



Dating Matters: Strategies to Promote Healthy Teen Relationships

Wednesday November 6th, 2019
11 AM-12:30 PM PT/2 PM-3:30 PM ET

AKJ: Hi Everyone! We will be getting started in about 10 minutes.

TV: You can download the PowerPoint slides for this session here: http://www.preventconnect.org/wp-content/uploads/2019/10/Dating-Matters-Prevent-Connect-Webinar-Nov-2019_PDF-1.pdf.

TV: For audio over the phone, please call 866-866-2244, passcode 9053509#.

TV: Contact Adobe Connect support at <https://helpx.adobe.com/adobe-connect/connect-support.html>.

TV: Text Chat Question: What strategies are you implementing to prevent teen dating violence?

SD: Safe Dates.

AM: In-school presentations!

KB: Safe Dates.

KL: Safe Dates and Steps to Respect.

BT: I am using Safe Dates curriculum in a high school setting and am working on lessons to use in a college setting.

BH: Safe Dating.

KM: Safe Dates.

CP: I am currently working with Maine Boys to Men on their middle school and high school response to dating violence curriculum (MS-RSVP; HS-RSVP).

EH2: Green Dot.

EB: school policy, youth leadership, campaigns, training school staff, and curricula.

SE: Safe Dates.

MS: local program are doing Safe Dates, CBIM, Athletes as Leaders.

TE: We are using Safe Dates.

RW: Safe Dates and Bringing in the Bystander in schools.

AVB: We use Making Proud Choice for comprehensive sexual health education which focuses on negotiation schools and health relationships. We also offer a healthy relationship presentation for students.

CC: Going to local high schools and colleges talking about Healthy Relationships, consent, conflict resolution, Teen Dating Violence wheel.

RG: One Love programs.

RC: In school presentations, presentations in afterschool programming.

BL: Shifting Boundaries (middle schools) and Mentors in Violence Prevention (high schools and colleges/universities)

KS: Green Dot.

HD: I utilize in-school presentations, youth councils.

AH: We partner with Denver County Juvenile Diversion.

DG: Safe Dates, Agent of Change, Shifting Boundaries.

SC: In Touch With Teens Curriculum, programming and curriculum from the One Love Foundation, the video "Reviving Ophelia" and we're using these materials mostly during in-school presentations to middle and high school youth.

ER: Power Up, Speak Out! For the middle school.

KM: Red Flag Campaign, One Love Workshops, and Bringing In The Bystander, as well as peer educators

DB: Bringing in the Bystander, Youth Council, Teen Dating Violence training with parents.

SER: Green Dot middle schools and shifting boundaries.

AR: We are in the process of implementing Dating Matters.

TML: CBIM, AAL, One Love, PP Teen Council.

C: we use SAFE Dates in 9th grade. Shifting boundaries 6th grade.

EM: Bringing in the Bystander.

KF: ah the girl from stranger things!!

VL: It is her, she was great.

LC: Hi from Resilience in Chicago! It's about 60 now but looking at getting snow tonight...yikes.

TV: Training for Educators--<https://vetoviolenecdc.gov/apps/datingmatters/>.

TV: Text Chat Question: How do you use local data to inform and impact your teen dating violence prevention efforts?

ER: YRBS, starting to incorporate activity-based evaluation.

KD: Currently using the YRBS.

DC: Hi, my name is Debbie Collins, I am in Macomb, IL- WIRC-Victim Services.

H: Schools and communities want local data--even state level data is not viewed as relevant, people often dismiss the statistics as possibly representing the cities or other parts of the state.

ER: We were able to have our local university add a question to their school climate survey about what high school students attended. We're hoping to be able to track changes longitudinally for local students that go on to the local university.

C: We give our students pre and post Safe Dates violence surveys.

RD: we give pre/post tests as well as a survey for students in the south suburbs of Chicago.

H: The YRBS is viewed as reliable, but does not include many questions on relationship violence.

SA2: suggestion I learnt from the 519 in Toronto: instead of saying healthy relationship, use helpful since healthy and unhealthy has connotations of good and bad and folks in an 'unhealthy' relationships would feel badly about themselves. by using helpful and unhelpful, the individual is now the focus instead of the abuser and we can ask, is this helpful to you, your needs, your goals etc.

