

**Incorporating Adolescent Relationship Abuse Prevention Into Your Adolescent
Pregnancy Prevention Programming: A Web-Based Toolkit
Webinar Transcript, September 23, 2013**

MS. JAI'MIE HUGHES: Good afternoon, everyone. I'm Jai'mie Hughes and I'd like to welcome all of you to Incorporating Adolescent Relationship Abuse Prevention into Your Adolescent Pregnancy Prevention Programming: A Web-Based Toolkit.

Before we begin the presentation, I want to review a few administrative items and let you know how you can participate in today's web event.

All participants should be able to hear the audio and view the presentation slides. You may participate in today's webinar by accessing the microphone and speaker functions through your computer or by using the toll free option. This information may be found in the Go To webinar interface in the control panel on the right side of your computer screen.

I'd like everyone to please turn your attention to the Go To webinar attendee interface, which is made up of two parts: the viewer window on the left, which allows you to see everything the presenter will share on your screen, and the control panel on the right.

Within the control panel is how you can participate in today's web event. By clicking the orange arrow that is found in the top right corner of your screen, you can open and close your control panel. And to keep the control panel open or visible from the view menu, ensure that the auto hide control panel option is not selected.

Questions may be typed in the question box at any time during the webinar presentation. Simply type in your question and click send. This will be an interactive webinar and there will be a question and answer phase during the presentation.

You may also utilize the raise your hand feature during the presentation. Simply click on the raised hand icon that is found next to your attendee name. And when questions are answered, the presenter will then unmute your line so that you may participate audibly.

We don't anticipate any issues with today's event. But if for any reason, technical difficulties arise during this event and the audio and/or screen views are lost, please attempt to dial in and log back into the webinar through the original webinar invite. If access is still unable to be regained, please check your email inbox for updates regarding rescheduling of this webinar event.

We will now begin the webinar presentation and thank you for attending.

MS. ANNE MENARD: Hello, I am very pleased to welcome you to today's webinar, Incorporating Adolescent Relationship Abuse Prevention into Your Adolescent Pregnancy Prevention Programming: A Web-Based Toolkit.

My name is Anne Menard. I'm the Executive Director of the National Resource Center on Domestic Violence and it has been a pleasure to work with RTI and our colleagues at Break the Cycle and Futures Without Violence on the design and development of this toolkit.

Our two main presenters today are Dr. Olivia Silber Ashley, who's Senior Public Health Scientist and Director of the Risk Behavior and Family Research Program at RTI, and attorney Colleen Gallopin, who's the Deputy Director of Break the Cycle.

We want to remind you that the educational or instructional materials referenced during this presentation are for informational purposes only. And presenters' references to these materials do not constitute endorsement by the Family and Youth Services Bureau. Any statements expressed are those of the presenters and do not necessarily reflect the views of FYSB.

We have three main learning objectives for today's webinar and these include that participants will be able to use this toolkit to (1) plan approaches to addressing adolescent relationship abuse or ARA within existing adolescent pregnancy prevention programming, including deciding which activities to implement; (2) to enhance staff confidence and competence in implementing ARA prevention activities; and (3) to provide high-quality, useful materials and content to project participants to prevent and respond to adolescent relationship abuse.

Throughout the webinar, we encourage you to use the interactive web features, such as the question box, which can be used to not only ask questions, but also to post comments. We certainly recognize that grantees have a lot of expertise that can benefit other grantees. So we want participants to share their ideas and experiences.

To facilitate grantees' use of this online toolkit, much of this webinar will be a live demonstration of components and selected tools that are included in the toolkit. Again, we encourage your questions throughout.

So let's go to the online toolkit. As you can see in the introduction to the toolkit, it is designed to help FYSB adolescent pregnancy prevention grantees incorporate dating and sexual violence prevention into APP programming. It contains an array of tools and resources for grantees to choose from to best fit their projects and participants. It includes accompanying guidance for grantees about choosing among the available tools and ensuring high quality implementation of our ARA prevention approaches.

Grantees can share the toolkit with sub-awardees. And the toolkit walks grantees through a process from start to finish and provides guidance to grantees about when, how and why tools can be used, as you can see from the purple table of contents on the left toolbar.

Different tools will be useful for grantees at different stages, as you can see from the flowchart, which I'm going to pull up so you can see it more directly. So as you can see, there are tools and resources provided on organizational readiness and planning, selecting and adapting materials, preparing for implementation of this type of programming, as well as monitoring and evaluation.

Olivia and Colleen will be walking through each of these sections in a minute. Each section of the toolkit includes sample documents and resources that grantees can adapt for their own use. The toolkit will be available by the end of the week and will be posted

on the FYSB APP Communities of Practice website. You'll all be receiving email communication when it is available. Access to this online toolkit has been granted to the primary contact of each FYSB APP grantee and primary contacts can request access for additional grantees or sub-awardee staff.

I'm going to turn it over to Olivia at this point who will begin to walk you through some of the tools and guidance you will be able to find on the toolkit. Olivia, turning it over to you.

DR. OLIVIA SILBER ASHLEY: All right. Let me show you my screen here. Unfortunately, I don't know how to get rid of the things that are on the right-hand side, Jai'mie. I don't know if you can help me with that. Okay. There we go. So, I'm Olivia Ashley from RTI International in North Carolina and I can see from the attendance list that I know some of you, but not all of you, but have great experiences working with some of you on different topics before and we're very excited to introduce this toolkit today.

The first section of the toolkit is about organizational readiness and planning and it discusses developing a plan at the outset that includes basic needs assessment, taking stock of any available resources in your community and discussing the best approach to meet your community and your youth needs.

The concept of the implementation plan should be pretty familiar to everyone who's on the call because I think you've all made plans for your APP project. A plan is not required for adolescent relationship abuse. But we do recommend that if you're going to

incorporate adolescent relationship abuse into your APP project, that these are the steps that would be best practice for you to follow.

And we're going to move quickly through lots of these sections. So if there's anything that you have more questions about than we can answer today on the webinar, please feel free to request TA from your project officer. And also, at the end, our contact information will show, and we're happy to respond to individual questions or comments you may have then.

So, why planning is important. Developing a plan for incorporating adolescent relationship abuse education into your project is good for any organization that has never included adolescent relationship abuse content before, if that applies to you. It's also good if your organization has inherited approaches and you've been using them all along, but those approaches have never been evaluated about whether they're right for your project. And it's also appropriate for grantees who may have a long history of educating youth on adolescent relationship abuse, but want to expand and model effective approaches for others.

So I'm going to go through the website. This is where Anne left off with the flowchart. So just scroll down. You can see here it's the first section on organizational readiness and planning. And you can see over here on the right-hand side one reason we're releasing this on Friday is that we're still doing a little bit of formatting. So you can forget that we're still under construction while you're looking at this.

