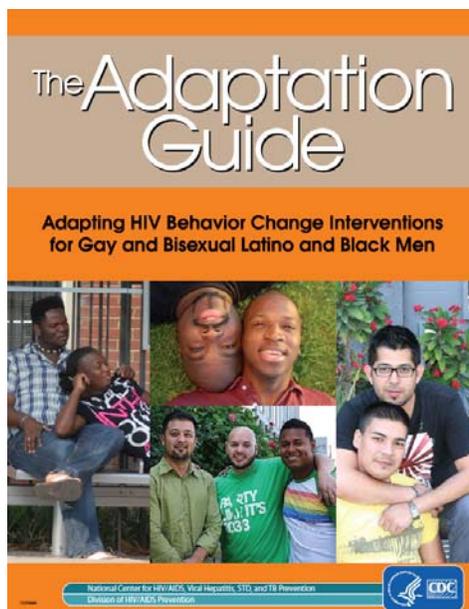
Adaptation Process

Several complementary frameworks are useful in planning cultural adaptations. First, cultural adaptation can involve modification to both *surface* (the observable characteristics of the target culture, like language or clothing) and *deep structure* (considering the unique ways that social forces within a particular culture; Resnicow et al., 2000). Second, cultural adaptation comes in two basic forms: modifying program content and modifying location of program delivery (Castro et al., 2004). In order to take a balanced and complete approach to cultural adaptation, projects should consist of types of adaptations; examples are shown in the chart below.

		Form of adaptation	
		Content	Source, mode, location
Structural level of adaptation	Surface structure	Present ARA statistics specific to the target population. Re-create visual aids (e.g., handouts, posters, videos) to include images of representatives from the target population. Revise program text to use terms commonly used by the target population.	Tailor program for delivery in a setting that is easily accessible for the target population.
	Deep structure	Discuss cultural values that may relate to ARA (e.g., related to masculinity/femininity, dating, helping and help-seeking). Incorporate stories, analogies, and traditions from the target population.	Target population may be more receptive to receiving ARA messages from individuals with particular demographic characteristics, backgrounds, or professions; hire these individuals as implementers.

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Adaptation Tool



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Extracting Part of a Program

- Consider similar principles as if adapting the program.
 - Determine what content or messages best meet the needs of your target population.
 - Understand the intent of various ARA prevention activities/lessons and the specific factors they are designed to impact.
 - Choose activities/lessons that match your needs.
 - Make sure to address issues that the selected activities/lessons may build on from earlier parts of a program.
- Integrate activities/lessons carefully to avoid red light adaptations to your APP program.

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Poll

- Which of the following is an important consideration when selecting ARA prevention activities or programs to implement?
 - A. The amount of time you have
 - B. The risk and protective factor(s) that the program targets
 - C. Both of the above

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Section 3 – Preparation for Implementation

- Section 3.1 – Orient Staff on ARA Issues
 - All staff should understand the dynamics of ARA, its consequences, and how to address it with teens before implementing ARA prevention content.

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Why It Is Important

- Increasing your staff knowledge about healthy relationships and ARA content first will benefit your project by
 - allowing staff to develop policies and procedures that are sensitive to the dynamics of ARA;
 - giving staff a framework for choosing curricula and other activities to incorporate; and
 - addressing common challenges that arise when discussing ARA with youth.

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Section 3.2 – Select and Train Staff

3.2. Select and Train Staff on ARA Prevention Approach

Selecting staff and training staff on the chosen ARA prevention approach is an important step in incorporating ARA prevention into APP programming. It is important to ensure that staff not only agree with the content of ARA programming, but also have the knowledge and tools they need to successfully implement policies and programs. All staff, but especially staff facilitating ARA content, should be trained in the dynamics of ARA, its consequences, and how to address it with adolescents.