DC: hi Corey, I am new at my position, would you feel comfortable sharing your pre/post test?

EB: We collect data from pre/post surveys, process forms, and community-level outcomes form for reporting and program evaluation at state and local level.

GC: We are also using the pre/post surveys for collecting data.

C: @debbie, Sure. Please feel free to email me

H: Are the questions for this TDV survey being discussed by Lianne Estefan, available for review?

CA: To clarify, these are stats from the high-risk schools, correct?

CW: Was there any context provided for the acts of violence, or a way for us to know if the acts of violence were actually retaliation?

DS: what was an example of "relational violence"?

SDG: Helen, we can send you a link to the surveys but you'll find them online if you Google NORC and Dating Matters.

SDG: If you don't find them, please email us at datingmatters@cdc.gov.

LE: Dori, an example of relational violence is spreading rumors about the partner

SDG: Yes, Claudia. That is correct.

TV: Dating Matters outcome paper-- [https://www.ajpmonline.org/article/S0749-3797\(19\)30147-3/fulltext](https://www.ajpmonline.org/article/S0749-3797(19)30147-3/fulltext)

DS: @lianne, thank you.

TC: yes it would.

KO: Unfortunately I arrived 5 minutes late. Is there a link somewhere to obtain a copy of the Dating Matters materials? Thanks in advance.

KVS: Schools really like hard data. It influences the likelihood of getting in and talking to classrooms.

TR: I would like to see the data for Baltimore City.

KD: It will be interesting to present this to our local schools. Currently the subject of Teen dating Violence is primarily focused at the high school level.

SD: Can you explain please (for this non-researcher) what does it mean that the effects are above and beyond those of Safe Dates? We currently use Safe Dates.

TV: Text Chat Question: How can the evaluation and evidence from Dating Matters influence your prevention programs?

GG: I have the same question as Sarah Dawgert.

LP: data can identify needs or gaps that aren't being met and can help guide the instructor to more thoughtful prevention

TR: I'm new to my position, but I would think if we presented the data in Baltimore City, it would encourage other high-risk areas to apply for Rape Prevention Education funding to implement in their schools or community.

KD: Will these videos be available to share with school administrators?

VL: @kelly definitely! These videos can be found on the CDC Dating Matters website linked at the end of the video

TV: Toolkit website-- <https://vetoviolence.cdc.gov/apps/dating-matters-toolkit>.

NW: the support group online for practitioners and those who are using it is a brilliant idea

VL: @Kelly

<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/>.

ER: Sarah and Gabriela, I assume that means that if safe dates reduces tdv by x%, dating matters reduces it by 6-10% more than safe dates.

AKJ: Thanks everyone for posting questions you have -- we are going to get to these with our presenters in a bit!

D: What steps have you taken to make Dating Matters inclusive of the LGB and trans/non-binary community? Here in Colorado we know that 1 out of 3 transgender students report experiencing sexual violence in their life, but I did not see that data was captured on this population here. Our local data (Healthy Kids CO) asks this demographic information. Ensuring that we are inclusive of diverse gender identities and sexual orientations in our data collection has been very important given the risks these populations face and I hope to see the CDC prioritize this as well in your development of this training.

DW: Can you send this PowerPoint? Thank you.

BH: Great question Mason. I'd love to hear about this as well.

NW: For CPAF (Center for Pacific Asian Family) we would like to pilot this model with contextualized context and cultural specific to API communities in San Gabriel and Long Beach in CA - could you please give us the contact person to move this forward?

TV: Thanks for your questions, Mason! We will ask our presenters to answer it during the Q&A at the end!

TV: Request a Community Access Code--<https://vetoviolence.cdc.gov/apps/dating-matters-toolkit/dating-matters-user-agreement#/>

TV: You can download the PowerPoint slides for this session here: http://www.preventconnect.org/wp-content/uploads/2019/10/Dating-Matters-Prevent-Connect-Webinar-Nov-2019_PDF-1.pdf.

