

PreventConnect

TEXT CHAT TRANSCRIPT

WEB CONFERENCE

Start Strong: Lessons learned from a four-year initiative to promote healthy relationships and prevent teen dating violence

May 15, 2013

2:00-3:30 PM Eastern (11:00 AM – 12:30 PM Pacific)

Presenters and Guests

Debbie Lee, Futures Without Violence

Lisa Sohn, Futures Without Violence

Nancy Carroll, Start Strong Wichita

Paige Nelson, Regional Youth Adult Social Action Partnership

Host

David Lee, PreventConnect Project

California Coalition Against Sexual Assault

Participant names have been removed from this chat record, unless provided by the participant in text.

- What do we know about teen dating violence?
- It's not happening just in person but on-line
- Prevention is the key
- Technology plays a huge role.
- It is pervasive and under reported
- 1 in 4 teen girls experience it.
- 1 in 3 teens will experience it
- Teen dating violence begins early - in preteens
- Common. Need to talk about it way earlier with youth
- it's not reported to adults
- same cycle as adults
- Teens want to know more about relationships
- Happening more than we know
- Unreported

- TDV is very common
- both girls and boys are experiencing it
- most people in adult IPV had their first abusive relationship as a teen
- That both genders initiate and commit it, not just boys.
- 1 out of 3 kids will be in an abusive relationship before graduating from high school
- Teens want the info
- happens with lgbt youth too
- Under reported
- Usually repeating the cycle of violence in their family of origin
- On the rise
- It is minimized
- Younger than teens. . .
- most off takes place in home of one of the dating partners
- Not enough attention paid.
- has impact on health and wellness throughout the lifespan
- Boys are victims too
- Teens are 3.5 times more likely to experience dating violence than adults
- prevention of teen dating violence can prevent violence later in life
- It is normalized by the culture, both teen and adult culture
- social media plays a role
- Agree need to reach teens earlier
- It happens on the Internet.
- Similar methods of power and control in abusive adult relationships
- Kaity's Way helped to modify orders of protection for teen victims of domestic violence so they're more accessible.
- lack of relationship skills
- teens don't label the abusive behavior as "violence."
- teens lack access to resources
- adults are afraid to talk to teens about it
- teens talk to peers about their experiences
- i live in a rural area. Ranching community and isolated-limited resources and continued cycle
- There's a tolerance for it among teens.
- Many incidents occur at school so schools need to be informed.
- the gender of the perpetrators is shifting, more & more girls are perpetrating
- teens acknowledge it and want to stop it also
- less likely to report than adults because they believe their choices will be taken away from them by parents
- i agree with jane- they don't label it as "violence"
- correlated with unplanned pregnancy
- Sometimes witnessed by friends at school.
- teen relationships shape adult relationships. such a critical stage!

- bystander intervention can be a helpful response
- language is a problem. teens don't "date"
- reproductive coercion
- Teens don't know what a healthy relationship should look like
- hook up culture
- Teens are afraid to talk to adults about it.
- We need outreach for abusive teen girls.
- not enough education
- teens don't identify it as violence they think it is flattering...he/she just loves me
- follow archaic trends from generations past.
- teens experience barriers to services and resources
- Adults may not identify with teen issues today from their generations in today's mainstream media.
- legal assistance is not easy to obtain for teens.No contact orders and protection orders are difficult to obtain
- "boys will be boys" mentality
- teen dating violence also includes sexual violence
- Are sources for the statistics included at the end of the presentation?
- We're working on captioning. It's a technical issue. Appologies.
- For information on data go to <http://www.startstrongteens.org>
- Fact sheets can be found at FuturesWithoutViolence.org
- will we have access to this powerpoint after the webinar?
- Thanks!
- Materials from this session will be posted on preventconnect.org. The server is currently down.
- does anyone know of a great infographic on TVD stats?
- Facts sheets are at <http://www.futureswithoutviolence.org/userfiles/file/Teens/The%20Facts%20on%20Teens%20and%20Teens%20and%20Dating%20Violence%20FINAL.pdf>
- We may not be able to resolve the captioning issue at this time, as the error appears to be with the latest update to the web conference software.
- Start Strong Wichita, Nancy Carroll
- Fact sheet <http://tinyurl.com/7wtjufq>
- Paige --Start Strong Bridgeport!
- I'm seeing an increase in financial abuse among pregnant teens
- Hi from Barri Rosenbluth, Start Strong Austin
- How does one get started/involved with Start Strong?
- You can get information about Start Strong at <http://www.startstrongteens.org>
- Is the program expensive
- Were any rural areas in the program?
- Yes--Idaho
- We are rural here in Idaho

