

Statistics Can Change YOU Can Help

1 in 5 teens who have been in a serious relationship report being hit, slapped or pushed by a partner.

This workshop provides information on how to effectively deal with teen dating violence as educators.

Date: Tuesday, 4/20/10

Time: 11:00-12:00

Place:

Rhode Island College

Murray Center Room 217

Attention Teachers: Teen Dating Violence Workshop

Contact Information

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Teen Dating Violence Workshop

What is Teen Dating Violence?

- Dating Violence, sometimes referred to as Intimate Partner Violence, occurs between two people in a close relationship.
- The term "intimate partner" includes current and dating partners.
- IPV can range from a single case of violent behavior to chronic, on-going physical abuse.

Dating Violence includes:

- Physical Abuse
- Threats of Physical abuse
- Sexual Abuse
- Emotional Abuse

- Keep in mind Dating Violence includes all types of relationships.



Signs of an Abusive Relationship

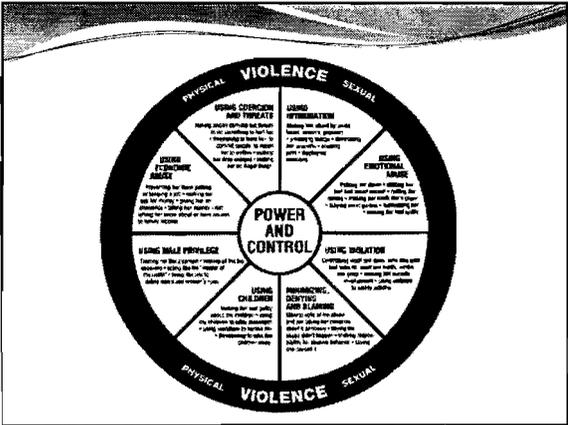
- Controlling Behavior
- Unpredictable Mood Swings
- Isolation
- ATOD Use
- Hypersensitivity
- Threatening
- Physical Signs of Injury
- Truancy
- Failing Grades
- Indecision
- Pregnancy

Cycle of Abuse Activity

- In this activity you are going to list 3-5 characteristics of each stage of abuse.

The stages of abuse are:

- Honeymoon Stage
- Tension Stage
- Explosion Stage



"Should I Stay or Should I Go"

- In this activity we are giving you the chance to choose.
- In the following scenarios you will be given the chance to stay or leave the relationship.

What can you do?

Handling Current Relationships

- Let them approach you
- If you suspect the abuse beyond a reasonable doubt, you approach them
- Speak with other faculty to see if they notice the same demeanor
- Report to administration

Continued...

- Allow the student to talk without the interjection of your opinion
- Conversation remains confidential unless there is a risk of injury or if injury has already occurred
- Provide them with other resources for help
- Remember you have legal obligation to report the suspected abuse



Stay or Leave

Charles Saint's Story

I started dating Christine my Junior year of High School. She is everybody's ideal girlfriend. She is an athlete, gets good grades, has a good family, and is very attractive. She's all I ever think about. Everyone says I am so lucky to have such a beautiful girlfriend.

(Pause)

Christine likes me so much that she wants me to spend all of my free time with her. She also makes sure I know how much she likes me by texting and calling me several times a day. Most of the time we do the things that she wants to do and go places that she wants to go, but that's only because she wants to show me how important I am to her.

(Pause)

Another girl, Sara, became interested in me. Christine confronted her and they got into a fight. I guess Christine won because Sara hasn't talked to me since.

(Pause)

Christine is a very popular person at school. I know everyone likes her, yet she always says she needs me. I have fallen completely in love and feel like the luckiest guy in the world.

(Pause)

She can be demanding sometimes. She doesn't want me to talk about or look at other girls. Christine is the most beautiful girl at school. I don't really care if I look at anyone else, but she is always so sure that I'm checking out my other options. She can get pretty jealous.

(Pause)

Lately, we have been spending most of our time together hanging out at her house with her family and friends. My friends don't call or text me as much as they used to since I am usually spending time with Christine, but I don't mind because she is so important to me.

(Pause)

Going out with her is wonderful. It feels like we are in our own little world. One day we talked about having a party for my birthday. It was so nice to plan it together. Before she left my house that day, Christine told me that she loved me.

(Pause)

For my birthday, we went out with a bunch of my friends. It was fun. Towards the end of the night, Christine told me it was time to go. I wasn't ready to leave, but she told me if I wanted a ride I had to leave now. She drove the car really fast and I was scared. I didn't understand what was wrong and when I tried to ask, she drove even faster. When we got home, she told me that I was lucky to have her as a girlfriend because no one else would ever want to date me.

(Pause)

A few days after my birthday, Christine called me and asked me if I wanted to go to the mall. We went shopping and she bought me several gifts for my birthday. She told me she was sorry about what happened at my birthday party and that she still loved me so much. She just gets mad sometimes and her temper causes her to want to run away. It's something that she said she would work on and that she really did not mean to hurt my feelings. She told me if I loved her I would be patient with her and try to help her in these situations. During this conversation, I remembered how gentle and caring she could be.

(Pause)

A few weeks later, she got really mad when she tried to call and text me and I didn't respond for a few hours. She said she really needed to talk to me but couldn't get in touch with me. When I asked her what was wrong, she said it didn't matter anymore. She started to want to know where I was going, even if I was just playing basketball with my brother. If I went somewhere without telling her, she would frequently accuse me of being somewhere I shouldn't be. Usually, she was convinced I was out cheating with another girl.