So, the first step for folks who want to incorporate adolescent relationship abuse into your APP programming would be to develop or modify your implementation plan if this is the direction you're choosing to go.

Some PREP grantees have existing plans that address healthy relationships, but not all of those plans address adolescent relationship abuse specifically. So those folks can consider modifying their implementation plan if they decide to incorporate adolescent relationship abuse prevention.

Abstinence grantees are not required to address healthy relationships. And I know we have some abstinence grantees on the call today. And some PREP grantees may have selected adulthood preparation subjects that are not healthy relationships. So these grantees may choose whether to modify their implementation plans.

And, of course, all of these materials are going to be available for future grantees. I think we may have some new grantees coming on at the end of this month. And those folks don't have any implementation plans in place. So we wanted to make sure that this was useful for them as well.

So, planning your approach includes the link to a tip sheet on intimate partner violence and teen pregnancy prevention that includes ways to incorporate intimate partner violence prevention and some key planning steps. Some of you may have seen this tip sheet before, but we wanted to make sure that we had a comprehensive list of tools. So we made sure there was a link here for folks.

A plan that you put together should include any steps that your organization tends to take to better address adolescent relationship abuse, like developing partnerships, policies, any program, materials or activities you intend to use to target adolescent relationship abuse prevention, any ways in which you intend to prepare your staff to implement these activities and any resources that you intend to distribute to your project participants.

I'm wondering, since we're running just a few minutes ahead of time, if there are any questions or comments from people before I turn this over to Colleen. Anne or Marnie, do we have any comments or questions? Okay. If folks do have comments or questions as we're going on, please feel free to use the question box. And I'm going to go ahead and turn this over to Colleen.

MS. COLLEEN GALLOPIN: Hi, everyone. I'm just going to go ahead and share my screen. My name is Colleen Gallopin. I'm with Break the Cycle and I'm very happy to be here today talking to you all about this topic. I am going to start by picking up where Olivia left off. You've planned. You have some thoughts about how you want to incorporate relationship abuse prevention messaging into your project. One of the first and most important steps that your organization can take in this process is investing in relationships with other organizations, including domestic and sexual violence prevention and intervention organization in your community.

The issues that will come up during your work incorporating relationship abuse prevention into your project are complex. They require multi-system, multi-disciplinary responses in order to see real change. Developing relationships across disciplines

increases the reach of the relationship abuse prevention and intervention field by having other professionals share prevention messaging, which influences risk and protective factors. And, of course, it also increases the impact of your work. You have partners in other fields reinforcing and magnifying your messages as well.

These relationships also create opportunities for collaboration and idea sharing. A public health perspective, which many of you, if not all, have, can bring new life to an advocate-based prevention program, for example, and vice versa. Some of the best ideas that we see being implemented right now are borne of the discussions from different disciplines, different backgrounds, different approaches to this work.

So who exactly are we suggesting you partner with? The options are fairly broad. Every state, as some of you know, has a domestic violence coalition which also addresses adolescent relationship abuse, and the sexual assault coalition. In some states, these two entities are combined in a single organization. In addition, there are county and local level organizations that address one or more aspects of relationship abuse. The “who” will vary based on your location, the focus of your project and the relationships that you've already developed. There are many “who’s” that can help you meet your goal.

But why is the partnership important to begin with? Well, a strong partnership with a relationship abuse focused organization will benefit your project by providing you with experts to consult at every step of your process. Many of the questions that you'll be asking yourself during your planning and implementing of your project have already

been asked and answered. And we encourage you to make the most of the work of those that have gone before you.

Your partners can offer you a ready source of trainers and speakers for staff trainings and community events, as well as keeping your staff up-to-date on developments in the domestic violence and sexual assault field. You'll find that many of your partner organizations already have training and resources that they've developed that you can include in your program.

The most important benefit though is you'll create the foundation for referrals when your youth participants need them. When you begin to address relationship abuse with your youth, you will find that some of your youth participants are in need of services for themselves, their friends or their family. Those of you who already incorporate relationship abuse lessons in your project have probably seen this.

The best thing that you can do for these young people is to put them in the hands of skilled professionals who can provide the help that they need. We want you to be able to offer what we refer to as warm referrals. A warm referral is different than, for example, a list of providers and phone numbers. It means that you can call your colleague at the local dating abuse service provider who you know from the trainings that your organizations have done together and personally hand off your youth participants to somebody who you know will take care of their needs.

The bottom line is that we don't expect that after reading this toolkit, you will be an expert in domestic violence, sexual assault, or relationship abuse. We don't expect that

you will be able to tackle every sticky situation that arises by yourself. We want you to be able to turn to your partners when you need them.

Before we get to the tools that will help you develop and maintain these partnerships, a question for you. Do you regularly partner with a domestic or dating violence or sexual assault organizations already? Please write in the question box. Some of you have already been using it, I see. Write who you work with, whether by name or by description, and how you maintain that relationship. We are curious to hear what you're already doing at work. And we want to hear more about your experience on the ground. We'll use your input to inform future trainings and projects. My colleagues are taking notes and we will share what you shared with us to the rest of the trainers.

Okay. I'm going to click over to the toolkit now and show you some examples of the tools that we've included to support you during this phase of your project. This section contains tools that will help you both in getting acquainted with potential partners and also in deepening the relationship in order to work together to implement relationship abuse prevention activities, depending on your current situation. Regardless of your situation, there's always an opportunity to strengthen the relationship that you have with partners.

If you are starting from the beginning, your first thought may be the list of states, territories and tribal domestic and sexual violence coalitions. This is, as it suggests, a list of all the fifty states, in addition to territories and tribal coalitions. These are the folks who will be your first stop in figuring out who is doing this work in your state. They may

be the right partner for you, or they can connect you with their member organizations who work on the local and regional level.

Once you've identified the right partner or partners and are building the relationship, you'll be able to use the next set of tools. It's important to formalize your relationship through a written document such as a letter of support, a memorandum of understanding, also known as an MOU, or a contract.

An MOU is the most common and we've included several tools to guide your process of developing an MOU. Please note that an MOU is not a legally binding document, but it's a document that describes the relationships. It helps both parties understand their roles and expresses specifics of how the two organizations will work together.

It's important to remember that an MOU is a two-way document, laying out the roles and responsibilities of the lead organization and the partner or partners, unlike a contract, which often focuses more on what the contractor will do for the lead organization.

I want to share with you one of our first tools. This is instructions on creating an MOU, a sample MOU, and a sample letter of support. This tool outlines the recommended content for an MOU, including project goals and outcomes, timelines, roles and responsibilities for lead and partnering agencies and signatures showing everyone's agreement and consent.