Training should be an ongoing effort, not a onetime event. Staff skills will need to be refreshed, new research and best practices will emerge, new partners can breed new ideas, and staff turnover may occur. A detailed training plan should be developed and reviewed every year.

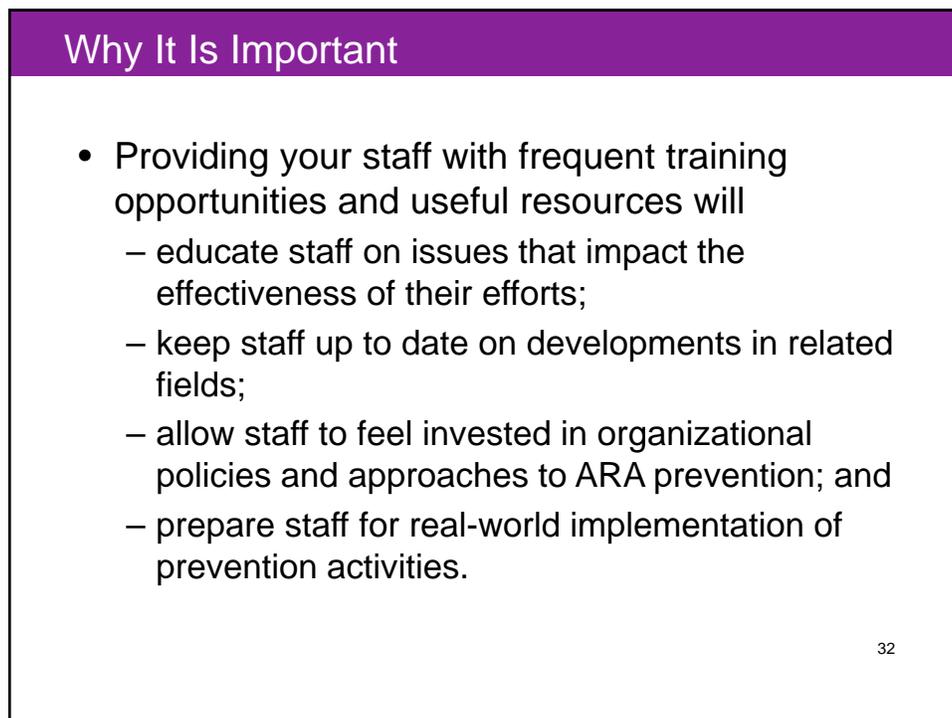
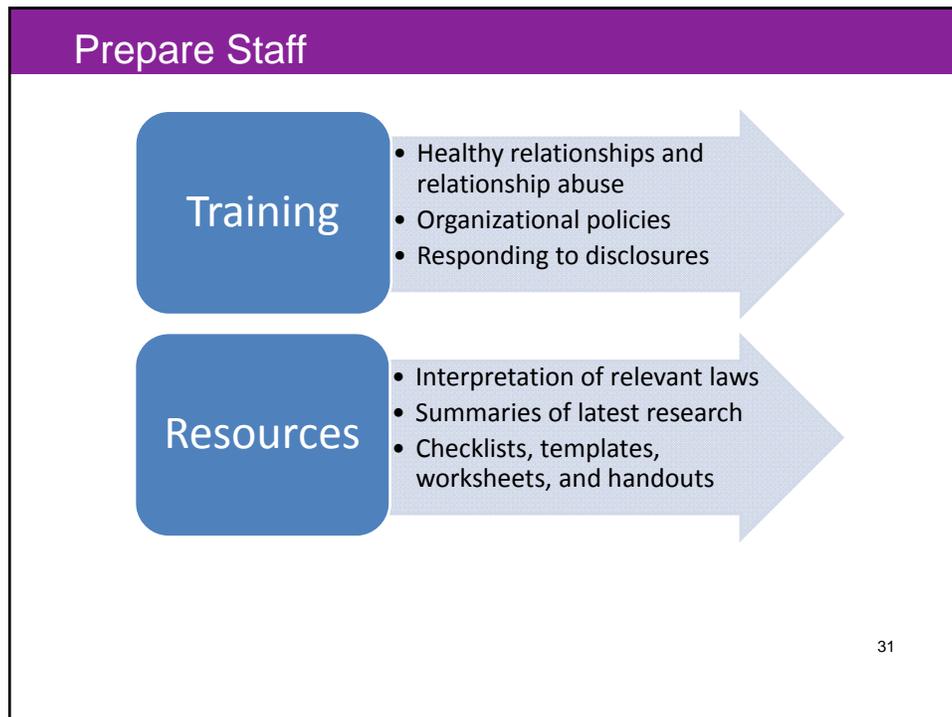
Training staff allows them to feel invested in organizational policies and approaches to ARA prevention. The following tools can be used to develop a training plan for incorporating ARA topics into APP projects as well as to build the confidence and competence of staff who will be implementing ARA programming. In-person training for staff is ideal, and often local or state domestic and sexual violence organizations can help arrange such trainings. If in-person training is not possible, the tools in this section can still help grantees to educate their staff.

