

## **MCHB/ OWH February 7, 2006 Webcast**

### **Preventing Teen Dating Violence**

Larissa J. Estes: Good afternoon and welcome to "Dating and Violence Should Never Be a Couple", Preventing Teen Dating Violence. My name is Larissa J. Estes and I will be your moderator today. Slides should advance automatically. The slide changes will change with the speaker's presentation. You do not need to do anything to advance the slides. You may need to adjust the timing of the slide change to match the audio by using the slide delay control at the top of the messaging window. We encourage you to ask questions to the speakers at any time during this presentation. Simply type your question into the white message window on the right side of the interface, select Question for Speaker from the dropdown menu and hit Send. Please include your state or organization in your message so that we know where you are participating from. The questions will be relayed onto the speakers periodically throughout this broadcast. If we don't have the opportunity to respond to your question during the broadcast, we will email you afterwards. Again, we encourage you to submit questions at any time during this broadcast.

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Please take a couple of minutes to do so. Your responses will help us plan for future broadcasts in this series and improve our technical support. Next, we will have opening remarks by Doctor Peter van Dyck, associate administrator from Maternal and Child Health. Thank you.

PETER VAN DYCK: Thanks, Larissa. Good afternoon, everybody. Well, it's wonderful to be coming to you from beautiful downtown Rockville, Maryland in our beautiful building. I am Peter van Dyck, the director of the Maternal and Child Health Bureau and the Health Resources and Services Administration which I think most of you know is an agency in the Department of Health and Human Services. Thank you for joining us today for this web seminar on Teen Dating Violence. Teen Dating Violence is a critical issue facing many adolescents today. And this web seminar was organized in recognition of national Teen Dating Violence Prevention Week which is February 6, yesterday, through the week, to February 10th. We hope that these presentations will provide an opportunity for you to develop a better understanding of the nature and the scope of Teen Dating Violence and to learn about important resources that have been developed by the department of health and human services, including its grantees to help health and social service providers, educators, school personnel, parents and others concerned about adolescent health. Hopefully meet the needs of this very vulnerable population.

We're very honored today to be joined by five speakers, Mr. Jerry Silverman, senior policy advisor in the department's office of the assistant secretary for planning and evaluation. Doctor Audrey Yowell, Maternal and Child Health Bureau, Health Resources and Services

Administration. Mr. William Riley, the director of Family Violence Prevention Services Division and Doctor Fulcher from Washington, D.C. Closing remarks at the end of the session will be provided by Frances Ashe-Goins who is the deputy director of the department's Offices of Women's Health. Each of the speakers will say a little more about their affiliations and expertise during the presentations. Again, I thank you for joining us today. Hope you'll find this seminar helpful. And again, we're going to hold answers or questions at least -- well, hold the answers until the end of all presentations. But you may and should submit questions as they occur to you throughout the presentation. They come up on our computer screens and then we'll ask them at the end of the presentations. So without further ado, I would like to introduce our first speaker, Mr. Jerry Silverman who is the senior policy advisor in the department of health and human services, secretary for planning and evaluation. Jerry.

JERRY SILVERMAN: Good, thank you. To begin this, let me just say a little bit about the work that I do here at H.S.S. I work in the policy office and I deal particularly with issues of family violence, particularly domestic violence and child maltreatment. I should in the way of truth in advertising here, I'm not an expert on Teen Dating Violence. I have no personal experience working with teens who are caught in these kind of destructive relationships. Fortunately, we do have people on the panel who have worked with teens and do work with teens and can bring that direct experience to the table. My job is to sort of give a little bit of an introduction to Teen Dating Violence. And as I began exploring it, it became clear to me that my perspective on Teen Dating Violence is a form of interpersonal violence, just as child abuse and neglect, domestic violence, elder abuse are forms of interpersonal

he will violence. So in that sense, my experience does bear directly on, you know, on the subject.

Today we focused on adolescents, another stage of personal development. And as we will say probably a number of times during this discussion, one that doesn't get significantly enough attention. I'll try to be developmentally appropriate as I talk of the similarities of the different forms of interpersonal violence. As I began preparing for this presentation, I struck me as I started thinking about Teen Dating Violence that those terms didn't fit very well with what my sense of what this subject was about. Let me start with violence. My sense of, you know, just that term, for example, it's much too limited. If we're talking about Teen Dating Violence in some ways, the usually idea of what violence is about, you know, aggression, people hitting each other and what not is much too limited of a concept.

We're talking about a range of behaviors that may include, but are not limited to physical aggression or the threat of physical aggression. Violence in this context, from my perspective, can include yelling and screaming, threats of violence, isolating the victim from friends and family, stalking, embarrassment, threatening to commit suicide, which I'll say more about how some of these things play out. Threatening and expose the secrets. There is a whole range of things and they get to the nature of this dysfunctional relationship between teens and other partners who may be teens, may not be teens, so that we think about Teen Dating Violence, you have to sort of broaden the concept beyond just our usual idea of what violence is. It isn't just, you know, as I say one person beating up on another, although that does take place. And then I start thinking about dating. You

know, what does dating mean in this context? And for me, dating as I thought back and it shows how old I am, but when I started thinking about dating, when I was a teenager, I would call a girl up and ask her out to the movies. We would go out to the movies or go out for a soda afterwards.

Clearly, that's much too general. That's not what we're really talking about. Even when I thought about my kids, they didn't do a whole lot of dating, but they did an awful lot of hanging out together. They would go out and some kids were pair off. I guess in that context that was dating. But generally, dating, you know, when you think of dating, when one thinks of a perfectly healthy -- you know, it takes a healthy form, if it is healthy, it involves people caring for one another, being equal as partners, that it's positive, that people are learning something about interpersonal relationships. They're learning about their partners. There's a bit of respect that's going into it. But in Teen Dating Violence, as I think about it, it becomes, you know -- it becomes unhealthy in a lot of ways. The idea now of possession comes into it. That in a sense, you know, you're my -- you know, you're my own partner, you know, that I have some say over what happens to you. Things are not equal often in these kinds of relationships, that there is one person who calls the shots. And as I will say in just a minute, that often breaks out along gender lines. And what can come into this often, because there is a relationship, and one person is calling the shots and is trying to do that, in order to gain control, the person who is not in control can be humiliated. They can become fearful. It can be something which becomes very, you know, dangerous for that person and very hurtful. And on the part of the person who is the one who intends to be in control, jealousy comes into play a good deal in such relationships.

So we're talking about, you know, let me just say this, we're getting into this, that we are not talking about healthy relationships here obviously. We're talking about ones in which there is somebody who is in charge generally, who is calling the shots, who is trying to control things and the person who is, in a sense, the victim of these relationships. And then moving to -- you know, I started thinking about just some other perspectives about what we're talking about here. And, you know, there may not be total agreement on some of these things and people around the table may have different points of view. Because in some ways, Teen Dating Violence isn't a firm category. It morphs into child abuse or into statutory rape, where you have somebody considerably older and a young person and there are other situations. Sorry about that. On one level -- let me say my first point here that these relationships tend to be ongoing. So that as I thought about it, you know, Teen Dating Violence in my mind doesn't really necessarily mean, and probably doesn't mean, somebody goes out on a date with somebody or goes to a party with somebody and then one person makes an unwanted advance and a little bit of violence takes place. And maybe it's a young woman, she strikes out and he hits her back and they don't see each other again. That isn't quite what I had in mind.

We're talking about an ongoing relationship between a teen and a partner that involved power and controlling behavior. And it is that power and controlling where one person seeks to control and exert power over another so that they have whatever advantages come from that kind of relationship. That typifies what I think of as the core dynamics of teen dating violence. It tends to be gender based. We tend to live in gender oriented

society where abusers tend to have a sense of their own privilege. When I say gender based, what I mean typically is the male believes he has the right. This is not all males, there obviously lots of healthy relationships, but when it becomes unhealthy and when there is this kind of teen dating violence, often it is a male who acts out a sense of privilege which is typical of our society. What can also tend to happen, a slightly different perspective on this, is this is not always the case. It is not always gender based. It could be that you have a young woman who is seeking power in the relationship, exerting power and control over a guy. I think there are cases of that. It could be a same sex couple and there can be a good deal of power and control in those kinds of relationships as well. We're talking about a variety of relationships but generally we are talking about males being the ones who exert power and control over young women.

