



Get **SMART** • Get **HELP** • Get **SAFE**

Preventing, Assessing, and Intervening in Teen Dating Abuse

A Training for Specialized
Instructional Support Personnel



Workshop Overview, Preparation Guide, and Trainer's Outline

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WORKSHOP OVERVIEW

This training aims to provide school Specialized Instructional Support Personnel with information and skills to identify, assess, effectively intervene in, and prevent teenage dating abuse; as such, it is appropriate for upper middle school and high school communities (and some lower middle school communities). We encourage you to become acquainted with not only the handouts and slides but also the process of the training.

Audience

This training is intended for use with Specialized Instructional Support Personnel—school staff who “provide direct services such as education, therapy, counseling, assessment, and diagnosis for all children and youth who are experiencing problems that interfere with learning. They also provide consultation, professional development, parent education, community linkage, and program administration” (National Alliance of Pupil Services Organizations, 2007¹). Staff in this category might be school counselors, social workers, school psychologists, or nurses. Other school staff, especially those frequently sought out by students for advice, may certainly benefit, but anyone not trained in addressing teenage dating abuse should immediately refer at-risk students to someone who has been so trained. In addition, schools might consider designating a staff person to appropriately address teenage dating abuse and to ensure that anyone in the school community who is concerned about a student knows how to inform that person and work together to protect the student.

The training is designed for about 15–40 participants. It can be conducted with smaller or larger groups, but it may be necessary for you to adapt some activities in those circumstances.

Participant Objectives

Participants in the training will:

- Identify the characteristics of healthy relationships.
- Identify the characteristics of teenage dating abuse.
- Provide strategies for how to assess the extent to which students are placed at risk, intervene with students at risk, and help prevent dating abuse in school communities.
- Explain how to help establish appropriate policies to address teenage dating abuse.
- Explain how to extend positive norms throughout school communities.
- Identify resources in school communities to address teenage dating abuse.
- Identify groups in school communities that require special attention.

¹ National Alliance of Pupil Services Organizations (<http://www.napso.org>)

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Time Required



The time required for this training will vary depending in part on your facilitation of discussions. The estimated total time for the training is 4 1/2 hours (an estimated time is indicated for each activity in the Trainer’s Outline section of this guide).

This training works best if it is facilitated all in one day, with appropriate breaks (e.g., 9:00–10:30, 10:45–noon, and 1:00–2:45). A disadvantage of breaking up the training into more than one day is the need to provide extensive reviews at the beginning of the second day. Additional disadvantages are the dual possibilities of previous participants not returning for the second day and new participants joining for the second day.

Whether you take short or long breaks during the training, plan in advance when you will take them; try to take them between, rather than in the middle of, activities.

Preparation

1. Duplicate a set of handouts for each participant, including yourself, using a **high quality copier or commercial copy service**. You may wish to make copies on paper of varied colors to create a more interesting presentation and to assist participants in locating specific handouts during the training. A complete list of the handouts follows:

Handout	1	Agenda
	2	Teen Power and Control Wheel
	3	Why <i>You</i> Are Needed
	4	Signs of a Healthy Relationship
	5	Signs of an Abusive Relationship
	6	Getting Information to Assess Risk
	7	Why Teenagers Don’t Get Help
	8	Do and Don’t: Responding to a Student Who Is in an Abusive Relationship
	9	Working With the Alleged Perpetrator
	10	School-Based Stay-Away Agreement
	11	Social Workers and “Duty to Warn” State Laws

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Handout	12	Suggestions for School Policies on Teenage Dating Abuse
	13	Sample Written Policy Chart for Schools
	14	Changing Norms
	15	What's Next?
	16	Helpful Resources for Teenage Dating Abuse: Assessment, Intervention, and Prevention
	17	Understanding Teen Dating Violence: Fact Sheet 2012
	18	Workshop Evaluation

Assemble the handouts into a **packet** and distribute them to participants at the beginning of the training.

- Identify the facilitator(s) and any sponsors of the training, and create a PowerPoint slide (**Slide 2**) with the names of the facilitator(s) and sponsors (if any) and their contact information, if appropriate. You may also wish to add photos to the slides to make the presentation more engaging.
- Request that participants obtain **school policies relevant to teenage dating abuse** for their schools, including policies addressing confidentiality, mandatory reporting, and parent notification.
- Secure a **list of local community resources** (e.g., crisis hotlines, legal counsel, law enforcement, support groups, organizations serving youth of specific cultures) relevant to teenage dating abuse (perpetrators as well as victims); be as specific as possible (provide phone numbers, addresses, hours, potential costs, etc.).
- Acquire and set up the **equipment (i.e., projector, screen, cord)** to show the **PowerPoint slides** in the following order:

Slide	1	Welcome to Preventing, Assessing, and Intervening in Teen Dating Abuse
	2	Facilitators and Sponsors
	3	Participant Objectives
	4	What Is Teenage Dating Abuse?
	5	Why <i>You</i> Are Needed
	6	Levels of Providing Service in School Communities
	7	Assessment
	8	Up to the Challenges
	9	Criteria for Community Resources
	10	What's Next?

- A **blackboard, whiteboard, or easel and flip chart paper, along with the appropriate markers**, should be available in the room.
- Each participant should have access to **several sheets of paper and a pen or pencil**.

