

**Teen  
Dating  
Violence  
4/22/10**

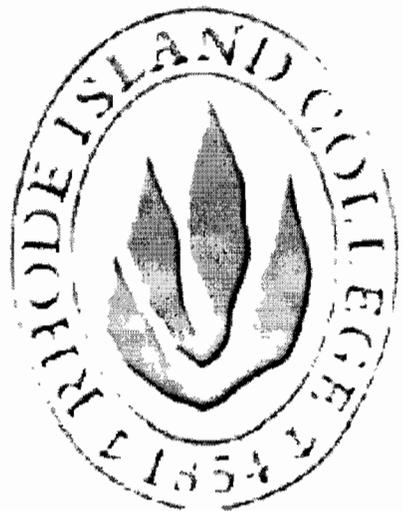


A Teen Dating Violence workshop for *PARENTS!* Come join parents in becoming aware of the dating violence that may go unnoticed in your teen's relationships.

**Parent  
Workshop  
GROUPS  
FREE!**

**Presented By: RIC Health Education**

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Rhode Island College  
The Murray Center (Fruit Hill Entrance, First Left)  
Room #217 (Top Level, To Right Side of Building)  
Contact: † \_\_\_\_\_  
Time: 6:00PM—7:00PM  
Date: Thursday, April 22, 2010



# TEEN DATING VIOLENCE

PARENT WORKSHOP

**Parent Workshop Disclaimer:**

- All information from tonight's workshop is known as common trends within the topic teen dating violence, but may not necessarily be prevalent to specific individual cases. There are many permutations of teen dating violence, with no foolproof method of recognizing or eliminating this threat.
- We do not mean to offend anyone by assuming the role of you, the parent. We are simply presenting information that may be useful to you as parents.

**TIED TOGETHER**

We need 4 volunteers please.  
Preferably parents, por favor.

**WARNING SIGNS OF ABUSE**

- Social
- Habitual
- Emotional
- Physical

**SOCIAL Signs of Abuse**

- Your teen:
  - Stops seeing friends
  - Stops seeing or avoids seeing family
  - Is always with his/her partner
  - Attends to partner's every request at a whim, without question



**HABITUAL & EMOTIONAL Signs of Abuse**



- Your teen:
  - Lacks enjoyment from previous interests and activities
  - Sudden drop in school grades
  - Apologizes for partner's behavior
  - Mentions violent outbursts as a joke

### Common Signs of Abuser (Control)

- An abuser may:
  - Have controlling behaviors
    - Excessive calls/texts
    - Checking up constantly
  - Claim you (the parents) don't approve or like the partner
  - Put down partner in front of others/public
  - Be extremely jealous



### THE BLIND SIDE

We need everyone in the audience to **cover your ears and close your eyes.** Honor system...no cheating.

### Physical Signs of Abuse



- Unexplained injuries
  - Bruises
  - Scrapes/cuts
  - Burns
- Constantly suspicious injury explanations
- Witnessing violent and physical attacks
  - Not likely, but possible

### Your Thoughts: Accident or Abuse?



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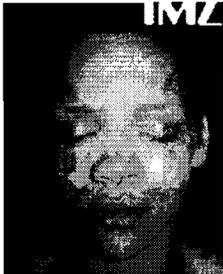


Your Thoughts: Accident or Abuse?



High Profile Example: Rihanna

Rihanna was abused by her then-19-year-old boyfriend, Chris Brown. This photo made the news, but after a study was done on 200 Boston teens, 46% still claimed she was responsible for the abuse.



**APPROACHING YOUR TEEN**

Discussing dating violence with your teenager.

How To Start The Dialogue...

- Keep an **OPEN** environment
- Give Your undivided **ATTENTION**
- For **IMPORTANT** topics, start the talk
- Talk with your kids **ON THEIR LEVEL**
- Talk **OFTEN**
- UNDERSTAND** the questions and answer honestly



### Questions To Ask Your Teen



- Are any of your friends dating?
- What are their relationships like?
- What would you want in a relationship?
- Do you know what you would do if you witnessed or experienced abuse?

### How To Talk To Your Teen.....

- Be supportive and nonjudgmental
- Discuss options
- Ask questions and encourage open discussion
- Do not push if your teen is not ready to talk. Try again another time.
- Remind your teen that they have the right to say no and must respect the rights of others



### TIME TO ACT LITERALLY

We are going to need to have the participants pair up with another person.

