

## REPORT TO CONGRESS

# Youth Education and Domestic Violence Model Programs

U.S. Department of Health and Human Services  
Honorable Donna Shalala  
Secretary

U.S. Department of Education  
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## TABLE OF CONTENTS

	Page
Acknowledgments.....	i
Preface.....	v
Executive Summary .....	vii
Chapter I: Introduction.....	1
Chapter II: The Youth Education and Domestic Violence Model Programs.....	5
Chapter III: Summaries of the Model Programs.....	15
♦ Chance for Change.....	17
♦ Choices and Change: Challenging the Use of Violence Among Children and Youth.....	24
♦ Project TAP: In Touch With Teens .....	32
♦ Teen Dating Violence Prevention and Intervention Program.....	40
♦ Violence Free: Healthy Choices for Kids .....	49
Chapter IV: Findings: Program Strengths .....	59
Chapter V: Findings: Program Challenges.....	65
Expert Panel Conclusions .....	71
Nationwide Distribution of Model Programs: Discussion of Cost.....	73
Appendix A: Programs that Responded to the <i>Federal Register</i> Notice.....	75
Appendix B: Expert Panel .....	97
Appendix C: Data Collection and Cross-Site Analysis.....	99
Appendix D: Resources .....	115

## ACKNOWLEDGMENTS

The U.S. Department of Health and Human Services (HHS) and U.S. Department of Education (ED) are pleased to submit this Report to Congress: *Youth Education and Domestic Violence Model Programs*. The report represents a concerted effort on behalf of many committed agencies, resource centers, coalitions, and individuals to identify and evaluate effective programs for educating children and youth about domestic violence and preventing intimate violence among adolescents.

We wish to acknowledge the agencies that responded to the *Federal Register* notice requesting information on youth domestic violence education programs. Although it was not possible to assess all of the programs in detail, we recognize, through reviewing the materials submitted, the sincere and dedicated efforts being made by these programs to address problems related to educating youth on the prevention of domestic violence and violence in intimate relationships.

We are particularly grateful to the dedicated staff and volunteers of the following programs that were selected as model programs to participate in the evaluation, as well as to the teachers, facilitators, students, school counselors, social workers, law enforcement officials, and other State and local officials and agencies who participated in the review process. Their high level of commitment and motivation is commendable.

*Chance for Change*  
Bradley-Angle House  
Portland, OR

*Choices and Change: Challenging the Use of Violence Among Children and Youth*  
Boulder County Safehouse  
Boulder, CO

*Teen Abuse Prevention (TAP) Project: In Touch With Teens*  
Los Angeles Commission on Assaults Against Women  
Los Angeles, CA

*Teen Dating Violence Prevention and Intervention Program*  
Massachusetts Department of Education  
State of Massachusetts

*Violence Free: Healthy Choices for Kids*  
Women's Center and Shelter of Greater Pittsburgh  
Pittsburgh, PA

(Appendix A details contact information for these programs.)

HHS, along with the ED, would like to extend special appreciation to the following panel of experts for supporting this effort. Panel members shared their knowledge and experience to help identify programs for evaluation, assisted in developing criteria to aid the selection process, and aided in developing the evaluation design and protocol. We are grateful to them as a team and as individuals for their wisdom and guidance.

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(Appendix B lists contact information for panel members.)

We would also like to acknowledge Laurel Consulting Group (LCG) for its ongoing and wide-ranging assistance with this project. LCG not only oversaw the key phases of the project, but also coordinated and managed the many day-to-day tasks, including interfacing with the expert panel members, compiling and analyzing information on the programs, and writing, editing, and finalizing this report. In addition, we would like to thank REDA International, Inc., for their role on the project, in particular, collecting data on the programs.



## PREFACE

Family violence and violence between intimate partners are serious social problems that affect communities and individuals across the United States, regardless of race, ethnicity, gender, religion, or socioeconomic status. There is increasing public and professional concern about children and youth victims—whether as witnesses of domestic abuse, survivors of date rape, teenage girls trapped in abusive interpersonal relationships, or youth caught in a perpetual cycle of abuse.

As demonstrated by city, community, school, and mass media programs, youth education is the key to preventing domestic violence and violence between intimate partners.<sup>1</sup> As a result, efforts to develop youth education programs and strategies for addressing domestic violence and violence between intimate partners are becoming a major focus of policymakers and social service practitioners.

A major part of this endeavor is the Youth Education and Domestic Violence component (Section 317) of the Family Violence Prevention and Services Act, as amended by the Violence Crime Control and Law Enforcement Act of 1994. Through this authorization, the U.S. Department of Health and Human Services (HHS), in consultation with the U.S. Department of Education (ED), is promoting youth education and domestic violence prevention strategies as proactive methods for reducing violent behavior in the home and preventing violence between intimate partners. The legislation states in part:

*...The Secretary shall select, implement and evaluate separate model programs for 4 different audiences: primary schools, middle schools, secondary schools, and institutions of higher education. The model programs shall be selected, implemented, and evaluated in consultation with educational experts, legal and psychological experts on battering, and victim advocate organizations such as battered women's shelters, State coalitions and resource centers....*

As part of this effort, the Office of Community Services (OCS) in the Administration for Children and Families of HHS, conducted an evaluation of youth domestic violence education programs to identify effective strategies and model approaches for educating youth about domestic violence and the prevention of violence between intimate partners. Guided by a panel of legal and psychological experts on battering; education and research experts; and professionals from victim advocate organizations, such as battered women's shelters, State coalitions, and resource centers, HHS identified, selected, and evaluated five model programs targeting primary, middle, and secondary school students.

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<sup>1</sup> Jeremy Travis, "Foreword" in "Preventing Interpersonal Violence: An Introduction to School, Community, and Mass Media Strategies," by DeJong, William, Ph.D., *Issues and Practice in Criminal Justice*, Washington, U.S. Department of Justice, (November 1994), iii.

Because the programs were already operational, they required no implementation assistance. Thus, efforts and resources were focused mainly on identifying, selecting, and evaluating the programs.

The five programs were selected from a total of 46 programs that responded to a *Federal Register* request for program information. The panel recognizes that, although it found methods and strategies among this group worthy of replication, there are additional promising programs throughout the United States that did not submit information and, therefore, were not a part of the selection process.

This Report to Congress presents the results of this process and offers some insight into developing and implementing programs to educate children and youth about domestic violence, domestic violence prevention, and the development of healthy relationships. HHS and ED hope that the information in this report will serve as a valuable tool for policymakers in drafting strategies to reduce domestic violence and teen dating violence and to teach children safety and prevention strategies. HHS and ED recommend these programs to Congress as model programs for educating children and youth about domestic violence and violence between intimate partners. Programs such as the ones identified in this project are only part of what needs to be done to educate children and youth, but they are an essential part. The success of these programs in teaching children and youth how to handle conflict and use problemsolving techniques rather than turning to interpersonal violence merits attention. However, education must begin early, and the strategies and behaviors learned through model programs such as these must be reinforced and adapted as children and youth grow into adulthood.

It is also hoped that such strategies will help integrate the philosophy into our culture that domestic and interpersonal violence have no place in a healthy relationship and will not be tolerated. Although the promise of a safe, healthy, and happy childhood for every single child in America represents a great challenge, we believe that promoting early education and intervention about domestic violence is an important step toward meeting that challenge.

## EXECUTIVE SUMMARY

Years of research and practice by domestic violence experts, victim advocate organizations, and government coalitions indicate that youth education is an important approach to preventing domestic violence and violence between intimate partners. As a result, efforts to develop youth education programs and strategies for addressing domestic violence are becoming a major focus of policymakers and social service practitioners.

A major part of this endeavor is the Youth Education and Domestic Violence component (Section 317) of the Family Violence Prevention and Services Act, as amended by the Violence Crime Control and Law Enforcement Act of 1994. Through this authorization, the U.S. Department of Health and Human Services (HHS), in consultation with the U.S. Department of Education (ED), is promoting youth education and domestic violence prevention strategies as proactive methods for reducing violent behavior in the home and preventing violence between intimate partners. The legislation states in part:

*...The Secretary shall select, implement and evaluate separate model programs for 4 different audiences: primary schools, middle schools, secondary schools, and institutions of higher education. The model programs shall be selected, implemented, and evaluated in consultation with educational experts, legal and psychological experts on battering, and victim advocate organizations such as battered women's shelters, State coalitions and resource centers....*

As part of this effort, the Office of Community Services (OCS) in the Administration for Children and Families of HHS, conducted an evaluation of youth education and domestic violence programs to identify effective strategies and model approaches for educating youth about domestic violence and the prevention of violence between intimate partners.

On June 17, 1996, HHS, through a notice published in the *Federal Register*, issued a call for information on current youth education and domestic violence programs for consideration as model projects for evaluation. The notice specified that the programs should address at least one of four audiences: primary schools, middle schools, secondary schools, and colleges and have as their focus educating young people about domestic violence. For the purposes of this project, "domestic violence" is defined as violence that takes place among individuals who are related or as violence that takes place between persons in intimate relationships. This includes teen dating violence, date rape, and other forms of sexual abuse.

Forty-six programs responded to the *Federal Register* notice. The programs represented urban and rural areas throughout the United States and Canada. They used many different strategies to educate youth and addressed a variety of topics. The programs were reviewed using selection criteria developed by a panel of experts. The panel consisted of legal and psychological experts on battering; education and research experts; and professionals from victim advocate organizations, such as battered women's shelters, State coalitions, and resource centers. Panel members participated in three meetings over the course of the project and provided critical input during every phase of the evaluation. The panel also guided the development of a conceptual

framework for the project, criteria to select programs for review, and the evaluation design and protocol.

For the purposes of this project, a “model program” is defined as a promising domestic violence education program that shows potential for changing attitudes and behavior, as well as increasing knowledge. Criteria used to select the model programs included two screening levels and review by the expert panel. The first-level screening was used to determine eligibility of programs. The second-level screening was used to select outstanding programs for further review. The programs that were above the mean score were referred to the expert panel for consideration as model programs. The programs viewed most promising by the panel were contacted for additional information, and programs meeting all of the criteria, based upon this information and materials submitted, were selected for evaluation.

Many promising programs were excluded not because they lacked merit, but because they did not meet the first-level screening requirements. A number of these programs were treatment-based, or targeted students who are considered at-risk or in abusive relationships, rather than a general school population. Other programs were not operational or were requesting funds to implement a program. While the legislation called for the evaluation of programs for all school levels, including higher education, the two college programs that submitted information were not selected. The college programs did not target a general school population, as required. One program mentored college athletes with high school athletes. The other college program was a research-based program. Neither of these programs was open to all students who wanted to learn more about domestic violence and violence in intimate relationships.

Five programs that demonstrated promising curricula and methods for educating children and youth about domestic and teen dating violence were selected for evaluation. HHS and ED recommend these programs to Congress as model programs for educating children and youth about domestic violence and violence between intimate partners. These programs are:

**Chance for Change  
Bradley-Angle House  
Portland, OR**

In 1992, Bradley-Angle House, in conjunction with the Portland Women’s Crisis Line and Clackamas Women’s Services, received a Federal grant to develop and implement *Chance for Change*, a curriculum for youth education and prevention of domestic and sexual violence. All three agencies combined their experiences in providing services to survivors of domestic violence to formulate the dating violence curriculum. *Chance for Change* is designed to give facilitators the tools to implement an effective dating violence curriculum in the classroom. Presentations are also given at youth programs in the community, including youth alcohol and drug treatment programs, theater groups, and gang intervention programs. The curriculum is divided into five units: *Listening Skills and Classroom Safety*, and *Sex Roles and Abuse*; *Domestic Violence I: Background*; *Domestic Violence II: Methods for Prevention and Alternate Means of Communication*; *Sexual Abuse in Teen Relationships and Dating*; and *Wrapping Up*. The lessons are based on a participatory model of learning. Each lesson aims to use what the students know from their experience and to provide them with methods for organizing that information. The program’s goals and objectives are to help students build listening skills and explore new ways to create safety and confidentiality in middle and secondary school classroom discussions.

**Choices and Change:  
Challenging the Use of Violence Among Children and Youth  
Boulder County Safehouse  
Boulder, CO**

The *Choices and Change* program is a direct response by one community to the growing problem of violence in today's relationships. The program's goal is to build the knowledge, skills, energy, and interest for youth to take action, on an individual or group level, to address constructively instances of violence in their school, among their peers, and within their community. The elementary school syllabus (grades 1–5) introduces information about families and feelings and emphasizes the right of all children to be safe. It is intended for teacher use in a typical classroom setting. Each unit is designed for a 3-, 4-, or 5-day program. The recommended time for each lesson is 45 minutes to 1 hour. Activities are designed to complement the developmental stages of children. Topics include: feelings, families, what happens when friends fight, what happens when families fight, and staying safe. The curriculum for middle and high school students builds on the foundation already established in elementary school. It is a 5-day program with presentations lasting 50 minutes to 1 hour each day. Topics include: dynamics of abusive relationships, statistics, the continuum of violence, conflict resolution, and community resources. Discussions address both battering in families of origin and dating violence issues.

**Teen Abuse Prevention (TAP) Project: In Touch With Teens  
Los Angeles Commission on Assaults Against Women  
Los Angeles, CA**

*In Touch With Teens* was developed by the Los Angeles Commission on Assaults Against Women (LACAAW) staff and has been implemented by trained facilitators in public and private middle and high schools in the Los Angeles area since 1993. The curriculum evolved from story posters that were the centerpiece of a public service campaign on teen relationship violence launched several years ago by LACAAW. The curriculum exposes teens to the myths and realities of teen relationship violence and informs youth about alternatives and resources for assistance. Each of the curriculum's eight units is divided into two parts, the "Basics" and the "Activities." The "Basics" section within each unit contains minimal or basic background information needed to grasp the topic. The "Activities" section is a set of exercises designed to apply the information from the "Basics" section. The activities used include: guided discussion, critical thinking, role-play, conflict resolution, esteem building, and productive thinking and positive action.

**Teen Dating Violence Prevention and Intervention Program (TDVIP)  
Massachusetts Department of Education  
State of Massachusetts**

*TDVIP* is a statewide domestic and dating violence prevention initiative. *TDVIP*'s mission is to create a school culture in which dating violence is intolerable and to immunize young people against domestic violence. The program goals are to: develop school-based teen dating violence prevention and intervention strategies with training and support from experienced practitioners; enable school personnel and community members to recognize warning signs of teen dating violence and to familiarize them with resources; help schools develop educational programs and strategies to prevent teens from becoming involved with dating-related violence and to offer safe intervention strategies; and link schools with resources and support services that are available in

their communities. The *TDVPIP* curriculum includes five, 45-minute blocks that can be delivered as part of the regular middle and high school curriculum. Curriculum topics include: *Defining Abuse and Respect*, *Recognizing Sex-Role Stereotypes*, *A Personal Experience* (through a video or presentation by a survivor of domestic violence), *Respectful Breaking Up*, and *Prevention*.

### **Violence Free: Healthy Choices for Kids Women's Center and Shelter (WC&S) of Greater Pittsburgh Pittsburgh, PA**

A primary school prevention program, *Healthy Choices* teaches fourth- and fifth-grade children alternative choices for handling interpersonal conflict, helps school personnel identify students living with domestic violence, and shows parents where and how to get help for intimate partner abuse. The program has four major components: (1) classroom presentations to teach students alternative choices for handling interpersonal violence; (2) inservice training for school personnel to help them identify students living with domestic violence; (3) a parent workshop to teach parents where and how to get help for intimate partner abuse; and (4) discussion groups that encourage students to share personal issues related to the sessions received. Currently, WC&S provides *Healthy Choices* to 11 elementary schools in the Pittsburgh area. Since 1990, efforts have been focused in the Pittsburgh Public Schools, a large urban school district, and the Montour School District, a suburban school district.

#### ***Data Collection and Program Assessment***

Based on input from the expert panel, the evaluation design specified research questions and identified the types of data to be collected, the methods of data collection, and an analysis plan. (This evaluation design was not developed to measure program outcomes and impact.) A readiness assessment for each model program was conducted to determine whether the program evaluation was justified, feasible, and likely to provide additional information. Site visits were conducted to collect data on the selected programs. Although project staff systematically collected data using the established protocol, each site visit was modified to take into account the available data and limitations specific to each program. The majority of data were qualitative and collected through personal interviews, focus groups, and observation of classroom presentations. None of the programs had data that evidenced the effectiveness of their program in reducing domestic and interpersonal violence among participants.

All of the model programs address domestic violence youth education in a general school population; they are not designed for students who are considered at-risk or in abusive relationships. The programs use strategies that focus on education, as well as prevention. All of the programs are engaging and sensitive to the ages they target. Each program also addresses the complexity of interpersonal violence and the difference in values and needs regarding domestic violence among varying cultural groups.

The programs reviewed also share key elements that are recommended for developing a comprehensive approach to educating children and youth about domestic violence. Some of these elements include links to other community agencies for services and referral, providing education for adults in the school and the community, and conducting program activities over an extended period of time. In addition, the programs implement curricula that are flexible and appropriate for different educational and child development levels. The programs also assess

progress and improve their curricula through focus groups and feedback from participants and school personnel.

Through site visit interviews with key personnel, focus groups, and classroom observation, many issues and concerns surfaced during this project. Staff from the model programs shared lessons they have learned in developing and implementing domestic violence education curricula. Each of the model programs encountered various forms of resistance or lack of cooperation from school officials, administrators, teachers, parents, and in some cases, other community groups. The process of developing a program to educate youth about domestic violence and how to implement the program was accomplished by trial and error. Some of the challenges to program implementation include a lack of awareness and understanding of interpersonal violence among children and youth, limits on the time available to present the curriculum, and recruitment and training of sufficient staff and volunteers, especially males. In addition, the staff of the programs indicated the need for increased parental involvement and recognized the need for formal and systematic research and evaluation on program effects. Despite these challenges, the programs have been resourceful in reaching their goals.

### **EXPERT PANEL CONCLUSIONS**

*Members of the expert panel reviewed this report and discussed evaluation findings. The panel's discussions were based on a limited amount of data gleaned from a review of programs responding to the Federal Register announcement. These discussions yielded a number of conclusions that are relevant to both public and nonprofit institutions and should be examined at the local and national levels. Among other conclusions, the expert panel resolved that there exists the need for:*

- An evaluation of curricula on domestic violence and violence in intimate relationships for age and developmental appropriateness.
- An evaluation of the long-term effectiveness of youth domestic violence education programs in changing attitudes and behaviors.
- Schools—in coordination with the home and community—to address the issue of interpersonal violence with students. Schools should have curricula that address domestic violence and violence among intimate partners at the primary, middle, and secondary school levels.
- The development of guidelines—which should be included with curricula—to assist programs in developing and implementing youth domestic violence education programs.
- Technical assistance for schools and agencies that want to implement youth domestic violence education programs.

# CHAPTER I

## INTRODUCTION

Children in this country grow up in a climate of violence. Whether in the community, in the classroom, or in the media, children are exposed daily to violent acts, attitudes, beliefs, and images. Unfortunately, many children cannot seek haven in the home, because home also has become the scene of violence, including physical, sexual, emotional, psychological, and verbal abuse.

Although public awareness of domestic violence is growing, the seriousness of violence in the home can easily be understated. There is often a lack of

understanding of its full impact on the victims, who may suffer psychological and emotional harm, as well as assorted physical injuries—from a black eye or broken ribs to death.

*"The potential for murder is present in every violent relationship."*

—Barrie Levy and Patricia Occhiuzzo Giggans,  
*What Parents Need To Know About Dating Violence*

According to a 1994 survey of hospital patients treated for violence-related injuries, 17 percent were injured by intimates (7 percent by a spouse or ex-spouse and 10 percent by a current or former boyfriend or girlfriend).<sup>2</sup> The picture for women is worse. A national crime survey showed that in 1992 and 1993, women were about six times more likely than men to experience violence from an intimate, and in 29 percent of all violence against women by a lone offender, the assailant was a husband, ex-husband, boyfriend, or ex-boyfriend.<sup>3</sup> And tragically, according to FBI statistics, one out of every three women murdered in the United States is killed by her husband or boyfriend.<sup>4</sup> Further, domestic violence knows no boundaries and has been documented throughout America—from urban and rural areas and wealthy neighborhoods to low-income housing tracts. No culture or community is immune, as domestic violence occurs across racial, ethnic, sexual orientation, religious, socioeconomic, and gender lines.

Experts estimate that between 3.3 million and 10 million American children are at risk of exposure to domestic violence every year.<sup>5</sup> Children who experience domestic violence, whether as witnesses

or as victims, suffer serious and traumatic consequences that can be manifested physically, emotionally, or psychologically. Children who witness domestic violence, for example, may

*Between 3.3 million and 10 million American children are at the risk of being exposed to domestic violence every year.*

<sup>2</sup> U. S. Department of Justice, "Violence-Related Injuries Treated in Hospital Emergency Departments," *Bureau of Justice Special Report* (Washington, DC, August 1997), 1.

<sup>3</sup> U.S. Department of Justice, "Violence Against Women: Estimates From the Redesigned Survey," *Bureau of Justice Statistics Special Report* (Washington, DC, August 1995), 1.