It also includes a sample MOU between a nonprofit organization and a community-based organization. You can use this sample as a starting point and tailor it to your project and partnership.

They've given you a lot of opportunities to fill in the specifics of your project. And you also see it's pretty simple. It doesn't have to be complicated to be effective.

Now, if the project would prefer to make a less formal commitment with their partner, this tool also provides a sample letter of support which you can see here. This letter can be adapted for use with any type of partner in your relationship abuse prevention efforts.

A letter of support is not as formal as an MOU, but it may be a good first step in developing a relationship and it does signal goodwill and a willingness to participate in the project in general.

Regardless of the ways in which you plan to address relationship abuse in your project, your organization should work with your partners to develop policies and procedures. Discussing issues related to abuse will likely result in disclosures from youth participating in your project. And again, those of you who have already been doing this work will likely have seen this already.

Before that happens though, it's important to have policies and procedures in place to address these situations and to train your staff on the policies. Many organizations get stuck near the beginning of the process in defining these policies and procedures or protocols. Everybody has their own language. But the tools provided in this next section

of the toolkit will help you to be more proactive in developing or amending your policies and procedures.

For each clearly designed policy that an organization has, there should be a corresponding procedure or a protocol on how to apply the policy, how it is enforced, whom it affects and who's in charge. Organizational policies may address prevention programming and response if it's appropriate for your organization. Some organizations choose to have policies that are focused on response and leave prevention strategies for the project plan. Both approaches are workable. It depends on what is the best fit for your project and for your organization.

Now, why is it important to have policies and procedures in place before beginning to address relationship abuse? As you all know, when you open the door to discussion with youth, you are no longer in control of what they will say. We've found that young people are eager to talk about relationships, healthy and unhealthy. And when you begin the conversation, even if it's focused on healthy relationships and prevention, you will likely find yourself or your staff responding to disclosures of abuse or questions about abuse.

Organizational policies and protocols give your staff the tools that they need to respond to those situations with confidence and accuracy, by allowing them to understand their roles and responsibilities and the steps that they need to take.

They take the guesswork out of decision making during what maybe a stressful moment for your staff. They ensure a consistent set of actions and responses across your entire

organization. They help educate your staff on their legal duties and the impact of the law on their work with youth and they communicate your organizational values.

Here's an example of what a policy might look like in your organization. Your policy states that staff must respond promptly and sensitively to any youth participant disclosing an incident of relationship abuse. Your procedure explains that the first step is assessing the young person's immediate safety, then accompanying the youth to the staff social worker who will discuss her options, explain if and how parents will be involved and work with the youth to create a safety plan.

So if you're among the group of participants whose organization is not yet where you want to be with your policies, how can you get there? The first step is identifying which policies your organization needs to have in place. These are some examples of what we've identified as the key policies you should have in place before beginning your relationship abuse project.

The next step is determining whether you already have these policies, have elements of them, but need to strengthen or fill in gaps, or lacking the appropriate policies, they need to develop them from scratch.

We encourage you to rely on your partners in the domestic and sexual violence world to support you in this project, this process, regardless of whether you're developing, amending or strengthening your policies. And, of course, we have several tools in the toolkit to help guide you through this process.

Your first stop should be the youth services policy development tool, which is right there at the top of the section. I'm going to open this tool and just scroll through it while I talk, so that you can see what we're describing here.

This tool was developed by Break the Cycle for DOJ Office on Violence Against Women Youth Service grantees. It provides general guidance on policy development and a step-by-step guide for building comprehensive, coherent, youth survivor centered organizational policies, including which policies your organization should have in place, why they are important and how to develop them.

It includes information on basic legal definitions and abuse related terms, guidance on how policies look from the youth point of view, and several templates for info. release forms that you can use or adapt as for what's best for you.

The rest of this section walks you through various aspects of policy development. You should choose the tools that best match your organization's needs. Examples include a summary of state domestic violence and sexual assault confidentiality laws, which describe what each state requires with regard to confidentiality of private information that victims of survivors share with counselors and advocates.

Knowing your state laws is key to developing policies and procedures that will enable your staff to meet their legal obligations, while also sensitively supporting youth survivors.

Similarly, the summary of state child abuse reporting laws provides an overview of the state's different requirements about what must be reported in situations where child abuse is witnessed or suspected. This topic is especially important to address before you begin your prevention activities, because state law differs dramatically. And it's a treatment of peer-to-peer dating abuse and whether or not it's reportable as child abuse.

We've included sample mandatory reporting policies and procedures that you may use to guide the development or update of your own policies and procedures. And the toolkit also includes tips for discussing conditional confidentiality with youth and helping your staff and your youth participants understand the very complex laws that impact them in this area.

So I'm going to turn it back over to Olivia to discuss selecting and adapting materials.

DR. OLIVIA SILBER ASHLEY: We've gotten several comments or questions in the question box. So if we have a couple of minutes, I thought I might address a few of those. We've gotten a couple of comments that it's hard to hear Colleen and me. So I'm going to try to speak up. And feel free if I'm talking too loudly, chat back if we are too loud. But we'll try to be a little louder for you.

We saw lots of great responses about partners and domestic violence, sexual assault, rape crisis, shelter types of partners and the great things that you're doing with those folks. For folks who are on the phone, be sure to scroll through that question box to see what your peers are doing. There are some great ideas there so that you may be able to see what other people are doing as well.

We've got a question about how you can get the slides if you are not the primary grantee contact. A recommendation would be to contact the person who gave you this webinar contact information because we sent a copy of these slides out on Friday to those folks. And we will also be posting these slides to the community of practice website, as we do for all of our webinars.

Then we got a substantive question about whether community readiness is included in organizational readiness. We talked about organizational readiness and planning at the beginning of this webinar. Community readiness is actually different from organizational readiness. Organizational readiness focuses on your grantee organization and your sub-awardee organization and any of your partner organizations that you may be working with.

Your community may be a lot broader than organizations. It may include faith-based organizations or cultural groups. It may include schools or less formal groups in your community, parents, youth and other folks. And so, what we're talking about today does not address community readiness, but we do have materials about community readiness on the community of practice website.

So if you take a look at those and would like some help in thinking about how to tailor community readiness tools for adolescent relationship abuse prevention, we're happy to provide that if you'd like to request TA from your project officer.

And then the last question that I saw was whether when we're talking about adolescent relationship abuse is that similar to or different from a trauma-informed care approach to adolescent pregnancy prevention. And I think this slide that we're moving into may help to illustrate some differences, but also some overlap.

