

KNOW ABUSE™

EDUCATOR HANDBOOK



**Understanding Teen Dating Violence
Prevention Training Handbook**

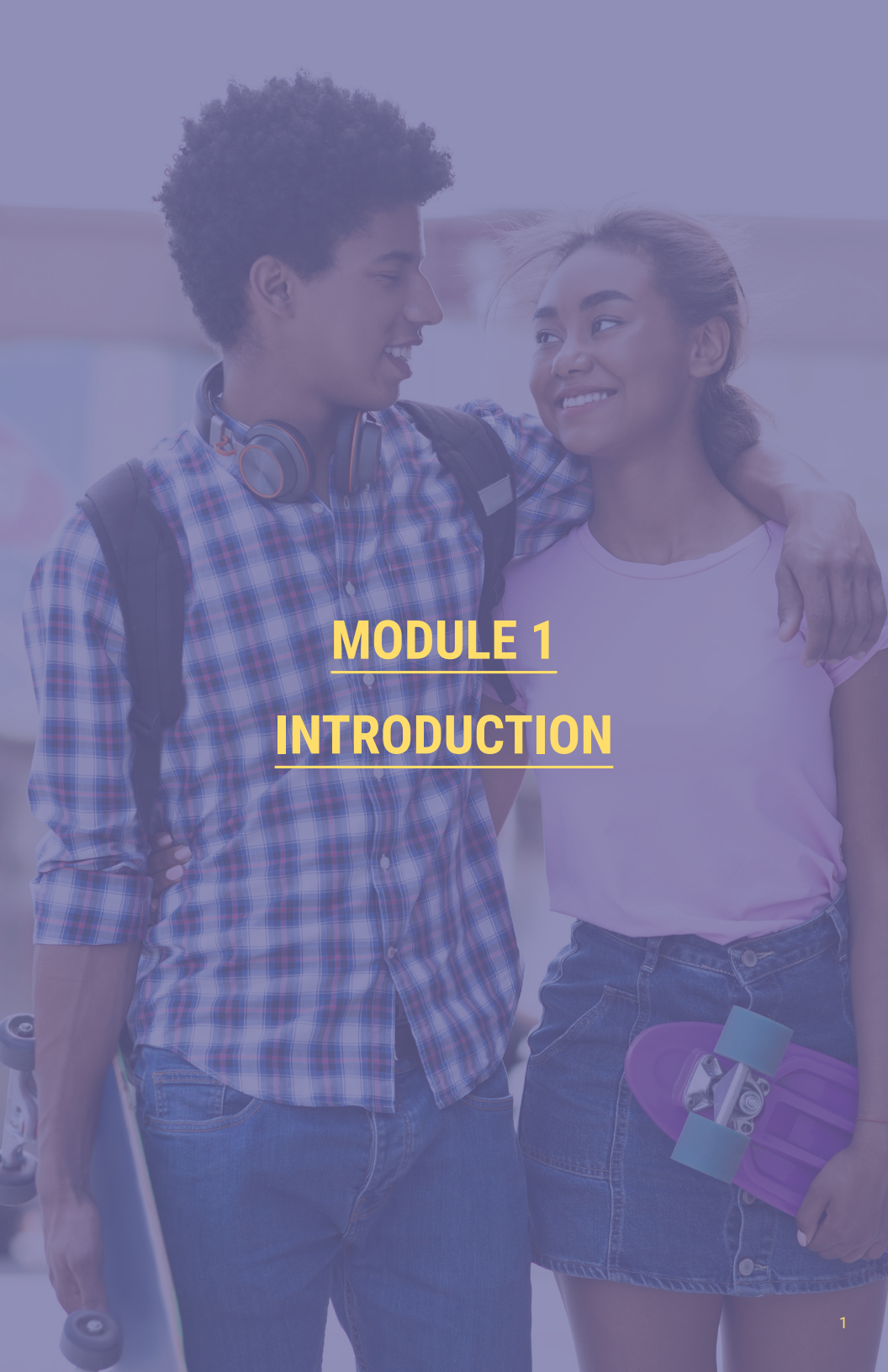


THE FOLLOWING MATERIAL SUMMARIZES
KEY POINTS FROM EACH TRAINING MODULE
OF DATING MATTERS: UNDERSTANDING
TEEN DATING VIOLENCE PREVENTION.