<sup>4</sup> U.S. Federal Bureau of Investigation, *Uniform Crime Reports* (Washington, DC, U.S. Department of Justice, 1993).

<sup>5</sup> See Bonnie E. Carlson, "Children's Observation of Interpersonal Violence," in *Battered Women and Their Families* (Albert R. Roberts, 1984), 160; and Murray A. Strauss, *Children As Witnesses to Material Violence: A Risk Factor for Life Long Problems Among a Nationally Representative Sample of American Men and Women* (Paper presented at the Ross Roundtable on "Children and Violence," in Washington, DC September, 1991) in American Bar Association, *The Impact of Domestic Violence on Children* (1994), 1.



exhibit somatic and behavior problems or suffer serious emotional or psychological injury,<sup>6</sup> simply from having heard or observed violence between their parents.

Studies indicate that violence is a learned behavior that can have serious implications for children when they grow up and form their own intimate relationships. One study of high school students showed that youth whose parents are involved in an abusive relationship were statistically more likely to experience violence in their own relationships.<sup>7</sup> Although many factors contribute to abusive adolescent relationships, experts emphasize that teen dating violence should be understood within the context of family violence. Whether as a child in a violent home or as a victim of abuse, many adolescents find that their intimate relationships are marked by the same fear and danger that they experienced as children.<sup>8</sup>

Although teen dating violence may stem from childhood abuse or experience with violence, battering in teen relationships is very different from the domestic violence that occurs between adult partners. Teen dating violence experts stress that the unique aspects of adolescence and adolescent relationships call for a focus on the problem of dating violence as a separate entity, not as a step from childhood violence to marital violence, but as an adolescent phenomenon.<sup>9</sup> A survey of high school students found that over 35 percent of teenagers experience some form of abuse in their dating relationships.<sup>10</sup> Studies on date rape present equally alarming statistics, indicating that over two-thirds of all women reporting rape were assaulted in a dating relationship.<sup>11</sup> Violence during adolescence also has severe consequences for teen batterers, as it often marks the first sign of the potential for repeated violence in adult relationships.<sup>12</sup>

The issue of teen dating requires more national attention, and prevention efforts need to continue focusing on adolescent violence within the larger context of family violence. Fortunately, the number of programs to address the needs of children and teens who witness or experience abusive relationships is increasing. However, there are few counseling and treatment services—and even fewer prevention programs—available to help children learn how to deal nonviolently with conflicts in their dating relationships.<sup>13</sup>

Studies on the prevention of domestic abuse and violence in interpersonal relationships suggest that youth education may represent one of the most effective actions a community can take to

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<sup>6</sup> Roger J. Grusznski et al., "Support and Education Groups for Children of Battered Women," *Child Welfare*, Vol. 67, No. 5 (September/October 1988), 432.

<sup>7</sup> Nona K. O'Keefe, Karen Brockopp, and Esther Chew, "Teen Dating Violence," *Social Work*, Vol. 31, No. 6 (November—December 1986), 465.

<sup>8</sup> *Teen Dating Violence Resource Manual* (Denver, CO: The National Coalition Against Domestic Violence, 1997), 7.

<sup>9</sup> Barrie Levy and Patricia Occhiuzzo Giggans, *What Parents Need To Know About Dating Violence* (Seattle, WA: Seal Press, 1995), see "Introduction," and *Dating Violence: Young Women in Danger*, ed. Barrie Levy (Seattle, WA: Seal Press, 1991). These publications give a definition of teen dating violence and a more thorough review of the characteristics and causes of abusive adolescent relationships.

<sup>10</sup> Op. Cit. O'Keefe et al., 1986, 465.

<sup>11</sup> Op. Cit. Levy and Occhiuzzo, 1995, 3.

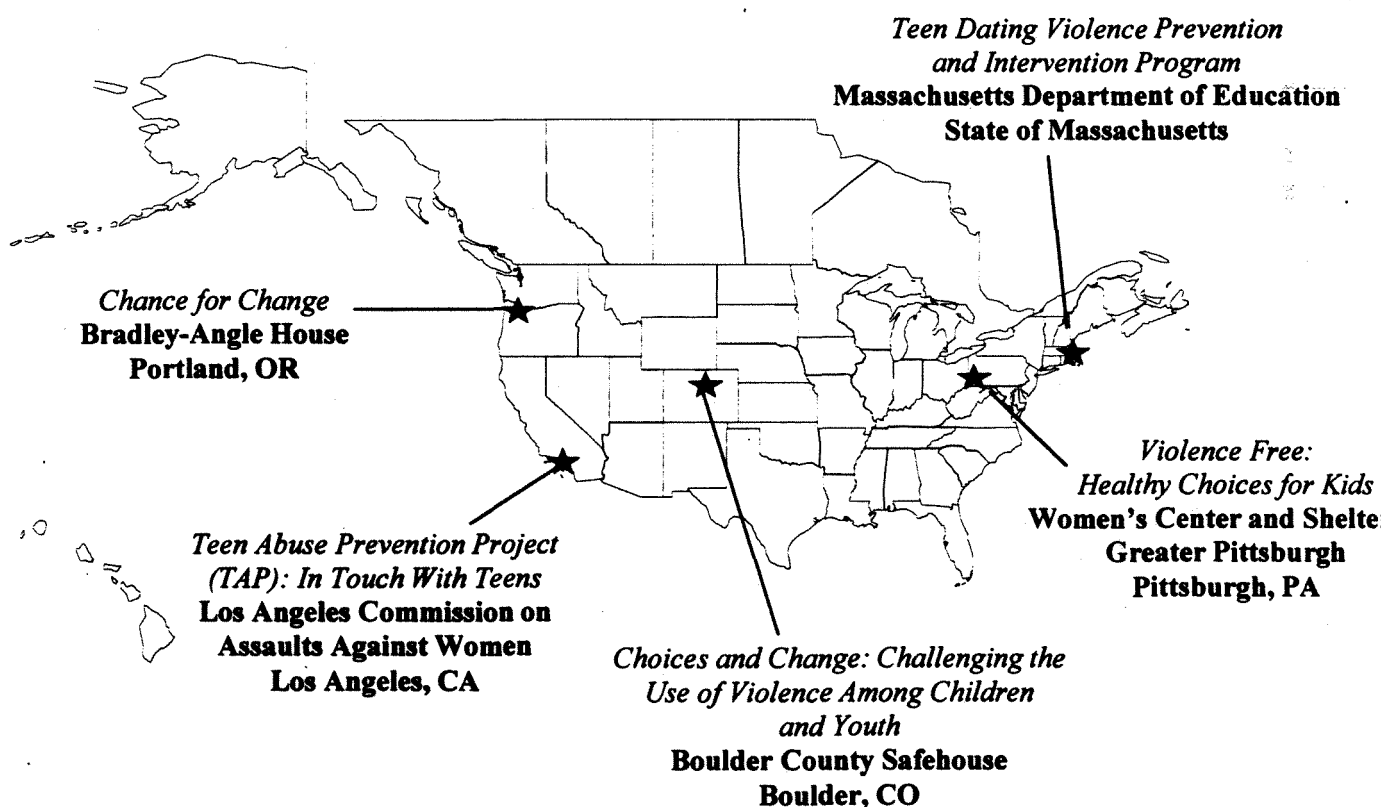
<sup>12</sup> Ibid., xix.

<sup>13</sup> Stacy Brustin, "Legal Responses to Teen Dating Violence," *Family Law Quarterly*, Special Issue on Domestic Violence, Vol. 29, No. 2 (summer 1995), 332.

reduce the incidence of violence and mitigate its effects.<sup>14</sup> Educational programs on domestic and teen dating violence have demonstrated the potential to accomplish a number of important objectives. They can help children and youth to revise their definitions of violence and redefine gender roles; understand that they are not alone; learn protective steps; build self-esteem; and recognize that what is happening is not their fault. In addition, education and prevention programs give children and youth the opportunity to express their feelings and learn important conflict resolution skills in a safe, self-affirming, and supportive environment.

Given the magnitude, prevalence, and impact of domestic violence across the country, more attention must be devoted to teaching children and youth safety and prevention strategies for dealing with violence. Congress recognized this need when it authorized HHS and ED to promote youth education and domestic violence strategies as proactive methods for reducing violent behavior in the home and preventing violence between intimate partners. As part of this effort, HHS conducted a national evaluation of five model programs that demonstrated promising curricula, programs, and methods for educating children and youth about domestic and teen dating violence. These programs were chosen according to a set of criteria established by an expert panel.

### MODEL PROGRAMS



<sup>14</sup> Marlies Sudermann, Peter G. Jaffe, and Elaine Hastings, "Violence Prevention Programs in Secondary (High) Schools," in *Ending the Cycle of Violence: Community Responses to Children of Battered Women*, ed. P.G. Jaffe, E. Peled, and J.L. Edleson (Thousand Oaks, CA: Sage Publications, 1995), 232.

Site visits to the programs were conducted and included the following activities:

- Interviews with key program staff and other contributing personnel;
- Direct observation of classrooms where the curriculum was being implemented;
- Focus groups with students, school personnel, and community representatives; and a
- Review of program information and records.

The following chapter provides more information about the Youth Education and Domestic Violence Model Programs project, including details about the selection process and explanation of the conceptual framework, evaluation design, and site visit protocol. Chapter III provides background and highlights of the selected model programs. Chapter IV identifies effective strategies for educating children and youth about domestic violence. It also outlines some key elements for developing, implementing, and evaluating a program to educate children and youth in primary, middle, and high schools about domestic abuse and the prevention of violence between intimate partners. The final chapter reviews lessons learned from the evaluation and explores the need for additional research and evaluation concerning domestic violence education and prevention.

## CHAPTER II

### THE YOUTH EDUCATION AND DOMESTIC VIOLENCE MODEL PROGRAMS

#### *Federal Register Notice*

On the June 17, 1996, the U.S. Department of Health and Human Services (HHS) through a notice published in the *Federal Register*, issued a call for information on current youth domestic violence education programs for consideration as model programs for evaluation. The notice specified that the programs address at least one of four audiences: primary schools, middle schools, secondary schools, and colleges, and have as their focus educating young people about domestic violence and violence between intimate partners. HHS also emphasized that no preconceived model or educational approach would be used in evaluating the submissions—the goal being to solicit as much information as possible about the “more outstanding” programs and to receive a variety of model approaches. The notice stated that programs could be either school- or nonschool-based and address a range of subjects appropriate to the specific audience, such as interpersonal violence prevention, self-esteem, training, conflict resolution, and the prevention of acquaintance rape or date rape and other forms of sexual abuse.

The 46 programs that responded were located in urban and rural areas throughout the United States and Canada. They used many different strategies to educate youth and addressed a wide variety of topics, including: dating violence, help-seeking, sexual harassment, bullying, sex-role stereotyping, anger management, family violence, media violence, violence in society, and violence/abuse awareness. Many programs were developed to target more than one educational level. For more information on populations targeted by each program see Appendix A.

#### **PROJECT DEFINITIONS**

**Model Program:** For the purposes of this project, a “model program” is a promising domestic violence education program that shows potential for changing attitudes and behavior, as well as increasing knowledge. Using the criteria developed for this project, the best of the programs examined were selected for inclusion in this report as model programs.

**Domestic Violence:** This project evaluates programs that educate young people about domestic violence. For the purposes of this project, “domestic violence” is defined as violence that takes place among individuals who are related or as violence that takes place between persons in intimate relationships. This includes teen dating violence, date rape, and other forms of sexual abuse.

## **Role of the Expert Panel**

A key project feature was a panel of experts, which was convened to help identify the model programs. The panel consisted of legal and psychological experts on battering; education and research experts; and professionals from victim advocate organizations, such as battered women's shelters, State coalitions, and resource centers. The following were members of the expert panel:

### ***Stacy L. Brustin, J.D.***

Ms. Brustin, a Visiting Assistant Professor of Law at The Catholic University of America, taught in the university's Families and the Law Clinic (FALC) from 1993 to 1997. The clinic engages in legal representation, systemic advocacy, and community education on behalf of victims of domestic violence. Ms. Brustin initiated a teen dating violence program whereby FALC became one of the first legal clinics in the country to represent teen victims of relationship violence. She has authored articles on the issue of teen dating violence and has co-authored and implemented, in District of Columbia public senior high schools, a curriculum focusing on the legal issues surrounding teen dating violence. Ms. Brustin is a member of the Washington, DC Coordinating Council on Domestic Violence and former chair of the council's Teen Dating Violence Working Group.

### ***Dennis D. Embry, Ph.D.***

Dr. Embry, Chief Executive Officer of Heartsprings, Inc., is a licensed child and developmental psychologist who has designed, tested, and disseminated large-scale behavior change programs for children, families, and communities in the United States and overseas. Dr. Embry co-founded Heartsprings, Inc. to apply social science and marketing research findings to solve social, cognitive, and emotional problems of communities. He and his colleagues have designed and evaluated a community-wide approach to violence prevention for young children called PeaceBuilders, which the Centers for Disease Control is studying as a model for early youth-violence prevention over a 6-year period. Dr. Embry has authored more than 30 books for helping families, teachers, and children; and he frequently publishes in professional journals such as the *American Journal of Preventive Medicine*.

### ***Bernard Auchter***

Mr. Auchter is the Manager of the Family Violence and Violence Against Women Program, National Institute of Justice (NIJ). He has managed NIJ research programs—covering the areas of crime prevention, police, prosecution, and courts—for more than 20 years. In the last 5 years, he has been Program Manager of NIJ's Family Violence and Violence Against Women Research and Evaluation Program. Mr. Auchter's professional experience includes employment at the Federal, State, and local levels of government. This experience entails the planning, management, and conduct of research and evaluation programs on the courts and criminal justice in general; technical assistance to county probation departments; statewide collection and reporting of court and probation data; and social services to children and families.

**Thomas F. Hay, Ph.D.**

Dr. Hay is a Project Director with J & E Associates, Inc., where he manages the Navy Omnibus Project that provides human services personnel to Navy Family Service Centers and Family Advocacy Programs throughout the country. Dr. Hay has worked as a consultant, trainer, and educator in both the United States and Canada. His work includes teaching educational psychology, evaluating children's mental health programs, conducting research on child abuse and domestic violence, training police and child protection workers, developing and evaluating parenting education and support programs, managing a multisite program for at-risk youth, working with local government and community organizations on interpersonal violence issues, consulting on a large-scale longitudinal study of child development, and directing a national consultation on the use of force in disciplining children. Dr. Hay is a member of the National Council on Research in Child Welfare, sponsored by the Child Welfare League of America.

**Pam Shea**

Ms. Shea manages the Public Education Technical Assistance Project at the National Resource Center on Domestic Violence (NRC). She has been a practitioner and educator focusing on issues related to violence against women and youth empowerment for the last 10 years. Her work at the NRC involves developing resources and providing technical assistance to individuals engaging in public education and prevention related to domestic violence, including development of informational materials, coordination of a series of national demonstration projects, and providing leadership to the National Domestic Violence Awareness Project. Ms. Shea's previous experience includes coordinating a community education program at a battered women's/rape crisis organization and providing counseling in a recreational program for at-risk adolescents.

**Malcolm Gordon, Ph.D.**

Dr. Gordon is Chief of child and adult victimization and trauma programs in the Prevention, Early Intervention and Epidemiology Research Branch and the Developmental Psychopathology Research Branch of the National Institute of Mental Health. He is primarily responsible for providing technical assistance to research grant applicants and monitoring funded research projects in the area of child trauma, child abuse and neglect, family violence, and adult trauma and victimization.

**Rosa Henriquez-Martin**

Ms. Henriquez-Martin has been working with violence against women and children issues for the last 10 years. She began her career as a volunteer at the local rape crisis center, which exposed her to the propensity of violence against women and children. This volunteer experience became a career when she began working at Avance Human Services as the Prevention Education Coordinator. Through her work at Avance, Ms. Henriquez-Martin was further exposed to relationship violence within the adolescent community. Upon leaving Avance, Ms. Martin joined Los Angeles Commission on Assaults Against Women West San Gabriel Valley Center as the Project Director of the organization. These experiences, as well as the numerous presentations and workshops with teens, provided Ms. Henriquez-Martin with strong insight into the value of and need for early violence prevention education.

***Shelia Hankins-Jarrett***

Ms. Hankins-Jarrett serves as the Administrator of the Violence Against Women Grants Office (VAWGO) for the Florida Governor's Task Force on Domestic and Sexual Violence. In this capacity, she plays an active role in planning and implementing the statewide strategy to reduce, if not eliminate, violence against all women. She is responsible for coordinating the overall administration of the VAWGO program. For nearly a decade, Ms. Hankins-Jarrett has focused her professional career on the empowerment of women and their families. Her previous experience includes serving as Executive Director of the Women's Justice Center (WJC) in Detroit, Michigan. The WJC operates a 50-bed shelter for victims of domestic violence, a 24-hour hotline, a legal services clinic, a children's services program, and a community awareness and education program. She is certified to train and has trained law enforcement officers on the nature and prevalence of domestic violence. Additionally, she has facilitated and implemented training workshops for teachers, human service providers, prosecutors, and the general public.

The panel was co-chaired by:

***William Riley, Federal Project Officer/Co-chair***

Mr. Riley is the Program Manager for the Family Violence Prevention and Services Program in the Office of Community Services, Administration for Children and Families, U.S. Department of Health and Human Services. The program provides grants to State agencies and nonprofit organizations in support of shelter services and related assistance to victims of family violence and their dependents. As the departmental representative, Mr. Riley facilitates the coordination and implementation of interagency agreements and workplans between the U.S. Department of Health and Human Services and the U.S. Department of Justice.

***Charlotte Gillespie, Co-chair***

Ms. Gillespie is the Group Leader for the Program Service Team, Safe and Drug-Free Schools Program in the Office of Elementary and Secondary Education, U.S. Department of Education. She has worked in the field of school-based drug and violence prevention for the last 10 years.

Panel members participated in three meetings over the course of the project and provided critical input during every phase. The panel provided guidance in:

- Developing a conceptual framework for the project;
- Developing criteria to select the programs for evaluation;
- Selecting the programs for evaluation;
- Developing the evaluation design and protocol; and
- Developing the final report.

**Conceptual Framework**

A conceptual framework was developed to guide the review and selection of programs. Based on their combined research knowledge and clinical experience, the expert panel members

identified and discussed the following issues: theoretical perspectives, information versus education, the focus of intervention, and strategies used.

### *Theoretical Perspectives*

Panel members agreed that although elements from various theoretical perspectives can shape the education of youth about domestic violence, the conceptual basis underlying these programs usually is not explicitly described in program materials. Further, one program can incorporate theories from at least several different perspectives. These perspectives include: social learning theory; conflict resolution approaches; feminist or racial/class oppression theories; ecological or public health models; cycle of violence perspectives; child development theory; and resiliency theory. Because none of the programs that responded to this project emerged strictly from a single theory, the evaluation was not able to compare theoretical approaches to determine which were more effective. To be selected as a model program, a program had to show that its curriculum was designed according to theoretical knowledge and research findings. Also, panel members felt it was important that both the program's goals and objectives be based on a causal model that identified factors leading to domestic violence.

### *Information Versus Education*

The expert panel agreed that a model program provides not only information, but also some level of prevention and intervention that could lead to behavior change. Programs that were "informational" alone were not considered "educational" programs for the purposes of this project. The panel also agreed that, in reviewing the programs, it was important to determine whether the program brings about changes in participants' behavior, not just in their attitudes or knowledge concerning domestic violence.

### *Focus of Intervention*

The panel agreed that a model program must be comprehensive. A comprehensive program includes a variety of different levels of intervention for children, educators, parents, families, schools, and communities. Comprehensive programs also have links with other community programs and organizations and are able to refer participants to other kinds of intervention if needed. While a model program may not be able to provide more intensive interventions, a model program will include a process for referring participants to needed resources and services. Examples of additional interventions include support groups for victims and children who witness domestic violence, perpetrator treatment groups, individual and family therapy, and crisis intervention services.

### *Strategies Used*

A wide range of strategies for educating youth is available and most programs use more than one. The panel agreed that a model program uses multiple strategies linked to a program's goals and objectives, and to theory and research. The use of multiple strategies enhances the likelihood of program effectiveness. Possible strategies include interactive exercises, role-play, use of peer educators, videos that dramatize interpersonal violence, and presentations by survivors of abusive relationships.



## Selection Process

Upon initial review of the programs, the panel agreed that all of the programs selected for the project must be school-based, although the curricula could be used in nonschool-based settings. The school setting was selected because of the legislation that calls for the selection and evaluation of separate model programs for four different audiences: primary schools, middle schools, secondary schools, and institutions of higher learning. Programs designed for school-based environments enable easier identification of specific educational levels.

Part of the process used to select the model programs entailed the application of two levels of criteria to the programs. The first-level screening criteria were used to determine program eligibility, and the second-level screening criteria were used to select outstanding programs for further review.