Another thing as I started thinking about it, often a guy or the one exerting power and control tends to find excuses for why they are doing that and common kinds of excuses where they begin to say that its not really my fault, it was the alcohol that did it or I really have my own problems and I'm expressing my own pain and problems and find excuse why its not quite their fault. Just a few kinds of ways of looking at this. When one thinks about this I think one needs to be aware of the ethical and racial context in which all of this, all of our social problems play out and they need to be understood in those kinds of context and teen dating violence, which isn't on the slide and I couldn't give you numbers but we know it exists across income levels. This is not just a problem of poor people or suburban kids, it cuts across income levels. Maybe other people put in other kinds of things about that. I put an example in here on some things and I got this from the website

here. See it and stop it, an organization that has a website. There is a footnote at the back. They have a number of these kinds of examples. It gives a few of the highlights of one particular relationship which they refer to as Dan and Angela, you know, increasingly she began spending every day and night with the guy. When her friends -- and it's a friend who is talking here. When we would call her on her cell phone to hang out, Dan would pick it up and tell us that she was busy. Again, that sort of control, creating isolation. Angela started dressing differently. She had to conform to his views in some ways. They only talked to each other when they were out together. He began yelling at her when she didn't do what he wanted. In this particular example, got in the way of his educational work. His own needs come first, he accused her of not loving him.

A few statistics coming up about how prevalent the problem is. We do believe it is quite prevalent. You know, one has to take these statistics with, and these particular studies with a little, you know, just say okay, these are one particular picture, but there are all kinds of other pictures. Often these kinds of behaviors are hidden, you know. It's not always clear exactly, you know, people define these things differently. It's not always, you know, some of these things are not always comparable to one another. But a few of the things here that I pulled out just to give some indication about the scope of the problem. The rate of violence victimization in 2000, on the justice department statistics from the crime victim survey. 16 to 19-year-olds was higher than among any other age group. 18%. 18% of high school females and 7% of high school males report being physically hurt by someone they were dating. That's physically hurt. It doesn't speak to -- as I'm defining it much broader than that. One can assume there are higher numbers than this.

Interestingly, this is both males and females being hurt by someone they're dating. Whatever that means.

So another study, eighth to ninth graders, 24% report they are victims. Sexual abuse often goes along with this, as well. And another study we pulled out here, 724 adolescent mothers between the ages of 12 and 18. Interestingly enough, we're talking about mothers that are as young as 12 here. One in every eight pregnant adolescents reported being assaulted by the father of her baby during the preceding 12 months. These numbers not surprising. I mean, we know that from the work on domestic violence that that's often a time when women are particularly vulnerable. But it plays out with teens here, as well. And whatever this brings out. Maybe it's the guy feeling that she's -- you know, he's losing control or something. Just a few comments about other things that occur. I listed a few things. Often substance abuse is involved in these kinds of situations. Often young women who get involved in these things begin to have eating disorders, eating problems.

They engage in risky sexual behavior. Often not following safe sexual practices. Often the victim begins thinking about suicide. Has thoughts about suicide. May even act on suicide. And add to that other kinds of things, depression. Maybe increased aggression by the victim towards herself and others. You can see delinquent behavior, stealing, truancy. Running away. One can understand, getting out from under control of somebody, running away. It can be reflected in school performance as well. We can see that happening. As I say, given the work, the other work that I do and things that I -- you know, one can't necessarily just say, okay, Teen Dating Violence is a phenomenon that exists by itself.

You know, there's a good deal of evidence and there is evidence in some of these cases that these kids grew up in homes where there was physical violence. They observed parents being abusive. They may have been abused themselves. They may have been sexually abused themselves. These kinds of things often go together -- you know, as I said, sexual may include rape, it may include unwanted sexual relationships, being forced into having sex before one is ready. You know, some of these young people get involved with gangs and see community violence, so they grow up in situations where there is a good bit of violence and it becomes much more expected. And obviously our media plays a role as we all know in perpetrating images of violence.

And then I have a slide here just a little bit about, you know, some ways that, in my mind, you know, if one does work in domestic violence, that there's an awful lot that is similar here. We are talking about teens, so the difference here is teens are in school. You know, this is a time where teens begin to experiment, become independent and get into dating relationships and this is all new for many of these young people. So what the expectations are and what one can expect and when one is beginning to start looking for love and look for some kind of somebody who will pay attention to them, will get drawn into relationships that ultimately prove to be unhealthy. Parents can, but often may or may not have influence in a situation, but they can play more of a role. We'll hear more about these kinds of things. Peers are more influential with teens.

Then the social and legal support are much less common for teens than they are for adults. That the social support, there are services that are not as readily available to

teens. There's much more services for young people and for adults than there are for teens. You know, our shelters are not set up for teens, domestic violence shelters are not appropriate for teens often. They're not geared for that. Teens don't have the resources. And then a lot of the laws for protection that might conceivably come into play, as legal support to help one to protect one self from violence often don't apply to teens in the states. So just a few other things to mention. Who do teens turn to? Clearly teens, when they begin to turn, many of them say they confide in friends. So the friend is really in interventions. Again, people will say something about this. Friends often can play a significant role. 7% in one study said that they might talk to the police. And again, they would much rather talk to friends, than to counselors, parents, and other caring adults, but that doesn't mean that these people, you know, can't be trained, can't be prepared to reach out and to talk. And many of the teens never talk to anybody about it. It becomes something which they live with by themselves. 67% of teens in this one particular study said they haven't -- they didn't talk to anybody about their abuse.

Who should intervene? Since this is being run by Health Resources and Services Administration, in the role of healthcare providers. You know, we keep pushing and we keep wanting healthcare providers to ask about all kinds, about child abuse. We want them to check on domestic violence and some doctors are doing that and what not. But there is a role here. But yet, and interestingly enough, this surprised me that one study said that 60% of abused girls said they felt doctors should talk to them, but only 7% said they actually told their physician about their abuse. So there may be some willingness here, but, you know, it probably takes a good deal of skill to get young people to talk about

that. And other people probably talk more about schools, mental health providers, parents, friends, all these people can play a role. I wanted to mention that is something of particular interest to me, all of these forms of violence, these are not just women's issues, these are men's issues just as well.

Men need to take responsibility for stopping and preventing and teaching about this violence. I put down on the slide two organizations that I know about. There are other organizations that you'll hear about. Young men play a significant role. Men play a significant role. But there are these organizations. I put a couple of websites here. But men, I think it's particularly powerful when young men serve as role models for younger men. And then finally, you know, why do this? Young people are getting hurt. They don't know what to do about it. It often goes unrecognized. There are other social problems that are related to this. And it's a very big risk factor for later violence. It may continue into adulthood, the abuse may continue on. Or either being a victim or perpetrating violence. So it is really important that we pay attention to it. Thank you. And now, Doctor Audrey Yowell.

AUDREY YOWELL: Thank you. I want to talk briefly about partners in Partners in Program Planning for Adolescent Health, which is supported by Health Resources and Services Administration Maternal and Child Health Bureau. It's composed of eight grantees who are national professional organizations. And each received a grand total of \$100,000 a year, which is hardly anything, but they achieve a great deal for that amount of money. The purpose of PIPPAH is to improve adolescent health using a multi-disciplinary approach.

And we do this by involving a broad spectrum of professionals. We base PIPPAH's work on the framework of 21 of the healthy people 2010 objectives that address adolescent health. But we take the approach of positive youth developments. I'll say a little bit more about that in a minute. This next slide shows a list of our grantees. And as you will see, it includes many of the types of professionals as Mr. Silverman just identified as some of what we need to be intervening in Teen Dating Violence. We have healthcare providers, we have attorneys, we have representatives of social workers, healthcare workers and so on. As I mentioned, the approach that PIPPAH takes is positive youth development. And this is different from the traditional view that is often taken that teens are defective and need to be fixed, really. What we do instead is promote an affirming vision of youth. And we focus on adolescent's assets, their talents, their strengths, their interest and future potential, rather than their problems. What we aim to do is to understand and educate adolescents and to engage them in productive activity. But we also want to include the whole community. It's just not a matter of fixing the adolescents, as I mentioned. It's a matter of involving the community in promoting adolescent strengths.