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8. Secure a room that is large enough for interactions among participants. Each participant should have a **chair and a desk or a space at a table**; include a chair and desk or table for yourself at the front of the room.
9. Consider the size of the training room and secure a **microphone** if necessary.
10. If you are considering using “polling” as a way to gauge individual responses within a group and to quickly tabulate responses to specific questions, determine whether you have the appropriate **hardware and software**. Consult an audiovisual or IT expert or a polling website (e.g., www.polleverywhere.com) to determine whether participants can use their **cell phones** to “vote.” Even if polling equipment is available, be sure that every participant knows how to use the equipment and is comfortable doing so. Make up the **slides** with the polling items before the workshop.
11. Review **Handout 17: Understanding Teen Dating Violence: Fact Sheet 2012**. Supplement the information on the handout with resources cited on the other handouts and in the training itself.
12. Read the **Trainer’s Outline** section of this guide so that you know what to say and do.

Icon Key



This icon will appear the first time a PowerPoint slide is used in an activity.



This icon will appear the first time a handout is used in an activity.

Training Room Setup

The training room should include adequate space for participants. It should be large enough to allow participants to be comfortably seated and to move around and interact with one another.

Avoid auditorium style seating. If possible, have participants seated at tables so that no one’s back faces the front of the room. A rectangular table set at the front of the room can be used for trainer notes, materials, and handouts.

The training room should have controllable heating and cooling with clear access for the trainer to set and adjust the room temperature.

The training room should have clear wall space for posting large sheets of flip chart paper if used during the workshop.

TRAINER'S OUTLINE

Activity

1

Welcome and Introductions



5 minutes



1. Display **PowerPoint Slide 1: Welcome to Preventing, Assessing, and Intervening in Teen Dating Abuse** as participants enter the training room. Introduce yourself and welcome participants. Tell participants that this workshop is a “Teenage Dating Abuse Training for Specialized Instructional Support Personnel,” and provide basic information about the training, such as:
 - When it is scheduled to end
 - When breaks will be scheduled
 - Whether participants can earn credits by participating in the training
2. Display **PowerPoint Slide 2: Facilitators and Sponsors**, and introduce any cofacilitators and sponsors.
3. Refer to **Handout 1: Agenda**, and briefly preview what participants will address in the training (e.g., “We’ll be talking about what teenage dating abuse is, and we’ll see whether you know some of the facts about teenage dating abuse. We’ll be discussing what your role as a service provider is in the school community.”).
4. Display **PowerPoint Slide 3: Participant Objectives**, and tell participants that by the end of this training, you hope they will be able to do the following:
 - Identify the characteristics of healthy relationships.
 - Identify the characteristics of teenage dating abuse.
 - Provide strategies for how to assess the extent to which students are placed at risk, intervene with students at risk, and help prevent dating abuse in school communities.
 - Explain how to help establish appropriate policies to address teenage dating abuse.
 - Explain how to extend positive norms throughout school communities.
 - Identify resources in school communities that address teenage dating abuse.
 - Identify groups in school communities that require special attention.
5. Tell participants that this training was designed specifically for Specialized Instructional Support Personnel because of their key role as catalysts for organizational change on this issue.

Activity 2



The Meaning of Teenage Dating Abuse



30 minutes

1. Tell participants that you'd like to begin by explaining what you mean when you refer to teenage dating abuse. Display **PowerPoint Slide 4: What Is Teenage Dating Abuse?** Read the definition, ask participants to give you examples of each type of abuse, and supplement their responses with the following (14):

Note: Numbers within parentheses refer to the source of the information presented in this guide. See the Resources list at the end of this guide for details.

- **Verbal**
 - Name calling
 - Putdowns of the partner or the partner's family or friends
 - Yelling or shouting
 - Threatening the partner or one of the partner's family members
 - Insulting the partner's beliefs or values
 - Using sexually derogatory names
- **Psychological/Emotional**
 - Ignoring the partner's feelings
 - Intimidating the partner
 - Isolating the partner
 - Driving recklessly to scare the partner
 - Displaying inappropriate anger
 - Damaging personal property
 - Scaring the partner
 - Preventing the partner from going somewhere
 - Humiliating the partner in public or private
 - Excessive online contact with the partner that is abusive, offensive, threatening, or unwanted
 - Sharing private information online

- **Physical**
 - Hitting
 - Slapping
 - Punching
 - Shoving
 - Pinching
 - Kicking
 - Pulling hair
 - Biting
 - Throwing objects
 - Choking
 - Using a weapon
- **Sexual**
 - Unwanted touching, kissing, or other sexual activity
 - Making unwanted sexual comments
 - Posting the partner's private sexual photos online
 - Not allowing the partner to use birth control



Participants should understand that dating abuse can occur in all kinds of relationships, whether it is a boy abusing a girl, a girl abusing a boy, a boy abusing a boy, or a girl abusing a girl. Point out that in some relationships, the partners abuse each other. Refer participants to **Handout 2: Teen Power and Control Wheel** for another view of how some teenagers seek to control the other person in their relationships.

2. Point out that teenage dating abuse is not rare: About one in three adolescent girls in the United States is a victim of physical, emotional, or verbal abuse from a dating partner (5). Nationwide, about one in 10 high school students has been hit, slapped, or physically hurt on purpose by a dating partner (6).