### *First-Level Screening Criteria*

The panel defined initial criteria to determine eligibility of programs to participate in the project. The criteria required the programs to:

- *Focus on domestic violence youth education;*
- *Include a prevention/education focus;*
- *Include a component on abusive relationships, including emotional abuse, if the population they target is middle school or above;*
- *Be potentially replicable in other communities;*
- *Be developed for a general school population, not specifically designed for students who are considered at-risk or in abusive relationships; and*
- *Have a history for implementing the program.*

### *Second-Level Screening Criteria*

Panel members defined additional criteria for programs that met the first-level screening criteria. These second-level criteria were ranked according to their level of importance. Based on these rankings, each criterion was assigned a numerically weighted value. The criteria required the programs to:

- *Be comprehensive:*  
To meet this criterion, a program would consist of more than a single, one-time educational intervention; address the other key systems in which the child is involved (family, school, community); and link with other resources and services for follow-up and referral.
- *Use methods that reasonably can be expected to meet program goals:*  
To meet this criterion, a program would use strategies that could be reasonably expected to meet the program's goals. For example, if a goal is to change an attitude, then the program should be doing more than providing factual information about domestic violence. The program should involve an experience or activity that is likely to change that attitude. Or, if the goal is changing a behavior, then methods should include an opportunity to learn or

practice the desired behavior. In a model program, there is reason to believe that the goals of the program and the activities performed are causally related to the desired outcomes.

- *Be engaging, sensitive, and appropriate for the ages it targets:*  
To meet this criterion, a program must either seem to be or have demonstrated itself to be attractive to the group it targets. The panel agreed that a wide range of issues could be addressed by the program, but certain issues are appropriate for particular ages. For instance, developing a safety plan would be appropriate for elementary school students, but strategies for ending abusive dating relationships may not be appropriate. Additionally, the program's curriculum and activities must be attractive to and suitable for the group(s) it targets.
- *Address the issue of cultural diversity:*  
To meet this criterion, a program and its curriculum must address the issue of differences in values, needs, and issues among cultural groups (rather than just being *potentially* applicable to different groups) and explicitly recognize differences among cultural groups and tailor its curriculum accordingly. A program that contained assumptions, values, or stereotypes that could be disempowering, disrespectful, or otherwise harmful to a particular cultural group would not be considered as a model program.
- *Be generalizable to multiple cultural contexts:*  
To meet the criterion, a program's goals and methods (though not necessarily its specific cultural content) should be generalizable to all populations. This criterion is not intended to exclude programs developed for students from a particular cultural background.
- *Have among its goals changing attitudes and behavior as well as knowledge:*  
To meet this criterion, a program must be educational, not just informational. A program that aims only at increasing the information that participants have about domestic violence would not be considered a model program. A program that provides information and seeks to bring about short-term change in at least one attitude and one behavior would meet minimum requirements of this criterion. A program that exceeds minimum requirements would be one that brings about lasting change in at least one attitude and one behavior.
- *Integrate theory, research, and practice:*  
To meet this criterion, a program would have to have been developed taking into account theories of domestic violence, research on youth education and domestic violence, and educational or clinical experience in the area of youth education and domestic violence. The program should integrate both the pragmatic experience of the practitioner and the academic knowledge of the researcher/scholar.
- *Measure the extent to which they have changed attitudes and behavior as well as knowledge:*  
To meet this criterion, a program collects some form of data on changes in participants' attitudes and behavior, even if the data collected are relatively subjective or non-systematic (e.g., study only a small number of non-randomly selected participants, rely on participants'

self-reported perceptions of change or changes reported by observers, or measure satisfaction with change rather than change itself).

- *Incorporate experience into program improvements:*

To meet this criterion, a program shows some evidence of procedures that permit it to learn from experience (e.g., carries out formal program evaluations, conducts focus groups, solicits feedback from participants).

- *Be evaluable with multiple indices:*

To meet this criterion, both the process and the outcomes of a program can be monitored using both qualitative (including observational) and quantitative methods. In addition, participants can be studied at baseline, at program completion, and at some later date, using a variety of cognitive, attitudinal, and behavioral measures. A program that permits at least some qualitative and some quantitative data to be collected regarding both process and outcome variables would be considered to meet this criterion.

### *Application of Criteria*

Programs that met the first-level screening criteria were rated using the second-level criteria. The programs that were above the mean score were referred to the expert panel for review and consideration as model programs. The programs viewed most promising by the panel were contacted for additional information, and programs meeting all of the criteria, based upon this information and materials submitted, were selected for evaluation.

Many promising programs were excluded not because they lacked merit, but because they did not meet the first-level screening requirements. Many of these programs were treatment-based or targeted students who are considered at-risk or in abusive relationships, rather than a general school population. Other programs were not operational or were submitted by organizations requesting funds to implement a program.

While the legislation called for the evaluation of programs for all school levels, including higher education, the two college programs that submitted information were not selected. The college programs did not target a general school population, as required. One program mentored college athletes with high school athletes. The other college program was a research-based program. Neither of these programs was open to all students who wanted to learn more about domestic violence and violence in intimate relationships.

While the research program was not selected because it did not meet the panel's criteria, the panel did recognize the importance and need for research-based programs in developing and testing the effectiveness of domestic violence education curricula. The panel also noted that while college-level programs may be similar to high school programs in some respects, these programs may need components that acknowledge the organizational and structural aspects of higher education. College programs may need to have more student-initiated activities and be implemented in a less structured environment. Further, such programs may reach more members

of the student body by offering domestic violence education as an elective or as part of ongoing orientation activities.

## **Evaluation Design and Protocol**

Based on input from the expert panel, the project team developed an evaluation design and protocol. While the model programs selected for evaluation had different data available, they were all studied using the same basic approach. Key questions that guided the development of the evaluation design and protocol included:

- What is the program's mission, and what are its goals?
- What are the program's activities?
- Are the program's activities related to its mission and goals?
- Are both activities and goals related to a causal analysis of the problem?
- What are the program's outcomes?

The evaluation design represents a mixed-method approach. The evaluation was designed to collect additional information on the selected programs in order to:

- Assess general indicators—not the effectiveness of the programs;
- Determine whether the program is being implemented as specified;
- Identify unintended consequences and unanticipated outcomes; and
- Understand the program from the perspectives of staff, participants, and the community.

This evaluation design was not developed to measure program outcomes and impact. To measure program outcomes and demonstrate program impacts dictates making evaluation activities a required and intrinsic part of program activities from the start.<sup>15</sup> However, the evaluation does provide useful information on these domestic violence education programs.

## **Data Collection**

A team from Laurel Consulting Group and REDA International, Inc., reviewed materials provided by the model programs and included data from the materials in the evaluation of the programs. A readiness assessment for each model program was conducted to determine whether the program evaluation was justified, feasible, and likely to provide additional information. During the readiness assessment, information about the kinds of data already being collected by the program was obtained, and any need for technical assistance in retrieving information from their records in preparation for the team's site visit was discussed.

The project team conducted site visits to collect additional data on the model programs. The majority of data were qualitative and collected through personal interviews, focus groups, and

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<sup>15</sup> Adele Harrell et al. *Evaluation Strategies for Human Services Programs: A Guide for Policymakers and Providers* (1996), 21, 30.

observation of classroom presentations. Although the team used the protocol systematically to collect the data, each site visit was modified to take into account the data collection options and limitations specific to each program. The team was limited by what the programs were able to provide during the site visit. For example, the team was not able to conduct focus groups with students or observe classroom presentations at all school levels targeted by some of the programs. Content analysis of these data was conducted. Data provided by the programs themselves (such as pre- and post-test data) and other program materials (such as curriculum and reports of self-evaluations) were also analyzed. For more information on data collection activities, see Appendix C.

## CHAPTER III

### SUMMARIES OF THE MODEL PROGRAMS

This chapter summarizes background information and provides highlights of the model programs. The summaries focus on the unique components that contribute to the development and implementation of each program. These summaries are based upon data collected by Laurel Consulting Group and REDA International, Inc. The majority of data were qualitative and collected through personal interviews, focus groups, and observation of classroom presentations. (For more information on the data collected, see Appendix C.) Information submitted by the programs and site visit reports provide the basis for the program summaries. The following is provided in each summary:

- Background information;
- Information on program implementation and operations;
- A brief assessment of program components;
- Anecdotal information on program outcomes;
- A discussion of program replicability; and
- A summary of the programs' challenges.

#### COMMONALITIES OF THE MODEL PROGRAMS

While conducting the evaluation, the project team noted a number of similar components among the model programs. These components contribute to the achievements of each program:

**Established Goals and Objectives**—The programs have established clear goals and objectives aimed at informing and educating youth about domestic violence, raising awareness of this issue in the broader community, and identifying intervention services. The programs share similar goals and objectives that emphasize efforts in the areas of prevention, intervention, peer leadership, community collaboration, training, and advocacy.

**Responsive Curricula**—Each program's curriculum was reviewed for age appropriateness and sensitivity. The five curricula have all been used over an extended period of time. The curricula were initially developed in response to an identified need in the community and have been revised and expanded accordingly. Key attributes include:

- Clearly written;
- User friendly;
- Culturally appropriate;
- Easy to replicate in different settings; and
- Interactive.

**Coordination and Links to Other Services**—Each program has links to other services for program participants and coordinates referral activities with other service providers in the community. Such comprehensive support and intervention address the key systems related to domestic violence, including the school, community, and family.

**Permeation of School Culture**—Each program strives to develop strong and cooperative relationships with school personnel and parents. The model programs have components to enhance adults' understanding of the impact of domestic violence on children and youth. The themes of the programs are intended to expand beyond the classroom and permeate the school culture.

**Dedicated Staff and Volunteers**—Each program's success can be linked to the level of knowledge and commitment of the staff and volunteers. Their beliefs in the goals and objectives of their programs and their personal commitment to help end domestic violence showed in their presentation of the curricula and dedication to their programs.

**Local Funding**—All of the programs have received local funding and have been operating for a period of time in the communities they serve.

**Assessment and Evaluation**—Each program provided anecdotal information on the effectiveness of its program. The programs also demonstrated the ability to improve over time and incorporate changes based on some type of data collected. Due to funding limitations, none of the model programs has conducted long-term outcome evaluations, although each program indicated a desire to do so.

As stated in Chapter II, this project defines a "model program" as a promising domestic violence education program that shows potential for changing attitudes and behavior, as well as increasing knowledge. Thus, the model programs described here may serve as guides for those interested in developing domestic violence education programs for children and youth. Further discussion of the key findings of the project and challenges to program implementation are discussed in Chapters IV and V, respectively.

**CHANCE FOR CHANGE**  
**BRADLEY-ANGLE HOUSE**  
**PORTLAND, OR**

***PROGRAM STRENGTHS***

- ◆ **Emphasizes interagency collaboration to coordinate program implementation;**
- ◆ **Uses volunteers effectively to present the curriculum;**
- ◆ **Uses resources effectively, for outreach and education programs, although Bradley-Angle House has limited financial resources for program implementation; and**
- ◆ **Addresses various cultural settings and includes handouts that address cultural issues surrounding domestic violence.**

**HISTORY OF AGENCY AND PROGRAM**

Operating for 21 years, Bradley-Angle House is a small, independent agency that provides crisis and shelter services to battered women and their children in the Portland area. In addition, the agency operates a 24-hour crisis line and conducts domestic violence support groups and community education. The shelter provides a continuum of programming to battered women and their children from all racial, socioeconomic, and educational backgrounds.

Bradley-Angle House has five interactive components:

- **Emergency Shelter:** provides a short-term, intensive program for 15 women and children;
- **Children's Program:** provides support and advocacy for children staying at the shelter or whose mothers participate in the shelter's support groups;
- **Transition Program:** provides long-term case management, housing, advocacy, and support groups;
- **Outreach Program:** provides support groups for survivors throughout the community and public education on domestic violence; and
- **Crisis Phone Line:** provides 24-hour peer counseling, resource referral, and domestic violence information.



In 1992, the agency, in conjunction with the Portland Women's Crisis Line and Clackamas Women's Services, received a Federal grant to develop and implement *Chance for Change*, a curriculum for youth education and prevention of domestic and sexual violence. All three agencies combined their experiences in providing services to survivors of domestic violence to formulate the dating violence curriculum. In 1994, the curriculum was piloted in five middle schools and four high schools. The final version of the curriculum was then developed and made available for distribution.

Bradley-Angle House submitted the curriculum to HHS for consideration as a model program in response to the *Federal Register* notice. The Portland Women's Crisis Line currently has funds to implement *Chance for Change* in the Portland area schools. Staff and volunteers from the three agencies present the curriculum to middle and high school students in Multnomah, Clackamas, and Washington Counties.

*Bradley-Angle staff have been working with the Oregon Domestic Violence Council on the development of statewide education protocols that provide a framework for youth domestic violence intervention and prevention on the statewide level for grades K-12.*

## PROGRAM DESCRIPTION

*Chance for Change* is a youth education and prevention program that addresses domestic and sexual violence. The program sees dating violence as the youth version of domestic violence, in which one person uses physical, emotional, and/or sexual abuse in an intimate relationship to gain power and maintain control over the other individual. The curriculum authors have all worked directly with survivors of domestic and sexual violence, either on crisis lines, in support groups, as survivor advocates, or in shelters. In addition, all have worked in classrooms, youth shelters, and various youth programs performing outreach and prevention activities in the field. They combined their experiences and research to formulate a dating violence curriculum.

### *Curriculum*

The *Chance for Change* curriculum is for use in grades 6 to 12 and can be presented as part of the regular school curriculum. The lessons in *Chance for Change* are based on a participatory model of learning. Each lesson seeks to elicit what students know from their own experience and to provide them with methods for organizing that information. Students explore the possibilities of ending dating violence and look at prevention and safety on an individual and social level. The curriculum's goal is to help students:

- Build listening skills and confidentiality in classroom discussion;
- Explore the connections between sex roles and abuse;
- Learn the warning signs of abuse;
- Explore conflict resolution skills;
- Understand sexual abuse in dating and friendships; and
- Make distinctions between sexual activity and abuse.

The curriculum has five units. The learning goals are incorporated into these units:

- Listening Skills and Classroom Safety, and Sex Roles and Abuse;
- Background of Domestic Violence;
- Methods for Prevention and Alternate Means of Communication;
- Sexual Abuse in Teen Relationships and Dating; and
- Wrapping Up.

### ***Implementation***

The *Chance for Change* curriculum is taught in school-based settings to general school populations and to alternative and special education classes. It is also taught to nonschool-based youth programs, such as youth alcohol and drug treatment programs, theater groups, groups for pregnant teens, and gang intervention groups. A program has been developed using the curriculum in combination with presentations on self-defense techniques.

Presentations of the curriculum are conducted by teams of male and female facilitators. All three agencies share time, staff, volunteers, and other resources to meet the demand for the curriculum in the schools. *Chance for Change* has been successful in ensuring male/female teams by recruiting several male volunteers to teach the curriculum.

Since the pilot test and Federal funding ended, the agencies have experienced difficulty in implementing the full curriculum in area schools. The curriculum's length and content have been modified to meet the needs and time allocated to presentations by teachers and school administrators. The curriculum was originally designed to be presented in 10 days (2 days for each unit), but it is currently taught in 1 to 3 sessions.

### ***Additional Services***

The sponsoring agencies also provide the following services in conjunction with *Chance for Change*:

- Trainings for facilitators on the *Chance for Change* program;
- Workshops and trainings on the *Chance for Change* curriculum, domestic violence, or sexual violence for school personnel and staff of other community agencies;
- Networking with other community agencies and collaboration with other violence-related projects; and
- Secondary and tertiary violence prevention services for high-risk youth and crisis intervention services, including hotlines, in-person counseling, and support groups.

## **PROGRAM OPERATIONS**

Staff from the three community agencies coordinate the implementation of the *Chance for Change* curriculum. Presentations made by Bradley-Angle House and Portland Women's Crisis Line are conducted in Multnomah County. Clackamas Women's Services implements the curriculum in Clackamas County.

The strategic plan for the implementation of the *Chance for Change* curriculum centers on outreach efforts. Outreach coordinators of the sponsoring agencies are actively engaged in contacting schools (i.e., school administrators, counselors, and teachers) and youth programs to inform and educate them about the program.

## PROGRAM ASSESSMENT

### *Training*

When volunteers implement a curriculum, they should be thoroughly trained to ensure that they have basic understanding of the problem, can work effectively in a classroom environment, and can handle disclosures or difficult questions. To meet their training needs, the program requires volunteer facilitators to complete 40 hours of volunteer training and 6 months of onsite training, which includes working in the shelter or on the crisis line. Male volunteers complete a separate volunteer training with the Portland Women's Crisis Line and also complete onsite training by working as victim advocates or providing some other type of volunteer service.

In addition, new staff and volunteers attend a 3-day "Public Speaker Bureau Training," coordinated by Bradley-Angle House and presented by Portland's Women's Crisis Line, to gain experience in presenting the *Chance for Change* curriculum and speaking about

*Facilitators noted that the training enabled them to deliver the curriculum appropriately, establish rapport with students, and to deal effectively with students' disclosures of interpersonal violence.*

domestic violence in the community. During the training, participants discuss the roles of men and women when presenting the curriculum. Participants also conduct a presentation, receive feedback, and observe presentations of other facilitators.

The training is also available to staff from agencies other than the three organizations sponsoring *Chance for Change*, who are interested in implementing the program curriculum. The training is tailored to meet the needs of these organizations and can be done on a case-by-case basis.

### *Program Comprehensiveness*

Collaboration and outreach are important elements in determining program comprehensiveness. As mentioned, the *Chance for Change* program is based on the collaboration of Bradley-Angle House, Portland Women's Crisis Line, and Clackamas Women's Services. Such collaboration is key to the program's success, but also to the many outreach services provided to schools and the community. In addition to curriculum implementation, all three agencies provide referral services for schools and youth. They operate 24-hour crisis lines and provide support services and shelters for battered women and children, as well as for survivors of rape and prostitution. Services include case management, advocacy, and support group activities.

Further, program staff have established collaborative relationships with other community organizations so that the curriculum can be linked to other important teen services. In the schools, staff are active in building a trusting, supporting, and cooperative working relationship.

### ***Addressing Diversity***

Respect for cultural differences and sexual orientation is an important component of *Chance for Change*. Although cultural diversity was not discussed in the classroom presentations observed, the curriculum is adaptable to various cultural settings and includes handouts that address cultural issues surrounding domestic violence and issues related to gay and lesbian teens. Handouts also address the barriers to minorities and to gay and lesbian youth in seeking help when in an abusive relationship. The curriculum includes brochures and posters on dating violence issues in Spanish.

## **PROGRAM OUTCOMES**

### ***Program Satisfaction***

Reaction to *Chance for Change* among focus group participants, including program staff from the three agencies, students, teachers, and a curriculum specialist were highly favorable. Teachers commented on the enthusiastic response of their students to the curriculum. Students and teachers recognized the importance of the curriculum in validating the feelings of participants and teaching them essential life skills. They noted that they could incorporate the information, concepts, and principles of *Chance for Change* into their lives. Facilitators commented on the positive reactions the curriculum received from teachers and students.

### ***Satisfaction With Facilitators***

One important element of *Chance for Change* is the dedication of the facilitators, most of whom are volunteers. Teachers and students were unanimous in their approval of the facilitators. They felt that the facilitators were knowledgeable about the issues and committed to their work. They also considered it particularly effective to have the curriculum presented by a gender-balanced team. Male facilitators also perceived their particular role as effective when teaching the curriculum. They indicated that male students seem to be more willing to listen to the information if presented by a man.

### ***Effects of Program on Knowledge, Skills, Attitudes, and Behavior***

Teachers noticed increased awareness and knowledge among students as a result of the curriculum. The site visit team heard a number of accounts of the favorable impact of the curriculum on the behavior of the students and how it empowered them and encouraged them to protect themselves. For example, three young women who were involved in abusive relationships freed themselves from the relationships. In another instance, four students approached a facilitator and shared that they were survivors of rape.

*In general, students said that the curriculum was very valuable and informative and that it would help them later in life. One noted: "I liked the message that you can help yourself."*

Staff evaluated program effects during the 1995-1996 school year. Program participants who received the curriculum were administered pre- and post-tests, which included statements that addressed knowledge and attitudes concerning dating violence issues such as social gender roles, myths about sexual assault and rape, and abusive relationships. Findings from the tests revealed that participants gave more correct responses to questions regarding dating violence.

### **Program Support**

Support for *Chance for Change* varies among the schools. Some schools are more likely to work collaboratively with the sponsoring agencies than others. Also, since the pilot test and Federal funding for program ended, the sponsoring agencies have experienced difficulty in implementing the full curriculum in area schools. Staff members address this problem through continued outreach and education.

Despite these challenges, there is a general sense of growing support for the program. Program staff are often asked to return to schools and deliver the curriculum in several classrooms. Facilitators reported that some of the teachers are supportive of the program. Facilitators also mentioned that teacher participation and support enhanced the effectiveness of curriculum implementation.

### **CHALLENGES TO PROGRAM IMPLEMENTATION**

Program staff, facilitators, teachers and other school personnel, and students identified several challenges to program implementation. The challenges include:

- ***Lack of cooperation from the schools:***

Program staff noted that participation and support from teachers and other school personnel enhanced the curriculum's success. When teachers were supportive and did preparatory work with students, the youth were more open to issues and seemed to understand better the information

presented. Despite the support from most schools, program staff indicated that they would like to have support from additional schools in the area.