Training on ARA and implementation of ARA content can trigger painful memories and feelings for staff. Talking about DV, relationship abuse, reproductive and the effects of ARA on adolescents are sensitive topics that can be emotional regardless of whether a person has had any direct experiences with abuse. Ensure that sensitivity to possible trauma history is shown throughout staff selection and screening, staff training, and staff supervision and implementation.

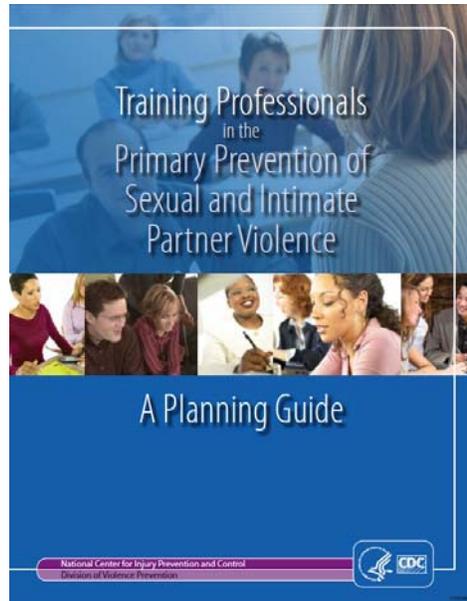
Once APP projects have selected a program or activities to address ARA, they can select staff to implement those activities. Here are several tips for selecting and screening staff:



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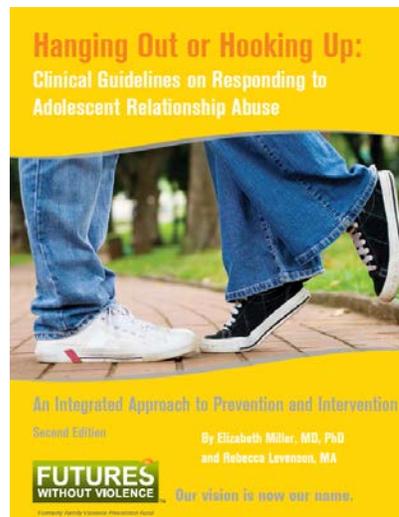


Develop a Training Plan



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Training Tools



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Topic for Discussion

Triggering

Safety
Planning

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Safety Plans

Safety Planning

A safety plan is a personalized, practical plan that can help a young person identify and avoid dangerous situations when they are at risk of being abused. After disclosure of potential or actual abuse, the youth may not be ready to act, but a safety plan can help empower the youth with the knowledge of how to act in different scenarios. The tools below can be used to create a safety plan.