Note: If you have the capability to do electronic polling (see Step 10 under Preparation), give participants an opportunity beforehand to guess the statistics cited above by asking the following:

- *About what percentage of adolescent girls report being physically, emotionally, or verbally abused by a dating partner: 10%, 25%, or 33%?*
- *About what percentage of high school students report being hit, slapped, or physically hurt on purpose by a dating partner: 5%, 10%, or 25%?*
- *Consider doing the same for Activity 3: Facts About Teenage Dating Abuse.*

3. Tell participants that it is one thing to share statistics about teenage dating abuse, but that as support personnel they need to know its human significance as well. Tell them that you are going to read aloud something about what it is like to be in an abusive relationship.

Read aloud the following (18):

“My experience started when I was a sophomore in high school. We began hanging out outside of school. He was so sweet to me all the time. He would bring me flowers randomly, and cards saying how happy he was that we were together, and how excited for our ‘future’ he was. We had so many of the same interests and seemed to get along so well.

“After about a year, he decided to break up with me. He accused me many times of not loving him enough, and if I did really love him, that I wasn’t showing him in the ways that he wanted me to show him. After we broke up, he made it very clear that he didn’t want me to be with anyone else, but he didn’t want to be with me, either. Of course, I was in love with him still and so any attention he paid me, I would look at it as hopeful that we would get back together. During this time he used me sexually. I thought that by doing the things that he asked, he would realize how much I really did love him.

“During this time, I was not allowed to look at, speak to, hang out with, hug, or spend any amount of time in any setting with a guy. He accused me of being a flirt. He started controlling me in small ways at first. He would tell me what I could and could not wear to school. If I came with something on that he didn’t like, he would tell me right away before even saying hello. He did this until I stopped wearing makeup and began wearing baggy pants and dull dark T-shirts as opposed to skirts and fitted T-shirts.

“The more time I spent with him, the more he would not allow me to hang out with friends and family. By the end of our relationship, I had one friend at school and was not involved in anything that he was not involved in. He isolated me completely, and had me all to himself. The decisions that I began to make were his decisions. At the time, I was planning on attending the same college.

“We constantly fought and he would always threaten to hit me. He hit me once, and after that he threatened to hit me. He told me things like, ‘You deserve to be beaten,’ and ‘You will never find anyone better than me.’ He called me horrible names. He made me feel like I was worthless and that I had no voice. After a while, the only voice that I heard was his.”

4. Focus the discussion on the following questions:
 - Have you ever observed a relationship like this with any of your students? (Ask for a show of hands.)
 - It is easy to say, “Well, obviously, that girl should just get out of the relationship.” But what are some real reasons that getting out of the relationship might be difficult (e.g., low self-esteem, escalating physical threats from the boy to the girl or to himself, and embarrassment)?
 - What are some other potential short- and long-term effects of being in an abusive relationship? What effects might you see on schoolwork and personal relationships (e.g., poor attendance, poor grades, low self-esteem, and inability to forge healthy relationships in the future)?

Note: In facilitating discussions like these, ask a question and then wait for a participant to respond. If no one responds, prompt with a similar question; if that still provokes no response, continue to the next question. Gauge your audience as well as your time allotment to determine whether to follow up the response with another question or to let another participant respond. If at any time you hear a response that is either factually incorrect, misleading, or ethically problematic, be sure to correct, clarify, or question the soundness of the response while preserving the integrity of the participant.

Tell participants that your intention is not to exhaustively examine the nature of abusive relationships but rather to make two points: One, abusive relationships are difficult to escape; and two, they can have serious short- and long-term effects, not only physical effects but psychological effects as well.

Activity

3

Facts About Teenage Dating Abuse



10 minutes

1. Tell participants that now you would like to find out what they already know about teenage dating abuse. Ask them to write on a **sheet of paper** the numbers 1 through 4 and to respond “yes” or “no” after you read each question to them.

Read the following questions:

- a. Does dating abuse happen only to females?
 - b. Does dating abuse consist only of physical violence?
 - c. Do you think there is a significant correlation between being a victim of dating abuse in high school and being a victim of dating abuse in college?
 - d. Will teenagers frequently tell an adult about dating abuse when it happens to them?”
2. Now repeat the questions, one by one, giving the correct answer and rationale. Ask for comments from participants, whether or not they answered correctly, in order to clarify misconceptions or sources of misconceptions:
 - a. The answer is “no” (17). Although girls are disproportionately the victims of teenage dating violence, many boys are victims, too.
 - b. The answer is “no” (11). One in four 15-year-old girls discloses experiencing psychological abuse in dating relationships. Dating abuse can be verbal, psychological, emotional, physical, and sexual. It is a pattern of behaviors that one person uses against another in order to gain or maintain power in the relationship. The abuser intentionally causes fear, degradation, and humiliation to control the other person.
 - c. The answer is “yes” (16). Teenagers who are victims in high school are at higher risk for victimization during college.
 - d. The answer is “no” (17). Teenagers may be afraid to tell friends or family about dating violence.

Point out that if teenagers disclose dating abuse to anyone, it is likely to be a friend or peer. Add that teenagers may be reluctant to disclose to adults that they are a victim of abuse because of the following:

- They may not know an adult they can trust.
- They may think that they can stop the abuse themselves.
- They may fear that their parents will find out.
- They may fear that the abuser will retaliate against them.
- They may fear that no one will believe them.
- They may fear being “outed” (exposed) if they are in a same-sex relationship that they are not open about.
- They may be embarrassed, especially if a boy is being abused by a girl.

Add that teenage dating abuse is greatly underreported, with many high school students reporting a lack of trust in the police and other agencies (4).