*Program staff felt that the best strategy for overcoming resistance from schools was to get to know teachers and school administrators and build relationships with them. They also pointed to the need to raise awareness of domestic violence among teachers and administrators through training.*

- ***The need for more male facilitators:*** Focus group participants expressed very favorable reactions to *Chance for Change*, particularly to the program's facilitators. Teachers and students said having a gender-balanced team present the material was especially effective.
- ***The need to change the perception that domestic violence and teen dating violence curricula are anti-male or male-bashing programs:*** Despite the use of male facilitators, there are still perceptions among students that interpersonal violence education is anti-male.
- ***The need to enhance interorganizational collaborations:*** A major strength of *Chance for Change* is that it is the product of interagency collaboration. The sponsoring agencies have worked together in this and other programs and with other community agencies. However, these collaborations are not always easy to achieve because organizations have their own specific mission, interests, and culture that may hinder efforts to work together.
- ***Lack of sufficient funds, resources, and staff:*** Despite this challenge, the agencies have effectively coordinated volunteer staff and other agency resources to implement the curriculum. However, more resources are needed to meet the demand for the curriculum.

- ***Lack of sufficient time to present the curriculum:*** Program staff noted that there is often insufficient time to include all curriculum topics. To address this, facilitators can discuss the topics to be presented with the teachers in advance and customize the presentation to the classroom's needs. Teachers may request that some topics be addressed in more depth, or they may choose to present some related material of their own before or after curriculum presentation. For example, in one school, the teacher presented a lecture on sex roles and stereotypes the week before the *Chance for Change* presentation. The curriculum was designed to be implemented in a 2-week period (10 sessions, 2 days for each unit), but it is presently being taught in 1 to 3 sessions in some schools because of time limitations.

## PROGRAM REPLICABILITY

The *Chance for Change* curriculum is intended to be flexible and adaptable to the particular needs of the site/school. Program staff indicated that since the curriculum became available, individuals and organizations from across the country have ordered the materials. Staff have filled orders from about 131 domestic violence intervention agencies, 5 school districts, 4 law enforcement agencies, and 24 individuals. Brochures, posters, and some materials of the curriculum are in Spanish. As mentioned earlier, the curriculum has been presented in both school-based settings and nonschool-based settings.

## CONCLUSIONS

*Chance for Change* is a promising program that efficiently manages staff and resources to meet the needs of area schools and the community. Curriculum presentations have received positive reactions from both schools and community-based organizations. The manner in which the three agencies use volunteers to supplement resources is commendable.

However, the program may benefit from exploring strategies to break down resistance to the curriculum among school authorities, teachers, and parents in some communities. Further, a systematic approach is needed to assess the actual impact of this program on participants using a longitudinal study, a large sample, and appropriate statistical analytic methods. Program staff have conducted pre- and post-tests during the pilot phase of the program, but do not do so on a regular basis. They lack the necessary resources to conduct a large-scale evaluation. Results from a formal evaluation could be used to help assess program effectiveness.

**CHOICES AND CHANGE:  
CHALLENGING THE USE OF VIOLENCE AMONG CHILDREN AND YOUTH  
BOULDER COUNTY SAFEHOUSE  
BOULDER, CO**

***PROGRAM STRENGTHS***

- ◆ Provides a broad educational impact by presenting the curriculum at all school levels;
- ◆ Collaborates with other agencies to present the curriculum to migrant youth in a community center;
- ◆ Has a peer education component to present the material to middle and high school students; and
- ◆ Has excellent support from other Boulder-area agencies.

**HISTORY OF AGENCY AND PROGRAM**

*Choices and Change: Challenging the Use of Violence Among Children and Youth* was developed by the Boulder County Safehouse (Safehouse). Safehouse began providing services for battered women and their children in the fall of 1979. Through strong community support, Safehouse has successfully expanded resources for victims of abuse throughout Boulder County. Some 24 staff members provide emergency shelter, as well as a comprehensive range of services designed to eliminate family violence. Services are provided through three programs:

- **Emergency Shelter Program:** provides safe shelter, food, information, advocacy, and counseling to individuals seeking refuge from an abusive relationship through a residential facility and 24-hour crisis line service.
- **Outreach Counseling Program:** enhances victims' access to safety and services. The program provides information before the violence escalates to a point where a shelter may become a family's only option. Case management, life skills, and individual and group support services are provided to women, children, and youth.
- **Outreach Education Program:** seeks to prevent domestic violence through education and early intervention. Advocacy is provided for victims immediately following an arrest of the perpetrator and throughout the client's experience with the civil and criminal justice systems. Information services increase awareness, identify those in need, provide options, and challenge personal and organizational beliefs that perpetuate violence within families.

*Choices and Change* is a major component of the Safehouse Outreach Education Program. The *Choices and Change* curriculum was developed in response to the growing problem of violence in interpersonal relationships. A community task force composed of Safehouse staff, teachers, youth counselors, and program administrators from Boulder Valley schools developed the initial educational materials. The materials were intended to educate young people about families and violence and to reveal the dynamics of, and alternatives to, using violence in interpersonal relationships. The middle and high school *Choices and Change* curriculum was first developed in 1987 and has been successfully presented in the Boulder Valley public schools since that time. The complete curriculum, which now includes a component for the elementary schools, has been in existence since 1994.

*The curriculum was edited and approved by the schools' Health Curriculum Committee to fulfill school district objectives for "Personal Safety" and "Family Health."*

## PROGRAM DESCRIPTION

The *Choices and Change* curriculum was developed to provide domestic violence education in the schools. It is based on the belief that initiating conversation about family violence in a neutral environment—the school or other structured service program—opens the door for children to ask for and receive support from their peers and assistance for themselves and their families.

### **Curriculum**

*Choices and Change* sessions follow a basic structure: an introduction to the topics, discussion, and activities. Each lesson plan emphasizes a set of objectives and key concepts. The curriculum was developed to be flexible, and presenters are encouraged to use the curriculum in ways that fit the needs of the students and teachers. The learning style is participatory and provides students with opportunities to share and discuss what they have learned. The curriculum may be taught solely by an agency staff member; co-presented by a Safehouse staff member and a volunteer, teacher, or peer educator; or presented alone by the teacher.

*Safehouse works closely with teachers to design presentations that are appropriate to the students' curriculum needs in both content and format. Many activity options are provided for each lesson plan to allow the teacher to select the material that would be most beneficial for the class.*

Curriculum materials cover grades K–12. The elementary school syllabus (grades 1–5) introduces information about families and emphasizes the right of all children to be safe. Each unit is designed for a 3-, 4-, or 5-day program and can be presented twice a week over a 3-week period. The recommended time for each lesson is from 45 minutes to 1 hour. Activities are designed to dovetail with the developmental stages of children. The curriculum exposes the myths surrounding abusive behavior, presents ways to recognize and deal positively with feelings, and helps students develop a safety plan.



The curriculum for middle and high school students builds on the foundation already established in elementary school. It is a 5-day program with presentations lasting 50 minutes to 1 hour each day. Discussions address both battering in families and dating violence issues, as well as dynamics of abusive relationships, statistics of domestic violence, the continuum of violence, conflict resolution, and community resources.

### ***Additional Services***

In addition to classroom presentations, Safehouse works with teachers, students, parents and administrators to build awareness and knowledge of domestic violence and to engage in direct intervention when necessary. Additional program services include:

- Domestic violence training for school or community agency personnel;
- Training seminars for teachers interested in learning how to use the *Choices and Change* curriculum;
- Presentations to parent groups about the impact on children of witnessing violence and Safehouse services;
- Individual counseling for students who have requested support regarding their experience with violence;
- Support groups for children and youth who have witnessed abuse between their parents or have been in abusive dating relationships;
- Work with student-led groups to organize antiviolence projects and campaigns in the schools;
- Assistance to schools in developing a protocol for responding to dangerous situations;
- Consultation and support for school personnel on specific cases; and
- Supportive counseling for parent victims of battering.

## **PROGRAM OPERATIONS**

The strategic plan for the implementation of the *Choices and Change* centers on the agency's outreach efforts. Program staff are actively engaged in contacting schools and youth programs in order to inform and educate administrators about the program. Outreach is made in writing, by phone, and in person directly with student groups, principals, teachers, school counseling and intervention staff, youth service agencies, and parent organizations.

The procedures established by Safehouse to monitor program goals and objectives are noteworthy. They include monthly reports on program processes; feedback from community representatives, students, and school personnel to gain input on the effectiveness of the program; and pre- and post-tests. In addition to these activities, program staff are constantly seeking for ways to improve *Choices and Change* by modifying the curriculum; updating the information in it; and incorporating suggestions for improvements from students, teachers, facilitators, and administrators.

Currently, focus groups with teachers and students and written evaluations of their experience with the program curriculum are conducted periodically. The suggestions and feedback from these services are used to improve *Choices and Change*.

## PROGRAM ASSESSMENT

### ***Peer Educators***

Peer educators seem to be beneficial to Safehouse's program implementation. Safehouse, together with the Boulder County Rape Crisis Team, initiated peer education teams to teach interpersonal violence prevention in area middle and high schools. Youth volunteer to participate in the peer education program, and school counselors, teachers, and other school staff may assist in identifying potential peer educators.

*A peer education team is in each senior high in the Boulder Valley School District. Sixty students are currently enrolled in the program. In 1996, the peer education teams presented to 969 middle and high school students.*

Each team works with staff to develop their own classroom presentation for informing their peers about domestic violence, sexual harassment, sexual assault, and dating violence. Each presentation is 45 minutes to 1 hour. Peer educators gain an opportunity to reinforce their learning by presenting it to others and, as peer counselors, to help other youth.

### ***Training***

Safehouse conducts its basic training sessions three times a year. All Safehouse staff members and volunteers receive 50 hours of training on domestic violence and Safehouse programs and services. If volunteers want to present the *Choices and Change* curriculum, they must also attend a speaker's bureau training and school presentations of the curriculum. Safehouse staff members who currently present *Choices and Change* received no formal training; experienced staff provided the group individual on-the-job training in presenting the curriculum. Current staff members are not receiving refresher training. However, staff do receive ongoing supervision on the implementation of the curriculum.

Safehouse offers a 1-day training for teachers on how to present the curriculum. The training includes lessons on the dynamics of abusive relationships and the impact on children of witnessing violence, and curriculum planning and practice sessions. Teachers who deliver the curriculum, noted, however, that a training update or refresher course would be helpful.

Safehouse also conducts a 2-day, 20-hour training for peer educators. This training is conducted with the Boulder County Rape Crisis Team. Topics include: dating violence, domestic violence, sexual assault, stereotypes, power and control, sexual harassment, victim issues, reporting, referrals and resources, counseling skills, role-playing, and presentation design.

### ***Addressing Diversity***

Board members, agency staff, and volunteers participate in anti-oppression and cultural competency training to enhance service accessibility to those traditionally underserved. Despite such training, cultural diversity was not seen to be a critical issue for the program due to the homogeneous population it serves. Also, the site visit team did not observe cultural diversity addressed in classroom presentations.

However, Spanish-speaking staff are trained and available to teach *Choices and Change*. Several educational materials from Safehouse services and programs (including some *Choices and Change* materials) have been translated into Spanish to serve migrant youth in the area.

### ***Program Comprehensiveness***

*Choices and Change* is a comprehensive program with a broad educational impact covering grades K–12. The curriculum addresses topics appropriate to the different developmental phases of students, employs a participatory methodology of education, and provides a variety of activities that meet the needs of different groups.

Although the recommended number of days for presentation of the curriculum is 5, the curriculum is presented in a shorter time period than recommended. The curriculum for elementary school is usually implemented in 3 days. The curriculum for middle and high school youth is often presented in 1 to 3 days. This situation may result in students not having enough time to process information and learn new skills. However, facilitators often go to the same schools in consecutive years so that some students receive the curriculum more than once during their academic career.

The curriculum addresses the key systems related to family violence, including the school, community, and family. Program staff actively establish contacts with school administrators and provide curriculum training and workshops for teachers and other school staff. Safehouse has also developed educational materials for parents to reinforce the curriculum's themes at home. The agency has well-established collaborative relationships with other community agencies so that program participants can be linked to other important services in the community.

## **PROGRAM OUTCOMES**

### ***Program Satisfaction***

Teachers and other school staff, peer educators, and personnel of other community agencies expressed their overall satisfaction with the *Choices and Change* program and commented on its positive outcomes. They praised the quality of program components, including the curriculum, resources, services, and training and commended the program for targeting students early on in their lives and for using a developmentally sensitive approach. They felt that the program met students' needs, provided them with an opportunity to talk about personal issues, and offered them a safer and more comfortable environment for disclosing incidents of violence than the regular classroom. Teachers indicated that *Choices and Change* helped to build a strong community for students and got students involved.

### ***Satisfaction With Facilitators***

Focus group participants believed that the facilitators were highly knowledgeable about domestic and dating violence and empathetic with the students. Teachers and other school personnel felt that the students were receiving relevant information that teachers could not deliver because a lack of time, resources, or adequate training. They also noted how important it was to have someone outside of the school staff present the curriculum to the students.

### ***Satisfaction With Peer Educators***

The response to and support of the peer educators by teachers, school staff, and personnel from community agencies interviewed is noteworthy. Focus group participants commented on the high level of commitment and confidence of peer educators and on how reliable and engaged they appear to be when presenting the curriculum.

Focus group participants also underscored the program's beneficial effects on the peer educators themselves. Focus group members commented that the program increased peer educators' self-esteem, gave them substantial autonomy, helped them support themselves, and provided them with a meaningful activity in their lives. In the focus group with peer educators, the peer educators themselves shared these perceptions.

### ***Effects of the Program on Knowledge, Skills, Attitudes, and Behavior***

Teachers and other school staff, peer educators, and personnel of other community agencies provided anecdotal examples of increased knowledge and awareness of new skills, and of positive changes in attitudes and behaviors among student participants. According to an interview respondent, the curriculum provided valuable information for all students, including those who are not currently involved in a domestic violence situation, because it made them aware of the issue and helped them identify how to access resources for help when needed.

Respondents also reported noticing behavior changes as a result of *Choices and Change*. Students approached facilitators with increased frequency, they shared personal issues, disclosed violence-related problems in their lives or those of friends, and requested help or advice. In addition, a school principal noted that the number of cases of students reporting domestic violence incidents had increased, as well as the number of students accessing resources to help deal with violence in the home.

### ***Support for Choices and Change***

Support for *Choices and Change* varies among schools. The Boulder Valley School District operates on a site-based management basis, which means that school administrators have a great deal of autonomy in their decisions about what programs are implemented in their schools. As a result, some schools are more likely to collaborate with Safehouse in implementing the program than others. Program staff noted that there are school representatives who are very supportive of *Choices and Change* and assist them in introducing the program to area schools.

There is a high level of support for the curriculum from community agencies. Safehouse staff work together with other community services personnel to help each other in common efforts. For example, all agencies that work in schools in violence-related programs or other human services meet regularly with Safehouse staff to discuss their activities, difficulties, and share suggestions to resolve problems. The police and the sheriff departments are also very supportive of the program.

## CHALLENGES TO PROGRAM IMPLEMENTATION

Program staff, teachers, school administrators, representatives of community agencies, and peer educators identified several challenges to program implementation. These challenges include:

- ***Lack of parental support:*** Parent resistance to school involvement in issues such as domestic violence education has been a challenge. The lack of parental involvement was attributed to denial or lack of awareness among parents of the high prevalence of violence in families and of its detrimental effects on children.
- ***Need to raise awareness among school representatives about family and dating violence:*** Insufficient support among school administrators was perceived by informants as due to a lack of understanding of domestic violence issues. Program staff stressed the importance of convincing school administrators and teachers that *Choices and Change* is needed in the schools. They saw this activity as a cumulative process that would become easier over time. They attend school meetings, inservice trainings, convene individual meetings, and participate in school programs to increase awareness of family and dating violence among school administrators.
- ***Lack of sufficient funds, resources, and staff:*** Program staff reported that they need more trained people to carry out outreach activities and deliver the curriculum, especially as there is a growing demand for it. Insufficient funds, resources, and staff limit the number of schools, classes, and students that can be reached, thus limiting, in turn, the impact and expansion of *Choices and Change*.
- ***The need to build a better working relationship with schools:*** Focus group participants and program staff pointed out the benefits of working together to address family violence in schools. Safehouse staff said they believe in empowering the classroom teachers by providing them with the opportunity to learn the skills to deliver the curriculum. They also reported that they work closely with individual teachers on the content of presentations and on incorporating the “message” into the class curriculum. Ideally, program staff saw themselves and the teachers as a team and felt that the program represents a resource that teachers can use for consultation in handling cases of domestic or dating violence.

## PROGRAM REPLICABILITY

The Safehouse staff, peer educators, and focus group participants indicated that *Choices and Change* would be easy to replicate and that the materials are easy to present. Safehouse staff designed a 3-day program for youth in a dropout prevention program. Portions of the *Choices and Change* curriculum was incorporated into the program.

Program materials are currently distributed nationwide on request. Information on services and some program materials are also available in Spanish (e.g., handbook for parents). The curriculum is designed for use by teachers in a typical classroom setting and by domestic violence educators in alternative settings (e.g., groups, churches, shelter programs, and

counseling sessions). It can be incorporated and adapted into the curriculum of any school district or other educational programs for children and youth. Facilitators underscored the curriculum's flexibility to meet the particular needs of different groups. For example, units of the elementary curriculum are designed for a 3-, 4-, or 5-day program. Program staff felt comfortable knowing that they were able to adapt the curriculum in response to teachers' needs, students' characteristics, academic requirements, and time allocated.

## CONCLUSIONS

*Choices and Change* is a promising program and seems to be successful in its school-based prevention efforts. The program targets children and youth of all school levels and has a peer education component to present the materials to middle and high school students. Program staff also collaborate with other agencies to present the curriculum to special populations. The program has received positive responses from schools and community agencies and has been replicated in a variety of settings, with different groups of people throughout the country.

However, there are certain areas that need attention to enhance program effectiveness. In particular, there is a need to increase awareness of family violence among school personnel. School administrators, teachers, and community representatives need to develop more collaborative partnerships to address domestic violence effectively in their respective schools and communities. Program staff recognize, however, the need to put more effort into involving parents and communities in their prevention activities.

The procedures established by Safehouse to monitor program goals and objectives are noteworthy. They include monthly reports on program process; feedback from community representatives, students, and school personnel to gain input on the effectiveness of the program; and pre- and post-tests. Nonetheless, there has not been a formal and systematic evaluation of the actual impact of *Choices and Change*. A longitudinal study using a large sample and scientifically sound data collection and data analysis methods is needed to evaluate program effects.

**PROJECT TAP: IN TOUCH WITH TEENS**  
**LOS ANGELES COMMISSION ON ASSAULTS AGAINST WOMEN**  
**LOS ANGELES, CA**

***PROGRAM STRENGTHS***

- ◆ **Provides comprehensive training to ensure consistency in program implementation;**
- ◆ **Links Project TAP activities to other prevention projects that address other common problems among teens, including domestic violence, HIV/AIDS, teen pregnancy and parenting, and juvenile delinquency;**
- ◆ **Encourages facilitators to have an ongoing presence on the school campus to assist students with problems; and**
- ◆ **Uses staff that mirror the ethnic diversity of the schools where the program is implemented, including African American, Latino, Asian American, and white communities in the Los Angeles area.**

**HISTORY OF AGENCY AND PROGRAM**

The Teen Abuse Prevention Project (Project TAP) is one of the key programs of the Los Angeles Commission on Assaults Against Women (LACAAW). LACAAW is a private, nonprofit, multicultural, community organization that was established in 1971 when a group of women started an informal hotline for survivors of rape. This hotline soon became the first 24-hour rape hotline in Southern California. In 1977, the hotline was renamed the Los Angeles Rape & Battering Hotline in response to the rapidly increasing number of calls from survivors of domestic violence. Since 1971, LACAAW has expanded its scope of activities from crisis intervention to violence prevention and community education, with a major focus on violence prevention services for youth.

LACAAW's goal is to eliminate sexual assault, domestic violence, child abuse, and other forms of violence against women and children through multiple intervention and prevention services. LACAAW advocates for survivors and their families, believing that no one should face the crisis of personal violence alone. The organization now provides the following services:

- Crisis intervention for adult and teenage survivors of sexual assault and domestic violence (services include hotlines in Los Angeles County, Central Los Angeles, and West San Gabriel Valley; counseling; and accompanying survivors to the hospital and/or for legal services);

- Violence prevention services for adults and teens (including self-defense courses);
- Community education and public education programs (including Project TAP); and
- Special programs for deaf and disabled women and for Latinas.

LACAAW established Project TAP in the early 1990's to provide violence prevention and education services for youth. An important program component is the curriculum *In Touch With Teens*. The curriculum evolved from story posters that were the centerpiece of a LACAAW public service campaign on teen relationship violence. Using poetry, this series of five posters depicted the real-life experiences of teenagers recounted in Barrie Levy's book *Dating Violence: Young Women in Danger*.<sup>16</sup> LACAAW staff found that the posters seemed to be effective teaching tools when used by violence prevention specialists for training sessions in local high schools. Through the posters, students identified with similar experiences of violence in their own lives or those of their peers. The posters were incorporated as an important component of the *In Touch With Teens* curriculum.