So what we're talking about on this slide is some information that comes right out of the toolkit. There's a summary that's very brief and in lay language about some research about mediator effects on adolescent relationship abuse outcomes. And mediators are just risk and protective factors that have been shown to account for changes in adolescent relationship abuse behavior.

And so we've highlighted in the toolkit these three mediators you see on the screen that have been proven to account for desired changes. And those are acceptance of dating violence, which means changing youth norms or acceptance that dating violence is okay to believing that dating violence is not okay. Gender stereotyping is also listed and this is changing youths' beliefs about roles that boys and girls should have. And the last mediator is awareness of services for helping teenagers who are victims in abusive and violent relationships.

So to get the best chance of effectiveness in terms of behavior change, we recommend that you think about activities or approaches that address one or more of these risk and protective factors. And look at this in comparison to trauma-informed care, these issues here really do not necessarily address trauma or a trauma-informed care approach. We're really focusing here on prevention, and it could be prevention of the first instance of dating violence or adolescent relationship abuse.

But it is best practice to incorporate also a trauma-informed care approach when you are working with teens on any sensitive subject, whether it's teen pregnancy prevention or adolescent relationship abuse. And that means being aware of any triggering that you may be doing unintentionally for kids that may have had past trauma and that things that are being talked about or the way that these topics are being addressed may trigger some past trauma for them and certainly to make a plan to avoid re-traumatization and for how, if a child is having this type of reaction, that's going to be dealt with. So those are all best practice for dealing with adolescent relationship abuse prevention, but they work side-by-side. Adolescent relationship abuse prevention is not necessarily trauma-informed care. Trauma-informed care makes it better. So I hope that addresses that question.

So we'll go through the toolkit now. This is where I think Colleen left off, where she was talking about different registries where materials can be identified. And so what we want to look at right now is what to do if you only have one classroom session. And we've presented several options for you to choose from if you want to devote one classroom session to adolescent relationship abuse.

Today, on this webinar, we're going to highlight two of those options, but there are many other options here for you to choose from. So I'm going to scroll down here and you can see that one of the options is Safe Dates lesson two, defining dating abuse. And there's a link here to the pdf. And I'm just going to pull it up.

Alright. So this is what lesson two looks like. Safe Dates is an evidence-based program that includes ten lessons and it includes a play about adolescent relationship abuse and a poster contest. And lesson two is available for free on the web at the Hazelden Publishing website. And Hazelden sells the Safe Dates curriculum. But they've provided this one session for free for everyone.

And so lesson two on defining dating abuse includes handouts at the end that you're going to see that are needed for this session. And just to walk you through it, you can see the minutes on the right hand side. It breaks it down into all the things that the facilitator will do and how many minutes, which is those tapes. There are learning objectives there, all the materials that are needed, all the preparation that's needed, which is very brief, and some background information for the facilitator.

The first part is reviewing lesson one, some ground rules and homework, which may not be applicable in terms of homework, but certainly ground rules are always important to establish in a classroom where you're talking about this subject.

The second part addresses physically and emotionally harmful behavior and asks teens to list these. And there's a list right here of typical behaviors that students mention. And there are some pointers for facilitators to be sure to mention emotional harm behaviors if teens don't mention those because they tend to go right to the physical and not necessarily think about emotional trauma.

And then there's some information here where students are asked to debate what abuse is and there are some scenarios that help them. So the first scenario is about Jason and

Megan, and this illustrates both physical and emotional abuse. And you can see there are some questions where the students are asked “Is Jason abusive? Why or why not?” And what if there were different pieces to the scenario, would they feel the same way?

The second scenario is really just about a teen who wants to break up with the girl he’s been dating. And it points out that not all relationship conflict is considered abusive. So it helps to distinguish between abusive behavior and normal conflict in a relationship.

This third scenario is showing how girls can be perpetrators, and the example is property damage that’s used to emotionally abuse a dating partner. And this last one is about a very subtle type of abuse. It’s not physical violence, but it is controlling a partner through making them feel guilty and being overly sweet, but still pushing them to do the things that the partner wants them to do.

So there are lots of different examples in the scenarios. And then at the end of this, the facilitator helps teens figure out the definition of abuse and provides some statistics about adolescent relationship abuse. And then you can see here what the handouts look like for the teen. This is the same scenarios that we just looked at. They're just user-friendly for kids.

Alright. And then Colleen, I’ll let you talk about Break the Cycle’s one day lesson plan.

MS. COLLEEN GALLOPIN: Break the Cycle’s single session lesson plan gives you another option for a basic lesson in relationship abuse awareness, which can easily fit into a

single class period. The session takes on average forty-five minutes. Although, it can be expanded through further discussion and activities, should your time allow it. The lesson plan uses a series of videos, all available on our YouTube channel, as the basis for group discussion about different forms of relationship abuse, including digital abuse.

It allows you to lead this discussion from anywhere that you have access to the Internet or download the videos ahead of time. And it gives an option for a different medium, which is great as a supplement to other programs you do, other curricula or activities, because it changes up the message delivered a little bit, which we know can be effective.

It also provides participants with strategies for safely ending a relationship, as well as resources for helping themselves or friends who come to them with questions, because we know that a lot of youth are turning to their friends first. So we incorporate that messaging into all of our prevention activities. This information may be helpful for you personally, or for your friends. So the main message to take away from this lesson is, keep this in mind because your friends may need it someday. Thanks, Olivia.

DR. OLIVIA SILBER ASHLEY: Thank you. Alright. So after thinking about one-session programs, we then show in the toolkit multi-session programs that you may want to choose one or more sessions from. And today, we're just highlighting a few of these that have the best evidence around them. They've used randomized control trials and they've measured adolescent relationship abuse behavior as the outcome.

So, I've mentioned Safe Dates already. It has shown effect for both boys and girls. And there is a related program, Families for Safe Dates, that has six mailed activity booklets for parents to complete with youth at home. So these are two related programs. The Families for Safe Dates can be used as a standalone or it can be paired up with Safe Dates in the classroom.

You can also see here the Fourth R is highlighted. And I know that we have some APP grantees that are using Fourth R. It's a classroom curriculum available for purchase that has shown effects just for boys. And the 9th grade curriculum has three units that address topics of personal safety and injury prevention, which is the adolescent relationship abuse piece. The second is healthy growth and sexuality which is the teen pregnancy prevention piece. And the third is substance use and abuse. And there are a total of 21 lessons, seven lessons for each unit.

There is another program that was developed by the same program developers right underneath here, the Youth Relationships Project. And this is an 18 week curriculum for fourteen to sixteen year olds who have a history of child maltreatment. So this program is specifically designed for survivors of child abuse and neglect. And it has education about healthy and abusive relationships, conflict resolution and communication skills and social action activities.