3. Make the following points as you conclude this activity:
 - Teenage dating abuse is a real and serious issue.
 - Relationships are not always “all good” or “all bad”; most relationships have their ups and downs. But it is important to know when partners in a relationship step over the line.
 - It is often very difficult to escape from an abusive relationship; an attempted breakup may be met with threats of violence to one or both of the partners.
 - Teenage dating abuse occurs across racial and ethnic, gender, and socioeconomic lines.
 - Students often will not seek help from an adult in the school.
 - School support personnel have a responsibility to address the issue.
 - School communities can contribute to the problem (e.g., by ignoring it) as well as help solve the problem (e.g., by assessing, intervening in, and preventing teenage dating abuse).

Activity

4

The Roles of Service Providers in School Communities



15 minutes

1. Tell participants, “Suppose you were a student, you had a problem, and you were considering telling a school adult about that problem. Think about the qualities you’d want that school adult to have. Come up to the **board** and write one quality you think would be important—not just any ‘good quality,’ but something specifically critical to helping a student. I’ll start.”
2. Begin by writing *Respect for Students* on the board; then pass the **marker** on to others. Tell them that if they cannot think of a quality but a quality they were going to suggest is already on the board, they can put a checkmark next to it.



3. When participants have finished, add anything that you think is missing (e.g., *Knowledge of Student Lingo, Attitudes, and Behaviors; Trustworthiness; Experience With Relevant Issues; or Ability to Listen Calmly*). Then ask participants to behaviorally describe those qualities (e.g., “Respect for students means that the school adult doesn’t belittle the student’s choices” or “Knowledge of student lingo, attitudes, and behaviors means that students don’t have to spend time explaining what to them is commonplace and obvious.”).
4. Emphasize to participants that they are probably the most qualified people to help students: They are ethical, they likely have received both professional training and support from professional organizations, and they are familiar with the student community. Refer to **PowerPoint Slide 5** and **Handout 3: Why You Are Needed**, and point out that participants need to put those qualities into practice.
5. Point out to participants one more reason why they are needed, and that is the lack of formal commitment by schools to assess, intervene in, and prevent teenage dating abuse. A 2012 survey of school counselors (10) indicated that a majority of schools:
 - Do not have a protocol to respond to an incident of teenage dating abuse
 - Have not trained their personnel in teenage dating abuse
 - Do not periodically assess teenage dating abuse
 - Do not have a committee that addresses teenage dating abuse

Tell participants that when it comes to teenage dating abuse, they may in fact be pioneers in their school communities.

Activity

5



Levels of Providing Service



5 minutes

1. Display **PowerPoint Slide 6: Levels of Providing Service in School Communities**. Focus on each level as it relates to adolescent relationships:
 - **Assessment**
 - Information, skills, and tools to determine whether students are involved in an abusive relationship
 - Clear guidelines to help service providers take action
 - **Intervention**
 - Communication to students about where to get help
 - Information, skills, and continuing support to help students leave abusive relationships and develop healthy ones
 - **Prevention**
 - Policies, norms, skills, and resources in the school community that support healthy adolescent relationships
 - Outreach to families and the larger community

2. Ask participants to estimate how much time they typically spend on each of the three levels when they provide service in teenage dating abuse. Do this either by polling or by having participants write a percentage on the **board** next to where you have written the words *Assessment*, *Intervention*, and *Prevention*. When you have tallied and roughly averaged all the percentages, ask participants what they think the implications are for service, as follows:
 - More time needs to be spent on assessment because we really do not know the extent of the problem.
 - More time needs to be spent on intervention because students' safety is our paramount concern.
 - More time needs to be spent on prevention because we need to involve the entire school community in this issue.
3. Emphasize to participants that all three levels of providing service are essential and that the actions described in each level are typically carried out simultaneously. Tell participants that you are going to begin with assessment because in some ways it needs to be considered first: Participants need to be able to identify dating abuse before they can do anything about it.

Activity

6



Assessment of Healthy Relationships and Abusive Relationships



35 minutes

1. Arrange participants into groups of about four or five, and give them the following instructions, displaying **PowerPoint Slide 7: Assessment**:
 - “Introduce yourself to anyone you haven’t met yet.
 - “Choose someone in the group to take notes.
 - “If we’re to assess whether students are at risk in a relationship, we first need to think about the signs of a healthy relationship and the signs of an abusive relationship. What I’d like you to do now is to come up with two lists: first, a list of attitudes or behaviors that might characterize a healthy teenage relationship; and second, a list of attitudes or behaviors that might characterize an abusive teenage relationship. Rely on your experience, your knowledge of students, and any studying you’ve done on the issue.
 - “Let’s work on the signs of a healthy relationship first. I’ll give you five minutes to do that. Then we’ll examine your lists. Any questions?”
2. When groups have completed their work, a representative from each group should report on the group’s work and compile the list of the signs of a healthy relationship on the **board**. Refer participants to **Handout 4: Signs of a Healthy Relationship**. Give participants time to read it, entertain any questions, and suggest that participants add to the handout anything they think is useful from the board. If anyone is unclear about any of the signs, offer examples:
 - Fun experiences (students in the relationship enjoy being with one another).
 - Control of anger (students in the relationship get angry but are able to “walk it off”).