PIPPAH has two main types of activities. First, each grantee promotes support for adolescent health and positive youth development within its own profession. But the eight grantees worked synergistically in a national consortium to forge a national multi-disciplinary approach. The strategy that PIPPAH uses are to urge strong organizational commitment within each grantee organization. To encourage communication, education, training, and collaboration across professions because we know that professionals don't necessarily speak the same language, have the same world view. Have a lot of trouble

understanding each other sometimes, even though we're all working toward the same end. We also want to build an adolescent health infrastructure. We want to do that within and across the professions, but we also want to do it in communities, in the states and at the national level.

The message that the PIPPAH partnership uses are several. First, we transfer research-based knowledge within the profession across professions, into the public, and that includes developing materials and training and so on. Each grantee develops a coalition of professionals within its own discipline, and each one of the members of that coalition then goes out and develops their own coalition. So you have these circles coming out from each other promoting adolescent health and positive youth development at all levels. And this is the way that we try to assist states and communities, as well as professions. As I mentioned, each grantee organizes a coalition within its own profession. And then -- and each develops its own. But as a result of that, we have reached millions of professionals who are involved in promoting adolescent health, not only within their own profession, but also across professions at the local level, state level and national level.

I mentioned that there are two parts to this program. One is individual grantee projects. And these have included professional training sessions. Some of these have been interactive sessions online, some of them have been live sessions. Some of them have been for newly trained professionals. Some of them are for continuing education. There are community workshops from across disciplines that have been provided. Other interactive web-based resources, for example, the American School Health Association is

developing a project where teachers can go into the web and look for help with certain kinds of problems that they observe in the classroom. There are cross disciplinary publications that grantees have developed together so that they can be understood across disciplines. And they had been working for infrastructure changes within their own profession, policy changes, different kinds of actual structural changes within their own organizations, and changes in their community.

The national collaborative, however, has been working on a joint project which is a research-based presentation that addresses positive youth development, developmental stages and dimensions of adolescents, demographics, risk, protective and contributing factors and benefits and challenges of collaboration. This is going to be a slide presentation with talking points and it's all footnoted, research-based and it will soon be available online for anyone and all professions. I should mention that we were concerned about the effectiveness of the program and so the consortium hired an independent evaluator who did a qualitative and quantitative evaluation using process and outcome measures. And the findings were quite positive. We found that there was an increased commitment to adolescent health among professionals. There is an increase in intra-and interdisciplinary collaboration, increased professional capacity in program quality. National and state infrastructure were strengthened and the approach of positive youth development was adopted more widely.

Challenges as always included resources, staff turnover and geographic separation among the partners. So what does this have to do with violence prevention? Many of the

partnership activities related to violence prevention. Our primary prevention approach was to focus on positive youth development, as I mentioned before. Many of the activities involve developing anticipatory guidance, including alcohol and drug abuse, which Mr. Silverman had mentioned is very much related to Teen Dating Violence. Mental health promotion, the national National Association of Social Workers produced practice updates on gender-based violence. And in 1997, the PIPPAH partners with the American Psychological Association produced a pamphlet called love doesn't have to hurt, which looks like this. There are three main themes of this brochure. One is, you have the right to be treated with respect. Take abusive behavior seriously and find support and help. And unfortunately, the hard copies of this are all gone, but it is still available online. If you need more information, I've got my phone number and my email address up there and I'd be happy to give it to you. We are now going to take a five-minute break and when we return, our next presenter will be Bill Riley.

LARISSA J. ESTES: Welcome back from our five-minute break. Our next speaker is Bill Riley.

WILLIAM RILEY: Thank you. The administration with children's families has funded a number of grants over the last several years to help stop teenage dating violence. And one of the reasons that -- one of the things that prompted us to consider those kinds of grants is we wondered how well or how could we impact that particular population. And being a part of the family violence program and also being housed with the family youth services bureau gave us some wonderful opportunity to support some collaboration

between the runaway and homeless youth programs and the street outreach programs and the domestic violence services. We thought those particular collaborations might provide us with some intelligence and we would become a lot more savvy. So we set about funding some projects. We initially funded about nine projects in 2004, the fiscal year 2004. And we increased that with about 11 projects in 2005. This afternoon, I've got a very short presentation, but what it's going to focus on are three of our current grantees.

I chose these particular grantees because each of them attempts to do, attempts to find a different way to get to and serve this particular population. And we don't know if any one particular approach is the best, but I think as we go along over the course of the next year or so, we'll begin to see some very positive approaches. But one thing that we'll note and we can see very early that each of these particular grantees creates and has, makes available the participation of youth that they attempt to serve. These partnerships, as I said, we have some collaborations between domestic violence service providers and runaway homeless youth projects and street outreach groups. The first of the collaborations I want to talk very briefly about is a project with the Michigan Coalition Against Domestic and Sexual Violence. And that particular project is located in the Lansing, Michigan area. And their approach has been one to emphasize training, emphasize training for folks who are in service, provide the network opportunities for other youth and domestic violence service providers. Provide technical assistance to some of the projects that might be searching for a way in which to serve the teenagers that they work with. And on their own to launch two particular, two pilot projects to further their efforts. The other project is Savannah Area Family Emergency Shelter, and obviously I can't spell. But I can't type

either. But one of the things that impressed us with this is we tend to call this in-house street outreach. This particular project worked with youth directly. And a number of things that we're attempting to do here to develop the training materials. I was doing educational awareness piece and to increase the knowledge of the particular youth who are participating in their program to be aware of dating violence dynamics. And to incorporate the youth that they serve in both the development, design, and implementation phases. And that's a challenge in itself, but we thought that their particular approach was worth noting.

The third project is the Fulton youth and family services project. They're based in east St. Louis, and they provide a very wide ranging collaborative effort there. They're doing both community awareness and doing some in-service education in schools and working with other community members to make them aware of the dating -- the signals, the warning signs of dating violence. And also provide direct service to an interpersonal prevention and intervention program. We attempted or I attempted to provide to you with a little display of the distribution of our projects throughout the country here. And our fiscal year '04 collaboration, some of these projects show up on here as the dark purple. But in addition to those projects, we did fund 20 or 20 more or so other projects which are sort of listed in the final slide. We think that there are many different ways in which we can serve our teenage population. We think that with the advent of these 22 projects and as we begin to look at other ones, that we'll probably consider, we'll still see using a very positive approach is that all of these projects and the folks who run these projects will work directly with the youth involved in these projects. So, you know if our assumptions are correct, we

think that in time we will indeed become much more intelligent about how to help eliminate teenage dating violence. I'd like to -- I'd like to introduce Moreen Murphy.

MOREEN MURPHY: Thank you so much. I'm Moreen Murphy, I'm the director of the American bar association Steering Committee on the unmet legal needs of children and the director of the national Teen Dating Violence prevention initiative. I'd like to say thank you to the HSF and the Health Resources and Services Administration for bringing attention to this national problem and for allowing me to talk about the Steering Committee's national Teen Dating Violence prevention initiative and the fruit of that, first ever Teen Dating Violence prevention week and the toolkit for use during this week. This is a teen influence, Teen Dating Violence prevention program that began when a teenager came to the American bar association to do an internship because of a Teen Dating Violence incident she witnessed in her local high school and couldn't get any help with. During our research to determine a successful approach, we became aware of more and more stories and the accompanying alarming statistics that you've heard some of here today. With the help of a teen task force we put together, we came to the conclusion that a fresh teen-driven national effort during a designated time dedicated solely to Teen Dating Violence awareness and prevention was warranted. The statistics also made us realize that the national effort was needed quickly.