This handbook is training for teachers and other individuals who work with youth, such as school personnel, coaches, and youth mentors.

The training provides information about teen dating violence as well as skills and strategies for preventing violence based on the latest research. The training also provides educators with proven resources to help them set up violence prevention activities in their schools.

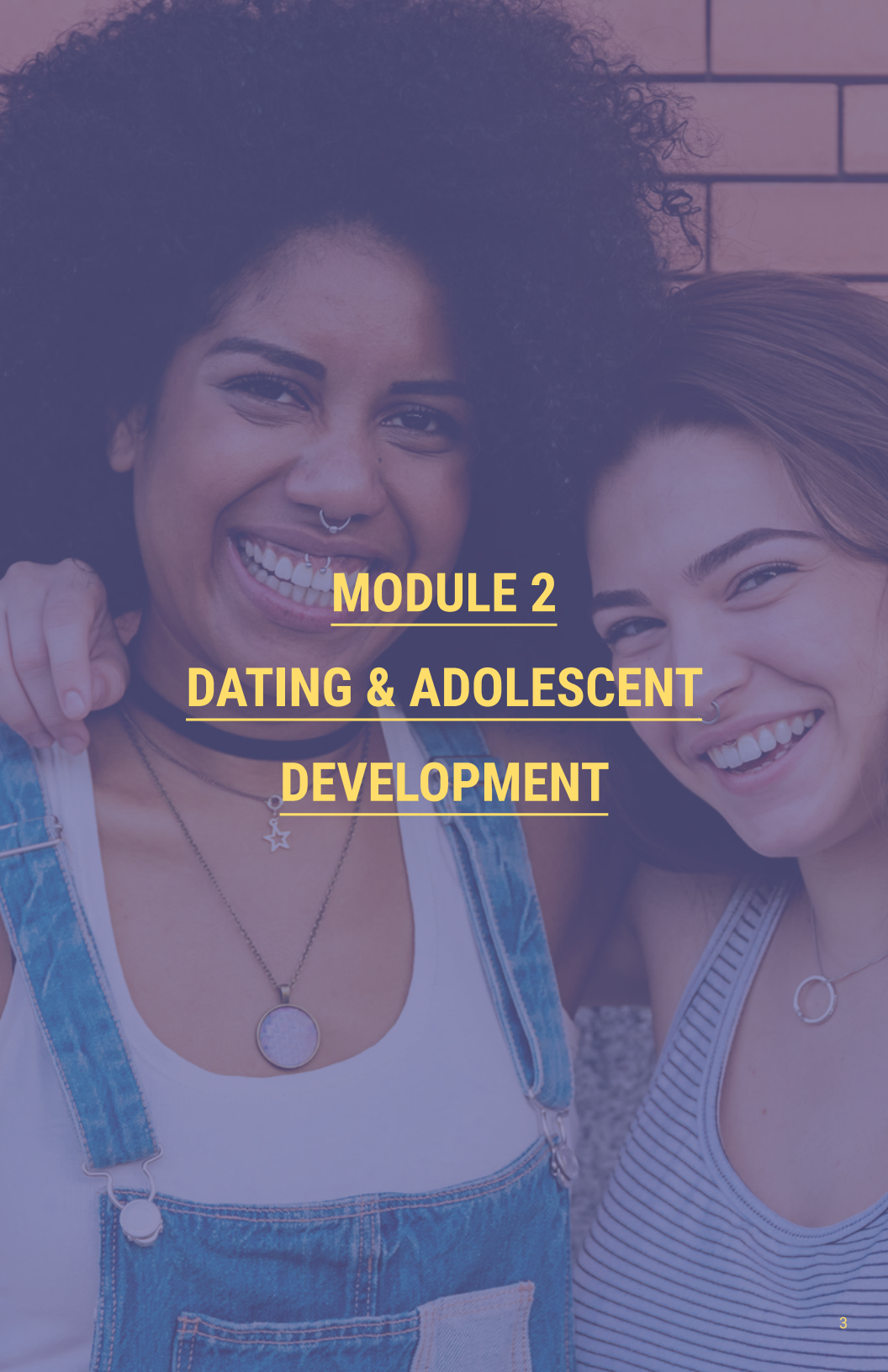
The training follows a school administrator throughout their day, defines teen dating violence, and explains how to prevent it through a mixture of illustrations, exercises, and information from experts. This Educator Handbook is one component of the **KNOW Abuse™** comprehensive teen dating violence prevention model.