- Can anyone share resources (curriculum/links) for pregnant and parenting teens in abusive relationships?
- I'd love information about that too. I run in-school groups for pregnant an parenting teens
- How old were you when you had your first crush?
- I think the Washington Coalition of Sexual Assault Prgrams may have some resources. You can check their site, www.wcsap.org
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- 11, or 12?
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- 10
- 9
- 13
- 5
- 6th grade (11)
- 12
- 10
- 8
- 6
- 12 years old
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- 11
- 13
- 10
- 5
- 11
- 8
- 11
- 9
- 12
- I don't remember!
- 5 or 6 yrs. old
- can't read the text in the red boxes
- will these slides be available after the webinar??
- Yes, the slide will be available after the web conference on www.PreventConnect.org
- can you expand on what is meant by "dating by network"
- The slides will be available as soon as our website is back up.
- Ten: go on a date, dating was private, sex was sex, teens at 14, older sibling influence
- TY
- NOW: dating by network, nothing is private, kooking up , friedns with benefiits, teens at 10, media's influence
- thanks!

- here in my small town, kids have "friends and boyfriends/girlfriends" via Facebook. More so here due to small population of peers...
- Hello David.
- schools are a focal point but are overwhelmed with unfunded mandates/understaffed mandates
- corect, Lauri - there are many other setting to reach teens - sports clubs, community orgs, after-school prgrams, boys and girls clubs, etc
- I completely agree.
- Shouldn't healthy relationship skills be instilled as soon as children start communicating with others?
- That has been our experience as well, but the schools are still the best way to reach everyone.
- most bullying products/lessons do not deal with gender in the slightest- or even how gemder cam be a focus for the "bullying" -
- yes. Heather! Check out our SAAM 2013 resources from this year - www.nsvrc.org/saam
- sorry for my typos "even how gender can be a focus for the "bullying"
- Nan, we've noticed that too. We market our programs to schools who are doing Olweus by explaining how we are complementing Olweus by helping students apply what they learn there to sexual / romantic / gendered relationships
- Thank you for the link.
- No the schools are not the best place because they have become a dumping ground for good programs that no one has time to implement so what they present is watered down
- Safe Dates <http://www.hazelden.org/web/public/safedates.page>
- Yes, Nan! That's exactly our point--that we can transition people into prevention-focused policies that address gender issues/gender-based violence with teens using bullying as an entry point.
- @Heather - you bet!
- good point- Olweus materials do not touch on gender or homophobia. i do not undersetand the apeal of their approach- not alot of data for effectiveness either from them- they fail to publish mjch of what they collect cuz there is no there there.
- Fourth R <http://www.youthrelationships.org/>
- Lauri, yes I agree! I miscommunicated - all I meant was that they're the only place where almost everyone of a certain age in the community happens to be present.
- We are having a hard time getting into schools as well. Schools are being inundated with programs and are having a hard time teaching their core curriculum.
- In smaller communities. the school is center of the town and activities. There aren't many options for the kids
- i do not find the transition to be so seamless- many school folks who are devoted to bullying do not want to touch on gender-related or GV issues and playing along with their bullying game might be a side-show