- Resolution of conflicts without violence (students in the relationship resolve conflicts by talking over the issues and by “agreeing to disagree”).
- Adjustment to stress (students in the relationship have an outlet [e.g., sports or music] to relieve stress).
- Open and honest communication (students in the relationship tell the truth when discussing issues).
- Shared decision making (students in the relationship acknowledge that both of them should jointly make decisions concerning the relationship).
- Belief in own and other’s autonomy (students in the relationship acknowledge that each partner should make decisions concerning herself or himself).
- Trust (each student in the relationship relies on the other to be truthful, responsible, and caring).
- Respect (students in the relationship refrain from putting each other down or taking each other for granted).
- Compromise (students in the relationship resolve conflicts by giving in a little).
- Empathy and caring (each student in the relationship appreciates the other’s perspective and acts in ways that reflect the other’s welfare).



3. Follow the same procedure for the signs of an abusive relationship: Give groups five minutes to come up with a list, compile the lists on the board, refer participants to **Handout 5: Signs of an Abusive Relationship**, and then discuss the signs. Once more, if anyone is unclear about any of the signs, offer examples:
 - One student in the relationship always controls the other, either physically, emotionally, or verbally (one student says, “She doesn’t like that movie” in the other student’s presence).
 - One student in the relationship always defers to the other (one student says, “I’d love to go, but I’ll have to ask her first”).
 - One student in the relationship is isolated from former friends (the student doesn’t see her former friends because her new boyfriend doesn’t like them).
 - One student in the relationship is losing interest in activities (the student doesn’t participate in activities because the girlfriend wants him to spend time with her instead).

Note: Again, if at any time you see a response that is either factually incorrect, misleading, or ethically problematic, be sure to correct, clarify, or question the soundness of the response while preserving the integrity of the participants.

4. Tell participants that assessment goes beyond mere observation: If they have created good relationships with students, they can elicit important information from them. Ask participants what questions they might ask students to determine whether the students are being abused in a relationship, and allow the discussion to proceed for several minutes.



Refer to **Handout 6: Getting Information to Assess Risk**, and make the following points:

- Each situation is different; each student is different; each relationship between a student and school personnel is different.
 - These are only initial questions; each requires follow-up.
 - Frequently, the determination of risk will depend on the degree to which the student admits to any item on the list.
 - Often, students do not even know what constitutes a healthy relationship; they may need to be told.
 - Participants need to use all their skills in eliciting critical information from students (i.e., asking open-ended questions, engaging them in discussion, and establishing trust).
 - There are gray areas between healthy and abusive relationships, and participants need to use their professional judgment to determine when behaviors cross the line from one to the other.
5. Ask participants to remain in their groups for the next activity.

Activity 7

Intervention for Students at Risk



50 minutes

1. Tell participants that a majority of victims of teenage dating abuse do not seek help and that a majority of perpetrators of dating abuse do not seek help (4). Ask participants to suppose that a student is in fact a victim in an abusive relationship. Ask, “What do you think might prevent that student from seeking help?” Elicit a few responses, and then give participants the following instructions:
 - “I’m going to show you some reasons a student might give for not seeking help. You may not agree with them, but they reflect the perspective of a student in an abusive relationship.
 - “What I’d like you to do, in your groups, is to think about what you might say to counter this reason.
 - “Remember, these reasons might prevent a student from seeing you in the first place. But let’s assume that the student is there in front of you and expresses why he or she is there. How do you respond?
 - “Any questions?”
2. Refer participants to **Handout 7: Why Teenagers Don’t Get Help**. Divide the 12 reasons among the groups. Give participants about 10 minutes to discuss the reasons and write down their responses.
3. When groups have completed their work, ask a representative from each group how the group would respond to their assigned quotes, and then elicit ideas from the other groups. Suggest that participants use the handout to take notes.



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4. Focus a large-group discussion on the following questions:
 - How do you invalidate the student’s reasoning while still respecting the student? In other words, how do you say, “You’re a good person, but that reasoning won’t keep you safe for long; let’s think of alternatives” (e.g., “Why do you think that strategy might work”)?
 - How do you lend credibility to what the student may think is merely another opinion (e.g., “You know, many others have done that with great success”)?
 - What information do you need before you see the student (e.g., family situation, academic record, attendance, history of incidents)?
 5. Continue this discussion by referring participants to **Handout 8: Do and Don’t: Responding to a Student Who Is in an Abusive Relationship**. Make the following important points:
 - Build the student up, particularly if, as is likely, the student is used to being torn down.
 - Maintain confidentiality in accordance with professional guidelines.
 - Let the student know that you will always be there to help.
 - Make sure that the student is safe and remains safe.
 - Do not make promises that you cannot be sure you can keep (e.g., about your ability to protect the student).

Acknowledge to participants that they already know much of this from their professional training, but that in matters like dating abuse, it is critical because of the physical and emotional risk to the student.

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6. Give participants the following instructions and display **PowerPoint Slide 8: Up to the Challenges**:
 - “What I’d like you to do now is to look over the handout and pick one item that you think may be a particular challenge for you. It could come from the “Do” list, the “Don’t” list, or even the “But” list.
 - “Share that with a neighbor here. When the two of you have shared your challenges, discuss for a few minutes what might help: a strategy, an attitude, maybe a resource.
 - “Even after this training, try to continue that discussion with the same person or with someone else whose knowledge and opinion you respect. Any questions?”

Give participants about 10 minutes for discussion, and then elicit comments for a minute or two more.

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7. Tell participants that the focus of this training is the teenage victim of an abusive relationship but that they also need to know how to counsel a teenage perpetrator of an abusive relationship. Refer participants to **Handout 9: Working With the Alleged Perpetrator**, and give them a chance to read it.