## Lindsay's Story

Lindsay could easily be described as “the girl next door”. She grew up on a small street in the suburbs, knowing all the neighbors and playing with all the children in the neighborhood. They went to school together, played in the neighborhood together, celebrated birthdays together, went to extra-curricular activities together, attended religious education classes together, and sometimes, even went on vacation together. Some of her closest friends from our old neighborhood felt much sadness and pain upon hearing of her murder, and some, as well as all who were close to Lindsay, still feel pain and sadness.

Lindsay attended North Kingstown schools and graduated from St. Mary Academy-Bay View in Rhode Island. During her school years, she was a typical child, playing with her friends on soccer teams for many years, as well as participating in many programs offered by our town’s recreation program, such as gymnastics when she was young, basketball during middle school, and going on lots of summer field trips. She took dance lessons for many years, as well as piano lessons. She was a natural on ice skates and skis. During the summertime, she loved going to the beach with friends and family, and we have fond memories of her, her brother Chris, and their next door friends, Neal and Michael, playing creatively, making homemade movies—the Batman Moviefest—and putting on magic shows for their parents. While at North Kingstown High School, she played on the tennis team. She loved going on family vacations and we have many fond memories of our numerous trips. She loved traveling and always looked forward to going away with us, even as she got older. When she turned 16 she got a part-time job at Shaw’s Supermarket, working there for many years through college. She enjoyed working at Shaw’s and made many good friends there. She graduated from Rhode Island College with a degree in elementary and special education and was looking forward to being a teacher until she met her soon-to-be murderer.

Lindsay was always a happy, somewhat carefree, child. She got along well with everyone. Many described her as “sweet and caring”. She was kind, compassionate, honest, and trusting. Everyone liked her. Her friends always told her she was a great listener, someone they could turn to with their problems. She recognized injustice in the world, and felt sorry for those who had experienced hardship in life, knowing that her life was a happy one free from hardship. She oftentimes would come home and tell us of children who had problems, all the time expressing compassion for them. I would often tell her that she possessed the qualities necessary to be a good teacher or even a social worker. When the tragic events of Sept. 11 occurred she immediately donated \$75.00 to the 9/11 Fund. She barely made that much in a week at her part-time job, but that didn’t deter her. In addition, she had money taken weekly out of her meager part-time paycheck to donate to the United Way. That was Lindsay, always thinking of others. And yet, Lindsay was also a very assertive person, as a child, and as a young woman. In high school, she had no problem being persistent with her guidance counselor in regards to her schedule and even had no problem letting her unhappy feelings be known to the principal when she disagreed with school policy. One might expect a passive person to become a victim, and yet, that was not Lindsay.

She met her killer by chance, at a wedding. She was drawn to him by his compliments, the attention he paid to her, and his charming ways. She was basically swept off her feet and looked at the positive things she saw in him. She was mesmerized by him, and when the controlling behaviors started, she, like all victims, didn't recognize them. They were insidious, occurring slowly, and when she did question them, she believed his excuses and apologies. She felt sorry for him, as he told her about his difficult childhood and she believed him. She was an honest person, and previously in her life, everyone she knew was honest with her. No one had ever lied to her or tried to deceive her. And so she did not recognize the lies when they started. Neither did she ever learn about abusive relationships in school. After her death, the president of her high school visited me and told me she was sorry that the topic of abusive relationships had not been taught to the girls when Lindsay was a student. Neither did she learn about it at the public school she had previously attended. Her family did not know about abusive relationships either, as none of us had ever known anyone who experienced this.

And so, Lindsay became a typical victim of abuse. Her abuser used every method to control her ( look at the Warning Signs ) – every one was present in this relationship. Once her family and friends realized that something was terribly wrong, we all spoke with her and continued to do so, trying our best to help her to recognize the abuse and leave him. She had support from friends and family, and still, was murdered. She experienced all the psychological effects of abuse, almost every one of them. After her death, even the police told us this was a classic case of abuse and that every aspect of her life was controlled by him. And every form of violence (abuse: verbal, emotional, sexual, physical, and financial) was used on her. Being so young, inexperienced, compassionate, trusting, and naïve, she became the perfect victim and he was the ultimate abuser.

After her death, her family received more than 300 cards, many of them from former classmates, from elementary school straight through college, as well as co-workers. Several people explained that they had only taken one college class with Lindsay, but that she had made such an impression on them, with her wonderful sense of humor, her sincerity, and her open and caring ways that they felt compelled to write to us and let us know how Lindsay had touched their lives and how saddened they were to hear of her death. So many cards, from so many friends and co-workers, all describing Lindsay in the same way. Her death, indeed, is a tremendous loss to all of us who knew her and loved her.