## PROGRAM DESCRIPTION

Project TAP is LACAAW's most important primary prevention program for youth. The program provides a broad range of school-based services to youth from the many different racial/ethnic groups living in Los Angeles, as well as those at high risk for violence, including incarcerated, homeless, and "throw-away" youth. Project TAP's goals are: (1) education (reducing the occurrence of violence); (2) direct services (including secondary and tertiary prevention); (3) training; and (4) advocacy (working with youth and adults on how to impact policy related to violence).

Since its inception, Project TAP has spawned eight other publicly or privately funded projects in addition to *In Touch With Teens*. The result of collaboration with other agencies and community members, these projects use art, theater, community awareness, school-based education, and referrals to address interpersonal violence, as well as gang prevention, teen pregnancy, HIV/AIDS, sexual assault, and self-defense in the Los Angeles area. The site team visited Fulton Middle School to learn about a mural project that is a component of the Project TAP program, *Neighbors United Against Violence/Vecinos Unidos Contra la Violencia*. A Project TAP facilitator, who is also an artist, helps the students design and paint murals promoting nonviolence. The facilitator also provides classroom education on teen interpersonal violence prevention using the *In Touch With Teens* curriculum. LACAAW staff reported that after the first mural was completed, "the school was very interested in continuing the project." Since then, two other murals have been completed, and students are working on a fourth one that exhibits themes celebrating cultural diversity.

### Curriculum

*In Touch With Teens* consists of eight units that are implemented in 16 hours of classroom time to youth aged 12 to 19 years. Trained facilitators (LACAAW staff and volunteers) present the curriculum to students in middle and high schools throughout Los Angeles County, as well as to teenagers in juvenile detention centers, pregnant and parenting teen groups, and other community

<sup>16</sup> Barrie Levy, *Dating Violence: Young Women in Danger* (Seattle, WA: Seal Press, 1991).



groups. The curriculum is usually implemented over 8 weeks so that students have sufficient time to learn the information and skills and adopt new attitudes regarding dating violence issues. Facilitators develop ongoing relationships with a number of participants, are available before and after sessions to assist them, and are a frequent presence on campus.

The curriculum objectives are to help participants to:

- Identify the myths and realities of sexual, physical, and emotional abuse;
- Identify and define types of abuse, specifically teen dating violence;
- Recognize the warning signs of an abusive relationship;
- Identify issues of “power” and “control”;
- Define prescriptions for healthy relationships;
- Learn problemsolving skills surrounding relationship conflicts;
- Learn to break the cycle and patterns of abuse;
- Target roots of low self-esteem and develop measures to build stronger self-esteem;
- Provide an introductory, critical analysis of the media’s influence on gender and violence issues;
- Identify characteristics and establish criteria for healthy teen relationships; and
- Practice skills necessary to establish and maintain healthy relationships.

*In Touch With Teens* is designed so that it can be implemented by teachers, other laypersons, and trained outside facilitators, as well as LACAAW staff. Since teachers and other laypersons may have little knowledge of the issues addressed in the curriculum, each of the eight units has been divided into two parts: (1) “the Basics,” which provides the necessary background information on the topic, and (2) “the Activities,” which consists of a set of exercises to apply the information from the basics. Participants receive handouts designed for each activity.

The curriculum is organized into eight units that address the following topics:

- Roots of Violence: Global and Local
- More Roots of Violence: Power and Control
- Relationship Violence
- Cycle of Violence
- Sexual Harassment
- Issues of Sexual Assault and Coercive Control
- Media Impact on Gender and Violence
- Building Blocks of a Good Relationship

A separate set of the five story poster/poems is available as a companion tool to the curriculum. The posters can be used in the classroom or posted elsewhere within the school. In addition, the text of the story/poems is included in the body of the curriculum and can be used as handouts to supplement the lessons.

## PROGRAM OPERATIONS

Project TAP operations are conducted in accordance with a strategic plan that addresses youth violence and that serves as an umbrella for all of the agency's initiatives, including *In Touch With Teens*. The Director of the Youth Violence Prevention Program and the Associate Director, Grants, Administration, and Operations, reported that LACAAW's strategic plan is reviewed each year for potential revisions and undergoes a major overhaul every 5 years. They also reported that LACAAW has purposefully limited itself to a very specific mission: the elimination of violence against women and children, which has kept it "on track" and prevented it from "getting lost" through excessive diversification of activities. Requests for Proposals are reviewed and responded to only if they support the strategic plan.

Grants received by Project TAP for new initiatives build upon the foundations of the strategic plan and support its mission by filling gaps in current services. These program initiatives add breadth and depth to the agency's mission and enable it to provide comprehensive services through interorganizational collaboration. These initiatives also make it possible to target both individuals and the environment and to work for change at both levels. Day-to-day operations for each Project TAP initiative are carried out in accordance with a detailed work plan that lists tasks, timelines, staff, and needed resources.

## PROGRAM ASSESSMENT

### *Training*

Training people to facilitate the curriculum is one of the main goals of Project TAP. At present, LACAAW offers twice yearly in-house facilitator trainings for Project TAP volunteers and staff not already trained. This training is also available

*LACAAW requires volunteers to complete 45 hours of training in facilitating the curriculum, plus 40 hours facilitating the curriculum every 6 months.*

locally and nationwide to outside agencies. Trainees, both volunteers and staff, observe and participate in two cycles of the curriculum as interns and then co-teach the program with an experienced facilitator. This ensures consistency in program implementation and that all facilitators are very comfortable with the material. Facilitators indicated that the training enabled them to establish rapport with the students and to deal effectively with disclosures of violence by students or their friends. In addition, it aided them in presenting the curriculum in classrooms in the many diverse communities.

### *Program Comprehensiveness*

Another factor that appears to contribute to Project TAP's success is the program's comprehensiveness. LACAAW provides extensive services that include crisis intervention, counseling, and other services to Los Angeles youth, including *In Touch With Teens* participants. Referrals to other groups include: suicide prevention, alcohol and drug treatment, Planned Parenthood, job search and training, gang intervention services, athletic organizations, homeless shelters, legal aid, and law enforcement. Many Project TAP programs involve collaboration with other organizations, so that the *In Touch With Teens* curriculum can be linked to other important services for teens.

### ***Addressing Diversity***

The curriculum is specifically designed for use with multicultural populations. Los Angeles, with a very large immigrant population, is one of the most culturally diverse areas in the United States.

The program has been implemented in many different sections of the Los Angeles metropolitan area. These communities range in socioeconomic conditions and represent the white, African American, Latino, and Asian American populations. Facilitators are chosen to match as closely as possible the ethnicity of *In Touch With Teens* participants. In addition, the story posters and curriculum handouts for participants are available in English and Spanish, and the curriculum itself has been presented in English, Spanish, and American Sign Language. Facilitators are trained to adapt curriculum presentations to their audiences to ensure that the content is culturally appropriate and meaningful.

***Project TAP uses a comprehensive approach to teen dating violence by addressing the environmental and predispositional factors related to this problem. This approach demonstrates recognition of the social systems that contribute to teen dating violence. The project is Neighbors United Against Violence/Vecinos Unidos Contra la Violencia. It is aimed at reducing domestic, sexual, ethnic, and gang violence among youth and the larger community through collaboration among a violence prevention coalition, law enforcement, seven middle and senior high schools, parents, community leaders, and media outlets.***

## **PROGRAM OUTCOMES**

### ***Program Satisfaction***

Teachers and other school personnel interviewed believed that *In Touch With Teens* is an effective way to educate teens about interpersonal violence. Teachers recognized the importance of the curriculum in teaching students essential life skills and noted that students incorporate the information, concepts, and principles into their lives.

***"Including the program in the academic curriculum makes the whole curriculum richer."—Teacher whose students have participated in the program***

Students in the focus group unanimously approved of the facilitators. They felt that facilitators were knowledgeable about the issues, trustworthy, committed to them, nonjudgmental, and positive role models. They especially appreciated having males present the material. The middle school students described how one of their facilitators discussed in class programs they watched on television to try to relate better to them, made jokes with them, made it fun, and listened to them.

### ***Effects of Program on Knowledge, Skills, Attitudes, and Behavior***

Teachers indicated that the curriculum provided participants with important new information and raised their awareness about teen dating violence. Both teachers and facilitators noticed an increased awareness among students and a number of examples of behavior changes. In one instance, a young woman called the police when she heard arguing and physical violence occurring in an upstairs apartment, even though her mother told her not to get involved. Also, a young man who had endured years of domestic violence finally stood up to his father and threatened to call the police if his father ever hit anyone in the family again.

Participants in the student focus groups reported that *In Touch With Teens* taught them the difference between myths and reality regarding teen dating violence. They said the curriculum made them more aware of the harmful effects of violence, of dating violence

(especially sexual assault), and when people are in danger of being physically abused. They added that *In Touch With Teens* also taught them that “violence is everybody’s business.”

*One facilitator noted that the curriculum promotes empowerment and encourages young people to stand up for themselves.*

### **Support for In Touch With Teens**

Staff indicated that teachers have been very supportive of the program. The staff noted that support from teachers is more likely to occur if the principal and/or school administrator sponsors the program. They felt that administrators and teachers of middle schools and high schools, in which *In Touch With Teens* is implemented, need to communicate with one another, sharing information and useful “tips” to enhance the impact of the curriculum in their schools.

## **CHALLENGES TO PROGRAM IMPLEMENTATION**

LACAAW staff, school personnel, teachers, facilitators, and students identified several challenges to program implementation. The challenges include:

- ***Lack of sufficient funds, resources, and staff:*** Project TAP staff can barely keep pace with the growing demand for the curriculum. During the past year, the number of staff has increased from 2 to 11, but there are still not enough trained facilitators. Staff are forced to rely increasingly on volunteers to implement the curriculum, but volunteers are not always available when needed. Due to limited funds, resources, and staff, *In Touch With Teens* can only be taught in a small number of classes, so that its impact is limited in middle and high schools that have large student populations.
- ***Lack of services for perpetrators within the community:*** Many informants noted that there needs to be better services for youth perpetrators. Currently, LACAAW refers perpetrators to other social service agencies for assistance. Staff noted, however, that most perpetrator intervention groups are for adults, not teenagers, and that attendance is usually mandated by the courts. There are no primary prevention groups or groups teaching conflict resolution skills.
- ***Need to continue promoting interorganizational collaborations:*** As mentioned before, interorganizational collaboration is an important LACAAW and Project TAP goal. LACAAW staff recognize that even though collaboration is sometimes difficult because each organization has its specific mission, interests, and culture, it is necessary for a comprehensive approach to teen violence that addresses not only the problem but the multiple factors to which it is directly or indirectly related.

- ***Need for a large-scale evaluation based on a longitudinal study to assess the effectiveness of In Touch With Teens:*** LACAAW staff recognize the need for a longitudinal evaluation of *In Touch With Teens*, but the agency lacks sufficient funding for such a study. LACAAW is developing a program called TAPNet. When this program is funded, it will be able to establish a centralized database to store and organize student responses to pre- and post-curriculum questionnaires for data analysis. LACAAW is working with researchers from the Los Angeles Department of Health Services to develop an evaluation protocol and plans to disseminate information from these protocols through the Internet. In the meantime, one Project TAP initiative, *Neighbors United Against Violence/Vecinos Unidos Contra la Violencia*, is being evaluated by The Rand Corporation and Stanford University and funded by The California Wellness Foundation.
- ***Educating more law enforcement officers about teen dating violence because too few are knowledgeable about the subject:*** Program staff reported that the police in the Los Angeles metropolitan area have been very supportive of LACAAW. A branch of the Los Angeles Police Department (LAPD) that works with youth to prevent violence and gang violence and has invited LACAAW staff to attend its group meetings. However, few law enforcement officials know much about teen dating violence, and as yet, not one has been trained as facilitators. One lieutenant from the LAPD has developed a police academy community-training curriculum incorporating parts of *In Touch With Teens* and will receive training to be a facilitator. In addition, one officer in the town of Cerritos will also be trained.

## PROGRAM REPLICABILITY

Despite challenges to program implementation, *In Touch With Teens* has been replicated in multiple settings. Since the curriculum first became available for distribution in 1993, LACAAW has received over 2,000 orders for it from individuals and organizations across the country. LACAAW records indicate that the curriculum has been implemented by 90 different organizations in the United States and Canada (68 in California, 20 in other States, and 2 in British Columbia). The following types of agencies use the curriculum: schools and school districts, afterschool projects, colleges, police departments, women's crisis centers, youth service agencies, health clinics, centers for substance abuse prevention, violence prevention centers, family centers, centers providing services for persons with AIDS, and teenage pregnancy and parenting projects.

## CONCLUSIONS

Project TAP appears to be an effective program in catalyzing school- and community-based efforts to prevent teen dating violence and related problems. A key to Project TAP's success is its collaboration with other agencies and community members in the Los Angeles area. Program staff provide ongoing training and technical assistance to representatives of other organizations wishing to replicate *In Touch With Teens*. However, to assist other agencies in implementing a program such as Project TAP, written guidelines are needed.

One consideration in using this program as a model to be implemented in other sites is that the curriculum has yet to receive a systematic formal evaluation based on a longitudinal study of a large sample of participants. Thus, there is no objective evidence of program effectiveness based on “hard” data. Pre and post data are collected from participants, and plans are in progress to enter these data into a centralized database once TAPNet has been initiated. However, followup data are also needed to determine the extent and duration of program effects. LACAAW staff are well aware of the need for a large-scale program evaluation and is making plans to implement one in the near future. Results from such an evaluation could be used help to enhance program effectiveness.

**TEEN DATING VIOLENCE PREVENTION  
AND INTERVENTION PROGRAM  
MASSACHUSETTS DEPARTMENT OF EDUCATION  
STATE OF MASSACHUSETTS**

***PROGRAM STRENGTHS***

- ◆ **Has support from State-level officials, including the Governor of Massachusetts;**
- ◆ **Uses program components that are flexible and can be adapted to different school schedules and groups of students;**
- ◆ **Provides training and technical assistance to grantees;**
- ◆ **Addresses issues of diversity related to domestic violence;**
- ◆ **Encourages the development of support groups for victims and intervention groups for perpetrators; and**
- ◆ **Uses a school/community framework consisting of school personnel, law enforcement officers, and community representatives to implement the program.**

**PROGRAM HISTORY AND FUNDING**

The *Teen Dating Violence Prevention and Intervention Program (TDVPIP)* is a statewide domestic and dating violence prevention program. The program's history points to the culmination of many efforts and has evolved from the experience of battered women. In July 1993, Governor William F. Weld signed an Executive Order establishing the Massachusetts Commission on Domestic Violence. In October 1993, a subcommittee on community education and teen dating violence was established. This subcommittee submitted a report and recommendations to the commission and to the State Board of Education. The commission recommended that the board of education incorporate a set of directives to address the issue of teen dating violence. This set of directives emphasized the need to involve the public school system in prevention and intervention. An Act Relative To The Prevention Of Teen Dating Violence, House No. 5391, sponsored by Representative Barbara Gardner, led to the allocation of funds through the Massachusetts Department of Education to support these directives.

In 1995, as part of the Commonwealth's Health Protection Initiative, funded by the State's cigarette tax revenue, \$250,000 was allocated by the legislature to provide a school-based teen dating violence prevention and intervention program for Massachusetts middle and high school students. The purpose of this initiative was to prevent teen dating violence by raising students' awareness and to provide support to students already experiencing violence so that they could escape it. With this funding, grants of about \$5,500 to \$7,500 each were awarded in FY 1996 to 31 school districts and vocational schools to start a teen violence prevention and intervention program. Over 103 schools submitted grant applications to implement *TDVPIP*.

In FY 1997, \$300,000 was appropriated to provide support for these existing grantees to expand the program to all of the middle and high schools in their area. Five new grantees were also added to improve the regional distribution of program sites, bringing the total number of funded sites to 36. A policy guide, called *Guidelines to School Districts in Addressing Teen Dating Violence*, was also developed to help schools develop procedures necessary to keep youth safe in a school environment.

For its FY 1998 budget, the Massachusetts Department of Education received \$500,000 to provide grants to a total of 52 school districts. This funding will also be used to hire program staff to include a full-time grants manager/technical assistant and a part-time staff person to address issues concerning children who witness domestic violence. These positions will be staffed by the Massachusetts Department of Public Health. The funds will also be used to encourage greater connections with community resources and collaborative bodies to: (1) develop community-wide support and (2) develop seminars and resource guides for school staff to identify and begin to address the needs of youth who witness violence in their homes. The Department of Education has earmarked \$25,000 of the funds to expand the evaluation component of the program and allocated a portion of the funds for training activities.

## PROGRAM DESCRIPTION

*TDVPIP*'s mission is to create a school culture in which dating violence is intolerable and to immunize young people against domestic violence. Program goals are to:

- Develop a collaborative team of local experts to help facilitate and oversee effective programs on teen dating violence intervention and prevention;
- Develop school-based teen dating violence prevention and intervention strategies with training and support from experienced practitioners;
- Develop guidelines and school policies regarding teen dating violence prevention and intervention for school staff, parents, students, and community members;
- Implement school-based support groups and intervention strategies for victims and batterers in collaboration with community team members;
- Design a referral system to mental, medical, legal, and other support services;
- Train students to become peer leaders in dating violence prevention; and
- Provide information to parents to help them identify warning signs of abusive relationships and familiarize them with resources available for their children.



### **Curriculum**

The *TDVPIP* curriculum includes five 45-minute instructional blocks that can be delivered over a 3-week period as part of the regular middle and high school curriculum. Curriculum topics include: *Defining Abuse and Respect*, *Recognizing Sex Roles Stereotypes*, *A Personal Experience* (through a video or presentation by a victim/survivor of domestic violence), *Respectful Breaking Up*, and *Prevention*. The program materials recommend that a gender-balanced team present the curriculum. Teams are trained to model respectful interactions and behavior between males and females. The ideal team includes a female law enforcement officer and a male teacher.

### **Program Activities**

In addition to implementing the curriculum, *TDVPIP* provides training for sites to develop groups for victims and perpetrators. These groups work directly with youth who have been victims or perpetrators of violence, as well as those who are at high risk for engaging in violence in their relationships. Other program activities include:

- Peer leadership activities (e.g., development of a teen handbook on dating violence, local hotline staffing);
- Staff training activities (e.g., inservice training for coaches and sports captains, teacher workshops);
- Parent awareness activities (e.g., presentations to Parent Teacher Organizations, presentations by former victims, informational packets and flyers sent home);
- Community awareness activities (e.g., “mock trials” on teen dating violence at the local court, seminars at town meetings, exhibits at local malls); and
- Media activities (e.g., video development, newspaper articles and advertisements, television and radio coverage).

At individual sites, grantees conduct additional activities to enhance *TDVPIP* goals. Activities are usually carried out in coordination with community domestic violence agencies. One such activity is *The Yellow Dress*, a dramatic performance, produced by Deana’s Fund, which highlights the consequences of teen dating violence. Another activity is the National Clothesline Project, which involves a visual display of shirts, each created by a survivor of violence or by a caring friend or relative.

## **PROGRAM OPERATIONS**

The program’s consultant provides technical assistance and is the driving force behind the creation and operationalization of *TDVPIP*. In addition to directing the program for the Massachusetts Department of Education, she provides technical assistance to the grantees implementing *TDVPIP*, organizes and conducts training workshops on the implementation of the program, and supervises the program evaluator to track the progress of *TDVPIP* grantees. *TDVPIP*’s program evaluator oversees the program’s evaluation component and is responsible for building evaluation efforts during each school year.

The site visit team visited three grantees awarded funding to implement *TDVIP* in their communities. Two of the grantees were school districts, and one grantee was a community agency implementing the program in area schools. Grantees are encouraged to form a school/community collaborative framework to operate the program. Teams formed to implement the program usually consist of school personnel (teachers and school counselors), law enforcement officers, and community representatives. Program staff members usually include a program coordinator, facilitators, and counselors. Law enforcement personnel can act as both facilitators and providers of general support to program activities. Community representatives serve as liaisons for referrals or to coordinate related activities.

## PROGRAM ASSESSMENT

### *Training*

The training provided to *TDVIP* grantees attempts to address a challenge for the program—to ensure some degree of uniformity among the sites. Training consists of an intensive 2 days on the curriculum instruction and optional third and fourth days for those interested in facilitating school-based groups. Onsite technical assistance is provided to grantees to help them organize and develop their community collaborations.

Feedback from the focus groups conducted and results from a 1996 process evaluation showed that, as a result of the training, grantee staff and community representatives felt satisfied and competent in dealing with teen dating violence issues and presenting the curriculum. They felt that their awareness and knowledge of teen dating violence increased significantly following their participation in the *TDVIP* training. However, the training seemed to have better prepared grantees for a prevention and education context than for intervention. Most program staff felt more capable and skilled at identifying signs that students were facing difficulties and felt more capable of doing something about it than they did before their participation in the *TDVIP* training. These program personnel felt confident that they could handle disclosures by making use of the policies set in the school and/or providing adequate emotional support and referring students to community services. However, some program facilitators also indicated difficulties handling help-seeking and disclosures from students and recommended increased training and supervisory support for working with students who disclose violence.