- The *Love is Respect safety planning guide* is an interactive Web-based or hardcopy tool that provides a copy for high school or college victims to create a thorough safety plan. This tool can be offered to participants to use (with informational icons along the way) or with a staff member. [HTML](#)
- Futures Without Violence's *Create a teen safety plan*. This one-page guide can be given to a participant for use if they actually provide questions to help assess whether a teen is in an abusive relationship but instead provides suggestions if the person lives with their partner or has children. [PDF](#) (1 p.)
- End Domestic Abuse Wisconsin: The Wisconsin Coalition Against Domestic Violence's *Teen dating abuse safety plan* that provides questions for teens to fill in if they are in a relationship or if they plan to break up with a partner. [PDF](#) (4 p.)

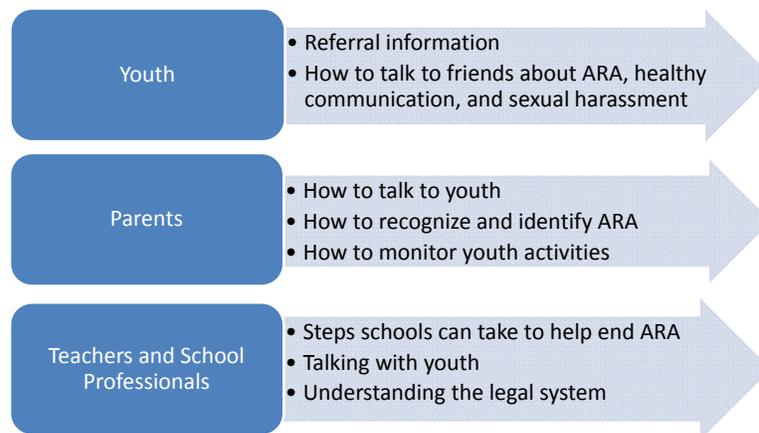
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Questions

- What other topics have come up in staff trainings or discussions?
- What resources have you identified for training staff on ARA?
- Write your ideas in the questions box.

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Section 3.3 and 3.4 – Provide Resources



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Referral Information for Teens

The screenshot shows the FIND youth INFO website interface. At the top, there is a navigation bar with a search box and a "View Resources by Topic" dropdown menu. Below the navigation bar, there are several tabs: Home, Youth Topics (highlighted), Youth Voices, Map My Community, Funding Search, Collaboration Profiles, Evidence & Innovation, Federal Resources, and About Us. The main content area features a large blue header for "Teen Dating Violence" with a photo of a young couple. Below the header, there is a section titled "Resources for Victims of Teen Dating Violence" which includes text about the importance of reaching out to trusted adults and a list of resources for teens involved in abusive relationships. A specific resource mentioned is "The National Domestic Violence Hotline" with the phone number 1.800.799.SAFE (7233) or 1.800.787.3224 (TTY). To the right of the main text is a vertical sidebar titled "TEEN DATING VIOLENCE CONTENTS" with a list of links: Characteristics of Healthy & Unhealthy Relationships, Prevalence of Teen Dating Violence, Electronic Aggression and Teen Dating Violence, Teen Dating Violence and Gender, Youth At Risk of Teen Dating Violence, Preventing Teen Dating Violence, Consequences of Teen Dating Violence, Legal Responses to Teen Dating Violence, Resources for Victims of Teen Dating Violence, Public Awareness About Teen Dating Violence, Additional Federal Resources, and References. The page number "39" is visible in the bottom right corner of the screenshot.

Additional Resources for Teens

How to Recognize ARA

- The CHTR *Teen relationship abuse brochure* provides information about warning signs for abusive relationship strategies for responding to the abuse, how to help a friend and resources. This tool is appropriate for teens who might that their own or a friend's relationship is abusive. [PDF \(2 p.\)](#)
- CHTR's *Sexual harassment brochure* provides a definition and warning signs of sexual harassment, strategies for responding to sexual harassment, how to help a friend and resources for help. [PDF \(2 p.\)](#)

How to Help a Friend

These tools, developed by Break the Cycle, offer advice to young people who want to either discuss healthy relationships with friends or reach out to a friend who is experiencing ARA. They can be used with all participants.