- How many programs are talking to schools only about bullying? It seems like some schools will only hear that material but not be open to gender or healthy relationships info.
- That is true - a lot of people still need to be brought into understanding why gender matters
- Can you tie any of your prevention efforts into educational goals of the school district? I've heard of some programs doing this.
- It's true, Nan. Many Start Strong sites did have success with this strategy, but it wasn't always easy.
- Teachers in the school I work with have begun to push back because of the all of the social/emotional programs they are forced to make time and lose valuable instructional time
- I suggest you use SEXUAL HARASSMENT IN SCHOOLS- which is a federal civil right, to be the best platform to get into schools. Title IX- it's the school requirement to implement and make schools safe.
- We serve 5 communities and have been in the schools in 4 of them.
- Where can I find a copy of the powerpoint?
- Safe Dates is a wonderful program. We've tried to get into SADD... groups after school but we are having a hard time getting groups to commit to 9 sessions.
- took a lot of work and building personal relationships with certain teachers.
- Copies of the slide will be available at www.preventconnect.org - the server is down right now but will be up soon
- Safe Dates may address physical violence but is lacking in sexual violence info
- we have to address gender issues here. It's a "rough and tumble" community with ranching and rodeo as top concern. Girls are clumped in the group without recognizing boundaries and appropriate behavior
- All of our curriculums are introduced and approved by local school boards and incorporated into their respective health curriculums.
- Did Start Strong require schools to pay for the curriculum?
- that's great, Julie!
- Start Strong sites provided the curriculum to the schools in which they worked.
- <http://realrobothigh.com> Real Robots of Robot High
- to Nan Stein- interested in Shifting Boundaries in our community. Where are you with this curriculum?
- take a look at <http://www.whitehouse.gov/1is2many/resources>
- PreventConnect will have a web conference on Shifting Boundaries with Nan Stein on June 20
- Will do - thanks! We have been planning and planning, trying to determine our course going forward...great! Will be on all webinars.
- how engaged the teacher is/how passionate are they about the prevention
- time limited

- What are the strengths and limitations of having classroom presentations as the primary prevention activity?
- time
- we've had success getting into schools by developing rapport with administrators and teachers over a long period of time. It can take time to build trust. We've found once you are really connected with one school in a positive way, other schools will be interested in participating
- depending on where you have it there may be less or more interaction with students
- Depend on the caliber of the presenter
- strength-you know they'll show up
- strengths are classroom structure, returning audience, teacher support
- schools usually have time for only 1 presentation
- can you really prevent anything in 45 minutes?
- strength: youth have to be there
- continuity
- too many schools and only one preventionist
- strengths = student voice
- No teacher buy-in
- captive audience is strength
- High turnover rates of school administrators is a problem
- Time and priority
- limited time with the students, an hour a year, material that will really engage them!
- Limitations: large group, teachers lose instructional time, don't have a relationship with individual students
- follow through
- Can't get in. And not all kids are in the regular schools.
- Strengths are that the classroom is familiar and the students are used to working with one another
- Knowledge is always good, but the overall environment is more important
- limitation: amount of time, takes time to build relationships with youth
- continuity among staff
- no direct family/parent involvement
- we can get in with no problem...but have to work around testing schedules & teacher schedules
- strengths-can be engaging; how excited is the instructor?
- resources to educate the presenters
- NY state has added too many standards (tests, etc)
- some cases, do not have relationships with students beforehand
- These kinds of presentations tend to be boring for kids
- Time limited, how good its presented limited on what you can present
- difficult to go deep enough and need various voices to share a common message
- Time is a drawback, cannot often get in to do multiple sessions.

- Time to convey the point, retaining information.
- When you add pre/post tests that limits a 55 min presentation to maybe 40 minutes
- doesnt allow for any extra time
- Evaluations
- how to have youth take ownership/have agency?
- Too many schools! We serve 43 towns!
- Strengths: engaging students because they are present. Limitations: time
- hard to personalize
- conservative parents want to pre-approve presentation content
- check out the letter to all state commissioners of ed/chief state school officers- on gender-based violence/harassment- this might help with entry into schools: <http://www2.ed.gov/policy/gen/guid/secletter/130228.html>
- I recommend including art and theatre for engagement and understanding!
- Girls don't often have a voice in large settings; boys outspoken.
- it's hard to address gender and sexual orientation in conservative rural areas
- UCLA's SexSquad is a good example
- sorry- it is from the Arne Duncan , sec of US Dept of Ed, feb 28 2013
- oh i thought we were talking about a curriculum in classrooms, we go in for 8 sessions in schools
- middle school age kids have attention span of gnats, therefore it needs to be relavent
- Limitations-time, one-time versus having a continuium and on-going relationship...where is the best place to meet students
- one session is hard to evaluate
- Teacher support makes all the difference
- positive messaging is important. teens are really weary of being told what NOT to do.
- Good point, Travis!
- Schools want/need help responding and intervening and cannot even wrap their heads around prevention
- hard to find interactive and engaging material for a one-hour presentation
- as a former teacher, I would like to share that principal support is also very important, especially in schools where parents are concerned about what youth are learning
- teacher/parent/community support is a must. Not always there.
- Prevention is fragmented: bullying, dating violence, family violence, substance abuse, suicide, etc. It would be nice to create a curriculumm that teaches empathy, boundaries , communication and what to do when inappropriate things happen.
- "School Policy to Increase Student Safety."
<http://www.futureswithoutviolence.org/content/features/detail/1833/>
- Lauri, you might really like the Fourth R.
- Lauri, have you heard of It's All One? They made a good start with that one!
- Get Empathy does that
- Thanks I'll check that out.
- Lauri check out Seeds of Empathy and Roots of Empathy