And then you can see Coaching Boys into Men. This is a fairly recent evaluation that has just come out. It's a dating violence prevention program that targets male athletes in grades nine through eleven. The intervention involves training athletic coaches to

integrate violence prevention messages into the coaching activities through brief weekly scripted discussions with athletes.

And this particular program shows positive effects for preventing perpetration of dating violence and also lower levels of negative bystander behaviors like laughing or going along with peer abusive behaviors. So there is a direct intervention focused on behaviors towards the partner, but then there is bystander behavior that's also affected by this.

And the last one that we're highlighting today is a program at the bottom. The article is titled "Efficacy of an intimate partner violence prevention program with high-risk adolescent girls." This program is called Building A Lasting Love. It's a four-session program that was designed to reduce relationship violence of predominately African American, inner-city pregnant and parenting adolescent girls who are receiving teen pregnancy services. And as I mentioned, there are several other resources that follow. We just highlighted a few of these.

So I'm going to switch back to our slides and talk a little bit about adaptation, because many grantees are not going to be able to use an entire adolescent relationship abuse prevention program as it's written. And so you may need to adapt the adolescent relationship abuse prevention program or activities.

So you can see that sometimes grantees may want to adapt existing evidence-based adolescent pregnancy prevention programs to incorporate adolescent relationship abuse

in its content. Or they may want to adapt the adolescent relationship abuse programs to better fit their target population or their project structure for their implementation setting.

I'm pretty sure that everyone has received guidance from FYSB about adaptation and that guidance is very important to follow. And, of course, all adaptations should be made without compromising core components. That's the most important thing to preserve is what is salient about the program that worked.

This second type of adaptation, adapting the adolescent relationship abuse program or activities, is the one that we more commonly discuss. And the core components may not always be identified in these adolescent relationship abuse programs. They're not always identified in any program. So we encourage you to try to learn as much as you can about the intent of the activity or the program activities that you're using.

It's important to make sure that the key messages and content of the original program stay intact. And if there are requirements for implementation, make sure that those are met as well. Sometimes you've heard that referred to as pedagogy, the way that the program is delivered.

So we're going to go back to the toolkit and go on to the next section. This shows some adaptation tools that we'd like for you to see. So the toolkit includes lots of examples about what adaptation may look like. The first thing that we're citing here, and we mention this tool over and over again in lots of different sections because it's a rich source of information, is an adaptation guide from the Centers for Disease Control.

So I'm going to show you what that looks like here. We'll start with the front of it. And so if you look a little farther down, there is a diagram of what the adaptation process looks like. This is on page 16 of the toolkit. And you can see where it starts with selecting the program or activities and collecting information, moving into assessing that information and selecting the intervention. And then any adaptations that need to happen, and seeing those adaptations and making revisions. Based on the task, implementing, evaluating, including the adaptation, and then making any revisions that may need to happen.

In the toolkit, there is also an article by Jena Wingood and Ralph Declemente on the adapted model. They're at Emory University and they've developed this adaptation process that involves using an innovative pre-testing methodology that is theater testing to adapt evidence-based interventions. Theater testing is commonly used to test products like television advertisements. So using this methodology, participants who are typical of your intended audience, which is your new target population, are invited to a central location to respond to a demonstration of the adaptive intervention activities. And at the end of the demonstration, the participants receive a questionnaire and answer questions designed to gauge their reactions to the adaptation.

There's a table in the particular article that shows how that process is used. And regardless of the process that you may use, we suggest that you complete a table that's similar to the one in this article to help with planning your adaptation process.

We've also included a table in the toolkit itself on cultural adaptations. And we've mentioned several frameworks for cultural adaptations. This particular one focuses on surface structure, which is looking at observable characteristics of the target culture, like language or clothing, and gives some examples of those for content and for source, mode and location.

And then it contrasts that to deep structure, which is considering the unique ways that social forces impact health behavior within a particular culture. And there are some examples here of the types of content and source, mode and location adaptations that grantees may want to consider when they're looking at those two different types of cultural adaptations.

Going back to the CDC adaptation guide, if we go on farther in, there is a chart here, the sample decision table. And so for each of these activities in this decision tool, grantees can use this to plan and justify adaptations.

So there is a specific activity here and then some description of the what, who, when, where and how, the intent of this particular activity. So this is making sure that you're understanding all of the core components and what the original intent is and then justifying how the activity will be adapted and why. So there's a lot of attention at the front end on what was there originally and then what are you planning to do and why are you planning to do that?

Going back to our slides, you may want to extract selected lessons or activities from a longer program if you don't have the time or resources to use the entire program. And this may not be considered an adaptation to the program, but this may constitute an adaptation to your adolescent pregnancy prevention program.

So some of the considerations for you may be, first of all, to determine what content or messages meet the needs of your target population. It's important to understand the intent of the various adolescent relationship prevention activities and lessons and the specific risk and protective factors they're designed to impact, which was the point of that chart that we just looked at.

Choose activities and lessons that match your needs. And then make sure that you address issues that the selected activities and lessons may build on from earlier parts of the program. And again, it's very important to integrate these activities and lessons carefully to avoid red light adaptations to your adolescent pregnancy prevention program. You certainly don't want to present any messages that contradict your core messages in your adolescent pregnancy prevention program.

Alright. So we have a quick poll. And we're looking for your thoughts on which of the following is an important consideration when selecting adolescent relationship abuse prevention activities or programs to implement. Jai'mie is going to enable the poll. I think she has it open now. So we'd really like for you to select either

A. The amount of time you have as an important consideration.

B. The risk and protective factor(s) that the program targets are an important consideration.

C. Both of the above.

MS. JAI'MIE HUGHES: I'm going to close the poll now. And we can launch the results.

DR. OLIVIA SILBER ASHLEY: Excellent. Okay. Is everyone seeing the results? Good. So what I'm seeing is that 79 percent of folks who responded, responded (C) Both of the above. And (C) is the best answer that we agreed on when we were putting this together as well. If you think that (B) is the most important in terms of making sure your selected program or activity addresses your project needs and has the attendant effect. But (C)'s ability is also important to ensure successful implementation of the lesson or activity. And the risk and protective factors are also very important. So we think that both (A) and (B) are important.

Okay. I'm going to turn it back over to Colleen to talk about working with the staff.

MS. COLLEEN GALLOPIN: Thanks, Olivia. So after you select the prevention program or materials to be incorporated into your project, it's important to take a step back and think through how you will use those materials and what steps need to take place to ensure successful implementation.

One of those steps is likely going to be staff training. Section 3 of the toolkit, which I'll show you in just one moment, is all about preparation for implementation, including

getting your staff up to speed and trained on your chosen prevention approach and preparing resources for participants.

