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

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U.S. Department of Health and Human Services
Administration for Children, Youth and Families (ACYF)
Family and Youth Services Bureau (FYSB)
Adolescent Pregnancy Prevention Program

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Disclaimer

- Educational or instructional materials referenced during this presentation are for informational purposes only.
- Presenters' references to these materials do not constitute endorsement by FYSB.
- Any statements expressed are those of the presenters and do not necessarily reflect the views of FYSB.

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

Introduction
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.
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.

Planning Tools
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.

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.
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.

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 Provision: In addition to continuing the ongoing 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.
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.

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.
Examples of Policies

- Responding to disclosures of abuse
- Mandatory reporting of child abuse
- Confidentiality and information sharing
- Parental notification and involvement

Tools for Policy Development

1. Develop Policies and Procedures

Regardless of the area in which grantee projects plan to address, grantees and organizations should work with partners to develop policies and procedures related to the issues relevant to their work. Best practices include:

- Prepare a comprehensive set of policies and procedures for grants.
- Ensure that all grant activities are consistent with the organization’s mission.
- Define the responsibilities of all participants.
- Include guidelines for avoiding potential conflict of interest.
- Include procedures for handling complaints.

For each clearly defined policy, there must be corresponding procedures on how to apply the policy and how to resolve issues when it is applied. This includes:

- A clear policy on how to handle complaints.
- A clear policy on how to handle conflicts of interest.
- A clear policy on how to handle data confidentiality.
- A clear policy on how to handle data sharing.

Grantees should have policies in place to address situations, including reporting of child abuse, confidentiality and information sharing, and parental notification and involvement before providing information to their partners.

Grantees should also incorporate tools to think projects, may find that they need to develop or enhance their organization or project policies to protect their stakeholders and participants.
Section 2 – Selection and Adaptation of Materials

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

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)
Section 2.3 – Individual Modules

**SESSION 2**

**Defining Dating Abuse**

**Description**
Through the discussion of scenarios and the review of statistics, students clearly define what dating abuse is.

**Learner Outcomes**
- By the end of this session, students will be able to
  - identify harmful dating behaviors
  - define physically and emotionally abusive behaviors

**SESSION 2 AT A GLANCE**

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<thead>
<tr>
<th>Part</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>(5 minutes)</td>
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<td>3</td>
<td>(25 minutes)</td>
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Total Time: 50 minutes

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Section 2.4 – Multi-session Programs

2.4. Choose Materials: Multi-session Programs

This section provides examples of multi-session AKA prevention programs, including several evidence-based programs. These programs are chosen based on their effectiveness in reaching specific populations and their ability to incorporate a variety of teaching methods. The programs are not expected to be used as a standalone intervention, but rather as a component of a larger, comprehensive intervention. Each program is designed to address specific needs and challenges associated with dating abuse.

- **Safe Dates:** An adolescent dating abuse prevention curriculum (3rd ed.)
  Foster, V., & Longprad, S. (2010)
  Center City, MN: Remember Publishing
  *Safe Dates* is an evidence-based AKA prevention program that is intended for use with groups of middle and high school students. It consists of 10 sessions, each lasting approximately 30 minutes. The curriculum focuses on helping students identify and address unhealthy relationship patterns, such as abuse and coercion, and provides strategies for healthy relationships.

- **Families for Safe Dates**
  Hazelden Foundation (2010)
  *Families for Safe Dates* consists of 11 interactive workshops for parents and adults to complete together. The goal of this program is to help families identify and address unhealthy patterns of dating abuse within the family. The workshops are designed to be completed over several weeks, with each session lasting approximately 2-3 hours.

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Note: The materials listed above are examples and may be subject to change based on the specific needs of the organization implementing the program.
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.

Adaptation Process

Several complementary frameworks are useful in planning cultural adaptations. First, cultural adaptation can involve modification to both surface and deep structure. Surface structure refers to observable characteristics of the target culture, such as language or clothing, while deep structure encompasses unique ways that social forces within a particular culture are processed (Aronson et al., 2006). Second, cultural adaptation comes in two basic forms: modifying program content and modifying the delivery of program content (Ginzton et al., 2004). In order to take a balanced and comprehensive approach to cultural adaptation, projects should consider the following types of adaptations; examples are shown in the chart below:

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

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.
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.

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 one-time 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 your 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 when 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

Training on ARA and implementation of ARA content can trigger painful memories and feelings for staff. Talking about DV, relationship abuse, reproduction 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 all or any of these experiences. Safety planning and providing support to staff are critical.