- The *Help a Friend* brochure gives practical tips on starting the conversation safely and sensitively. [PDF \(2 p.\)](#)
- The *How Would You Help?* quiz provides scenarios for reflecting on the best approach to helping a friend. [PDF \(2 p.\)](#)

Communicating

- The *How Can I Communicate Better?* brochure gives tips to young people for improving communication in their relationships. A two-page handout developed by Break the Cycle offers easy to implement ideas that adolescents can use to increase healthy communication in everyday interactions with their dating partners as well as when they are angry or arguing. It is appropriate for all young people. [PDF \(2 p.\)](#)
- The *Conflict Resolution* brochure describes the difference between conflict in healthy and unhealthy relationships. The handout developed by Break the Cycle provides young people with examples of communication and conflict resolution in healthy relationships, and tips for ensuring healthy disagreement as well as examples of how conflict can really be unhealthy or abusive relationship behavior. [PDF \(2 p.\)](#)

Resources for Parents and Caregivers

3.4. Provide Resources: Resources for Parents

The resources in this section can be given to parents or caregivers any time but are especially helpful when beginning to implement ARA. Parents and caregivers feel unprepared to have conversations with their children about ARA. The more grantees can help parents discuss the information and reinforce the information young people receive through project activities, the more the information will be understood and utilized.

General Comprehensive Handbooks

The following resources are comprehensive and include a substantial amount of information in an appealing format.

- *A parent's handbook: How to talk to your children about developing healthy relationships* (7 p.)
Richard Gallagher, Liz Claiborne Women's Work
Designed for parents of pre-teens, this booklet was developed as a tool to help parents lay the foundation for healthy decision-making relationships. It includes tips for "starting the dialogue," an interactive quiz, and additional resources.
- *Navigating teen relationships: A parent's handbook* (24 p.)
CHTR's comprehensive handbook provides information about healthy relationships, appropriate online behavior, warning signs of abuse, and strategies for helping teens understand the issues. Some of the information, such as the description of the laws, is Idaho-specific and adapted for any community. This is a comprehensive guide that would be good to provide to parents and caregivers following sessions on related topics.
CHTR has a similar handbook for parents of middle school students. [PDF](#) (11 p.)

Conversation Starters

The resources below are shorter and are meant to provide parents and caregivers with ideas about how to talk to children so they will listen. These resources provide ideas about how to start conversations on issues around healthy relationships and ARA.

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Questions

- What other resources or handouts have you provided to project participants?
- Write your ideas in the questions box.

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Appendix: Additional Resources

- Specific populations resources
- Resources related to ARA and pregnancy
- Resources related to electronic abuse

Appendix: Additional Information and Research about Adolescent Relationship Abuse

This section provides more in-depth information about ARA. Broadly defined as a pattern of abuse or threat of abuse against teenaged dating partners across diverse groups and cultures. Although the dynamics of ARA are similar to adult DV, the forms and experience of ARA as well as the challenges in providing services make the problem of ARA unique. ARA occurs in different forms, including verbal, emotional, physical, sexual, and digital; and the effects may have both immediate and long-term effects on young people.

The documents included in this section highlight the widespread problem of ARA, the different types of ARA, and their impacts on young people. They draw from various studies that use different measures. Therefore, data presented in these documents vary. These resources are here to enhance understanding and can provide the basis from which to develop grantee project materials.

Specific Populations

- [Dating Violence in Communities of Color](#) (12 p.)
Women of Color Network, National Resource Center on Domestic Violence (NRC DV) (2008)
This "Facts & Stats Collection" paper describes specific issues and distinguishing dynamics that confront teens and young adults of color, highlighting types of abuse and warning signs. Resources for additional information are provided.
- [Teen Dating Violence among Lesbian, Bisexual, and Transgendered Girls](#) (1 p.)
Gunner Gurwitsch, The Network/La Red
Describes comparisons to violence in heterosexual relationships, discusses additional tactics of power and control that may be used by abusers, highlights barriers often faced by LBT teens, and suggests ways to create a welcoming and affirming response.