This section will focus on how you can build your staff confidence and competence around discussing healthy relationships, implementing relationship abuse prevention activities and responding to relationship abuse, including orienting all staff involved in decision making or planning around the project, selecting and training staff who will implement the new materials and ensuring that the project has adequate resources to distribute. And not just adequate, but appropriate, the right ones for your target audience, your youth and parents particularly.

The tools in this section are for grantees who have not conducted training on relationship abuse before or grantees who need to retrain staff on their approaches and grantees to get useful resources for project participants.

It's important to ensure that all staff involved in planning and implementing your prevention activities receive education and orientation. Taking this step before you begin implementation will benefit your project by increasing your staff knowledge about healthy relationships and relationship abuse, by allowing staff to offer input on policies and procedures that are sensitive to the dynamics of relationship abuse, by giving them a framework for choosing the right curricula and other activities to use and by preparing them for the challenges that they will face before they face them in front of a roomful of adolescents.

I'll let Olivia take a moment to first talk about selecting the right staff to implement your relationship abuse prevention activities and then turn back to the content of training.

DR. OLIVIA SILBER ASHLEY: Excellent. So we have found that selecting the right staff to address adolescent relationship abuse with youth is very important. The staff that you select need to agree with the content that you will be presenting to youth. For example, that adolescent relationship abuse is a serious problem and is not acceptable and that victims should never be blamed. We have in the toolkit a link to information on why people engage in victim blaming, why it is dangerous, what to do about it and an exercise to illustrate how it feels.

It's also important to select program delivery staff who agree with the content that you're going to present about gender stereotypes and that they can be harmful. And remember, gender stereotypes are expecting that all boys will act a certain way and that all girls will act a certain way.

Along these lines, the staff you select will also accept that both boys and girls can be victims and perpetrators of adolescent relationship abuse. Staff that believe that boys are always perpetrators and that girls are always victims may not be helpful in effectively addressing adolescent relationship abuse since the literature about prevalence of behaviors among girls and boys is different than among adults.

Your selected staff should also be comfortable presenting this type of information. It's okay and understandable if staff don't know much about this topic yet or if they're a little

nervous about presenting it for the first time. But the red flags to look out for are statements that they disagree with what will be presented, that they will not take this issue seriously or that they're not willing to present the selected information or activities as directed.

So Colleen, I think you have more to say about training after you've selected your staff.

MS. COLLEEN GALLOPIN: Training is an ongoing effort. It's not a one-time event. Skills will need to be refreshed, new research and best practices are always coming out and new partners can bring new ideas, which you will want to implement in your program. And, of course, new staff are always coming into the organization.

This slide has a few examples of the kinds of topics you should address in a training. In addition though, it's helpful to create or identify resources that staff can take with them to reference after a training, especially for information and skills that may not quite sink in until the need arises to use them in a work setting.

We've included resources in the toolkit both for training and for resources that you can give to your staff to take with them to continue that training method as they go out into the field. I'll point a few of the resources in the toolkit in just a moment.

Providing frequent training opportunities that work with your staff's schedule, their preferred method of content delivery and their knowledge base is good for your project. It will educate staff on issues that impact the effectiveness of their efforts; keep them up

to date on developments in related fields; allow them to feel invested in your organizational policies and your approach to relationship abuse prevention; and prepare them for real-world implementation of the prevention activity.

So, the first step before providing training is to develop your training plan. I'm going to click over the toolkit because we have a couple of resources here that will guide you in thinking through what your training plan should look like and actually developing a real plan for delivering that training and ongoing staff development and support.

This guide, "Training Professionals in the Primary Prevention of Sexual and Intimate Partner Violence: A Planning Guide", was developed by the CDC and it's for state level agencies and local community-based organizations that provide training to professionals both in and outside of their own organization on domestic and sexual violence. It can assist your organization in developing and implementing your training plan and help make sure that your training plan promotes staff knowledge and build their skills.

So I'm going to give you a few examples of the kinds of tools that this guide includes that we thought were particularly relevant to the needs of this group of grantees.

So this is the planning guide and it is 86 pages. So it is thorough. And I'll just pause for a second on the table of contents. You can see this may be far more than your organization needs. It may be exactly what you need right now if you are starting from the beginning. But the great thing about this guide, and why we chose to include it, is it

has something for every organization, no matter where you are in the process of thinking through your staff training needs and your staff's professional development.

In particular, this guide includes a worksheet on background for training plan development that can help you identify gaps in your current staff knowledge that you want to sell. This walks you through step-by-step developing a training plan. I'm just going to click through quickly so you can see the kinds of resources that it includes. Talks through goals and outcomes of your training. It includes case studies of other organizations that have had success, which goes back to something I said at the very beginning. We really encourage you to learn from the lessons of others who have gone before you. We believe very strongly in building on the successes and challenges of others to make your own programming more efficient.

It talks about including the participants in the training development, including your staff in decision making about what they want to learn about. How do they want to get the knowledge? How is it going to best fit their time needs and their work needs?

I'm going to click over now to the worksheet to help you answer some of the questions that you'll need to be thinking through in order to develop an effective training plan.

What are the needs and problems I want to address? Why? Why are we doing this training? That may look like a very obvious question. But if you skip over it, you may be skipping over the most important part of determining the goals of your training and what are the best methods of making it effective? Who are we training? Who is helping us?

Again, a plug for your partners. Your training plan could include bringing in partner agencies to develop a curriculum and provide training for your staff, to actually facilitate the training. We're not giving you this tool to suggest that you have to do it all by yourself. We give you this tool because we want you to have all the information that you need to make the right decision for your program.

This guide also includes tips on who to train, how to select trainers, a variety of tip sheets on effective programming. For example, training school and education personnel, training health care and mental health professionals, violence prevention organizations and coalitions. Some of these people might be your partners. Some of them might be your agencies. Give you some ideas on how to effectively train and work with each group.

And then finally, this guide provides a tip sheet for solutions to some of the most common problems that novice trainers encounter. And we were all once novice trainers. So if your agency is interested in doing training by itself, this is a great place to make sure that you're doing it effectively. And you're choosing the right folks to implement the training.

Once a training is in place, all staff, especially staff facilitating relationship abuse content, should be trained in the dynamics of adolescent relationship abuse, its consequences and how to address it with teens.

In-person training for your staff is ideal and the CDC guide can help walk you through what that would look like. And often, as I mentioned, your state or local community partners can help you arrange these trainings.

However, if in-person training is not available, we have some resources here that you can rely on. For example, the CDC Dating Matters online training can help you educate your staff.

This is a one-hour free online training that can be used to earn continuing ed credits and you can link to it from the toolkit. If you purchase a relationship abuse program that includes staff training, this toolkit also gives you some helpful tips for delivering that training.