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:

- Consider the needs of the population being served.
- Consider the needs of the organization.
- Consider the needs of the staff.
- Consider the needs of the environment.
- Consider the needs of the community.
Prepare Staff

Training
- Healthy relationships and relationship abuse
- Organizational policies
- Responding to disclosures

Resources
- Interpretation of relevant laws
- Summaries of latest research
- Checklists, templates, worksheets, and handouts

Why It Is Important

- Providing your staff with frequent training opportunities and useful resources will
  - educate staff on issues that impact the effectiveness of their efforts;
  - keep staff up to date on developments in related fields;
  - allow staff to feel invested in organizational policies and approaches to ARA prevention; and
  - prepare staff for real-world implementation of prevention activities.
Develop a Training Plan

Training Professionals in the Primary Prevention of Sexual and Intimate Partner Violence

A Planning Guide

Training Tools

Hanging Out or Hooking Up: Clinical Guidelines on Responding to Adolescent Relationship Abuse

An Integrated Approach to Prevention and Intervention

By Elizabeth Miller, MD, PhD and Rebecca Lurie, RN

Not designed to supercede medical care.
Topic for Discussion

Triggering Safety Planning

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 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 checklist of critical steps for high school or college victims to create a thorough safety plan. This tool can be offered to participants to help them identify threats, create a safety plan, and act when they are threatened. [HTML]

- Futures Without Violence’s Create a teen safety plan. This one-page guide can be given to a participant if they are in the process of planning a future. It actually provides 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 scenario guide provides questions for teens to fill in if they are in a relationship or if they plan to break up with a partner. It offers scenarios and helps them prepare to respond. [PDF] (4 p.)
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.

Section 3.3 and 3.4 – Provide Resources

**Youth**
- Referral information
- How to talk to friends about ARA, healthy communication, and sexual harassment

**Parents**
- How to talk to youth
- How to recognize and identify ARA
- How to monitor youth activities

**Teachers and School Professionals**
- Steps schools can take to help end ARA
- Talking with youth
- Understanding the legal system
Referral Information for Teens

Teen Dating Violence

Resources for Victims of Teen Dating Violence

Home • Youth Topics • Teen Dating Violence

Victims of teen dating violence often keep the abuse a secret. They should be encouraged to reach out to trusted adults like parents, teachers, school counselors, youth advisors, or health care providers. They can also seek confidential counsel and advice from professionally trained staffs and peers.

Resources for teens involved in abusive relationships include the following:

The National Domestic Violence Hotline - 1.800.799.7233 (DOVE) or 300.331.1111 (TTY)

Established in 1996 as a component of the Violence Against Women Act passed by Congress, the hotline is a nonprofit organization that provides crisis intervention, information, and referrals to victims of domestic violence, sexual violence, stalking, and elder abuse. The hotline serves as the only domestic violence hotline in the nation with access to more than 5,000 domestic violence programs across the United States, Puerto Rico, and the U.S. Virgin Islands.

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 doubt 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. It is 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 twopage 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.)
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 implementPAIR. Parents and caregivers feel unprepared to have conversations with their children about ARA. The moregranaries can help parents discuss it 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, Jr. Clarborne Women’s Work
  - Designed for parents of preteens, this booklet was developed as a tool to help parents lay the foundation for healthy decision 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 and strategies for helping teens understand the issues. Some of the information, such as the description of the laws, is local adapted for any community. This is a comprehensive guide that would be good to provide to parents and caregivers follow sessions on related topics.
  - CHTR has a similar handbook for parents of middle school students. *(8 p.)*

**Conversation Starters**

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

### Questions

- What other resources or handouts have you provided to project participants?
- Write your ideas in the questions box.
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 a younger dating partner across different age groups and cultures, although the dynamics of ARA are similar to adult DVA, 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 impact 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 provide the tools from which to develop greater protective materials.

Specific Populations

- *Dating Violence in Communities of Color* (p. 17)
  This “Fact & Stats Collectives” paper describes specific issues and distinguishing dynamics that confront bisexual 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* (p. 17)
  Ginger Gershovich, The Network/ILC
  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.

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.
Monitoring and Evaluation Planning

4. Monitoring and Evaluation

As part of their overall AYA planning process, AYA grantees may make plans to monitor program implementation and evaluate participant outcomes. Grantees could also make decisions to institute 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 AYA 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:

- The evaluation guide (166 p.)
  Centers for Disease Control and Prevention (2013)
  Atlanta, GA: Author

Monitoring and Evaluation Tools

[Image of a chart or table discussing research findings about cellphones and internet heightening the extent and insidiousness of teen dating abuse]
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.

Questions or Comments
Suggested Citation


Thank You!

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