To honor Lindsay's life, we have chosen to speak out and help others become educated. By remaining silent, abusers are empowered. Education gives us power, the power to recognize an abusive relationship and help ourselves and others. If you are a victim, seek help from your state Coalition Against Domestic Violence. Be sure to have an emergency plan, and do not underestimate your abuser. Remember Lindsay, and save yourself. If you are a friend or family member of a victim, educate yourself, and have the knowledge, patience, and determination to help them. If you are not a victim, and don't know anyone who is, be thankful, but not complacent. Educate yourself and others, for you never know when that information might come in handy. Above all, we must understand that abuse CAN happen to ANYONE, just like it did to our Lindsay.

by Lindsay's Mom  
<http://labmf.org/pages/story>

Please take a moment to help us improve your experience at our workshop. When you're done, please drop the questionnaire off at the front of the room.

**1) The workshop was effective...**

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

**2) Following this presentation, my comfort level of discussing teen dating violence with my child(ren) is.....**

- Very Uncomfortable
- Uncomfortable
- Same Level
- Comfortable
- Very Comfortable

**3) I am now able to recognize several different signs of teen dating violence...**

- Strongly Disagree
- Disagree
- None
- Agree
- Strongly Agree

**4) What was the most valuable information learned through this workshop as a parent?**

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**5) Provide any changes you would make to improve this workshop!**

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*Thank you for your participation!*

## Peer evaluations for teen dating violence workshop Hed 404

Student A did a great job in this group, not only did he help with getting the word out about the workshop with his swimming team but he also helped come up and organize ideas. He did most of the printing as well. Student A did a good job of hearing other people's ideas as well as knowing when some ideas were not going to mesh with the overall objectives of our teen dating violence workshop.

Student B brought a lot of enthusiasm to the group and had a lot of great ideas; her ideas were out of the box and creative. She was passionate about the workshop, and she also was the one who got the students from the other class to be part of our workshop.

Student C did a good job with listening to ideas and making suggestions to how the ideas could be better. She was very passionate about being involved in the workshop and really wanted to do her part. She was helpful in setting up the lesson handouts and activities and making them more effective.

Overall I feel that we all had a role in our group, some took the lead more than others but everyone in the group was an essential part to what I regard as a successful workshop. I feel as all my group members were assessable and always were quick to answer any text messages and emails that I sent out. Group meetings were productive and I feel that because of all the different personality types we meshed well as a group .

# Teen Dating Violence Workshop – Scoring Guide

Group Members:

Workshop Audience: **Parents**

Scoring: Each bullet will be awarded 0-5 points:

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

<p><b>Planning</b></p> <p><b>AAHE Standards &amp; Key Elements:</b></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>5 • Group effectively utilized the four 'C's of CSHP in the planning process. IIA, V A, V B</p> <p>5 • The group researched TDV to increase knowledge base. IA, IIB, VI A</p> <p>5 • 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>4 • 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>• nice job working together, delegating fairly ↳ using appropriate resources.</p> <p>• It is clear that you are prepared to work with parents — you are thinking deeply about their needs + how you could address them.</p>	<p>23</p>
<p><b>Facilitation</b></p> <p><b>AAHE Standards &amp; Key Elements:</b></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>5 - Communicated effectively throughout the workshop. IIIC, VII C <i>→ great</i></p> <p>5 - Appeared knowledgeable and credible. III C</p> <p>5 - Engaged the audience &amp; planned for a variety of learning styles. IIIB, VII C</p> <p>4 - Were flexible &amp; handled challenging situations appropriately. III D, VI B, VI C</p> <p>The workshop:</p> <p>5 - Reflected the qualities of a professional training. III C, V C, V D</p> <p>5 - 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>4 - Covered worthwhile content relevant to the particular audience and TDV. III B, V C, V D, VII B <i>↳ yes! Comprehensive but relevant to audience</i></p> <p>Materials:</p> <p>4 - All materials were of professional quality. III C, V C</p> <p>5 - The packet included additional resources to help participants access additional information. V C, VI D, VII D</p> <p>5 - 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>• You appear comfortable, confident, and credible - professional demeanor</p> <p>• Materials are appropriate + meaningful — Strong resources for audience follow up</p> <p>• Try to limit "scary" or "gay" images - scare tactics can be counter-productive</p>	<p>55</p>

<p><b>Evaluation</b></p> <p><b>AAHE Standards &amp; Key Elements:</b></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>4 • 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><i>Nice job providing meaningful assessments of peer participation</i></p> <p><i>eval form is professional in appearance.</i></p>	<p>13</p>
<p>Comments:</p>		<p>Earned Score: <u>91</u> of 100</p>