Emphasize to participants that if they are going to meet with both parties of an abusive relationship, they should do so separately in order to prevent one party intimidating the other and to ensure, as much as possible, unbiased testimony.

8. Focus the discussion on the following questions:
 - What are some problems that might arise from meeting with the alleged perpetrator (e.g., the student might threaten the counselor)?
 - What are some ways to follow up such a meeting (e.g., require the student to check in with you regularly; talk with other school personnel about their observations of the student)?
 - How do you resolve a “he said/she said” conflict (e.g., analyze motives; seek others’ testimony)?
 - What issues of confidentiality might you encounter (e.g., notifying parents; determining the likelihood of recurrence)?
9. Emphasize to participants the importance of protecting the student who was abused, and refer them to **Handout 10: School-Based Stay-Away Agreement** as one example. Also refer them to *Break the Cycle: Empowering Youth to End Domestic Violence* (www.breakthecycle.org) for a discussion of safety planning and a safety planning worksheet (2).
10. Point out that certain states govern how social workers and other adults who become aware of teenage dating abuse might need to report it. Tell participants that the laws differ across the country but that they can refer to some general guidelines in **Handout 11: Social Workers and “Duty to Warn” State Laws**.



Activity

8

Prevention for All Students



15 minutes

1. Tell participants that so far the training has addressed two of the three levels of providing service in school communities:
 - How to assess whether students are in abusive relationships
 - How to help students if they are in abusive relationships

Explain that now the training is going to address the third level: how to prevent students from becoming involved in abusive relationships. Point out that this is the longest section because prevention is aimed at everyone in the school community, families, and the larger community.

2. Tell participants that this last level can be thought of as comprising three subsections. Explain that you are going to illustrate these subsections with three scenarios that are not related to teenage dating abuse but that might help them understand what is needed for any kind of effective prevention. Then give participants the following instructions:
 - “I’d like you to listen carefully to the three scenarios. In each scenario, something is missing, something that would possibly have prevented the incident. So, after I read the scenario, I want you to write down the missing prevention component. Is that clear?”

Read aloud the following:

“Scenario 1: You’re shopping in your neighborhood grocery, and you and a rather muscular gentleman both reach for the last ripe cantaloupe on the table. He gets angry, rips the melon from your grasp, and upends your grocery cart, spilling all the contents on the ground. Shoppers rush to your assistance, some helping you up and others restraining the man, who’s threatening to kick your eggs and milk—and possibly you—into the next aisle. The store’s security guard arrives on the scene, but he says there’s nothing he can do because the man hasn’t broken any formal store rule. The man stomps to the checkout counter with the cantaloupe. Okay, what’s missing in order to prevent this incident from recurring? Write it down, just a word or two.

“Scenario 2: Again, you’re shopping in your neighborhood grocery, and again, you and the muscular gentleman both reach for the cantaloupe. He gets angry, grabs the melon, upends your grocery cart, and threatens to bash you. Obviously, there’s a law against assault, but although the grocery is crowded with shoppers, everyone ignores what’s happening. Once more, the man stomps to the checkout counter with the cantaloupe. Again, write down what you think is missing.

“Scenario 3: You know the scenario: you, the muscular guy, the grabbing of the melon and spilling of the grocery cart, the threats to your personal safety. Shoppers rush to your assistance, and people start yelling, ‘Call security! Get the manager!’ But a cashier who finally arrives on the scene says that there’s no on-duty security or manager in the store right now. Yet again, the man gets the cantaloupe. Write down what you think is missing for prevention.”

3. Call on volunteers to tell you what prevention component they thought was missing from each of the scenarios. Point out the following:
 - In the first scenario, the one in which people helped but the security guard couldn’t do anything, there weren’t any formal *policies* that related to the problem.
 - In the second scenario, the one in which you were ignored, there was evidently no *norm*, no collective attitude, to help others in trouble.
 - In the third scenario, in which no appropriate store personnel were on site, there was an absence of *resources*.
4. Explain to participants that effective prevention requires all three components: formal *policies* that people are familiar with, informal *norms* that people follow, and *resources* that people depend on. Give the following examples, all of which would serve to prevent further teenage dating abuse:
 - A formal school policy might include regular schoolwide discussions about teenage dating abuse, continual assessment of risk, and outreach to families and the larger community.

- An informal norm might be that if a student learns of a fellow student’s being abused, then that student unhesitatingly informs a school counselor, support staff, or administrator. Another norm might be that students do not let themselves become victimized in a relationship and seek to end the relationship at the first signs of abuse.
 - Resources—support personnel and other school adults who are educated about the issue, community organizations, and law enforcement—would be accessible to students who fear that their relationships are sliding into abuse.
5. Tell participants that now you are going to address each of these subsections: policies, norms, and resources.