So, for example, Safe Dates prevention curriculum that Olivia mentioned earlier does have some training content. The toolkit walks you through a little bit of what the best practices are for implementing these staff trainings, such as establishing ground rules, being aware of participants' experiences and comfort level talking about domestic and sexual violence, discussing confidentially in a classroom setting and being aware of the role that culture plays in addressing relationship abuse.

Grantees and staff that have not had recent experience implementing prevention activities may find these tips particularly helpful in opening up the discussions and building staff capacity during training.

Your training plans should include strategies for addressing some of the issues that will come up when your staff begin discussing relationship abuse with youth. Among these are triggering of traumatic memories or experiences and safety planning. I'll turn to safety planning in a moment.

But first, I want to discuss the issue of triggering, which is especially important to be aware of because it can impact both your staff during staff training and your youth participants during programs. Discussions of abuse during staff training or classroom activities can trigger painful memories and feelings for participants.

Talking about domestic violence, relationship abuse, reproductive coercion and the effects of relationship abuse on adolescents are all sensitive topics that can be emotional for staff, regardless of whether a person has any direct experiences with abuse.

So be sensitive to your staff's reaction to the information that they are receiving during training or discussion. This is a perfect opportunity for discussion with your community partners about how to balance the need to discuss difficult and possibly triggering topics, with the desire to be sensitive to your staff and youth participants' personal experiences and histories.

So it's also important that all staff understand that the primary goal of all relationship abuse prevention efforts is keeping teens safe. This means taking all reports or

disclosures of violence seriously and understanding that it's the staff's responsibility to help teens who are in need of safety planning.

I'm going to click over to the toolkit and show you a few resources that we have on safety planning. The toolkit includes three variations on a youth-focused safety plan that you can provide to your staff. You can choose one that fits your youth participants' needs the best or make all three available to your staff to use them as they feel appropriate.

The Love is Respect safety planning guide, which I'm going to highlight just to give you an example, is an interactive web based or hard copy tool that provides a comprehensive set of questions for high school or college survivors to create a thorough safety plan. This tool can be offered to participants to use on their own - there are helpful informational icons with additional info along the way - or with a staff member. This link will open both the interactive side as well as the hard copy which is available as well, depending on your tech situation.

It's important for staff to remember that although these planning tools can be helpful for young people to think through in advance, it's still important for staff to recognize if you need to respond if they become aware of any immediate safety issues.

The toolkit talks about this in regard to organizational policies on mandated reporting, as well as important for staff to avoid victim blaming if youth participants fail to follow through with planning or an action.

It's also important to remind your staff that these tools should not replace the services of a qualified relationship abuse professional and to rely on the relationships you develop with community partners to make referrals for more in-depth safety planning and advocacy.

So now a question for you all. Bring you back into the conversation. What other topics have come up for you in staff training or discussion? We've identified a few in the toolkit that we think are particularly important. What would you like to add to that list? Please write your ideas in the question box so we can capture them. We also are curious about what resources you've identified for staff training on relationship abuse that you found helpful. As we mentioned before, we'll use your thoughts and suggestions to inform future products and training, as well as to advise grantees down the road.

Alright. Once you've developed a plan, chosen your program or activities and trained your staff, you're ready to go out there and start talking to youth and their parents and teachers.

The next section of the toolkit offers resources that you can give to all of these groups to reinforce your prevention messages. The resources in this section can be given to parents or caregivers anytime, but they are especially helpful when beginning to implement your prevention activities.

Many parents and caregivers feel unprepared to have conversations with their children about relationship abuse and maybe even relationships in general. The more you can help parents discuss these issues with their children and reinforce the information that their children are receiving through your project activities, the more the information will be understood and utilized and the more effective your prevention messages will be.

Some examples of the types of resources that you can provide include referral information for youth, tips on talking to their friends about adolescent relationship abuse, healthy communication, tips for parents about talking to their kids and keeping an eye on their kids' activities to watch for warning signs. And tips for your partners in schools on how to talk to their youth about this issue in particular and how they and their schools can help support your work in adolescent relationship abuse prevention.

So I'm going to click over to the toolkit again and show you a few examples of the resources we have. I'm going to go pretty quickly through this section because these are all pretty short handouts. We chose these specifically because they are straightforward. They're easy to print and hand out and pretty good concise explanations of the message. So I'm not going to spend a lot of time discussing them because I think they are fairly self-explanatory.

The first tool though for youth is the findyouthinfo.gov website. And we included this link just so that you have a ready source of information. This website includes combined wisdom of the federal government on a variety of youth issues, including teen dating. But most helpful to you, it includes a database of youth serving agencies nationwide and

links on their resources, such as the National Domestic Violence Hotline, the National Dating Abuse Helpline, Break the Cycle and Love Is Respect. So if you ever need a quick, easy place to send parents or teachers, this is a great place for them to start.

So we've included in the toolkit a variety of resources for teens and I'd like to highlight and describe just a few. Now, real quick, Love Is Respect is a project of Break the Cycle. So pardon me if I switch back and forth between saying Love Is Respect and Break the Cycle. Love Is Respect is our youth brand. Everything we create for youth comes through our Love Is Respect project, loveisrespect.org. And it's all there as well for free download and for your use.

So a few that we want to highlight here. So, Love Is Respect handout on helping a friend. Some basics for young people on what they can do if they are concerned about a friend who may be going through an abusive relationship or has questions about the health of their relationship. So this is a two-page handout, front and back. And you can see that one side addresses a friend who's being abused and the other addresses a friend who is the abuser, which is important. We get questions on the Helpline and through Love Is Respect about both of those issues regularly.

We also include the "How would you help" quiz? This is a great handout. Because not only is it a piece of paper you can put in the hands of youth as they're walking out the door, but also if you choose to use it in this way, it can be a conversation starter. It can be an activity. A short quiz provides a few scenarios and provides a couple of options for each scenario. What would you do? And it offers scoring and a couple of ideas and

tips depending on where your score is. It's a great way to open a conversation with your youth participants.

And finally, we have a handout here on "How can I communicate better?" We want to be aware that not every young person in our program is going to be dealing with abuse. They may just be trying to figure out what is healthy communication, what is unhealthy, and how to make sure that their relationship stays more on the healthy end of the spectrum. This is a good handout for reminding them about the hallmarks of healthy relationship communication and a few tips that they can really implement in their life. They're easy.

For example, talk face-to-face. Don't text. I like the 48-hour rule. If your partner does something that makes you angry, tell them about it. But you don't have to do it right away. See what happens. How do you feel 48 hours later? If you're still upset, say something. Good easy tips.

And you can see here in the toolkit that there's way more that I could describe. But in the interest of everyone's time, I'm just going to move on to parent resources and let you click through these yourself when you get access to this toolkit in a couple of days.