MODULE 1
INTRODUCTION

KEY POINTS

- **Adolescence is a time of enormous physical, emotional, and social change.** During this time, youth seek greater independence and may try new roles and identities.
- Friendships and dating relationships provide an opportunity for youth to learn and **practice healthy communication, social skills, and managing strong feelings.**
- **Throughout adolescence, there is a gradual transition from sex-segregated peer groups** (girls hanging out with girls, boys hanging out with boys) to mixed-sex peer groups (while also maintaining same-sex ties). Dating typically unfolds in this context.
- **Giving youth room to develop independence is important during this process.** However, it's also our job as adults to make sure this time of exploration and discovery remains safe and productive.
- Positive relationships with friends, family members, educators, and other trusted adults can both **support the development of healthy dating relationships** and lower the risk of dating violence.
- **Opportunities are everywhere** to redirect, empower, and help teens make healthy choices about how they communicate and connect.



MODULE 2
DATING & ADOLESCENT
DEVELOPMENT

KEY POINTS

- **Youth learn a lot about how to communicate** by watching family members, teachers, coaches, and other important adults in their lives.
- **Educators have a responsibility to both model and teach** youth the skills needed to form and maintain healthy relationships.
- **Cultural and environmental factors that influence each of us individually**—in our relationships, in our communities, and throughout our society—tend to affect how we respond to certain situations and what we each feel is “normal.”
- **Healthy and unhealthy behaviors can happen** in any relationship, between male and female students, same sex students – even friends.
- **School may be one of the first places** youth learn to navigate the world beyond their home and family.

CHARACTERISTICS OF A HEALTHY RELATIONSHIP

The following characteristics are associated with a lower risk for dating violence:

- Belief in non-violent conflict resolution
- Effective communication skills
- Ability to negotiate and adjust to stress
- Belief in a partner’s right to autonomy
- Shared decision-making
- Trust in one’s partner

In a healthy and safe relationship, each partner:

- **Keeps their individuality.** Each partner feels free to spend time apart, enjoy other friends, and keep the activities and interests that are important to them. Each person feels like they can be themselves.
- **Respects boundaries.** Partners give each other physical and emotional space and respect each other's privacy.
- **Listens.** Each partner takes the time to get to know the other person and what he/she values.
- **Points out the positive.** Each partner is respectful and encouraging toward the other person, including pointing out positive qualities and giving compliments.
- **Can agree to disagree.** It is expected that dating partners (like friends and other types of relationships) will not always share the same point of view or feelings about the same situations. The key to a healthy and safe relationship is how those disagreements or conflicts are handled.
- **Uses healthy communication.** It is important that each partner communicates in a healthy way. This includes being honest with each other and expressing thoughts and feelings by using respectful words.
- **Is an equal partner.** Each partner treats the other as an equal, and both make decisions in the relationship.