Activity

9

Policies



10 minutes



1. Ask participants, “What do you think a formal, written school policy on teenage dating abuse should include? Think about other school policies, say, on violence in general, and how a dating policy might be integrated into it. Consider which policies might help prevent abuse, which ones might help assess whether abuse occurs, and which ones might help prevent abuse in the first place.” Write their ideas on the **board**, and refer them to **Handout 12: Suggestions for School Policies on Teenage Dating Abuse**; suggest they add their own ideas in the space provided.
2. Refer participants to **Handout 13: Sample Written Policy Chart for Schools**, and give them a few minutes to look it over.
3. Ask participants how many of them know if their school has such a formal policy and, if so, how it differs from the one presented on the handout. Mention that some schools and districts find it helpful to establish a task force to come up with these kinds of policies. Ask participants, “Does a task force exist in your school that could address this issue? If you took steps to establish such a task force, who should be on it? What positions in the school community should they have?” Emphasize that this group should include at least an administrator, a member of the support staff, a teacher, a family member, and a student.
4. Suggest that after the training, participants take any steps necessary to do either of the following:
 - Develop a school policy on teenage dating abuse, and, if possible, have it integrated into wider school policies.
 - Promote their school policy on teenage dating abuse.

Activity 10

Norms



40 minutes

1. Ask participants to get up from their chairs and line up along the middle of the room. Give them the following instructions:
 - “Now we’re going to explore norms—what group attitudes are toward certain behaviors. I’m going to read you several statements, one at a time. They’re not ‘true or false’ statements, and they’re not even ‘I totally agree or I totally disagree’ statements. You may agree or disagree a little or a lot.
 - “After I read each statement, on my signal, I’d like you to move all the way to that side of the room (*indicate one side of the room*) if you totally agree with the statement. Move part way if you only partly agree with the statement.
 - “I’d like you to move all the way to that side of the room (*indicate the other side of the room*) if you totally disagree with the statement. Move part way if you only partly disagree with the statement.
 - “Stay where you are if you’re conflicted or if you feel totally neutral about the statement.
 - “I’ll choose a few people to explain their responses, but you can pass if you’d prefer not to talk about how you responded.
 - “Any questions?”
2. Read the following statements, one at a time, followed by the instructions provided below indicating that participants can move. Be sure that everyone moves at the same time to ensure independent thought. Choose a few people, particularly those at the sides of the room, to briefly explain their responses (e.g., ask participants who would “do something” to explain just what they would do). Then bring everyone back to the center of the room before you read the next statement.
 - “If I saw a student physically dragging around his girlfriend, I would do something to stop him then and there. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I saw a student trying to fend off kisses from her boyfriend, I would do something to stop him then and there. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I saw a student continually insulting her boyfriend, I would do something to stop her then and there. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I heard about a student being physically or sexually abused in a dating relationship, I would immediately try to set up a meeting with that student. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I heard about a student being emotionally abused in a dating relationship, I would immediately try to set up a meeting with that student. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”

3. Now read the following statements, almost identical to the previous ones, but ask participants to respond **as if they were a typical student**:
 - “If I saw a student physically dragging around his girlfriend, I would do something to stop him then and there. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I saw a student trying to fend off kisses from her boyfriend, I would do something to stop him then and there. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I saw a student continually insulting her boyfriend, I would do something to stop her then and there. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I heard about a student being physically or sexually abused in a dating relationship, I would immediately try to get that student to set up a meeting with an appropriate school adult. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
 - “If I heard about a student being emotionally abused in a dating relationship, I would immediately try to get that student to set up a meeting with an appropriate school adult. When I say ‘Go,’ move this way (*indicate*) if you agree and move that way (*indicate*) if you disagree. Go!”
4. Ask participants to return to their seats, and focus the discussion on the following questions:
 - To what extent are people more likely to help when physical or sexual abuse is involved, rather than only emotional abuse?
 - To what extent do you think that students’ norms are different from yours, especially when it comes to helping other students, and why?
 - From a student’s perspective, what are the downsides to helping another student? And how can those be resisted?
 - What can be done in your schools to change students’ norms in order to be more supportive of their fellow students who are in trouble, to help intervene in abuse?
 - What can be done in your schools to change students’ norms in order for students to recognize when they are being abused and to seek help? Put another way, how can we help students assess whether abuse is taking place?
 - What else would help students feel safer at school, feel more connected to school, to care more about school, and, in general, to help prevent abuse?

Emphasize that norms affect behavior, that people often do what they believe is expected of them, and when norms change, then behavior change often follows.



5. Refer participants to **Handout 14: Changing Norms**. Give them a few minutes to read it, and then focus the discussion on the following questions:
 - How many of you have enlisted peer leaders before? What has been your experience?
 - What are some of the challenges of facilitating discussions with families on dating abuse?
 - What are some of the challenges of facilitating discussions with school staff on dating abuse?
 - What do you think would especially motivate the larger community to address the issue of teenage dating abuse?

Note: Be careful not to let the discussion settle into voicing complaints against families and school staff.

Activity 11

Resources



15 minutes

1. Ask participants the following questions, and after each one, wait for a response:
 - If there is a fire, where would you try to get help?
 - If there is a very sick person, where would you try to get help?
 - If there is a knife attack, where would you try to get help?
 - If a boy is isolating his girlfriend to the extent that she hardly does anything without first getting his permission, where would you try to get help?

Point out that teenage dating abuse is a situation as serious as a fire, a sickness, or a knife attack and that it is not always easy to identify the appropriate community resources. Acknowledge to participants that in many cases, the appropriate school resources will be them.

2. Display **PowerPoint Slide 9: Criteria for Community Resources**, and point out some of the criteria:
 - Knowledge about teenage dating abuse
 - Experience with youth
 - Accessibility
 - Health- and safety-based approach
 - Professional certification
 - Cost-effectiveness
3. Ask participants to turn to a neighbor and, keeping the criteria in mind, share one resource in the community outside the school that they would look to for assistance with a student in an abusive relationship. Say that the resource can be appropriate for either assessing, intervening in, or preventing teenage dating abuse.