- One thing to think about with curriculum, is where is the win/win for your program and the school? For us in Wichita, the district had to teach something on drugs and alcohol and bullying/relationships. The Fourth R covered all of that and then some. We were able to pay for the curriculum and provide the training. That met the needs of the school and it met our goals of getting this type of education in to the schools. Also, it is taught by the teachers, so it is sustainable once the district adopts it as required teaching.
- that is wonderful Nancy! We need that here.
- Slides are now available at http://www.preventconnect.org/2013/04/start_strong_lessons/
- Did you provide training along with the model policy?
- And how did that training work?
- How have you been able to create policy change in your and/or school district?
- by making it policy to have the schools contact us when there are students with SA
- We haven't needed to change policy, but they weren't being implemented, so we did a lot of consulting and training about how to implement sexual harassment policies
- not so much a policy but we have students working now to have their school institutionalize TDV prevention activities year round
- not much luck there
- Delaware - statewide Health Education regs now include requiring unit of instruction on IPV
- creating protocols and training staff
- relationships are key. The schools I work in are more open to deeper training and curriculums based on our relationships
- we were given permission to go into the high schools, but because of funding cuts we do not have enough staff.
- Finding it easier to get into schools for classroom programming vs. policy work/climate work.
- Haven't had any policy changes but building relationships with staff that will refer students to us.
- I give dating violence presentations in my County to 10th grade High School students.
- In my experience Administration buys into just about any program and expects us to implement it without understanding the time commitment and importance of developing a relationship with students.
- I also have a middle school girl's group to talk about healthy relationships within the school
- Melissa, that is how I started 20 years ago...I didn't know it then, but I was building relationships with the schools during that time.
- not much luck here. The school has posters in the school, but no connection to the posters. Middle school counselor has a class every semester for 7th graders called "Quest" and they deal with important issues they have, i.e. parents, dating/sex, friends, addiction, but no direct lessons on TDV, empathy, or boundaries
- Thank you Nancy, I really love this part of my job.

- I do about 10 groups a week but I can only reach a limited number of students. I've found my groups are successful but the classroom presentations aren't
- Melissa, I am trying to implement a girls group here! Can I get your contact info??
- High School Social Worker (LCSW)
- Worked with kids for 25 years but not now
- borboam@dprcenter.org
- 10 years with children
- Is there a pdf of the model school policy? I'm having trouble with the link.
- we have a state statute that requires schools that offer a human growth and development curriculum to appoint an advisory committee and our dual agency was invited to participate which was a great opportunity to stress the importance of teaching healthy relationships skills and abuse awareness at early ages
- Yes, Helen. It is at www.startstrongteens.org/resources/policy
- I could not open link for policy either
- Jess R what state are you from?
- WI
- There will be a revised version of hte policy up soon, so check back!
- Thank you Lisa!
- thank you Melissa. I would love to pick your brain! We are in rural area where girls/women are an afterthought. Its a ranching/mining town. Many of the girls i talk with are basically taking care of their parents. Such a vicious cycle here.
- These resrouces are available at <http://www.startstrongteens.org/resources/influencers/parents-and-caregivers>
- There are also parent materials available at www.startstrongparents.org
- are the handouts in spanish
- Yes, the parent concepts are available in Spanish
- GREAT!!!!
- There is also a dedicated Spanish-langugage parent site <http://www.startstrongparents.org/padres>
- just the other night!
- Wonderful
- sorry, [startstrongteens.org/padres](http://www.startstrongteens.org/padres)
- Here is a link to a PreventConect conference that discussed involving parents in teen dating violence prevention <http://www.preventconnect.org/2012/09/involving-families-in-teen-dating-abuse-prevention/>
- Thank you for the Spanish info, it can be hard to find good resources in spanish
- Spanish Parent info www.startstrongteens.org/padres
- Hmm. I just lost the audio.
- All of these materials are free for you to use.
- OK. Back now
- Muchas Gracias
- For audio you can call in 1-888-447-7153 Passcode 879 736#