So I'm going to turn now to the toolkit resources for parents and caregivers. And I'd like to highlight three tools that you can provide to the parents you work with to help them become an effective part of your prevention activities.

The parents handbook is developed by Love is Not Abuse, which is a program that was developed by Liz Claiborne many years ago, but is not a project of Break the Cycle. It was granted to us a couple of years ago. And we are carrying on the good work that was started by Ms. Clairborne.

The parents handbook is a guide for parents about talking to your children about healthy relationships and unhealthy relationships. It is very thorough and gives a lot of tips, easy to implement tips, on starting the conversation, talking to kids about relationships in general and ways to guide the conversation. What do you say? Which often is the best resource that we can give to parents.

And in addition to that, we have a parent guide to teen dating violence which is, as it says, "Ten Questions to Start the Conversation." This resource is something you can give to all the parents of the youth in your program and encourage them to ask questions. They are very simple as you can see. Question 1, how are things going? This is not advanced parenting. This is fairly easy to implement and straight forward and a really great supplement to your programming.

And finally, the last resource I want to highlight is answers to some questions you might encounter that will be on the how are things going, easy questions. This resource is great for parents, caregivers, even for teachers and other adults in the school setting who might need a little bit of help in knowing how to answer some of these hard questions. For example, if there's no physical abuse, how can I tell it's abuse?

Another question is “if abuse happens once, will it happen again? Why or why not?”

This is the kind of resource that you can give to folks who are going to be on the receiving end of these questions, whether it’s your staff or your partners. And these questions all come from the Break the Cycle staff, who have received these questions. So this is based on our real-world experience.

One more question for you. What other resources or handouts have you provided to your project participants that you found to be particularly helpful? Again, the question box is there for your answers and we’d like to hear your thoughts and incorporate your ideas into our future work. I’m going to keep going, but I want you to keep adding your thoughts to that question box while I continue.

The last part of the toolkit that I want to highlight is the Appendix. I’m going to skip over Olivia’s section on monitoring and just point out the Appendix which has a lot of additional information and research about adolescent relationship abuse. You may find these resources useful in your efforts to incorporate relationship abuse into your project. They include information on special populations that you may be serving or maybe preparing to serve, information about the link between relationship abuse and pregnancy, and additional information about digital electronic abuse.

You can use these resources to supplement your staff training, as additional handouts, as resources when particular issues arise or just as informative background materials. But we wanted to include them so you have as many options as possible for keeping yourself and your staff up to date.

I'm going to turn it back over to Olivia now to talk about monitoring and evaluation.

DR. OLIVIA SILBER ASHLEY: So we are going to end at 4:30 and we will make sure that we have some time for questions at the end. I just want to highlight a few things about monitoring and evaluation. We've also received one question about are we going to provide a list of the guides and tools that we've been highlighting today? They're all in the toolkit which will be available online on Friday. And so all the folks that received information about this webinar will also get an email message saying that it's live and getting the link. So all of the information that we're providing is in the toolkit which is the product that's going live on Friday.

Just a couple of minutes on monitoring and evaluation before we wrap up. We're big advocates of planning for program monitoring and evaluation, even if you're in the middle of implementation now, it's never too late to incorporate monitoring and evaluation into your plan. And so, you may want to think about prioritizing the types of questions that you want to answer. You can see the plan should include questions that you have, the evaluation and monitoring questions and the information that you need to answer them. Where will you get the data and how will you collect it if you're going to do that? Some plan for doing analysis, timeline and staffing assignments and a plan for reporting your results.

And you can see here I'm not going to go through this toolkit, but this is what the toolkit looks like on the screen about monitoring and evaluation. And there are lots and lots of

resources there. This adaptation guide is one that we've kept coming back to over and over again and it includes monitoring and evaluation planning tables.

And so it starts on the left-hand side with what is the monitoring question? And the question may be something like how many participants receive adolescent relationship abuse prevention activities? Or the question may be more about outcomes. Or your question may be something like "did your adolescent relationship abuse prevention activities enhance your teen pregnancy prevention outcomes?" So you may want to look at moderation if you're doing that.

So there are a couple of pages of a planning table that might be helpful for you if you want to look at that kind of planning. And we also have some resources, one that I'm showing here on the screen. This is another resource. This is a survey that was done across the nation on electronic aggression and social media use within the context of adolescent relationship abuse.

You can see at the bottom for each set of results, the question appears. And so this would be a great source of information for you to think about where you want to get question items. While in a relationship, have you ever had a boyfriend or girlfriend check up on 10, 20 or 30 times per day via cell phone? Call you names, put you down or say really mean things, ask you to have sex or engage in sexual acts when you didn't want to or spread rumors about you.

So there are lots of items here that you may want to look at. And then there are some national results that maybe of interest to you in thinking about needs assessment for your community and how your government compares to other kids in the nation.

We also want to highlight a couple of compendia from the Centers for Disease Control and these include lots and lots of measures and scales for physical dating violence, psychological abuse and stalking, both for stalking perpetration and victimization for all of those measures.

So the best advice on monitoring evaluation is to choose tools that have been validated with similar respondents as yours, keep the validated tools intact if you can, use your best practices to maintain confidentiality, and be sure to pilot test your tools to ensure that your kids understand the questions that you're asking and that they are being honest in their disclosure.

And so I'm wondering if we have any questions or comments from anyone. And Marnie, if there's anything someone wants to hear us talk about before we wrap up.

MS. ANNE MENARD: I think because we're so close to the ending time, I just want to identify some of the topics that the participants raised that they would be interested in receiving more information about. Several participants identified domestic violence and dating violence in LGBTQ or same sex relationships, Internet safety, social media do's and don'ts was another topic, bullying, sexual harassing and hazing. And then a question about the relationship between gang affiliation and adolescent relationship abuse. And

finally, resources to work with parents of teens that are in their program. Participants also named a number of additional resources, many of which are included in the toolkit that they're already using. So that was a great question and people responded in really helpful ways.

DR. OLIVIA SILBER ASHLEY: Sounds good. Well, we want to thank everyone for your time today and your involvement in answering the questions that we threw out. It sounds like there's a lot of very positive and proactive activity that's going on. As I suspected, a lot of expertise out there in the field and a lot that you can learn from each other. Please do not hesitate to contact any of us if you want more information or clarification about some of the things that we've raised today. And if you do want more information specifically about your project, please feel free to request technical assistance from your project officer. Thank you all. And Jai'mie, I'll let you wrap it up.

MS. JAI'MIE HUGHES: Thank you everyone for attending. And for the panelists and organizers, there will be a debriefing call in your email inbox.

(END OF TRANSCRIPT)