NW: We just recently developed youth strategy both in school, and out of school youth - we would like to use some aspects of this for our Sexual Assault prevention or dating violence and emphasizing the important of healthy relationship to enhance more empathy in the relationship within the family to end domestic violence.

LB: Does the CDC have an evidence-based curriculum for our schools to teach about neglect and child abuse to these same age populations?

TV: Text Chat Question: How will you use the Dating Matters Toolkit to advance teen dating violence prevention?

KD: I would love to incorporate even some of what is included in Dating Matters. However, EVERYTHING that has to do with this topic must be first cleared by the school board-- and for this school year, they are not looking at any new materials.

TV: Request access to Team Up!-- <https://vetoviolenecdc.gov/apps/dating-matters-toolkit/team-up#/>.

KO: Is this a free program?

TR: This is something health educators can implement in local schools in Maryland.

AR: We are a domestic violence shelter for victims and their children. We will be implementing not only in our shelter programming, but also in our community schools and community youth programs.

SDG: Kathy, it is free!

KO: thank you!

TR: Just an idea, the Baltimore City School who utilized the Dating Matters Toolkit could provide some technical assistance or at least present what they learned during a statewide meeting for health educators.

GC: We are currently implementing the Safe Dates curriculum in four schools in West Baltimore.

TR: Genae, do you plan on utilizing the Dating Matters toolkit.

TR: How has your experience been with the Safe Dates curriculum?

VC: yes

SDG: Tanisha, Aisha from Baltimore is an MVP on Team Up and is available to provide help and answer questions based on her experience there in the demonstration project.

TR: Great, does Aisha have an email address?

SDG: Tanisha, You can reach her by joining Team Up! and posting a question there.

SDG: If you email me I can also connect you directly at datingmatters@cdc.gov.

BL: thank you for mentioning LGTBQ+, trans, and non-binary students, Mauro!

TR: Is there a link for Team Up.

VL: Request access to Team Up!-- <https://vetoviolence.cdc.gov/apps/dating-matters-toolkit/team-up#/>.

GC: Yes, Aisha Burgess would be your go to person. I am fairly new, but have seen reductions in TDV.

TR: Thanks everyone!

TR: Also is Aisha a health educator?

LB: how many days/hours of in school curriculum is offered at each grade level?

SDG: The youth programs are each 7 1-hour sessions.

GC: She's the Director of the SOS Project (school based program).

VL: Aisha is currently the Director of School-Based Violence Prevention at the Baltimore City Health Department's Office of Youth and Trauma Services.

LB: Are there High school programs like this or in the works?

SDG: The 8th grade program is actually 10 sessions (10 hours); Safe Dates not as part of

DM: Lindsey, but we're considering ways to extend it in the future.

KD: Thank you Mauro!

LB: wonderful!

TR: And I can request access to Team Up even if I'm implementing the program but want to learn more about it.

SDG: Yes, you sure can Tanisha!

SDG: We'd love to have you there.

TR: Great! Thanks Sarah!

TV: Text Chat Question: What questions do you have for our presenters?

LL: What has the impact been on parents?

DC: Is there an evaluation that you use specifically in classrooms for Dating Matters.

BS: How was the size of the communities that was defined/decided in the test sites?

KD: Is there anyone in Alaska already implementing Dating Matters?

SD2: do all components need to be utilized in order to maintain fidelity of the program?

RD: how do you get around that generational judgment with parents and educators?

CP: do you implement your middle school program co-educationally or do you separate the students by gender?

SD2: By all components I mean izi, Parent and student programs.

KD: Has the model worked in rural areas as well?

SDG: Natchawi, I'm glad you like the idea of the comm. of practice. Please join us on Team Up!

VC: does dating matters cover LGBTQIA + dating community? I'm not sure if you guys covered that.

VL: @Ckara students were not separated by gender in the demonstration project.

SD2: I think that answers my question on "over and Above"

TR: Did any middle school students who participated in the program end up participating in izi communications program.

BL: seconding @Valerie Chihuahua's question :)

MS: Robert, generational differences can be managed through training implementers to approach youth from a place of non-judgment. We try to emphasize a learning-mindset. If young people feel judged for their relationships, they're not going to listen to how we try

to guide them towards healthy behaviors. This comes up a lot around social media issues and smartphone communications.