In addition, thanks to several insightful and experienced teens who sat on our national advisory board and task force, we recognized that any successful effort must involve teens in the process of planning and incorporate teens in the approach. Plus, the national

Teen Dating Violence prevention initiative was born with a mission statement that supported everything that we had learned. A teen-driven, multi-disciplinary educational planning event is included in the mission statement. That would develop toolkits containing awareness and prevention materials. It would also include a national awareness and prevention week of activities that address Teen Dating Violence, while at the same time coincide with classroom curriculum and influence communities to develop prevention strategies and finally public policy efforts that create and sustain awareness in prevention as well as encourage positive youth development. It's important to stress the idea of involving community in this effort. We learned that teens not only need all of our help with this problem, but they want it. In fact, the teens we brought in to developing the initiative agreed that prevention would be more likely and more successful if everyone involved in their lives learned about the problems so they could recognize the problems and then address it appropriately and effectively.

Thanks to H.H.S. and Doctor Wade Horn, the assistant secretary who had great faith in the promise of this project and funded it. It allowed us to establish content, host a national Summit, and produce and edit toolkit materials. You can advance to the Summit slide. In keeping with our mission to ensure that teens voice prevailed in the toolkits and in the initiative itself, the Summit state teams including one teenager and their two adult teammates. And while the teens had a prominent voice during the toolkit development, their two adult teammates were to gently guide them, as well as develop their own specific toolkit items. So the awareness and prevention toolkit items contain a list of all these things that you see here. The instructions highlight the importance of pre planning, such

as bringing in a local Teen Dating Violence or domestic violence expert or organization to brief teachers, provide training, and especially to work with the school counselors so they're prepared if a student comes to them with a related problem during or after national awareness week.

The instructions also explain each toolkit item and how to easily use them during the national awareness week. When we showed the teens on the task force some of the prevention materials in existence, we learned that to get their attention and to be effective, it's extremely important to use teens to help create awareness and to make sure the materials used are current. They also said the best way to influence awareness is to show the reality of Teen Dating Violence in every day life through teen's personal stories. So that's what the toolkit's D.V.D. does.

If you could advance to the D.V.D. slide, please. Talk. It features several courageous teens from across the United States and from various races and cultures simply talking about their personal experiences with Teen Dating Violence. What happened to them? How it escalated. How they realized they had a problem. How they reached out for help. How they got help. How the incident affected someone else, maybe a family member, a brother, a sister, a friend. And what happened or what happened to someone they know. And even, what happened if a teenager was a bystander and witnessed an incident. They talk about how the abuse got worse over time, as I mentioned. And some of them talk about in length how their relationship with their parents was affected. How a good relationship may have turned into a poor relationship. And they also give some advice to

other teenagers at the end, such as if you know your friend is being abused, talk to them about it. If you have a sibling involved in a violent or controlling relationship, be there for them. Listen. And if you sense they're in danger, tell your parents. And if you know a student in school is abusing another student, don't hesitate. Tell a teacher or tell someone who knows what to do.

To me, the prevention recommendations book in the toolkit is the jewel of the toolkit because it contains teenagers' own warning signs, definitions and tips for other teens, for parents, for school officials, for the medical and mental health professionals in their community, for judges in the legal profession, and community violence prevention organizations. Not only to help them recognize the warning signs of Teen Dating Violence, but suggestions for the most effective ways to help. These are some of my personal favorites for the teens. You can go to the teen slide. And some of the good ones for parents. I especially love the bottom one where it says, this was created obviously by the girls who attended the Summit, but a lot of the boys agreed with it. It says, dad, don't be chauvinistic, teach your son how to treat women by how you treat women in your life. And teach your daughter how to be treated by men by how you treat the women in your life. I think that's so insightful on the teen's part. I liked that. There is one for school personnel that I think is helpful. I especially thought one of their observations that said, you know, make your classroom a place where teenagers feel comfortable to come and tell you their problems, because if your desk is cluttered with materials and you're buried under those materials, it doesn't look like a very welcoming place for a teenager to come and talk to you about the issues they need help with.

There is a slide for mental health professionals. And I think that all of these, you know, are really helpful. And I think are really special because there are teenager's ways of telling all of us in the community, we really want your help and these are the ways we believe you can help us. The next thing in the toolkit is the teacher's guide. And the teacher's guide was created by the state teens adult education representative and with the help of a few outside community organizations that work in high schools. The guide contains ideas for classroom activities and dialogue that allows teachers to stay within the classroom topic being taught and at the same time teach about Teen Dating Violence. So, for instance, in the math class, this suggestion I think is especially wonderful and one of my favorites, having one of my degrees in numbers crunching. It says to help your students develop an anonymous school survey and encourage them to go out and conduct that survey, bring the data back, and analyze it to come up with a probability that a student in your school will be a victim for Teen Dating Violence and submit a report to the administration or parent group.

In English class, this was a whole new idea to me, which I thought was very creative and a lot of teachers are really excited about this, is to look at Romeo and Juliet in a whole other way. Was Romeo and Juliet a love story or is it a compelling story of love addiction and abuse. And in art class, this is a fun one I think because it gets the entire student body involved. It's a door decorating contest. Divide a class into pairs and decorate doors that indicate what it looks like to be in a healthy relationship. Then allow the student body to

vote on those doors and that way it gets everybody involved. The next slide shows additional toolkit items that are all really helpful.

The emergency wallet card I was really surprised at, because evidently these are one of the hottest items going in the high schools. We made them to look to be like the size of a little credit card so kids could easily put them in their pockets or in their wallets. On the front they contain national hot line emergency numbers and on the back they have a place where teenagers can write their own local emergency information. There are, like I said, 200 in every toolkit. But I have schools calling me saying, can we have 1,000 more? Do you have, you know, 500 to 1,000 extras we could have? We have so many kids who want these. There are two slogan posters in every toolkit. The slogan is also on the emergency wallet cards and it's also the theme of today's webcast event and it is "Dating and Violence Should Never Be a Couple". One of the posters is a Caucasian girl. The other poster is of an African American girl and on the back of both is the slogan in Spanish along with the national hotline number. Also in every toolkit is an attention educator's card, which was researched and created by a Hofstra university law school fellow concerning Teen Dating Violence and Title V issues. It made the teachers realize that they need to bring in someone who can teach them about Title IX issues and the Teen Dating Violence prevention.

The materials reproduction disk is especially fabulous because in P.D.F. format it allows the school to reproduce the recommendations, the teachers guides and facts and warning signs and distribute them in their school, teachers groups, parents groups. Thanks to

administrator Flores who had such great enthusiasm for us. We were able to produce and disseminate 15 complementary toolkits for each state and U.S. Territory. The toolkits as you can tell by my rundown of what's inside of them are big and they're valued at around \$300 when you count everything that went in design, production, staff time, everything else. Bob is the administrator of the Department of Justice and we're so beholding to him for giving us this money and allowing us to have this national awareness week with these terrific toolkits. We've had wonderful reviews of the toolkit so far. We are sick that we only have so many to give out because we could have disseminated four or five times the number of what we have.

The next slide talks about kind of the frosting on the cake. The next need we had was answered by the U.S. Senator Michael Crapo and he helped to proclaim our national awareness week in communities and high schools everywhere across the United States and in U.S. Territories which passed through the Senate with unanimous consent. And adding frosting to that cake, U.S. Congresswoman McDonald followed with a house resolution which also passed through the house of representatives with unanimous consent. I want, though, to clarify that this initiative required a tremendous amount of organization in order to get it off the ground and moving forward. The list of cosponsors that you will see next, many of whom gave their name in support of this project and others who actually offered to pitch in with financial assistance or other things that they could add in many, many ways made the Teen Dating Violence initiative get the attention it needed and get things done.

The next slide also shows you the additional list of cosponsors. The slide that you're looking at now, including several A.B.A. cosponsors who have all jumped on board with such enthusiasm and delight over this nice, fresh approach to Teen Dating Violence. To clarify for you all, the assistance and support that made this happen I want to lay out the continuum, if you will, of all of the players involved. Like I said, we had had initial support from H.H.S., the administration for children and families. And new funding when we needed it from the Department of Justice, and Senator Michael Crapo jumped on board and Congresswoman Juanita Millender-McDonald followed him quickly. I'm thankful for both of those resolutions that got this moving ahead full steam. The next group, group two, indicates that we still needed states and territories to designate which of their high schools would receive one of the allotted complimentary toolkits.