### *Addressing Diversity*

Respect for cultural differences and for sexual orientation is an important *TDVIP* element for reaching those students who may be underserved. Awareness of diversity issues in dating violence is initially addressed during training. The cultural values and beliefs of different ethnic groups and how they relate to violence in relationships are discussed. Violence in gay and lesbian relationships is also addressed during training. Recommendations concerning support for and the safety of gay and lesbian students are provided, and facilitators are encouraged to make their presentations sensitive to these youth.

*Most sites (83 percent) reported using the curriculum in a manner that reflected the ethnic and cultural backgrounds of students. Most schools had also included multicultural resources in developing their referral system (76 percent) as well as resources for gay and lesbian youth (83 percent).*

Grantees address cultural diversity by implementing the *TDVPIP* in different ways. Schools may discuss general differences in belief systems of various ethnic groups and relate them to violence in dating relationships. Other schools may emphasize cultural congruence with particular ethnic groups in several aspects of the program.

### ***Program Comprehensiveness***

A key element of the *TDVPIP* program is its comprehensiveness. For example, the program works in concert with other programs in the schools, such as *Words Not Weapons*, *Peer Leadership*, *Peer Mediation*, and *ESR Conflict Resolution*. Some school personnel work in more than one of these programs that share the common purpose of reducing violence. Program representatives meet, coordinate efforts, and share responsibility for several activities. In addition, efforts are made to raise awareness among all school personnel and the entire school population on dating violence. This was accomplished by having school personnel attend training or by sponsoring activities that address violence in relationships.

*TDVPIP* utilizes other resources and services for followup and referral. Based on its philosophy that effective prevention efforts are the result of school and community-based collaborations, *TDVPIP* encourages schools to work cooperatively with community

***An important TDVPIP component is the development of support groups for victims and intervention groups for perpetrators.***

organizations, particularly local battered women's programs and rape crisis centers, in addressing teen dating violence. Sites use these programs and other community resources for referrals and for advice. The majority of grantees, including the sites visited, have established collaborative teams to include school personnel, community representatives (i.e., representatives from local battered women's programs), and law enforcement officers. These teams meet regularly to discuss program implementation and to coordinate efforts.

## **PROGRAM OUTCOMES**

### ***Program Satisfaction***

Overall, program staff and community representatives interviewed strongly supported *TDVPIP* as an effective mechanism for change. Focus group participants indicated their satisfaction with the program and their commitment to it. The level of commitment and intrinsic motivation of program grantees was evident in all sites visited. Several informants noted that there is increasing support for the program from State officials, the community, and law enforcement. In addition, the visible support for *TDVPIP* from the Governor of Massachusetts and the Governor's Commission on Domestic Violence has enhanced the program's impact.

Grantees perceived that using a team from different professions is an effective strategy to enhance students' understanding of dating violence. Program representatives felt that a multidisciplinary approach is beneficial; their roles and responsibilities complement each other and they can be supportive of each other. Working together helped the staff to learn what others were doing and how they could rely on others for referrals. They believe that a multidisciplinary team can serve as an effective model to work in the schools and the community.

Focus groups of students who participated in the *TDVPIP* curriculum indicated high satisfaction with the program. Students expressed satisfaction with several program aspects, including the material itself,

the interactive teaching structure of the curriculum, students' level of participation, and the facilitators. They also felt that younger students would benefit from the curriculum and indicated that the program should begin at the elementary school level.

*Several respondents indicated that including law enforcement is an important factor in TDVPIP's success. Law enforcement officers serve as facilitators and are available to students on a regular basis during school hours.*

The role of facilitators in producing positive outcomes among students seems critical. Several characteristics of the presenters that contributed to their positive impact included the composition of the team (e.g., professional backgrounds, different genders), the respectful male/female interaction that the team portrayed, the facilitators' presence on the school grounds, their ability to establish rapport, and their knowledge of the issues.

### ***Effects of Program on Knowledge, Attitudes, and Behavior***

No formal evaluation of *TDVPIP*'s impact on students' knowledge, attitudes, and behaviors has been completed. A preliminary study by the Harvard School of Public Health's Center for Injury Control was initiated in the program's first year before State funding was allocated, but was not completed due to lack of funds. However, pre- and post-tests were administered, and preliminary results indicate that both males and females experienced changes in attitudes as a result of the curriculum. These changes were related to their definitions of abusive and respectful behavior in dating relationships and rejection of gender stereotypes.

A consensus about *TDVPIP*'s beneficial impact was shared by those involved in the program, namely, school program coordinators, school personnel, community representatives, and students who have been taught the curriculum. Students reported that the program made them more aware of dating violence issues.

*The program also encouraged students to change their behavior to discourage or end violence. It was particularly effective for a student who realized that he could become a perpetrator. This student said, "It made me realize that I could be a potential perpetrator because of my temper, so I talked to our counselor and asked for help."*

### ***Program Support***

Several key informants noted that there is increasing support for the program from State officials, as well as local community agencies and law enforcement. There is clear support for the *TDVPIP* from the Governor's Commission on Domestic Violence. This support has helped the program gain assistance from community agencies across the State and educate policymakers and communities about teen dating violence. In addition, schools report high levels of support and reinforcement for the curriculum from their staff.

## CHALLENGES TO PROGRAM IMPLEMENTATION

Program staff, facilitators, teachers and other school personnel, and students identified several challenges to statewide program implementation. Program challenges include:

- ***Acquiring adequate funding:*** While funding for the program has increased each year since its inception, key informants generally agreed that more funding is needed to consolidate and expand the program. Increased funding is needed for victim support and perpetrator intervention groups, expansion of training, hiring of more staff, provision of more technical assistance, and funding of more sites.
- ***Ensuring some degree of program uniformity in statewide implementation:*** Achieving uniformity from one site to the next is a permanent challenge. Some of the more successful sites have established advisory groups, usually comprised of school personnel, community agencies providing violence-related services (e.g.; women's shelters, rape crisis centers, battered women's programs), law enforcement officers, and State officials. Representatives convene to set a framework for collaboration to achieve *TDVIP* goals and objectives. They meet periodically to coordinate their efforts, address difficulties operationalizing the program, and discuss solutions to common problems. In addition, sites are permitted wide latitude in adapting the curriculum to their school and community. Program records indicate a great deal of variation in policies, rules, and recordkeeping procedures among sites. Sites indicate a desire for technical assistance to facilitate consensus on procedures and policies.
- ***Building a community network:*** As required, more than half of the grant recipients have established resource and referral networks. Guidance and assistance from the consultant have been important factors in enabling these sites to develop their networks, and there is a continuing need for such support. There is clearly a need for additional staff to provide technical assistance to program sites, both to help them expand their resource and referral connections and to help them with other aspects of the program.
- ***Starting and establishing victim support groups and perpetrator intervention groups:*** Program staff often do not feel comfortable starting the victim support group and the perpetrator intervention group. They tend to feel that they lack the necessary skills and knowledge to respond appropriately to disclosures or to handle confidentiality issues appropriately. While they have a generally positive attitude toward the training they have received for the program, staff typically do not feel that they have received enough training in these areas. While enhancing the relevant training components can help with this problem, respondents also pointed to the need for technical assistance and adequate supervision for facilitators of these groups.
- ***Lack of male teacher/female officer teams to teach the curriculum:*** Current program efforts emphasize including male staff in the program, and there is now a greater emphasis during training on the relevance of males in *TDVIP*.

- ***Providing training to program staff that come from widely different disciplines, have different skills and experiences, and may have very different roles in implementing the program:*** At present, the program coordinators of the sites visited have been concentrating on training as many people as possible. Some staff advocate training all faculty members in each participating school so that the curriculum can be reinforced in other classes, and all teachers will have an increased awareness of dating violence issues. In the future, there is likely to be an increased emphasis on customized training that addresses issues appropriate to the backgrounds of staff being trained. For example, some staff need more information on group retention and dynamics, while others need more information on how to handle at-risk behavior.

## PROGRAM REPLICABILITY

The program has already been replicated in different cities in and outside the country. In the United States, the program or some of its components has been replicated in Texas, Florida, and Maine. Outside the country, aspects of *TDVPIP* have been implemented in Canada, New Zealand, and Australia. The program's consultant has provided training for implementing *TDVPIP* in Florida and Maine. She has also been asked to present *TDVPIP* at the 1997 National Summit on Domestic Violence.

The curriculum is intended to be flexible and adaptable to the particular needs of the site/school using it. Program staff were pleased that they were able to adapt the curriculum to their needs. Most curriculum adaptations are based on academic needs, characteristics of the students, and the presentation time available. Some ways in which schools have adapted the curriculum include:

***Program personnel agreed that TDVPIP is easy to replicate. They believe that the program's content and strategies are appropriate and replicable in different settings.***

- ***Using fewer sessions:*** Some schools have three 90-minute sessions instead of five 45-minute sessions.
- ***Focusing on issues which correspond to the particular developmental stage of students:*** For example, since most middle school students do not date, the topic on how to break up if one is in an abusive relationship may not be relevant.
- ***Addressing cultural diversity:*** One school with an ethnically diverse population had created bilingual versions of *TDVPIP* in Spanish and Portuguese, and is planning to develop one in Creole.

## CONCLUSIONS

*TDVPIP* is a comprehensive program that seems effective in catalyzing school-based, community-wide efforts to prevent teen dating violence. It has already been replicated at a number of sites and has received positive reactions from both school and community representatives as well as from students participating in the program. A key part of *TDVPIP*'s success can be attributed to high-level government support. However, the program's success can also be ascribed to its multidisciplinary approach to the teen violence issue and its requirement

for collaboration between the schools and various community agencies in the implementation of the program and dealing in with this problem.

Recognition that dating violence is a serious problem that needs to be addressed early on is an initial step in the establishment of this kind of program, and *TDVPIP* personnel and grantees have demonstrated a strong commitment to the elimination of dating violence. A framework of support and collaboration from all levels—the State, the community, schools, law enforcement, and family—is critical for future implementation of this program, and their support is instrumental in its effectiveness and expansion. As indicated by key informants, this collaborative approach greatly facilitates the operationalization of *TDVPIP*.

Program personnel also need to know their target population, which implies an understanding of the students' needs and characteristics. A sensitive program that addresses the salient features of the targeted group is more likely to be successful because students can relate to its content on a personal level. However, while program staff seemed relatively comfortable with the prevention aspects of the program, they seemed less sure of what their role should be once dating violence was apparent or had been disclosed. A number of respondents recommended increased training and supervisory support for working with students who disclose violence, whether in the regular program or in the victim support and perpetrator intervention groups.

Although a process evaluation, which focused on the training of program staff, was conducted during the first year of *TDVPIP*'s implementation, the program has yet to receive a systematic, formal evaluation. A first step toward an evaluation of this program could be made if pre-program, post-program, and follow-up data were routinely collected as a part of program operations. At present, there are no general standards for data collection, and there is no common database for program data. A systematic evaluation of data gathered could be used to help assess program effectiveness.

**VIOLENCE FREE: HEALTHY CHOICES FOR KIDS**  
**WOMEN'S CENTER AND SHELTER OF GREATER PITTSBURGH**  
**PITTSBURGH, PA**

***PROGRAM STRENGTHS***

- ◆ Provides training to parents and teachers before classroom implementation;
- ◆ Provides discussion groups for students who wish to address issues raised in the presentations;
- ◆ Provides "train-the-trainer" tapes for agencies that want to implement *Healthy Choices*; and
- ◆ Holds yearly update meetings with representatives from other agencies trained to replicate *Healthy Choices*.

**AGENCY BACKGROUND**

Founded in 1974, the Women's Center and Shelter of Greater Pittsburgh (WC&S) provides a comprehensive array of services for women victims of domestic violence and their children through the following programs:

- Shelter Program: Provides a safe place for battered women and their children. Services include case management, individual counseling, support group services, domestic violence education, advocacy, and provision of food and clothing.
- Nonresident Program: Provides individual counseling, support groups, and followup services.
- Children's Program: Provides child care and a structured environment for children of battered women. This program includes a pro bono mental health program, medical/dental screening, an afterschool program, information and referral, individual counseling, and a recreation program.
- Legal Advocacy Program: Provides clients with legal system and options counseling as well as training on domestic violence to local judicial and law enforcement agencies.
- Volunteer Program: Recruits, trains, and places volunteers in various WC&S programs.

*In 1995, WC&S received an award from the Health Education Center, a subsidiary of Blue Cross of Western Pennsylvania, for its primary prevention activities, which includes Healthy Choices.*



- Hotline Program: Provides 24-hour crisis intervention, phone counseling, information, and referrals.
- Community Education Program: Provides domestic violence intervention training to other agencies, as well as prevention education to students in grades K–12 (i.e., *Hands Are Not for Hurting Series*).

## PROGRAM HISTORY

*Violence Free: Healthy Choices for Kids (Healthy Choices)* was developed by WC&S, based on an earlier program, entitled *Violence Free/Drug Free: Healthy Choices for Kids*. The earlier curriculum, which was first presented in the Pittsburgh and Montour school districts in 1990, was a collaborative effort between the St. Francis Center for Chemical Dependency Treatment and WC&S. The curriculum addressed family conflict and violence as risk factors for drug and alcohol dependency by providing prevention programs in the schools. In 1993, WC&S received two grants (one from the Vira Heinz Foundation and one from the Pennsylvania Commission on Crime and Delinquency) to promote *Healthy Choices* solely as a domestic violence prevention program. For this project, WC&S trained and supervised seven other domestic violence programs to implement *Healthy Choices* in five southwestern counties in Pennsylvania. During the last 7 years, *Healthy Choices* has become an important component of WC&S' education department. Currently, WC&S provides *Healthy Choices* to 11 elementary schools in the Pittsburgh area.

## PROGRAM DESCRIPTION

*Healthy Choices* is a primary school prevention program targeted to fourth- and fifth-grade students, teachers, and parents. The program has four major components: (1) classroom presentations to teach students alternative choices for handling interpersonal violence; (2) inservice training for school personnel to help them identify students living with domestic violence; (3) a parent workshop to help them find where and how to get help for intimate partner abuse; and (4) discussion groups, which students are encouraged to attend if they want to discuss personal issues related to interpersonal or family violence.

The program has three major goals:

- The *primary prevention goal* is to teach upper elementary school students violence prevention skills to help them avoid becoming the next generation of adult victims or perpetrators of intimate partner violence.
- The *secondary prevention goal* is to identify high-risk students living in domestic violence situations and provide intervention/discussion groups to give them safety planning and alternative options for nonabusive problemsolving.
- The *tertiary prevention goal* is to provide legal options, local resources, and domestic violence education to parents of those students identified in the discussion group. This enables the adult victims and abusers to get the needed help to stop the violence.

Pittsburgh Public Schools and the Montour School District, which have received *Healthy Choices* services since 1990, have encouraged the development of other school-based prevention programs that target school grades not covered by *Healthy Choices*. As a result, WC&S developed the *Hands Are Not for Hurting Series*, a domestic violence prevention and education curriculum for all school grades. The series consists of several curricula, including *Healthy Choices*.

### **Curriculum**

The *Healthy Choices* curriculum consists of 10 classroom presentations, lasting about 1 hour each, for delivery over a 10-week period. It is divided into *Curriculum I* for the fourth grade and *Curriculum II* for the fifth grade. *Curriculum I* is organized into three units: Introduction to Families, Self-Esteem, and Powerful Nonviolent Decisionmaking. These units cover the following topics:

- Families;
- Gender-role expectations;
- Child abuse;
- Emergency versus nonemergency situations and developing a personal safety plan;
- Self-esteem;
- Feelings related to self-esteem and healthy responses to feelings;
- Assertiveness;
- Communication skills;
- Fair fighting; and
- Self-esteem and individuality.

*Curriculum II* is an extension of *Curriculum I* and is not intended to be delivered if the first curriculum has not been offered previously. *Curriculum II* covers the following topics:

- Review of *Curriculum I*;
- What to do with secrets—good/bad secrets;
- Prejudice, stereotypes, and racism;
- Parent-adult-child thinking and decisionmaking;
- Child abuse;
- Power and control;
- Resolution versus retaliation;
- Facing up—being a bully; and
- Self-esteem.

### **Curriculum Implementation**

Each session of the curriculum has its goals and objectives as well as procedures for delivering the day's session and a closing exercise. During closing, students are reminded of the discussion group in case they have a problem related to the session and are encouraged to share something from the session in a closing statement. Many activity options are provided for each lesson plan to allow the facilitator to select the material best for the class. Facilitators use a participatory

learning style to provide students with opportunities to process, share, and discuss what they have learned.

It is recommended that a racially mixed, gender-balanced team of facilitators deliver the curriculum. *Healthy Choices* is presented across the State by WC&S staff members, teachers from various school districts, and staff from other community agencies. Facilitators are encouraged to use the curriculum in ways that fit the needs of the students and teachers and work closely with the teacher to design appropriate presentations.

The curriculum includes a section with special instructions for facilitators (e.g., the effectiveness of having a gender and racially balanced team of facilitators, modeling respectful interactions, and cultural awareness). It also provides guidelines on how to proceed should child abuse be disclosed and how to conduct the discussion groups. Pre- and post-tests, a bibliography, and handouts are also included.

The learning objectives of classroom presentations are to:

- Identify the different forms of abuse;
- Understand the dynamics of power and control in interpersonal relationships;
- Understand how stereotypes contribute to violence and abuse;
- Recognize options and resources;
- Learn assertiveness skills to solve problems nonviolently; and
- Help children realize that they are not responsible for the dysfunction in their family.

## PROGRAM OPERATIONS

Program staff coordinate the implementation of the program in each school district. Coordination, which begins at the end of a school year for the following school year, consists of meetings with the school superintendent, the school coordinator of Student Assistance Programs, and the School Board.

The school personnel inservice training and the parent workshop are conducted prior to classroom presentations. This is to ensure proper followup in the classroom if a student is involved in family violence and to help parents understand the curriculum and get help for family violence if needed. Parental permission for students to participate in the program may be needed in those schools where *Healthy Choices* is not part of the school district curriculum. In addition, schools are expected to arrange the personnel inservice training, set up the schedule of classroom presentations with facilitators, provide a liaison to work with program staff, and reserve a room for the discussion group.

Program staff meet at the end of the school year to evaluate and revise the curriculum. Staff discuss their experience in implementing the program, including how they handled difficulties, and share suggestions for program improvement. WC&S also prepares year-end reports for school administrators that describe the implementation of *Healthy Choices* in their school.

## PROGRAM ASSESSMENT

### *Training and Education*

The training and education provided to teachers and parents prior to classroom presentations appear to be key strengths of *Healthy Choices*. It is mandatory that school personnel and parents receive presentations before the classroom sessions. WC&S believes that the training the school personnel receive helps them identify students who need to attend the discussion group. The learning objectives of the inservice training are for school staff to learn:

- The effects of domestic violence on children;
- Intervention techniques for students suspected of living in violent or troubled homes; and
- How to model appropriate gender-role behavior.

WC&S staff also believe that the educational presentations on domestic violence and *Healthy Choices* help parents understand the nature of the curriculum. The learning objectives of the parent workshop are for parents/guardians to:

- Become aware of the dynamics of domestic violence and its effect on children;
- Learn legal options available for families living with domestic violence; and
- Become aware of the information delivered in the classroom presentations.

Parents also learn where and how to get help if they are experiencing domestic violence. In addition, the presentation helps students get the support they need from school and from home in dealing with the issues raised during the classroom presentations.

Another strength of *Healthy Choices* is the comprehensive training provided to WC&S facilitators. New facilitators receive a basic 40-hour volunteer training on WC&S programs and services and training in group facilitation. Trainees also use WC&S training tapes. In addition, new facilitators study educational information on domestic violence and observe several presentations by experienced facilitators in the classrooms. Trainees then deliver the curriculum with an experienced facilitator.

*Training materials include five training tapes ("train-the-trainer") that show WC&S presenters, and training representatives of schools and of community agencies how to implement Healthy Choices in their own communities. The tapes include training on how to deliver inservice training for school personnel and how to conduct a parent workshop. They also cover presentations of each curriculum session.*

### ***Addressing Diversity***

Focusing on diversity is an important aspect of *Healthy Choices*. The use of racially mixed, gender-balanced teams of facilitators demonstrates an understanding of the need to address diversity. Facilitator teams present a model of shared power and control between individuals of different genders and ethnic groups. The Director of Education believes there is a beneficial impact in using a balanced team of facilitators and believes that this may be the only opportunity for students in all-white schools to see shared power interactions in a positive way.

WC&S staff regularly participate in educational activities that address cultural diversity. Some staff have conducted trainings on cultural diversity for WC&S staff, school districts, and other community agencies.

### ***Program Comprehensiveness***

*Healthy Choices* is a comprehensive program that delivers domestic violence information in classrooms over an extended period of time. The curriculum is delivered during a 6- to 10-week period to allow students time to absorb new information and acquire new skills and to begin to adopt appropriate attitudes and behaviors regarding domestic violence. For younger students (fourth grade), such learning is reinforced in the subsequent school year when they receive *Curriculum II*. In addition, facilitators develop ongoing relationships with participants and are available to assist them in the post-session discussion groups. School representatives perceive the program as being an integral component of the school environment.