(Pause)

Sometimes when we have these jealous fights, she would throw things at me or slap me. It never hurt though. I know that she was just mad because she loves me so much. My parents raised me to never hit a girl, so I just stood there. Things seem to be getting worse.

(Pause)

She has quite a temper. One time at the mall, she thought I was looking at other girls so she started flirting with some guys at the food court. When we got to the car, she started shoving me so I pushed her away. She just got angrier.

(Pause)

Sometimes I get so frustrated with her mood swings that I try to break up with her. She always comes back crying, "I love you. I need you. I can't live without you." She would say she was sorry and that she knew she was a bad girlfriend sometimes, but that if I loved her, I'd help her work through these things. She would cry, beg, and plead and I felt like I was the only one who could help her.

(Pause)

The last time I tried to break up, she explained the problem to me. Her family is really abusive. Her dad hits both her and her mom. She feels that she learned this behavior from her dad. She said that she hates him and she wants to change her behavior. Christine doesn't want to hurt me. She would be the perfect girlfriend if she could just learn to control her temper and stop being so jealous. I know she loves me.

(Pause)

STAY

LEAVE

Teen Dating Violence Workshop Evaluation

Please check the appropriate box. Add comments to provide more information.

| | Above Average | Average | Below Average |
|---|---------------|---------|---------------|
| Presenters portray good understanding of teen dating violence | | | |
| Activities presented were enjoyable and corresponded with teen dating violence | | | |
| Presenters provided useful information to teachers to help them recognize teen dating violence | | | |
| Overall presentation was organized, informational, and professional | | | |
| <p>Additional Comments:</p> <p>Strengths of the workshop:</p> <p>Suggestions for improvement:</p> | | | |

Teen Dating Violence Workshop – Scoring Guide

Group Members _____

Workshop Audience: _____

Teachers

Scoring: Each bullet will be awarded _____

Unacceptable (0-1) ----- Basic (3) ----- Exemplary (5)

| | | |
|---|--|-----------|
| <p>Planning</p> <p>AAHE Standards & Key Elements:</p> <p>I A, B, C II A, B, C, D V A, B VI A VII B</p> <p>25 points (5 pts each bullet)</p> | <p>4 • Group effectively utilized the four 'C's of CSHP in the planning process. IIA, V A, V B</p> <p>4 • The group researched TDV to increase knowledge base. IA, IIB, VI A</p> <p>3 • The group investigated the needs of the target population and incorporated those needs into the workshop plan. IA, IB, IC, IIB, IIC, IID</p> <p>3 • The group developed an effective plan to inform the target audience about the workshop. IIB</p> <p>4 • The group thoughtfully completed the planning document. IA, IB, IC, IIA, IIB, IIC, IID, V A, V B, VI A, VII B (See Attached)</p> <p><i>Good start - some areas related to needs of teachers could be investigated more deeply. Work on your workshop plan to ensure all activities relate to workshop objectives.</i></p> | <p>18</p> |
| <p>Facilitation</p> <p>AAHE Standards & Key Elements:</p> <p>III A, B, C, D V C, D VI B, C VI A, C VII B, C, D</p> <p>60 points (5 pts each bullet)</p> | <p>All group members</p> <p>4 -Communicated effectively throughout the workshop. IIIC, VII C</p> <p>4 -Appeared knowledgeable and credible. III C</p> <p>5 -Engaged the audience & planned for a variety of learning styles. IIIB, VII C</p> <p>5 -Were flexible & handled challenging situations appropriately. III D, VI B, VI C</p> <p>The workshop:</p> <p>3 -Reflected the qualities of a professional training. III C, V C, V D</p> <p>4 -Was geared towards the specific target audience. III B, V C, V D</p> <p>4 -Provided information about the role of CSHP in preventing TDV. III A, V C, V D</p> <p>5 -Covered worthwhile content relevant to the particular audience and TDV. III B, V C, V D, VII B</p> <p>Materials:</p> <p>4 -All materials were of professional quality. III C, V C</p> <p>3 -The packet included additional resources to help participants access additional information. V C, VI D, VII D</p> <p>4 -A reference list was included in the packet. V C, VI A</p> <p>4 -The packet would help participants review important information. VC, VI D</p> <p><i>great job with range of activities</i></p> <p><i>great</i></p> <p><i>atire/giggles</i></p> <p><i>Don't giggle during your workshop - this appears unprofessional.</i></p> <p><i>great job handling difficult questions (max's)</i></p> <p><i>Add more resources for teachers for follow-up.</i></p> | <p>49</p> |

| | | |
|---|--|---------------------------------------|
| <p>Evaluation</p> <p>AAHE Standards & Key Elements:</p> <p>IV A, B, C, D V D</p> <p>15 points (5 pts each bullet)</p> | <p>4 • A well-structured, 1-page evaluation form was included in the packet and completed by participants. IV A, IV D, V D</p> <p>5 • Presenters turned in a one-page analysis of the evaluation one week after the workshop. IV C, IV D, V D</p> <p>5 • Each group member turned in a peer evaluation IV B</p> <p>Evaluation is basic but could provide worthwhile info. - Strive for more concise wording.</p> | <p>4</p> |
| <p>Comments:</p> | | <p>Earned Score: <u>81</u> of 100</p> |