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Section 4 - Monitoring and Evaluation

- It is important to plan for program monitoring and evaluation.
- A monitoring plan should include
 - questions and the information needed to answer them;
 - data sources and methods of data collection;
 - a plan for analysis;
 - a timeline and staff assignments; and
 - a plan for reporting of results.

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Monitoring and Evaluation Planning

4. Monitoring and Evaluation

As part of their overall ARA planning process, APP grantees may make plans to monitor program implementation and evaluate participant outcomes. Grantees could also make decisions to initiate or improve upon monitoring and evaluation efforts after program implementation has begun. Regardless of the timing, the tools in this section will help with the process of planning for monitoring and evaluation of ARA prevention activities. The sample evaluation plan is the most general of the tools, presenting the various types of decisions that grantees should make prior to beginning their monitoring and evaluation efforts. The remaining tools can help grantees make decisions about specific measurement tools to use.

Who should use

- grantees who evaluated th
- grantees who ARA preven ways to mon

- *The adaptation guide* (160 p.)

Centers for Disease Control and Prevention (2010)

Atlanta, GA: Author

Planning for monitoring and evaluation of ARA prevention activities should happen as the activities themselves are planned, even if Pages 107-110 of this guide provide guidelines for developing a monitoring and evaluation plan. These guidelines explain that for each evaluate, they should specify

- questions to be answered;
- information needed to answer the questions;
- information sources and instruments to collect information;
- when the data will be collected;
- who will collect the data; and
- a data analysis and use plan.

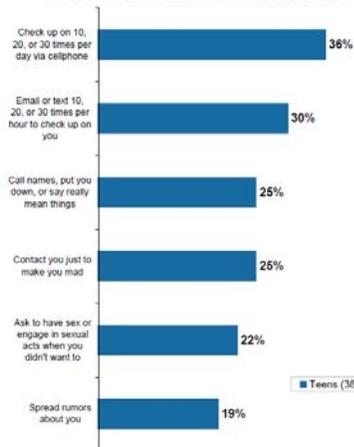
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Monitoring and Evaluation Tools

RESEARCH FINDINGS

Cellphones and internet heighten the extent and insidiousness of teen dating abuse

EVER HAD A BOYFRIEND/GIRLFRIEND...



- > One in three teens who have been in a relationship (30%) say they've been text messaged 10, 20, or 30 times an hour by a partner finding out where they are, what they're doing, or who they're with.
- > One in ten teens in a relationship (11%) report being text "checked" by their partners 30 times an hour.
- > One in four teens in a relationship (25%) say they have been called names, harassed, or put down by their partner through cellphones & texting.
- > One in five teens in a relationship (22%) have been asked by cellphone or the internet to engage in sexual activity when they did not want to.
- > Nearly one in five teens in a relationship (19%) say that their partner has used a cellphone or the internet to spread rumors about them.

11 Question 17: While in a relationship, have you ever had a boyfriend/girlfriend...?

TRU

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Tips for Choosing and Using Assessment Tools

- Choose tools that have been validated with similar respondents to yours.
- Keep validated scales intact if possible; choose shorter scales if time is limited.
- Use best practices to maintain confidentiality.
- Pilot or pre-test tools to ensure comprehension and honest reporting.

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Questions or Comments



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Suggested Citation

- Ashley, O. S., Gallopin, C., & Kan, M. (2013). *Incorporating adolescent relationship abuse prevention into your adolescent pregnancy prevention programming: A Web-based toolkit*. Webinar presented to Family and Youth Services Bureau Adolescent Pregnancy Prevention grantees.

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Thank You!

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