If you can move on to the next slide. There we go. The state teens that attended our Summit were helpful in their own state. But we had other states where we needed help; we looked to governor's offices, departments of health, departments of education. All of them stepped in to designate high schools in their state that would receive the toolkits. But in those states that lagged behind and just weren't getting their toolkit list together, we had a few heroes shown here in the next slide. They rallied these incredibly helpful state advisors, state coordinators, nurses, directors, members appeared others to get the job done. So you can see that all of these groups jumped in in the various states and a lot of these groups work in the schools and they just lined up these schools to get 15, at least 15 high schools in every state committed to participate in the national Teen Dating Violence awareness and prevention week. It was amazing. In only a few day's time, we

nearly every state and territory organized ready to go. Toolkits went out and high schools got ready to participate in the First National Teen Dating Violence awareness and prevention week.

So in the next slide, it kind of lays out the activities that the toolkit recommends and the instructions. So using the toolkit during national awareness week is so easy by following the instructions. The first thing that it suggests is that the schools hold a community invitational event in their high school, inviting everyone the toolkit addresses. So inviting teens, inviting school personnel, inviting parents, law enforcement, and the legal community, the medical and the mental health community to the school to show the D.V.D. Again following the teens' advice to use real teenagers to tell their personal stories so that everybody understands what a real problem Teen Dating Violence is. Using the materials reproduction disk to make copies of the prevention recommendation for the community members that attend that invitational event so they can all go home with these recommendations that address them. And using the teachers guide then in the next four -- after that kickoff event and for the next four days to conduct classroom activities and dialogue that educate teens about Teen Dating Violence.

So those examples you were seeing about what you can do in a math class and an English class and an art class, those were just three examples of the teachers guide that contains many, many other suggestions. And then the last part of the awareness week, to encourage the students to make copies of the recommendations off of the materials reproduction disk and actually distribute them within their community to the people and the

organizations in their community that can help them prevent Teen Dating Violence. And in that way, the nice thing about that is that the teens get to know the adults in their community who are going to be watching out for them. And the adults in their community get to know the teenagers there who really need their help. So you kind of create a binding there between the adults and the teenagers. And in this last slide, and to end, I'd like to show you an additional great example of what teens can do to address their own problem. Such as the Teen Dating Violence prevention initiative, if we let them. You've already seen some terrific toolkit items. The initiatives teens created.

I want to share with you one of several unbelievably well done public service announcements created to highlight the message in the national Teen Dating Violence awareness and prevention week. This particular Public Service Announcement and several others were created by teens in I had hoe under the supervision of their teacher, Mr. Sweeney. Sit back and enjoy the talent behind this Public Service Announcement.

VIDEO:

MOREEN MURPHY: Thank you so much. And the next presenter is Juley Fulcher.

JULEY FULCHER: Hi, I'm Juley Fulcher. I am with Break the Cycle. I'm the director of the Washington, D.C. Office of Break the Cycle and I also serve as our director of public policy for the organization. If you are not familiar with us, Break the Cycle is a national

non-profit organization and our mission is to engage, educate and empower youth to build lives and communities free from dating and domestic violence. The organization was created ten years ago. It initially started as a local direct service provider in Los Angeles, and several years ago we had expanded our programming to go nationwide. And obviously since I'm the director of the Washington, D.C. office, we have expanded our direct services, as well. I am going to be talking about the programming that we do at Break the Cycle in an effort to meet our mission statement.

I will give a very general overview and then focus in on some of the specific things that we do around education. But first of all, I want to go through that sort of engage, educate and empower. With respect to educating, our primary focus is on educating youth. And we do this in a number of ways. We have a curriculum that I'm going to talk more about in a couple of minutes, where we go in to whatever location we can find youth. That may be schools, middle schools, high schools, colleges. It may also be youth groups, community groups, summer camps, G.E.D. programs, juvenile detention facilities. Wherever we can find people so we can educate people about healthy and unhealthy relationships and to talk about what dating violence is and how they can try to avoid ending up in that situation. And also looking at it from a legal perspective so that they understand that these behaviors are against the law and what their rights and their responsibilities are with respect to dating violence. We focus our efforts on youth between the ages of 12 and 24. And as I said, that's the primary purpose of our education.

We also do some education with adults and specifically we look to service providers and individuals who work with youth who have a lot of interaction with youth so that we can educate them about the nature of the problem and what they can do as providers to address the needs of the youth they're working with who might be experiencing problems. And we also do a great deal of sort of general public outreach where we're just trying to get the message out, make people aware of the problem, and get them thinking about it so that hopefully they will be able to better respond to it if they see it in their own community. Secondly, I mentioned that our goal is to empower young people to deal with the problems themselves, to address the issues, to hopefully prevent the violence from happening to themselves or anyone they know, and to be able to get out of the situation if they are experiencing violence. We provide direct legal services, and we work again with clients between the ages of 12 and 24 to provide them whatever their legal needs are in order to find permanent safety and stability in their lives. So obviously, that may contain things like protection orders, we're going to work with them in the criminal system and custody and child support and whatever else may be needed to address their concerns.

And lastly, I said that our goal is to engage. And in addition to the outreach work that we do, where we're trying to really engage young people in thinking about the issue, we have a peer leadership program. And this program is where we work intensely with young people largely high school students, to try to get them to become leaders in their own community. One of the things that we have understood from the beginning is that it's really going to require that the initiative come from young people in order to influence other young people. And as many of us know, by the time we're 20, 21, we're ineffective and

useless in reaching a lot of young people. As we've heard statistically, young people are going to go to friends their age when they're experiencing problems. And so we want to make sure that there are young people who are in these schools and communities who are educated and who are responsible and trying to help educate others and who are going to be able to guide some people who might come to them with problems or concerns. And getting back to the curriculum, as I mentioned I was going to go a little bit more in detail with that. And our curriculum that we educate with is called Ending Violence, a curriculum for educating teens on domestic violence and the law.

As I mentioned, our goal is not only to address the issues of prevention and recognizing what healthy relationship behaviors are, but also understanding how the law plays in. The curriculum was designed with young people between the ages of 12 and 22 in mind in order to address domestic violence and the law. And the full curriculum is actually a three-hour curriculum. It's divided into three segments, and we oftentimes go in and just teach hour one, two, or three depending on what's needed. The curriculum is a full three hours. The assumption is this will be taught in a classroom setting where you may have a class period that lasts 50 minutes to an hour and we would come in three class periods in a row and talk about this issue. The idea being that if you're really going to understand and start to think about it, that you've got to have a significant amount of time and effort put into it as a discussion.

Hour one, which we also sort of nicknamed domestic violence 101 is sort of the introduction to the topic, if you will. It begins with an introduction of ourselves and who we

are. And also during that introduction, we explain the idea of attorney-client confidentiality. Most often our curriculum is being taught by our staff attorneys who obviously, if they were speaking privately with an individual, would have attorney-client confidentiality, but we also make sure that young people understand that in a classroom setting that confidentiality wouldn't apply and that some of the people that they may Confide in may be mandatory reporters who may have to report anything that they hear to the authorities. We then quickly jump into a video presentation. It's a video that's about ten minutes long. It's teenagers being interviewed about a variety of topics that includes a couple of victims of Teen Dating Violence who explain about their experiences. And it is also a lot of different teenagers expressing their thoughts and ideas. And it really sets the stage for us. And also tends to get the young people who are in the room a little bit more willing to talk and express their own opinions.

After the video presentation is over, we jump into forced choice scenarios. We do a lot of sort of game-like interactions with our programming because, you know, the goal, of course, is to keep people engaged and involved. And the idea is to really start an interactive discussion around the issue and focusing a lot on the myths that are so common and the things that people might be thinking about dating and domestic violence. And debunking the myths that are untrue. Then we go in and talk about types of abuse. And this is where we cover the full range of abuse that was mentioned earlier. In addition to talking about physical abuse, we talk, as well, about verbal abuse, about emotional abuse and about sexual abuse. And, you know, how all of these things oftentimes come together in a pattern of behavior that can be very controlling.