4. After several minutes, ask for participants' responses, and write them on the **board**; use the information you have previously gathered (Step 4 under the Preparation section) to be sure the list includes such resources as crisis hotlines (13), legal counsel, law enforcement, and support groups. Have them identify whether the resources are best for preventing, assessing, or intervening in teenage dating abuse. Urge participants to copy any resources they have not previously considered. Point out that some resources may require parental consent before intervening with a student.
5. Focus the discussion on the following questions:
 - Is it typical that school counselors, social workers, psychologists, and nurses know about these resources and how to access them?
 - Is it typical that other school personnel—teachers, coaches, secretaries, bus drivers—know about these resources and how to access them?
 - Is it typical that students know about these resources and how to access them?

Emphasize that the more people in the entire school community know about where to go for help, the safer the community will be.

Activity 12

Special Groups



10 minutes

1. Ask participants if they think there are specific groups of students who may have particular issues relating to teenage dating abuse. If no one mentions them, discuss the following three special groups:
 - **Boys, whose norms may support the use of control and violence (15).** Point out that some boys' attitudes may lead them to be more physically and sexually violent than girls. Ask participants, "What might be a good way to address a boy's lack of empathy with girls? What might you say in a conversation with a boy who has that attitude?" Add that boys who are themselves being victimized by dating abuse may be especially reluctant to seek help because of the perceived humiliation. Ask participants to be sure that their conversations with boys as a group are as frequent and meaningful as they are with girls as a group.
 - **Students who belong to cultural, religious, or ethnic groups whose norms may be in conflict with school policies and may put them at risk for teenage dating abuse (7).** Point out that different cultures, whether ethnic or otherwise, have prescribed roles for males and females, and these roles may contribute to teenage dating abuse (e.g., if people of that culture believe that a female should always do a male's bidding). Ask participants, "What might be a good way to address a student's cultural, religious, or ethnic norms if they conflict with the norms to prevent teenage dating abuse?"

- **Lesbian, gay, bisexual, and transgender students, whose privacy may be the most important issue (8).** Point out that one study found that much of the physical and emotional abuse in these kinds of relationships was linked to “outing,” which is the unwanted disclosure of a person’s sexual orientation to others. Ask participants, “What might be a good way to address a student’s fear of her or his sexual orientation being exposed?”

Ask participants if they can think of other groups in the school community for whom they may need to address specific issues (e.g., students who have witnessed domestic violence in their homes, students with disabilities, students with substance abuse problems). Emphasize the following:

- Any student outside these groups may be a perpetrator or victim of dating abuse.
 - Many students who belong to these groups have no significant potential for being either perpetrators or victims of dating abuse.
2. Focus the discussion on the following questions:
- What might you do differently with students in these groups in terms of assessing, preventing, or intervening in abuse?
 - What assistance might you need in any of these circumstances?

Note: Again, if at any time you hear a response that is either factually incorrect, misleading, or ethically problematic, be sure to correct, clarify, or question the soundness of the response while preserving the integrity of the participants.

Emphasize to participants the importance of respecting all cultures but also taking care not to prejudge students based on stereotypes. Add that the more students have to reconcile conflicting cultures (e.g., an African-American gay boy from a military family) the more school personnel have to try to recognize the uniqueness of the individuals who belong to the cultures.

Activity 13

Review and Follow-Up



20 minutes

1. Remind participants of their objectives:
 - Identify the characteristics of healthy relationships.
 - Identify the characteristics of teenage dating abuse.
 - Provide strategies for how participants can assess the extent to which students are placed at risk, intervene with students at risk, and help prevent dating abuse in their school communities.
 - Show how participants can help establish appropriate policies to address teenage dating abuse.
 - Show how participants can extend positive norms throughout their school communities.

- Identify resources in participants' school communities that address teenage dating abuse.
- Identify groups in participants' school communities that require special attention and how to counsel them.

Tell participants they will have the opportunity to respond to each objective on their workshop evaluations.

2. Ask participants, "Now what? What do you do when you get back to school? What are some ways you can follow up with what we've discussed in this training? Is there anything you can commit to doing that you haven't been doing to this point?"
3. Display **PowerPoint Slide 10: What's Next?** and refer to **Handout 15: What's Next?**. Ask participants to discuss ways they might implement each of the steps; emphasize the importance of committing to take at least one action in each category. Suggest that they write on the back of the handout anything they learned today that they would find particularly useful in carrying out these actions.
4. Offer one more suggestion to participants: to set up a Web-based group of school personnel to share ideas and strategies, specifically on this issue.
5. Refer participants to **Handout 16: Helpful Resources for Teenage Dating Abuse: Assessment, Intervention, and Prevention**, and say that the resources listed on the handout represent a variety of issues that are relevant to their work. Refer them also to **Handout 17: Understanding Teen Dating Violence: Fact Sheet 2012** as a handy summary of the issue.



Activity 14

Closing and Evaluation



10 minutes

1. Thank everyone for participating in the training. Tell participants that the training has addressed an issue that has enormous significance for young people in the short and long term and in the physical, psychological, sexual, academic, and social areas of students' lives. Reaffirm to participants that they are in a position to make lives better for many students who are in troubling and dangerous relationships.
2. Ask participants to help you improve future trainings by completing **Handout 18: Workshop Evaluation** and returning it to you before leaving.



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