- Are these all available on the start strong website?
- How have you engaged parents successfully in promoting healthy relationships?
- <http://www.startstrongteens.org/resources/influencers/parents-and-caregivers>
- NSVRC also has 2013 SAAM resources on healthy childhood sexual development on our SAAM site...www.nsvrc.org/saam. Click on Current Campaign
- Unfortunately the parents that want to be involved are usually the ones that don't necessarily NEED to be involved.
- summer camp with parents and their teens re: relationships, media, and sexuality
- Have parent reps on our Task Force who can engage other parents
- we haven't but a local agency holds workshops for it
- we have a really difficult time engaging parents and our partners such as the schools and churches also have difficulty
- teaching nonviolent parenting to help parents model healthy relationships with others
- Our organization offers parenting and co-parenting classes and that is a big part of the curriculum
- Providing them with specific speaking points on conversation starters that feel comfortable and doable to them.
- I've found providing food at parent meetings improves attendance. After a few meetings the parents seem to enjoy potlucks
- starting to work in community resource centers presenting on healthy relationships and how to talk to their youth about relationships during parent workshop times
- We have a class at our center that works on relationships between parents and children. Communication is a large issue between parents and kids
- psychoeducation
- Suzanne, what is your org?
- gas cards and food
- offer shawl making classes for dyad of mother/daughter and talk about healthy relationships
- tape programs and air them on cable TV
- It starts early in their development about treating one another with respect
- referring clients to parenting classes at the agency
- those SAAM resources are for parents as well and are available in Spanish
- Radio Broadcasts at local radio stations
- Relating the importance of these conversations with the importance of other conversations like alcohol and drugs.
- We train parents and those who work with youth at our Young Advocates Institute that houses and trains 200 teens from across the state for a weekend of workshops
- parenting classes, parenting involvement with kids, lifeskill classes etc
- We have a violence prevention club at our schools and students bring in a parent consent form that includes their email address; we start an email list and send emails to parents throughout the year sharing information about what we are doing in the clubs.

- I know in Boston they paid the teen leaders- was that true for all sites?
- Here is a podcast about how youth can stand as allies with young people <http://www.preventconnect.org/2011/11/adults-stand-allies-young-people/>
- many youth leaders did receive stipends or transportation money to be involved
- Listen to the PreventConnect podcast on Washington State Teen Learning Council with their summer camp <http://www.preventconnect.org/2011/11/washington-states-teen-learning-council/>
- We are looking into doing that also - paying the teen leaders at the high school.
- *How ADULTS can stand with youth as allies <http://www.preventconnect.org/2011/11/adults-stand-allies-young-people/>
- Resources for these projects can be found at <http://www.startstrongteens.org/resources/influencers/older-teens>
- did Start Strong Boston put out their list of songs from 2012 that were healthy and that were unhealthy?
- How is it different to have HS teens and college age teens as influencers?
- I hope you are going to talk about Start Strong evaluation results!
- Jess, SSBoston DID put out a 2012 list
- Lisa, do you have a link to that?
- where do we see that list?
- Rebecca, we will have a full webinar on evaluation results at the end of the summer. Check in at www.startstrongteens.org/webinars
- OK, thank you
- Jess [BPHC.org/startstrong](http://www.bphc.org/startstrong)
- <https://www.facebook.com/hkupwithrespect>
- That's Not Cool <http://www.thatnotcool.com>
- would be great to have a future webinar specifically about social marketing
- are we able to get all of these links after the webinar
- Other social marketing tools are available at
- <http://www.startstrongteens.org/resources/social-marketing>
- Which webinar is the one on the evaluation results?
- Ooh, sorry, Jess. I don't see 2012 results on the BPHC website!
- Social Marketing as a Tool for Primary Prevention (online course) <http://learn.preventconnect.org/course/view.php?id=9>
- lost the sound ?
- The concept is awesome. I hope the evaluation result will be positive
- PreventConnect has a web conference on Bystander Intervention. Using social media to build bystander action to prevent violence featuring Start Strong Boston <http://www.preventconnect.org/2012/08/bystander-intervention-using-social-media-to-build-bystander-action-to-prevent-violence/>
- i can't tell which webinar is about evaluation of start strong -plus i'd like to be able to read evaluation studies, if there are any, in advance of the webinar