*Healthy Choices* demonstrates recognition of the social and individual factors involved in family violence—the students, school personnel, and parents. The inservice training conducted with school personnel has proved beneficial by raising awareness about domestic violence and by enabling them to identify and assist students who live in violent homes. Similarly, the WC&S parent workshop has helped to reinforce the curriculum themes at home.

In addition, the program staff are constantly looking for ways to enhance *Healthy Choices*. They have meetings at the end of the school year to evaluate and revise the curriculum and hold yearly update meetings with representatives from other agencies trained to replicate *Healthy Choices*. In these meetings, facilitators discuss their experiences in implementing the program, including how they handled difficulties, and share suggestions for program improvement.

## **PROGRAM OUTCOMES**

### ***Program Satisfaction***

Teachers, principals, and other school personnel who participated in the focus groups expressed satisfaction with the *Healthy Choices* program. They praised the preventive nature of the program and its effectiveness in creating a quieter and safer school environment. School representatives also praised the program's comprehensive approach to domestic violence as demonstrated by its four components: the curriculum content, inservice training, parent workshop, and discussion groups. School representatives also reported that the discussion groups met students' needs, provided them with an opportunity to talk about personal

*"It is very important to have the parent workshop because parents then understand the program and their comfort with the curriculum increases."*—  
Teacher from a *Healthy Choices* school

issues, and offered them a safer and more comfortable environment than the regular classroom to disclose incidents of violence. In addition, teachers recognized the importance of several program characteristics, including targeting students early on in their lives and implementing the curriculum in consecutive years.

### ***Satisfaction With Facilitators***

WC&S facilitators were perceived by participants as highly knowledgeable about domestic violence and experienced in interacting with students. Staff of a community agency replicating *Healthy Choices* commented on the effectiveness of having racially mixed and gender-balanced teams of facilitators. They mentioned that school administrators and teachers liked having such teams of facilitators because they served as positive role models in promoting acceptance and appreciation of cultural diversity and gender differences.

Students also expressed their satisfaction with the facilitators. They felt comfortable during the classroom sessions and comfortable approaching the facilitators to share their problems. They thought the facilitators were fun and friendly.

### ***Effects of the Program on Knowledge, Skills, Attitudes, and Behavior***

Teachers and other school staff, students, and facilitators who participated in the focus groups all reported that the curriculum increased students' knowledge and awareness and changed their attitudes. School representatives indicated that *Healthy Choices* helped students adopt appropriate attitudes about interpersonal relationships by correcting misperceptions about how they should be treated, by showing them ways to stand up for themselves, and by providing them with an opportunity to discuss personal issues.

*Healthy Choices* also helped participants change behavior. A school principal told the site visit team that before *Healthy Choices* was implemented, there were many fights in the playground. The disciplinary procedure was to give a pink slip to students for bad behavior and a gold slip for good behavior; there were a large number of pink slips distributed by principal's office. After *Healthy Choices* started in the school, the principal noticed that the number of pink slips decreased while the number of gold slips increased.

Program effects have also been examined in pre- and post-tests that assess awareness of domestic violence among student participants. A year-end school report conducted by program staff in Montour elementary schools for the school year 1995–1996 indicates that awareness increased from 12 percent to 21 percent among fourth-grade students and from 9 percent to 15 percent among fifth-grade students. A similar report based on program implementation was conducted in Pittsburgh Public Schools and Allegheny County Schools. The report indicates that awareness of domestic violence increased from 11 percent to 14 percent among fourth-grade students and from 13 percent to 19 percent among fifth-grade students.

### **Program Support**

There is a general sense of growing support for *Healthy Choices* from schools. WC&S staff have encountered school district representatives who are very supportive of the program. There is a growing recognition that the success of *Healthy Choices* is due largely to support from the school system. Supportive school representatives work collaboratively with WC&S staff to set up the inservice training, parent workshops, and discussion groups, and to discuss the implementation of sessions with the facilitators. They have also assisted WC&S staff in its outreach efforts to introduce the program to other schools. In spite of the growing school support for *Healthy Choices*, program staff have also encountered resistance and denial from school administrators and/or teachers, especially at the beginning of program implementation and when they conduct outreach to other schools.

Another form of community support mentioned by program administrators comes from local businesses. Program staff reported that a large restaurant chain not only made financial contributions to WC&S community education programs (*Healthy Choices* is one of them), but also displayed a poster of the *Hands Are Not for Hurting Series* for a month. In addition, waiters and waitresses handed out a pamphlet on the *Series* at every table where a child was seated. This pamphlet had a page that children could color and presented information on WC&S services and on domestic violence statistics.

### **CHALLENGES TO PROGRAM IMPLEMENTATION**

Program staff, teachers and other school staff, and representatives from other community agencies replicating *Healthy Choices* identified several challenges to program implementation. These include:

- ***Lack of parental involvement:*** Involving parents in the program has been a major challenge. Although the program has a parent workshop, program personnel do not always succeed in getting parents to participate in it. Parent workshops are conducted in the schools, usually as a part of Parent Teacher Association meetings.
- ***Difficulty maintaining a balance between prevention and intervention services:*** Although *Healthy Choices* was designed to be a prevention program, WC&S is often asked to provide domestic violence intervention in the schools because schools lack sufficient mental health services for students and their parents. The discussion groups may be a useful vehicle for improving intervention services by promoting the development of support groups for students. Moreover, since the schools are becoming more adept at recognizing problems caused by domestic violence, they are asking WC&S to expand into such areas as gang intervention. WC&S staff must work to strike the right balance between prevention and intervention.
- ***Initial resistance and denial among schools:*** Staff implementing *Healthy Choices* has also met some resistance and denial among school administrators. When WC&S staff introduce the program to new schools, they present school administrators with statistics on domestic violence in their ZIP Code area and attend meetings accompanied by school representatives who are supportive of *Healthy Choices*. WC&S staff see outreach efforts

as a constant process of educating people about domestic violence and encouraging them to address this problem. They view this process as cumulative because it becomes easier over time as they become better known in schools and the community.

- ***Need for racially mixed and gender-balanced teams:*** *Healthy Choices* encourages the use of racially mixed and gender-balanced teams of facilitators. But some school administrators, who are working in schools that have homogenous student populations, fail to recognize the value of having these teams. Currently, WC&S promotes the benefits of a mixed team by modeling presentations of *Healthy Choices*. This has proved to be a persuasive approach.
- ***Insufficient resources, funds, and staff:*** Since WC&S does not have the funding or the staff to offer the program to all who request it, the agency cannot meet the demand for the program from the schools. WC&S recently applied to the Centers for Disease Control and Prevention (CDC) for a grant to expand school-based domestic violence prevention programs. Contingent upon award of this grant, WC&S plans to hire additional staff to implement *Healthy Choices*.

WC&S has future plans that may be helpful in overcoming some challenges to implementation. The agency plans to develop a training institute on community programs, which will include *Healthy Choices*. WC&S staff are also planning to start a peer-mentoring program that can be integrated into *Healthy Choices*. This initiative is included in a proposal that the agency submitted to CDC to expand school-based domestic violence prevention programs. Currently, staff are considering a strategic plan that emphasizes community education in high-risk communities and increases community-based prevention in areas where *Healthy Choices* is implemented in order to increase support for the program.

## PROGRAM REPLICABILITY

WC&S staff members, school personnel, and representatives of community agencies agreed that *Healthy Choices* is easy to replicate and that classroom curriculum can be presented easily. As mentioned earlier, *Healthy Choices* has been replicated in five southwestern Pennsylvania counties. In addition, WC&S has provided four regional statewide trainings to school districts and has provided training to all of the domestic violence programs in the State.

Staff emphasized the program's flexibility in meeting the particular needs of different groups. Facilitators felt comfortable knowing that they were able to adapt the curriculum in response to teachers' needs, to the different characteristics of the students, to academic requirements, and to time allocated for curriculum delivery. They have modified the length and content of the presentations for this purpose.



The curriculum is presently being distributed nationwide. In 1993–94, WC&S sold over 75 copies of the curriculum statewide and sells, on average, 10 copies of the curriculum per year. In sum, *Healthy Choices* can be successfully replicated in a variety of contexts, including urban, suburban, and rural schools. Feedback from school personnel and staff implementing the program, as well as current program replications and training conducted throughout the State, indicate the flexibility of *Healthy Choices*.

## CONCLUSIONS

*Healthy Choices* is a promising program for preventing domestic violence. The program demonstrates recognition of the social and individual factors involved in family violence—namely, the students, school personnel, and parents—and comprehensively addresses them through its major components. Focus group participants and persons interviewed by the site visit team emphasized the program's value in providing prevention education.

Despite the strengths of the program, there are certain areas that need attention to enhance its effectiveness. In particular, there is a need to increase attendance of school personnel—administrators, counselors, and teachers—at the training. Similarly, with the parent workshops, the program would benefit from exploring new strategies to gain the cooperation and involvement of more parents.

Currently, WC&S is supporting an evaluation of *Healthy Choices* being conducted by the Division of Public and Community Health Services at the Graduate School of Public Health of the University of Pittsburgh. Although the evaluation methodology has some limitations, it does allow for a reasonable assessment of student learning and subsequent program impact. For example, the evaluation is being conducted in a suburban school district, whereas *Healthy Choices* is implemented with populations from urban, suburban, and rural Pennsylvania. Results of the evaluation will be limited to populations with similar characteristics because different issues and needs related to violence are likely to occur in different settings. However, further research with populations from other parts of the State where *Healthy Choices* is being delivered will allow useful comparisons to assess program effects. WC&S staff are aware of the need for a large-scale, longitudinal program evaluation and is taking steps to accomplish it. Results from evaluations of *Healthy Choices* could be used to help assess program effectiveness.

## CHAPTER IV

### FINDINGS: PROGRAM STRENGTHS

This chapter identifies promising strategies for educating children and youth about domestic violence and outlines some key elements for developing, implementing, and evaluating a comprehensive program for educating youth about domestic violence. The elements discussed are based on selection criteria developed by the expert panel (see chapter II) and information gathered during site visits to the model programs.

The model programs reviewed have unique strengths and share key elements that contribute to their success. These elements are recommended for developing a comprehensive and wholistic approach to domestic violence education and prevention.

#### ***KEY ELEMENTS OF THE MODEL PROGRAMS***

##### **Comprehensiveness**

- ✓ Develop links to other services and referrals.
- ✓ Address the climate of interpersonal violence in the school and community.
- ✓ Educate adults in the schools and the community about the need for them to serve as models for children and youth.
- ✓ Address the social and individual factors involved in domestic violence.
- ✓ Provide training that includes the specific needs of staff, volunteers, and teachers.
- ✓ Develop strong relationships with school personnel and parents.
- ✓ Conduct program activities over an extended period of time.
- ✓ Expand the themes of the program beyond the classroom setting.

##### **Curriculum**

- ✓ Develop a curriculum that is flexible and adaptable.
- ✓ Use a gender-balanced team to present a curriculum.
- ✓ Develop a curriculum that is appropriate for different educational and child developmental levels.
- ✓ Ensure that the curriculum and staff are sensitive to cultural diversity.
- ✓ Develop a curriculum that addresses violence at multiple levels (i.e., environmental, motivational, and predispositional factors).

##### **Evaluation**

- ✓ Assess progress through focus groups and/or feedback from participants.
- ✓ Conduct process and outcome evaluations.
- ✓ Use information gained to improve the program.

## Comprehensiveness

Although model education programs on domestic violence focus on reaching children and youth in the classroom, they also address interpersonal violence in the school and community. Often, when a domestic violence curriculum is presented, students identify with issues occurring in their own homes or relationships. Thus, a model program should develop links to other community agencies and service providers to provide followup and referral services to participants as needed. By collaborating with different community groups, the program can reach a larger population and can address the needs of students at various levels. Such collaboration can also reduce duplication of efforts to serve children and youth in the community.

In building awareness of domestic violence, a model program should also strive to develop strong and cooperative relationships with school personnel and parents. The model programs reviewed during this project are based on the premise that violence is a learned behavior and that one way to change this behavior is to create a nonviolent environment for children and youth. By introducing concepts such as domestic violence prevention, gender equality, and conflict resolution to teachers and parents, as well as students, a model program can create a safe school environment and cultivate community-wide awareness of domestic violence. Many program directors noted that for children and youth to continue to develop nonviolent behavior skills, adult behavior should serve as a model for the students. As models, teachers and parents must enhance their own conflict resolution skills and develop an understanding of the impact of domestic violence on children and youth. Thus, the theme of nonviolence should be expanded beyond the classroom setting and permeate the school culture.

A model program recognizes the social and individual factors involved in domestic violence—namely, the students, school personnel, parents, and the community—and addresses them through its major components. This can be accomplished through education and outreach. By providing comprehensive training components for program staff, as well as education components for teachers and parents, a model program may help students obtain the family and community support needed to use learned skills outside of school. A model program should provide ongoing and “refresher” training for program facilitators. All staff need to have an indepth understanding of the issues surrounding domestic violence, especially, the impact such violence has on the well-being and behavior of children and youth. All facilitators working

### **COLLABORATION**

*Project TAP activities link to other projects that address other common problems among teens, including HIV/AIDS, teen pregnancy and parenting, and juvenile delinquency.*

*Chance for Change was developed and is being implemented by three agencies concerned about domestic violence and sexual abuse. The program has expanded into the community and now is being offered by community-based facilitators in conjunction with a self-defense course for teenage girls.*

### **PERMEATION OF THE SCHOOL CULTURE**

*Choices and Change peer educators provided a presentation on sexual harassment to teachers in their high school. As a result of the presentation, the teachers realized that they needed to modify their own behavior and to provide better examples of male/female interaction for their students.*

### **TRAINING**

*TDVIP is expanding its impact by providing training to school counselors who want to develop support groups for victims and intervention groups for perpetrators.*

with a program, in particular teachers and those new to the issue of domestic violence, should be able to respond appropriately and effectively to student disclosures of violent experiences or behavior. Special training in classroom management and child development should be given to agency staff who do not have experience in educational settings.

In addition to training for program and school staff, information may also be provided to parents before classroom presentations begin. Parents may become involved in the program or support the program if they are given an introduction to the curriculum themes or topics and information on community resources. Educational presentations for parents may also help them learn about services available to them if they, or their children, are exposed to domestic violence.

The expert panel also recommended that a model program deliver domestic violence information to children and youth over an extended period of time. Programs should include multiple class sessions and be repeated at various grade levels. This allows students time to absorb new information, acquire new skills, and begin to adopt appropriate attitudes and behaviors regarding domestic violence. For younger students, such learning can be reinforced if the program builds upon the material and presents more information in subsequent school years. Other program components and special activities can also have a greater impact if they are consistent and ongoing. In having a long-term presence, model programs can become an integral component of the school environment.

## Curriculum

Programs should have domestic violence education curricula that are flexible and adaptable to varying school schedules and to the different needs of students and communities. Often, as a result of consultations between program staff and school personnel, the curriculum has been modified to emphasize certain topics. Program activities should be flexible to meet the needs of schools or communities where the curriculum is implemented. The time allocated to classroom presentations also influences the prioritization of topics and activities. Thus, curriculum components should be able to be presented independently of each other.

A gender-balanced team that is trained to model positive behavior between males and females is the ideal team for presenting a domestic violence curriculum. Such teams can help students address gender stereotypes and realize that domestic violence adversely affects both men and women. Male students also seem to be more willing to listen to the information if presented by a male. *TDVIP* uses a female law enforcement officer and a male teacher—the reverse of the common stereotype—to present its curriculum.

### ***A FLEXIBLE CURRICULUM***

**TDVIP** grantees can implement the curriculum despite differences in school districts' schedules and class periods. At one high school, the full *TDVIP* curriculum was implemented in three 90-minute sessions instead of five 45-minute sessions.

**Healthy Choices** staff noted that the curriculum developed for fourth-graders was too basic for some schools. The activities did not keep the children actively engaged in the lessons. The staff integrated components of the fifth-grade curriculum for those presentations for the fourth-grade students.

The curriculum should address the environmental, motivational, and predispositional factors that contribute to interpersonal violence. The content of the curriculum should also be appropriate for different educational and child development levels. The expert panel identified a wide range of topics as appropriate subject matter for domestic violence model programs and made suggestions about what should be addressed at each age level (i.e., elementary, middle, and high school). The panel agreed that all programs should include: sex-role stereotyping, violence/abuse awareness, help-seeking, and witnessing family violence. For elementary school programs in particular, topics such as anger management, conflict resolution, social skills, communication skills, and acceptable outlets for aggression should be addressed. Dating violence and sibling violence should be covered from middle school through high school. High school curricula should include bystander/observer reactions, confidant/peer disclosure, and media violence. Table 2 identifies topics addressed by the model programs reviewed.

**Table 2. Curricula Content**

<i><b>Elementary School</b></i>	
<ul style="list-style-type: none"> <li>▪ Definition of family</li> <li>▪ Gender roles and expectations</li> <li>▪ Definition of abuse, including physical, emotional, and sexual abuse</li> <li>▪ Violence in families and how it affects families</li> <li>▪ Options for solving problems</li> <li>▪ Distinguishing between emergency and nonemergency situations</li> <li>▪ Personal safety plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-esteem</li> <li>▪ Feelings</li> <li>▪ Definition of assertive versus aggressive behavior</li> <li>▪ Stereotypes, prejudice, and racism</li> <li>▪ Decisionmaking</li> <li>▪ Power and control</li> <li>▪ Conflict resolution and communication skills</li> <li>▪ Bullies</li> <li>▪ Violence in the media</li> </ul>
<i><b>Middle School/High School</b></i>	
<ul style="list-style-type: none"> <li>▪ Causes of violence</li> <li>▪ History of violence towards women</li> <li>▪ Definition of violence and abuse</li> <li>▪ Definition of respect</li> <li>▪ Continuum of violence</li> <li>▪ Stereotypes, prejudice, racism, sexism</li> <li>▪ Power and control</li> <li>▪ Media impact on gender and violence</li> <li>▪ Domestic violence and cultural issues</li> <li>▪ How to identify an abusive relationship</li> <li>▪ Cycle of violence</li> <li>▪ Self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognizing anger and tension</li> <li>▪ Handling emotions</li> <li>▪ Dating violence</li> <li>▪ Personal safety plan</li> <li>▪ Sexual harassment</li> <li>▪ Sexual assault</li> <li>▪ Conflict resolution and communication skills</li> <li>▪ Healthy relationships</li> <li>▪ Respectful "breaking up"</li> <li>▪ Alcohol and violence</li> <li>▪ Date rape</li> <li>▪ Post Traumatic Stress Disorder (PTSD)</li> </ul>

Model programs have curricula that are sensitive to the diversity among participants. The curriculum should address the impact of domestic violence among various racial and ethnic groups, the disabled, and gay and lesbian lifestyles, in a manner that is appropriate for the educational level of the participants. It is important for programs to

*The barriers to services that exist in communities of color must be addressed in education programs if we are to be successful in eliminating violence in all communities. Effective education strategies must be crafted from a culturally appropriate perspective.—  
Shelia Hankins-Jarrett, expert panel member*

address issues of diversity even if the audience is perceived as homogeneous. Although facilitators may not have a thorough understanding of all cultures, a model program must effectively address and understand its target populations. Model programs should provide facilitators with the necessary resource information to address diversity and should train program staff to create a setting where all students are affirmed and respected.

## Evaluation

As a program develops, it should identify, from its experiences and from participant feedback, which methods are effective and which are not. The model programs recognize the need for formal and systematic evaluation on program effects to improve their programs. Each of the programs included in this evaluation used feedback to improve the curriculum and implementation of the program and were able to provide anecdotal information on program effectiveness. Some of the program assessment activities include the following:

- WC&S is currently supporting an evaluation of *Healthy Choices* being conducted by the Division of Public and Community Health Services at the Graduate School of Public Health of the University of Pittsburgh.
- LACAAW staff recognize the need for a longitudinal evaluation of *In Touch With Teens*. LACAAW is developing a program called TAPNet. When this program is funded, staff will be able to establish a centralized database to store and organize student responses to pre- and post-curriculum questionnaires for data analysis.
- *TDVPIP*'s program evaluator has conducted a process evaluation during the first year of the program's implementation. *TDVPIP* plans to build evaluation efforts during each school year and has received increased funding for FY 1998.



## CHAPTER V

### FINDINGS: PROGRAM CHALLENGES

Through site visit interviews with key personnel, focus groups, and classroom observation, many issues and concerns surfaced during this project. Staff from the model programs shared lessons they have learned in developing and implementing domestic violence education curricula. Some of the “lessons learned” are discussed in this chapter.

#### ***CHALLENGES OF THE MODEL PROGRAMS***

- Changing attitudes regarding the role of domestic violence prevention in education
- Lack of awareness and understanding of the dynamics of interpersonal violence among children and youth
- Insufficient support and involvement from parents
- Parental rights to refuse participation of their children in the curriculum
- Limits on the time available to present the curriculum
- Collaboration with schools and community organizations
- Inadequate funding, resources, and staff
- Recruitment and training of sufficient staff and volunteers (especially males)
- Program implementation
- Insufficient research and program evaluations

#### **Attitudes and Knowledge Regarding Domestic Violence Prevention**

Organizations concerned with domestic violence have played a key role in developing programs to educate the public about domestic violence. Through the years, it has become evident that education about domestic violence must begin with children and youth. In implementing domestic violence education curricula, the model programs noted that although many schools and communities are very interested in addressing the issue of domestic violence, often it is very difficult to gain access to the schools.