We talk about the cycle of violence, which people who work in domestic violence are probably very familiar with as a possible scenario that many people who experience domestic violence, this cycle rings true to them the idea that, you know, that there will be times in the relationship when things are nicer and everything is going great. And then there will be times when things are more tense. And then there will be times when things kind of explode and go bad. But then they tend to go back to nicer times as well and that's what makes it so difficult sometimes to get out of a relationship. We talk about the warning signs of abuse. Things like jealousy, isolation, constant criticism and putting you down. Things that are threatening both verbally and physically. Coercion that makes you feel uncomfortable, humiliated, things like that. And we also talk a little bit about the obstacles to getting help and addressing that specific myth that it's very easy to get out of a relationship, when sometimes there are a lot of things standing in your way and it's kind of difficult if you're in that situation. Hour two of the program focuses on the law. And we call it domestic violence law or D.V. Law. And we start out with the Lisa and Robert story. This is a story of a couple of teenagers who are seeing one another. And we use the story sort of throughout the curriculum where we tell a portion of the story that allows us to introduce certain ideas and discuss. Then we tell a little bit more of a story and it brings in more ideas and more discussion. And through this, we're able to really talk about what the law is, what someone's options are. We talk about what kinds of behavior actually, you know, consist of a crime. And what kinds of civil remedies exist. And we also go through sort of another game of crimes and restraining orders where we're trying to understand not only

the responsibilities, but how the two systems work and show things independent -- or options that are independent of one another.

Finally, hour three is a kind of wrap-up to everything, where we're sort of covering the whole thing, pulling it back together, talking about the legal process and bringing it back to healthy relationships. And also spending some time talking about healthy planning kinds of things so people can stay safe. Through the hour three, we actually have a mock restraining order hearing, where all of the students play different roles. Some gets to be Lisa. Somebody gets to be Robert. Somebody gets to be Lisa's friend and Robert's friend and somebody gets to be the bailiff. This not only engages the young people, and they tend to get into playing their parts, they get to make up their parts based on the Lisa and Robert story, but it also helps to kind of demystify the legal system and make them more comfortable with that system if they ever needed to go into the system themselves or refer a friend to it. It helps them to feel it is doable and possible.

We talk about the safety planning and the needs for those safety plans to be very tailored to an individual's situation and how important that can be to making sure that they can leave a relationship without getting in further danger or perhaps increased danger. Focusing again on what a healthy relationship looks like, because of course we want them to come away from this not just thinking about what shouldn't happen, but what should happen and what really they should be able to expect in a relationship and what their responsibilities are within a relationship. And then a conclusion and wrap-up where we again talk about break the cycle and what kinds of services that we offer. And of course

we make available to them information including our telephone number and website and all of that so that they can contact us if they ever want to get involved or if they ever have need of services for themselves or for a friend.

This particular education program we've been using now for quite a number of years and has been taught to more than 65,000 youth at this point. I don't know the exact number. And I have a slide breaking out sort of the age of the individuals that have been educated with the program. This is actual -- the actual numbers on this slide are specific to 2004. And shows you that the majority of the young people that we are teaching with the curriculum are 12 to 15, so usually we're talking about middle school or ninth grade, but we also have a significant portion of 16 to 19-year-olds that we're teaching with the curriculum, a small percentage of 20 to 22-year-olds and then 7% other. As well, I've broken out by ethnicity the youth that we educate with this program. Again, the specific statistics represent 2004. And you see here that we have a very diverse group of young people who we've used this curriculum with and have been able to show it to be successful in those groups.

One thing that I didn't mention, although I think it was listed on the slide, we do our curriculum in both English and Spanish, as well as our other services within Break the Cycle. In order to make sure that this curriculum is something that is effective and useful, we have also been lucky enough to do a significant evaluation working in partnership with the Rand Corporation who was able to be the researcher on a five-year study following the youth that we educated, as well as partnering with the Centers for Disease Control and

other offices within the department of health and human services who helped to fund this research. We were able to develop a really in-depth formal evaluation of the model in targeted communities. One of the communities that we focused on was the effectiveness of the program with the Latino community, but we also looked at it very broadly. And it also helped us to develop pre and post tests that were not only used as part of this evaluation, but we continued to use them in order to ensure that we're having the effect that we hope that we are. And I've got a few samples of the kinds of questions that we used to identify the effectiveness.

Some of the questions that are asked both at the beginning and at the end of the three-hour curriculum are true-false. An example, isolation from family and friends. Extreme jealousy and mood swings are signs of an abusive relationship. From the time they take the pretest before the curriculum to after the three hours of curriculum, we see an increase by 37% in the number of youth who answer the question correctly. So we're comparing correct answers from before and after. Another example, if you have a restraining order against someone and that person emails you they have committed a crime and go to jail. We see a 50% increase in correct answers to this question following the curriculum. A third example that I brought with me is one in three teens experience violence in a dating relationship. We see 123% increase in the number of youth who answer this correctly. So there's sort of a broad range of knowledge that we see some significant changes.

We also look more broadly at the impact that the curriculum is having on the individuals who participate. And so we look at issues like how much they enjoyed the curriculum and

how much they might make use of it. What we find is that 85% of the students tell us they enjoyed the curriculum. 80% say that they would share the information that they've learned during the three hours with a friend or family member who might need it. And 95% of the students tell us that they think it's important for people their age to learn about domestic and dating violence, which isn't really a surprise given that we see it is much more common than most of us would like to believe. One other sort of statistic that I brought that shows the effectiveness of the curriculum, 79% of our legal services clients come to us by participating in our education and outreach program effort. So in other words, we go into a school or youth group. We talk about the issue, we hand out our business card and a week later we get a call from somebody who says I attended your curriculum and I have a question for you. And oftentimes these are young people who are experiencing abuse and need our help. So a big plus, I think, to our education curriculum which in an ideal world is providing prevention and it offers people an opportunity to connect with us and get them the help they need.

And I also wanted to point out that while this curriculum and our legal services and all were created for youth in our Break the Cycle offices. And are taught by our staff, we are trying to make this nationwide as we've been getting a request over the years and that is our goal and trying to take this once local, non-profit to a national level. So we have actually been able to successfully put together and publish the first hour of the curriculum. The Dating Violence 101 that we are now making available around the country. And the curriculum itself also comes with a guide that explains to the teacher, educator, someone who works in a shelter or a youth group how it is that they can effectively use this

curriculum, teach the curriculum, while they're not yet available, we are planning to make hours two and three also available in the future so that again this curriculum can make it to cities other than those where we have offices.

Also, the video that I mentioned that we use at the beginning of our curriculum is also available on V.H.S. and D.V.D. It's a ten-minute introduction to the topic of Teen Dating Violence. It's helpful in starting the discussion off. And I've listed up here some information about how to get a hold of the video and the curriculum. Both of those are something that we distribute out of our Los Angeles office and so I have the contact information for the Los Angeles office. Also, you can always go to [www.breakthecycle.org](http://www.breakthecycle.org) not just to find these items, but also to learn more about Teen Dating Violence. We have lots of facts sheets and statistics and things like a healthy relationship quiz and what to do if a friend is being abused. Things like that, that are wonderful kinds of materials that you can print off and make available to your friends and to young people in your class and the like. And lastly here, I have my contact information, of course. I'm in the Washington, D.C. office. And I invite people to get in touch with me to learn more about Break the Cycle programming or anything that I've talked about here today. Now, I'd like to introduce our next speaker who is Frances Ashe-Goins.

FRANCES ASHE-GOINS: Thank you very much. All of you have listened very attentively to all of the presentations and now I'd ask you to take time to reflect, but not just to reflect, take time for action. What have you heard? Did you know the facts before? What myths were proven as just that, myths? How does this impact your life and what will you do?