FOUR LEVEL SOCIAL-ECOLOGICAL MODEL

This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to address that factors that put people at risk for experiencing or engaging in violence.

INDIVIDUAL

This level identifies personal characteristics or biological factors like age and gender. Everyone has a unique personal history—experiences they have been through, such as witnessing violence— that influence how they think and act.

RELATIONSHIP

This level is about how the people in your life affect how you act. It could be a close relationship between two people or interaction among a larger group, like a circle of friends. As outlined in Module 1, key relationships that can influence how a teen behaves and communicates include peers, parents, dating partners, educators, and other trusted adults.

COMMUNITY

This level explores the settings in which social relationships occur. For at least six to eight hours a day, five days a week, school is a significant community for young people. A school's policies, culture, expectations of students, level of discipline, and even its physical layout can impact teen behavior. Other communities of influence include neighborhoods, social hangouts, and workplaces.

SOCIETY

This level looks at the broader world that we live in and how it influences our level of acceptance or tolerance for violence. Often, we don't spend much time thinking about it or we may not be aware of it, because it helps define what we consider normal. For example, young people don't always think critically about the messages in TV, music, movies, and other media that make violence or other controlling behaviors seem glamorous.

A photograph of a young man and woman holding hands in a hallway. The woman is on the left, wearing a blue patterned dress with a thin brown belt. The man is on the right, wearing a red and white checkered shirt and blue jeans, with a black watch on his left wrist. The image is overlaid with a semi-transparent blue filter.

MODULE 3

PREVALENCE & CONSEQUENCES OF TEEN DATING VIOLENCE

KEY POINTS

- **Teens often think that some behaviors, like teasing or name-calling, are a “normal” part of a relationship.** However, these behaviors can often become abusive – and even develop into more serious forms of violence.
- **It is sometimes hard to tell when a behavior has crossed the line** and is not only unhealthy, but also unsafe. Educators can help youth explore and understand when this line has been crossed and connect youth with resources and support.
- Involvement in dating violence can lead to potentially **severe and long-lasting consequences**
- Teen dating violence is defined as any physical, sexual, and/or emotional/psychological violence within a dating relationship, including stalking. **Dating violence can take place both in person and electronically.**
- The impact of violent behaviors has been shown to reach far beyond just those involved in the relationship. Evidence suggests that other students or bystanders to a conflict are impacted as well. **Any kind of violence among youth affects all kids in the school.**
- Teens who feel unsafe or unhappy **have difficulty focusing on learning.**

TYPES OF TEEN DATING VIOLENCE



Consequences for victims of teen dating violence

- Increased absenteeism
- Problems in non-dating relationships
- Decline in well-being
- Failure to participate in school activities
- Poor academic performance
- Experiencing violence in subsequent relationships

Consequences of engaging in teen dating violence:

- Loss of friend's respect
- Poor academic performance
- Alienation from friends and family
- Physical and health problems
- Juvenile or criminal record/confinement
- Loneliness
- Expulsion from school
- Loss of job



What are the stats:

- Among adult victims of rape, physical violence, and/or stalking by an intimate partner, 1 in 5 women and nearly 1 in 7 men first experienced some form of partner violence between 11 & 17 years of age.
- Almost 1.5 million high school students in the United States are physically abused by dating partners every year.
- Only 33% of teenage dating abuse victims ever told anyone about it.
- Students who identified as lesbian, gay, bisexual, transgender, or queer (LGBTQ) or those who were unsure of their gender identity experienced higher rates of physical and sexual dating violence compared to students who identified as heterosexual.
- Students who report experiencing multiple forms of TDV may be at more risk for negative outcomes vs. youth who report experiencing one type of TDV.

Both male and female students who say they have experienced TDV are more likely than their peers to experience a range of health-risk behaviors, including:

- using alcohol
- binge drinking
- using marijuana
- thinking about suicide and attempting suicide
- carrying a weapon
- having more sexual partners