RD: thanks Mauro!

VC: thank you

TR: Does the Dating Matters toolkit apply to individuals with disabilities? Has it been used in special education?

PN: @ Tanisha all middle school students in Dating Matters schools would participate in i2i activities. If they moved on to high school they could be brand ambassadors all middle school students in DM schools were encouraged to participate in i2i.

VJ: Nothing at the moment.

VC: do you have a program for the teens that are the perpetrator in the relationship?

MS: Regarding LGBTQ+ inclusion: I always trained implementers to once-per-session provide simple comments like "We know not all relationships are just one boy and one girl - sometimes they have two boys, two girls, or people who don't identify as either a boy or girl" and I would also share local data about how rates of TDV are higher for LGBTQ+ youth because of homophobia that leads to secrecy and isolation. I emphasized that these higher rates are not attributable to anything wrong with LGBTQ+ people, but that isolation and judgment increase risks of TDV for all people, and uniquely so for LGBTQ+ youth.

SDG: Tanisha, it has not been used in special education specifically to my knowledge and may require some adaptations. Adaptation guidance is included in the Guide to Implementation.

TR: That's good to hear

LL: Thanks! Would LOVE to read about the focus groups. Parents play such an important role in preventing TDV and yet there is very little research on them.

VC: thank you Mauro!

CP: @vile, yes I could see that the demo project data was boys and girls, but is there a recommendation that Dating Matters be implemented in that integrated environment, or would it be effective if taught separately? The program I am involved with at the moment has a boys only middle school program and has mentioned that this age group may be less open if it were co-ed.

KD: Thank you.

MS: Yes, please make these kinds of small additions to suit the needs of your community. Even little comments can go a long way towards inclusion and letting LGBTQ+ youth know we're speaking to them as well =)

H: You recommend well-trained facilitators; do you recommend partnership with DV/Sexual Assault agencies in helping implement this program in community schools? How do you assess facilitator readiness?

MS: Yes! I came from the DV/SA partner agency

AKJ: For more info on the IPV technical package: <http://www.preventconnect.org/2017/05/preventing-intimate-partner-violence-across-the-lifespan-a-technical-package-of-programs-policies-and-practices/>

MS: I assess facilitator readiness by having them do demo sessions, or by doing observations in some other way.

MS: Practice, practice, practice! It goes a long way.

SDG: Clara, Dating Matters could be used in single sex groups for sure. We didn't do that in the trial but it should not be a problem in terms of fidelity.

TV: Learn more about Dating Matters on our CDC website: <https://www.cdc.gov/violenceprevention/datingmatters>.

BS: How were the sizes of the communities' defined/decided in the test sites?

VL: @Debbie Collins Will you clarify your question? Do you mean the survey measure?

W: I had a local middle school student reach out after a safe dates lesson and mention the lessons have helped her reach out to her guidance counselor to start an inclusive discussion group for all students who need a safe place to talk (kind of like GSA/GLSEN club). It made me feel really awesome to play a small part in helping to get students thinking and reaching out for help!

KD: Thank you all. This has been very informative. I look forward to digging in!

MS: Will - that's great to hear! Really excited to know these sessions are leading to students self-advocating.

SB: thank you this is a very good tool and I believe it will make a big difference

AKJ: Thanks for sharing @Will!

MS: Thanks everyone for all your questions, folks! I have to jump off now but look forward to supporting/troubleshooting with you all on Slack!

BS: that answers our question, thank you.

MS: Remember you have experienced support people onboard and we look forward to working with you all more as you have successes and encounter bumps on the road to that success.

SD2: thank you for your time and work on this curriculum.

MO: Colorado is running a primary prevention campaign called "StandUp Colorado" and is attempting to establish juvenile guidelines for DV TX Providers.

TE: Thank you for all the new information. I will be checking into upgrading to Dating Matters.

VC: Thank you so much for answering my questions! I would like to use Dating Matters at our DV/SA shelter with our youth!

AKJ: @Margaret LOL OMG her name is Reba!

VL: @Valerie can't wait to see how Dating Matters can help your youth!