- Access these tools and others created by the teens
<http://www.startstrongteens.org/resources/influencers/older-teens>
- I love that you are using Twilight as an example.
- I do agree with Nan on access to othe evaluation result
- anyone else lose the audio ?
- no
- No
- Listen tot Start Stroing Idaho talk about using TWilight movies for healty relationships
<http://www.preventconnect.org/2010/06/campaign-for-the-third-choice-dating-violence-prevention-and-eclipse/>
- I have audio
- I did - switched to phone audio
- Paige knows teen culture... and that's what it takes... Thanks RYASAP!
- FOr audio you can call in to 1-888-447-753 Passcode 879 736#
- oops - my phone went dead I forgot it was a call in webinar !
- David, which webinar is the one on evaluation results?
- Theatre ofthe Oppressed also offers interactive/participatory elements to theatre for prevention
- It occurs to me how important great graphic designers are in this work.
- Love the positive music idea!
- Check in at www.StartStrongTeens.org/webinars for more information on upcoming Start Strong webinars.
- Overview is good but I'm still wondering what were the major lessons learned?
- How can the lessons learned from Start Strong support your prevention efforts?
- Awesome. Exciting and broadbased. Thanks so much!
- I'm aware of how important it is to engage teens as leaders in the movement
- for us to get mroe teen interest focused, building bridges with schools more, and having teens lead teens
- engaging the kids' creativity, getting them more involved and engaging with the message
- I have learned a lot of new ways to get the material not only to the teens, but to the parents and community. I plan on implementing some of these things
- The school policy and the creativity of the teen programming was great and inspiring!
- SO many ideas and resources! oing to the source-teens! Policy and social media is key!
- apply these new interventions to our progams
- I want to gett the high school student involved
- Want to partner with school administrators and parent organizations to educate parents.
- using media and social networks are good idea
- there are so many great tools out there that already exist - i need to do a better job of pushing them all out to the awesome radvocates out there doing the work!
- I can't wait to start theater groups and get teens involved as advocates/ambassadors.

- Motivating! U am thinking now on new approaches for next school year and some exciting summer projects!
- I want to direct the older teens I work with to focus on awareness with younger teens. And school policy.
- I feel more confident in engaging teens. wonderful tools
- this was excellent!
- integrating screen and in person elements
- Excellent webinar! Fantastic information. Thanks for sharing!
- Some new ideas on how to reach youth outside the classrooms. Such as Rock Respect
- It helps when you have your own teen in the home.
- Excellent webinar!! Thanks
- I want to help people and programs be inclusive, and to start offering info that is not gender biased.
- thank you everyone for the chance to talk about our work!
- Thank you...great ideas on engaging community youth in social media campaigns..
- nicely done, as usual
- Great info! Thank you to everyone for what you're doing!
- Thank you so much for the work that you all do!!!
- Thank you!
- Great concepts. My mind is already buzzing with ideas to engage our youths. Thnaks
- Materials from this session
http://www.preventconnect.org/2013/04/start_strong_lessons/
- Great information. I'll start with initiating a Young Advocates Program. I'm excited. Thank you.
- Thank you to Everyone who chose to join us on this webinar!
- Thank you, everyone, for tuning in!
- will get the slides
- Thank you!
- Thank you all for this webinar.
- Thanks! This was very informative.
- thanks u!
- thank you!
- thank you
- thank you!
- Thank you very helpful!
- rockin' webinar! thank you!
- I am excited to start a girls group but now i feel ready and "armed!"
- Thanks! Great initiative!
- wonderful webinar!!
-