Teenage is a wonderful time of discovery, excitement, change, assertiveness, independence. Yes, a little bit of dependency. This is an issue for our parents, our youth, and an action item for our nation. What can you do positive action? A lot of the speakers have spoke about this. What can you do? Take time, pay attention to your children and their relationships with other teens. Be there. Be open for discussion. Listen very carefully to what they're saying. It's very, very important to maintain a violence-free home. Create a safe space for your children. Create a safe space for young people in the neighborhood. Now, if you happen to be one of these young people that is listening to this, what can you do? Maintain positive relationships with non-violent friends.

Talk to a parent or talk to an adult or someone that you respect and ask for help if you're having some difficulty. Do not participate in glorifying violence behavior. Friends come and say, I did this, I did that, everybody laughed. Be the one that stands up. Be the one that is the leader in your group to say, that's not right. Put yourself in the victim's place. It could be your sister, your brother, your mother, your cousin. And for all of us, be a friend that is non-violent. Take charge. Take action. Not just this week but for the rest of all of our lives. We're now opening the discussion for our questions and answers from your presenters.

LARISSA J. ESTES: Hello, our first question comes from Wisconsin. And this is to any of the presenters today. Is there any information about the relationship between abstinence and dating violence?

WILLIAM RILEY: That's an interesting question. It's probably the question that raises the need to look at some data and try to do some kind of work. I don't know of -- but my knowledge about, you know, the environment of data for that particular issue, I'm not quite sure if there's anything available at this particular point. Jerry Silverman just may know a little more about that.

JERRY SILVERMAN: No, actually I don't know the data. But as a social scientist I would point out that there's a selection bias here so that young people who are involved in those kinds of programs would be certain kinds of kids. And their dating patterns would certainly reflect the whole set of values in families they come from and things like that. So just simple, of course, tabulations wouldn't tell us a whole lot. I don't know if there are studies for that.

JULEY FULCHER: One thing that I will add that I think is important on that issue is to recognize that sexual violence and sexual coercion is very often a part of a pattern of dating violence. So the assumption that the victim has choice is actually a very big assumption, because a lot of the times they aren't really given a lot of choice around their sexual behaviors. And that's a sad part of the problem. It's one of those things that we need to be very respectful of the fact that the young people who are experiencing this, you know, they feel a lot of guilt, there's a lot of things that they want to change about what's happening to them. And they just don't necessarily have all the choices that they would like to have.

LARISSA J. ESTES: Thank you. Our next question is for Jerry Silverman. Here in Pennsylvania, like many states, there are state mandates for curriculum. How do I work with schools to get our programs into the schools and help fill the state-mandated needs of the curriculum?

JERRY SILVERMAN: In a way -- I think I'm going to try to pass the buck on this, 'cause, you know, I don't work with schools. But those of you that do work with the school systems and what not, I think you have more experience with this. And I would invite you to respond to the question.

JULEY FULCHER: Well, Break the Cycle obviously works with the school system, works in the schools. However, it's not from any mandatory curriculum. In other words, the states that we work in have not adopted a requirement that our curriculum be part of what's happening in those schools. It's been more or less something that we've just developed a relationship with the schools, developed a relationship with the school systems where they've incorporated the curriculum. This has been a little bit more of a set way of doing it in Los Angeles where that office has been open a lot longer, and it is incorporated into the health classes that a lot of the ninth graders take in the Los Angeles school system. In Washington, D.C., we don't have that same kind of luxury and we actually end up going into a wide range of classes. And most of that is arranged either through working with somebody like a principal or school counselor school nurse who's interested or even working with individual teachers who bring us in to talk to their classes during whatever class period it is.

MOREEN MURPHY: For the American bar association project, the Teen Dating Violence prevention initiative and using our toolkits, we found that if you have something that's very effective and useful and it's going to make a difference, that it's not that tough of a sell. And especially for a problem like this, I think more and more educators, departments of education, departments of public health are realizing it's a big problem. There are a lot of people out there really looking for something to do in schools. And so actually, there are several, not more than several, many departments of education and school districts and superintendents that actually ordered the toolkit for their schools.

Another big help was that we worked with organizations that actually already work in a school. So the family career and community leaders of America, F.C.C.L.A. helped out, helped to get the toolkit in the schools. SADD, Students Against Destructive Decisions. A state nurse consultant, state injury prevention directors, as well as police departments. There were I think 16 police departments, including a couple police chiefs, that ordered the toolkits that already do work in the schools. And so through all of those people we're getting the toolkit into the schools in mass numbers -- [INAUDIBLE].

LARISSA J. ESTES: Reporting policies for Teen Dating Violence varies according to different state laws. In general, do you think that Teen Dating Violence needs to be reported to law enforcement as child abuse? This is something we are in discussion about as we are trying to do presentations in schools and churches. This is from Michigan.

JULEY FULCHER: Well, I'm happy to take that one. This is actually a big issue of discussion right now amongst a lot of states in trying to figure out this particular problem. And it's a difficult one. And I don't know that there's going to be an easy answer to this. The question is absolutely correct, that different states do it differently. And many of them do require it to be reported as part of child abuse, many of them do not. The problem that we face is that Teen Dating Violence patterns look very, very similar to adults dating and domestic violence. And the safety concerns that arise with adult's domestic violence arises as well with young people who are experiencing this. And one of the things that we have unfortunately learned the hard way with domestic violence is that it's really incredibly important for safety reasons to provide the victim with a lot of ability to make choices and to decide and to do things in a manner with guidance that is going to be safe and is going to get them what they ultimately need. And this is the reason why we do very tailored safety plans. The problem with mandatory reporting of adult domestic violence or Teen Dating Violence is that sometimes when we report something, we put someone in much greater danger than they were in before, especially if that reporting is done without first taking account of the safety planning needs and making sure that all of those are adequately addressed. So, you know, one thing I'd just say when you are trying to figure this out and trying to decide the best way to approach it is to make sure that you always keep safety as the absolute top priority and recognize that sometimes the best intentions turn out wrongly and the last thing we want to do is unintentional harm.

JERRY SILVERMAN: And I would say, and also I'm sure you're talking about these kinds of things. Making a report, whether people report it or don't report, is a question of how

child protective services is able to respond to these kinds of issues. For example, in most states child protective services deals with relationships in which the perpetrator is a caretaker of the person. So even if a report was made, it's likely that it would not be substantiated and it would not be acted upon. In some states it could well be acted upon, but there are questions then of what happens, you know, if they were to take some responsibility. And here, the child protective services needs those kinds of relationships with community organizations so it has some experience working on these kinds of problems. So reporting by itself doesn't necessarily lead or beside the dangers that could well happen to a young person, you know, once the perpetrator finds out about it. But, you know the question of what kind of an adequate response then and adequate way of helping teens doesn't necessarily follow from making a report.

LARISSA J. ESTES: We have a comment in regards to immigrant communities and the comment is in immigrant communities, many times the partner with legal status uses this power as an excuse to abuse a partner. Does anyone have any comments on that issue?

JERRY SILVERMAN: That's correct. I mean, that's right. Yes.

WILLIAM RILEY: That's one of the major issues with the immigrant community. There are a number of organizations that are addressing that particular issue and trying to find ways in which, you know, we can provide or they can provide or identify ways in which you can provide safety, but also, you know, deal with that particular problem. It's a very difficult problem at this point. Some of the people working on that, the Asian Pacific Islander

institute on domestic violence in San Francisco is doing a lot of work on that, as well as the family wellness prevention association in San Francisco is doing a lot of work on that. There are people who are thinking about this particular issue. I don't know if there is any kind of real answer to that particular question at this point, except that people are looking at it.

FRANCES ASHE-GOINS: There are some organizations that are also looking to getting legal status for the person that's being abused also. Because that plays an important role.

JERRY SILVERMAN: These are complicated legal issues, there are protection issues built into federal statute for immigrants who are abused that often immigrant women don't know about. So one needs to be encouraged to seek help and to find out from these organizations what the rights of people are, if they're willing to take some chances of finding out.

LARISSA J. ESTES: What research has been done to show the correlation between bullying and Teen Dating Violence?

JERRY SILVERMAN: I'm not aware. I didn't see –

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MOREEN MURPHY: I'm not aware of any research drawing of correlations. But, you know, certainly you have to understand that, you know, bullying behavior carries through to a child's life and ends up in bullying behaviors when the child becomes a teenager and even an adult. I mean, if you look at the characteristic of Teen Dating Violence and adult

domestic violence, they are certainly bullying behaviors. You know, we talked a lot with HRSA here who did a program, a great program this year on bullying. And we've discussed how the characteristics are very similar and how there is hope if you address these problems when a child is growing up, that maybe that will affect a child's ability to have a good relationship when they enter into their first relationship as a teenager and then also when they get to be adults. There is definitely a connection between the hope of -- [INAUDIBLE].

LARISSA J. ESTES: Thank you. The next question is, what outreach are you conducting for teens who are not in school?

JULEY FULCHER: I'll just say that that's been part of the challenge of Break the Cycle's work and the reason why I mention that, a lot of the programming that we do is not necessarily in schools, but may be in juvenile detention facilities. We go into a lot of G.E.D. programs. We go into teen parenting classes that are oftentimes run by hospitals or health programs. We are going to go into sort of any location that we can think of where youth might be, who have dropped out of school or are in the system somehow. And that is, you know where we really end up partnering with a lot of other organizations and a lot of agencies that will allow us to get in and do that outreach. And I think it's important outreach to remember when you're addressing Teen Dating Violence. Of course, our offices are in major metropolitan cities and I'm sure the dropout rates and the teen pregnancy rates differ around the country. But what you will find is that there are a lot of teens that are not in school and that there is a fair likelihood that those who are not in

school are more likely to be having problems with dating domestic violence and family violence and a whole other host of issues and are in great need of services. It's important to look out to organizations that deal with homeless teens because so many of them have violence in their backgrounds of one kind or another and are in need of a wide range of services.

WILLIAM RILEY: One of the we think fortunate pairings or collaborations that we tried to set up was with the range of programs at the family youth services bureau and how they worked with runaway homeless youth and how they do the street outreach. Because, you know, a major question was how do you reach these kids? And it's not just high school kids. It's kids who are on the street, kids who are on the run who are running. And, you know, there's certain organizations that do that kind of work. It also -- we made a conscious decision to try and prescribe how you would do these particular grants, because we wanted each one of these collaborating grantees to be able to design their own approaches to reaching these kids and providing the help and assistance that they could.

LARISSA J. ESTES: Go ahead, Jerry.

JERRY SILVERMAN: If I could go back to the question about immigrants. We sort of quickly jumped to the idea, in my mind anyway, I did, of thinking about illegal immigrants. People that are here and are being threatened with I'm going to tell, you know, the immigration services. But there are many immigrants that are here legally and it's still, you

know, isolated and still have no contact with service communities and what not. So, you know, it really becomes important to find when they do exist and for all of us to begin to create those services that are culturally appropriate that can find people who speak the same language. We need services and people need to find those services in communities. All the domestic violence programs, for example, you know, don't do well with people who speak foreign languages. And so it's really critical that people get hooked up with services that are appropriate for them.

LARISSA J. ESTES: We have a question from inside the room.

UNKNOWN SPEAKER: I'd like to ask the question of both Audrey Yowell and of Moreen Murphy about the resources they mentioned, if they are available online or if there's a website that they can describe or give to the audience where they can take a look at the materials, download them perhaps, watch them. Maybe Dr. Yowell, you could go first.

AUDREY YOWELL: The love doesn't have to hurt teens brochure is available at the following website. [www.apa.org/pi/pii/t](http://www.apa.org/pi/pii/t). [WWW.APA.org](http://WWW.APA.org). That's the American Psychological Association. [.pi/pii/teens](http://.pi/pii/teens). You can get in touch with me with the information I provided before and I'll be happy to send it to you.

MOREEN MURPHY: The contact information for me is at the beginning of my slides also. I will tell you that the key items in the teen dating prevention toolkit are available on the A.B.A. Steering Committee on the unmet legal needs of children website. We are trying to

also get the video there so people can view it online. So I would go in to [www.abanet.org/unmet](http://www.abanet.org/unmet) and you will be able to download the toolkit.

LARISSA J. ESTES: Thank you, Moreen. Moreen, the question is for you again. Is Teen Dating Violence prevention week an ongoing yearly event or is it just for 2006?

MOREEN MURPHY: Well, you know, I told you that, you know, one of our heroes in this whole thing was Senator Michael Crapo and he continues to show that he's going to be our hero. He fully intends to make national Teen Dating Violence awareness prevention week a yearly event. Right now, he's focusing on 2007. And I'm sure he's going to get that done, especially with Congresswoman Juanita Millender-McDonald's support. Hopefully they will make sure this will be a yearly event. Write to them and encourage them to do so.

LARISSA J. ESTES: What research, what is the research basis for the current Teen Dating Violence program? And as a follow along, what research has been done on the effectiveness of these programs?

JULEY FULCHER: Well, I think a portion of my presentation covered the kind of research that we've done to look at the effectiveness of our program. And I think that there's general research on Teen Dating Violence and what it is and how it is that we can most effectively address it is still a little bit in its infancy. We're starting to see more research out there and that's a good thing. But we're still in the process of learning more and more about this issue. I think that in general we will see a lot of people who work in this field

who want to focus a lot of attention on prevention and our hope that, you know, we can start early and we can talk about these issues and hopefully prevent them from ever happening. Unfortunately, we don't have any real research on, you know, if we start talking about this in first grade, do we avoid people becoming violent or entering into a violent relationship? Part of it is just that that's an incredibly difficult thing to try to research and see if those things will help. But we can look at whether the programs that we have actually made an impact on attitude, change the way of thinking. We can look at the effectiveness of the program in terms of changing their knowledge base. We can look at some behavioral things like for example the idea that such a high percentage of our client base from Break the Cycle comes from having heard the presentation which sort of shows that the fact that they were in the presentation made them hopefully more likely to take action, at least in terms of knowing that there was a place that they could go to take action.

MOREEN MURPHY: The American bar association, like I told you in the beginning of my presentation, the -- [INAUDIBLE] statistics was so alarming, that we saw it as an emergency situation and we wanted to go forward with the initiative. We did gather whatever facts that exist out there, but as Juley Fulcher said, there aren't real great comprehensive ones. We see a need for a national study on Teen Dating Violence, but there are difficulties in that, too. I think it can be done. The Teen Dating Violence prevention initiative wanted to include a national survey in our toolkit. As any of you who have done that sort of thing before or have read about it, it's quite expensive. We didn't get the funding for that this year. But I think that given that the initiative, the toolkits and

the awareness weeks are such a success this year, I don't think we'll have a hard time finding funding for it in 2007 and we will plan to have the toolkit in 2007. One thing we talked about doing is evaluating incoming freshmen next year before they undergo the national awareness week and then evaluating their attitudes and behaviors at some time after they undergo the awareness week and then for four consecutive years after that, so you can measure the effect of this initiative. I would like to see and I've talked with the Department of Justice.

WILLIAM RILEY: I think before we can be confident about a large scale -- I think it's so important that we continue with both the public information and community awareness, teen awareness kinds of things. Because if not, then what we run the risk of is getting a lot of underreporting. Because I can imagine that, you know, as in adult domestic violence, there are reasons why people do not report. And those things I imagine happen in our younger, you know, communities. So, you know, I think prior to trying to do some national studies on that, I would love to see a big emphasis on awareness and education and, you know, just talking to the whole acceptance of teenage violence that we seem to have in this country before we try and nail some things down in terms of national data.

LARISSA J. ESTES: Unfortunately, we've run out of time. We have your questions here. And we will do our best to respond to your questions via email. Again, we encourage you to complete the survey at the end of this broadcast. I would especially like to thank the University of Illinois-Chicago, and with their technical assistance for putting this webcast on. The Maternal and Child Health Bureau at the Health Resources and Services

Administration, particularly Peter van Dyck here and the rest of the Maternal and Child Health staff. Also our presenters from the Maternal and Child Health Bureau, the administration for children and families, the office of the secretary, our folks that break the cycle and at the Teen Dating Violence prevention initiative. Thank you. This has been very informative and we look forward to continuing to push to prevent Teen Dating Violence.