The attitudes of teachers, parents, school administrators, local education boards, and communities regarding domestic violence and the role of education all affect a program's ability to gain access to schools

*"For a program to be successful, it must have support from the top."*

—Massachusetts Governor Argeo Paul Cellucci

and to implement its curriculum. In communities where there is denial that domestic violence is a problem or that it is an inappropriate topic to discuss with students, programs have an even greater difficulty in making an impact. Such denial often reflects a lack of awareness and knowledge about domestic violence issues. The values and beliefs of individuals and community groups can further complicate program implementation.

Model program staff report that other community agencies often know very little about interpersonal violence. For example, several staff members noted that, although they now have close links to local law enforcement personnel, there continues to be a need to educate them about the dynamics of teen dating violence and the difference between violence in adolescent relationships and adult relationships.

### **Limitations on Classroom Presentations**

Domestic violence education programs for children and youth must provide not only information, but also should result in an increase in knowledge and change in attitudes and behavior. The model programs evaluated

*Student participants of TDVPIP indicated that they think the program should begin for students in the sixth grade and continue through college.*

all have curricula that are designed to change attitudes and behaviors. This cannot be accomplished in a 1- or 2-hour presentation. Therefore, the curriculum should be delivered over an extended time period and repeated during the course of a student's school years. Many of the model programs were unable to implement the full curriculum for several reasons, including:

- Limited classroom time;
- Relegation of domestic violence prevention to a non-essential part of the school curriculum; and
- Competing social issues such as gang violence, HIV, teen pregnancy, and substance abuse.

### **Parental Involvement**

Parental involvement is another challenge that affects program comprehensiveness. All of the model programs perceived parental involvement as valuable, but had little or no success in engaging parents in program activities. Although some parents are interested, they usually have difficulty in finding time to participate in parent education or to become involved in the program. There are also parents who believe that their children should be taught the basic ABC's of education, and that information provided in a domestic violence curriculum does not belong in the classroom. Some school systems notify parents in advance or require students to have signed

parental permission slips before they may participate in the curriculum. Those students not receiving parental permission may miss a valuable opportunity to learn new interpersonal skills.

### **Collaboration With Schools and the Community**

Each model program included in this evaluation collaborated with other agencies. Program staff identified collaboration as a major factor in their program's success and their efforts to market the curriculum. Staff noted that agencies that work or interface with children and youth often do not collaborate with each other. These collaborations are not always easy to achieve because organizations have their specific mission, interests, and culture that may hinder efforts to work together.

While such collaboration remains a challenge for some programs, there is a great need to promote more interorganizational and interagency collaboration. Some of the more successful programs have established advisory groups, usually composed of school personnel, community agencies providing violence-related services (e.g., women's shelters, rape crisis centers, and battered women's programs), law enforcement agencies, and local and State officials. Such advisory groups address the individual needs of schools and communities and the difficulties in implementing a domestic violence education program. These groups may also help agencies ensure some degree of uniformity in programs that are implemented on a community or statewide basis.

Another problem mentioned by program personnel was the lack of reinforcement for the themes of nonviolence and gender equality in the wider school environment. Schools may fail to enforce sexual harassment policies and may have no policies at all regarding teen dating violence, date rape, or interpersonal violence. While some teachers and other school personnel seem relatively comfortable with the prevention aspects of youth domestic violence education, others seem less sure of what their role should be once dating violence is apparent or is disclosed. The lack of guidelines in the schools for teachers to handle students' disclosures and community resources for referrals in many communities are also concerns.

### **Resources**

Each of the model programs used funds from a variety of sources for implementing their program. Grants from the local school district, city, county, or State were for limited target populations. Funds identified for outreach and community education activities from a variety of public and private sources were used to support their youth education program.

In many areas where programs have been implemented successfully, sponsoring agencies often have difficulty in meeting the demand for domestic violence education and prevention services in their communities. The current level of funds, resources, and limited staff hinders program efforts to implement activities, including curriculum presentations. With additional funding and trained facilitators, the number of schools and students reached can be increased. Additionally, programs indicated a need for more male facilitators. Programs using a team of facilitators agree that a gender-balanced team is very effective in delivering a domestic violence curriculum.

However, programs often find it difficult to recruit male staff and volunteers interested in addressing this issue.

## **Training**

Using appropriately trained facilitators is key to the success of any educational program. It is a challenge to provide training to program facilitators who come from widely different disciplines, have different skills and experiences, and may have different roles in implementing the program. For example, special training in classroom management may be necessary for facilitators from other agencies or community programs who do not have experience in educational settings. Another challenge to training is the limited resources for such activities, despite the need for frequent training sessions and “refresher” courses. In addition, program staff noted that technical assistance and supervision of schools and other agencies implementing the domestic violence curriculum are needed, but staff do not have the time or resources to meet the demand.

## **Implementation**

The process of implementing any new program is not easy. Each of the model programs encountered various forms of resistance or lack of cooperation from school officials, administrators, teachers, parents, and, in some cases, other community groups. Although all of the model programs have established positive relationships with the schools they actively work with, they all have a continuous challenge in gaining access to new schools. Even within a school, there may be resistance from individual teachers or administrators.

The process of developing a program to educate youth about domestic violence and how to implement the program in schools or through other youth-serving organizations was accomplished by trial and error. Unfortunately, the model programs have not documented their experiences in developing and implementing their programs. When organizations are providing training and technical assistance to others, questions often arise about how to conduct various activities, such as developing a relationship with the local schools, developing collaborative working relationships with other community agencies, or recruiting volunteers. Although program staff may be able to offer general guidance and discuss their approaches to solving problems, there is no written documentation of the process for implementing the program.

## **Research and Program Evaluations**

The model programs also identified additional elements that would improve the effectiveness of domestic violence education programs and assist programs in overcoming challenges to implementation. Programs agreed that further research on the effects of domestic violence on children and youth and the factors related to teen dating violence is needed. As noted in chapter I, researchers and practitioners call for a focus on the problem of dating violence as a separate entity, not as a step from childhood violence to marital violence. No model program included in this study has received a systematic formal evaluation based on a longitudinal study of a large sample of participants. The agencies are well aware of the need for large-scale, longitudinal program evaluations.

Comprehensive process, outcome, and impact evaluations are needed to determine whether students' attitudes and behaviors change as a result of domestic violence education programs. Such analyses may offer insight into changes in help-seeking behavior and the reduction in violent behavior among youth. Cost evaluations are also needed to address how much the program costs in relation to alternative uses of the same resources and to program benefits.<sup>17</sup>

As model programs evaluate their work, practitioners and researchers will gain a better understanding of ways in which education may help break the cycle of domestic violence. There are many unanswered questions about the effects of domestic violence on the lives of children and youth. Further research and knowledge in this area can impact the effectiveness of domestic violence education programs and promote the development of improved curricula and new strategies for reducing domestic violence.

### ***MAKING A DIFFERENCE***

Development of programs, such as the ones identified in this project, is only part of what needs to be done to educate children and youth, but it is an essential part. Domestic violence education programs can help children and youth cope with interpersonal violence, as well as other life challenges, by teaching them how to handle conflict and use problemsolving techniques. However, education should begin early, and positive behaviors learned through programs such as these must be reinforced and adapted as children and youth grow into adulthood. The U.S. Department of Health and Human Services and the U.S. Department of Education's promotion of youth education and domestic violence prevention strategies can help children and youth develop healthy relationships throughout their lives.

<sup>17</sup> Adele Harrell et al. *Evaluation Strategies for Human Services Programs: A Guide for Policymakers and Providers* (Washington, DC: The Urban Institute, 1996), 2.



## EXPERT PANEL CONCLUSIONS

*Members of the expert panel reviewed this report and discussed evaluation findings. The panel's discussions were based on a limited amount of data gleaned from a review of programs responding to the Federal Register announcement. These discussions yielded a number of conclusions that are relevant to both public and nonprofit institutions and should be examined at the local and national levels. Among other conclusions, the expert panel resolved that there exists the need for:*

**An evaluation of curricula on domestic violence and violence in intimate relationships for age and developmental appropriateness.**

Curriculum specialists, experts in child development, and experts in the field of domestic violence need to review curricula to determine the suitability of the content and activities based on the age and grade levels of the students. Some activities may even teach negative behavior and, therefore, obviously, should not be included in the curriculum.

**An evaluation of the long-term effectiveness of youth domestic violence education programs in changing attitudes and behaviors.**

Analyses of domestic violence education programs are needed to see if such programs change students' knowledge, attitudes, and behaviors in helping to "break the cycle" of domestic violence. Such analyses—which would help policymakers, practitioners, and researchers better understand the positive effects of domestic violence education—could determine if there are long-term changes in help-seeking behavior, improvements in relationship skills, and a reduction in interpersonal violence.

**Schools—in coordination with the home and community—to address the issue of interpersonal violence with students. Schools should have curricula that address domestic violence and violence among intimate partners at the primary, middle, and secondary school levels.**

Children who encounter domestic violence and youth who are involved in potentially violent interpersonal relationships cannot leave these experiences at the door when they enter school. Such experiences may affect the student's ability to learn and can negatively affect the behavior of the student, both in and out of school. The model programs included in this project are based, in part, on the premise that behavior is learned and that violent and negative behavior can be "unlearned." Therefore, the school, by integrating violence education programs into the school curriculum, can be a primary conduit for teaching positive ways to foster healthy, rewarding relationships.

**The development of guidelines—which should be included with curricula—to assist programs in developing and implementing youth domestic violence education programs.**

Program implementation guidelines are critical in helping schools and other agencies implement domestic violence education programs. Although the model programs had curricula for teaching students about domestic violence, they lacked the necessary documentation on how to implement the curricula in schools or other youth-serving organizations. The challenges and lessons learned by these programs can guide other programs in their development and implementation activities.

**Technical assistance for schools and agencies that want to implement youth domestic violence education programs.**

Program staff at every site visited discussed the lack of available resources to provide technical assistance to schools and other agencies interested in developing programs to educate youth about domestic violence. While resources, such as guidelines for program development and implementation, may be sufficient aid for some jurisdictions, others may need technical assistance to implement a program in their communities.

# NATIONWIDE DISTRIBUTION OF MODEL PROGRAMS: DISCUSSION OF COST

## Introduction

*The Youth Education and Domestic Violence Model Projects* project has identified five model programs that can be replicated throughout the United States. However, to determine the cost of replicating these programs requires data not currently available. Some of the factors that affect the ability to identify and track the resources needed to implement these programs effectively are discussed below. Under the current project scope, a plan and cost estimate for nationwide distribution can not be developed.

## Model Programs

This project resulted in the identification of a number of different interventions for educating young people about domestic violence. As the expert panel and project staff developed criteria for identifying model programs, it was evident that there is no one model program or intervention that can be identified for educating youth about domestic violence and violence in intimate relationships. Using the criteria developed by the expert panel, the project team identified five programs for evaluation. One program is a statewide program based primarily in local school districts, and the other four programs are under the auspices of community-based agencies that provide direct services to women and children who are victims of domestic violence. While all of the programs meet the criteria, they vary in their approach, complexity, duration, and staffing. There is a large variance in the amount of designated funding, use of volunteers, and in-kind contributions for each program. Additionally, four of the five programs address more than one target education level.

The State-level program is funded by the State Department of Education. The State legislature appropriates funds for the program. Annually, a request for proposals is disseminated, and school districts and community agencies may apply for funding. Selected grantees receive grants of \$5,500 to \$7,500 each depending upon the number of schools proposed and the scope of activities planned. These funds may be used to cover the costs of staff training, the hiring of local experts, stipends for team members and group facilitators, and program supplies. The actual implementation of the program requires additional resources such as:

- Teachers to teach the curriculum;
- Law enforcement officers to teach the curriculum;
- Funds for program activities;
- Use of community agency personnel;
- Group facilitators; and
- Other supportive services.



One aspect of this program is to utilize existing resources. The existing resources may be other community agencies and/or volunteers. Grantees must supplement the State grant funds with local resources. Several jurisdictions actively pursued grant funds from other sources to supplement the State funding.

For the programs sponsored by community-based agencies funding resources are from a number of sources. The amount and source of funding directly impacts when, where, and how the programs are implemented. Funding sources include:

- Foundation grants;
- Grants and contracts from local and State government agencies
- United Way grants;
- Programs such as, Americorps;
- Corporate and private contributions; and
- Other fundraising activities.

The curriculum of each program was developed using the train-the-trainer approach. In some jurisdictions, teachers preferred having agency staff present the curriculum—in other areas, the agency staff provided training and technical assistance—while in other communities, the curriculum was presented by a variety of individuals and organizations both. Each program has copies of its curriculum and related materials available for dissemination. The costs range from \$25 to \$150. Agency staff and volunteers are also available to provide training and technical assistance for schools or agencies that want to implement the curriculum in their community.

### **Barriers to a Cost Study**

Data applicable to the funding and resources used for implementing the program were requested from each agency. None of the agencies was able to provide accurate information regarding the total cost of program implementation. In cases where an agency could receive funding to provide an agreed-upon number of sessions per contract or grant, the cost per session could be identified, but it would not be a true cost for full implementation of the program. Such cost estimation is difficult in multi-faceted, comprehensive programs in which the level and type of service are highly variable and may involve a number of service providers.<sup>18</sup> For instance, one program received a contract from a local government agency to implement the curriculum in schools in the county. Another agency works closely with the funded agency and provides staff and volunteers who assist in marketing the program to the schools, training, technical assistance, victim support services, and implementing the curriculum. Independently, neither agency would be able to provide the quality and quantity of service provided currently. At each program site the demand for the program exceeded the resources available for implementing the curriculum. This compounds the problem of ascertaining the cost for replicating a program in another community.

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<sup>18</sup> Adele Harrell, et al. *Evaluation Strategies for Human Services Programs, A Guide for Policymakers and Providers*. (Washington, DC: The Urban Institute, 1996), 24.

# APPENDIX A

## PROGRAMS THAT RESPONDED TO THE *FEDERAL REGISTER* NOTICE

The programs in this listing are in alphabetical order. The ★ denotes a model program.

Program Sponsor		Education Level			
		Primary	Middle	Secondary	College
1	<b><i>Acquaintance Rape Curriculum: A Course To Promote Better Gender Relations</i></b> County of Union Westfield, NJ			✓	
2	<b><i>The Adolescent Outreach Program</i></b> Crossroads Safehouse, Inc. Fort Collins, CO		✓	✓	
3	<b><i>ASAP: A School-Based Anti-Violence Program</i></b> London Family Court Clinic London, Ontario	✓	✓	✓	
4	<b><i>Building Healthy Relationships</i></b> Clarina Howard Nichols Center Morrisville, VT		✓	✓	
5	★ <b><i>Chance for Change</i></b> Bradley-Angle House Portland, OR		✓	✓	
6	<b><i>Children's Domestic Abuse Program</i></b> The Wilder Community Assistance Program St. Paul, MN	✓			
7	★ <b><i>Choices and Change: Challenging the Use of Violence Among Children and Youth</i></b> Boulder County Safehouse Boulder, CO	✓	✓	✓	
8	<b><i>Choosing Non-Violence</i></b> The Rainbow House Institute for Choosing Non-Violence Chicago, IL	✓			
9	<b><i>Cool 2B Safe</i></b> The Wilder Community Assistance Program St. Paul, MN		✓		
10	<b><i>Dangerous Choices: Dating Violence Prevention Program</i></b> Women's Center and Shelter of Greater Pittsburgh Pittsburgh, PA			✓	
11	<b><i>Dating Violence – Intervention and Prevention</i></b> Domestic Violence Intervention Services Tulsa, OK		✓	✓	
12	<b><i>Dating Violence Prevention Program</i></b> State University of New York at Stony Brook, Research Foundation Stony Brook, NY			✓	

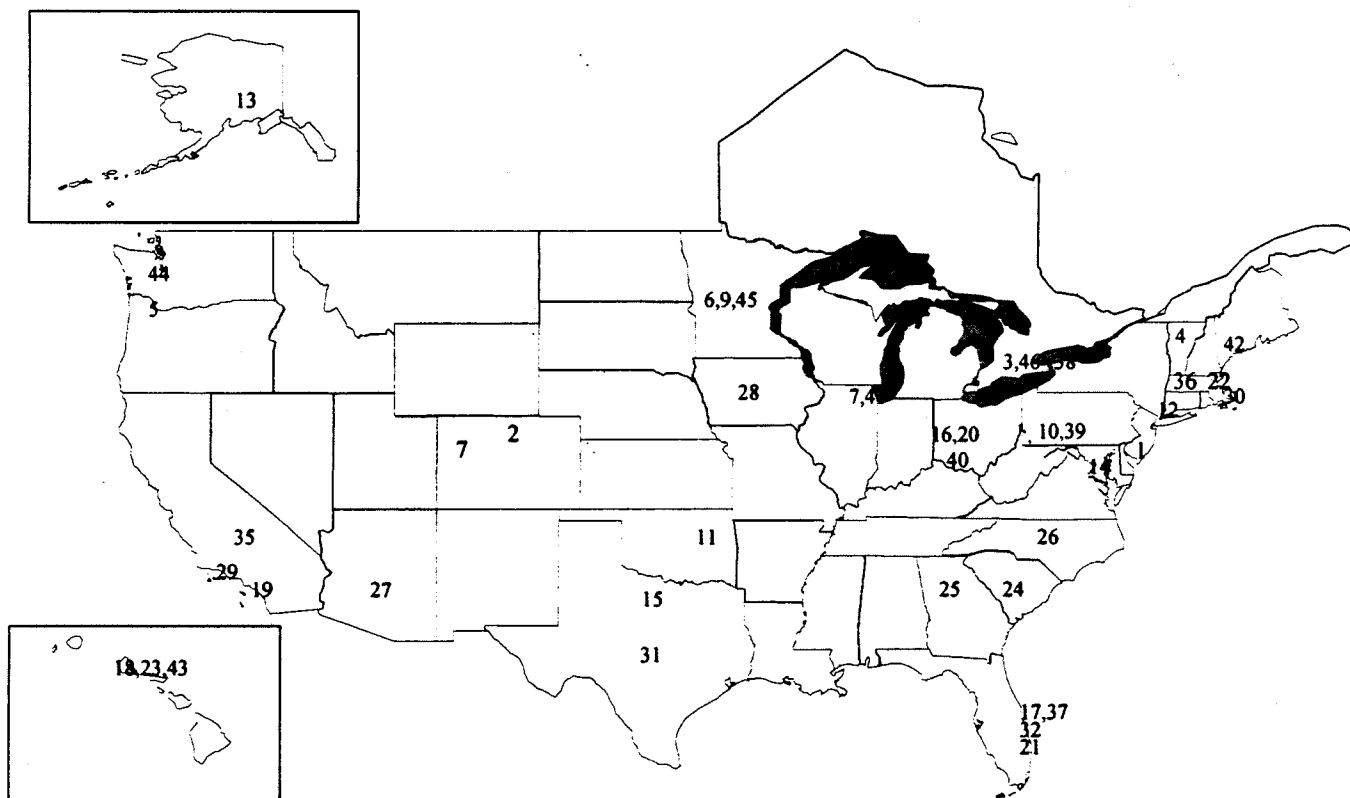
Program Sponsor		Education Level			
		Primary	Middle	Secondary	College
13	<b>Domestic Violence and Conflict Resolution K-12 Curriculum</b> AWAIC, Abused Women's Aid in Crisis Anchorage, AK	✓	✓	✓	
14	<b>The Empower Program</b> The Empower Program Washington, DC	✓	✓	✓	
15	<b>Family Violence Prevention Education Program</b> ...and Lewis, too?! Dallas, TX	✓	✓	✓	
16	<b>High Risk Youth Violence Prevention – Juvenile Detention Center Prevention Program</b> Greene County Domestic Violence Project Xenia, OH		✓	✓	
17	<b>Hugs and Love</b> Domestic Abuse Council, Inc. Daytona Beach, FL	✓			
18	<b>Hui Ho'omana</b> Big Brothers/Big Sisters of Honolulu Honolulu, HI	✓	✓		
19	<b>Impact 2 Million by the Year 2000— Family Mentoring Program</b> Mona Blvd. Community Services, Inc. Compton, CA	✓	✓	✓	
20	<b>Life Skills Training – High School Youth Violence Prevention Programs</b> Greene County Domestic Violence Project Xenia, OH			✓	
21	<b>LOVE IT – Leaving Out Violence Entirely Is Terrific!</b> Peace Time, Inc. Fort Lauderdale, FL	✓			
22	<b>Mentors in Violence Prevention (MVP) Program</b> Northeastern University Boston, MA		✓	✓	✓
23	<b>Peer Education Program (PEP)</b> Department of Health Honolulu, HI		✓	✓	
24	<b>Prevention of Physical Violence in Dating Relationships</b> University of South Carolina, Department of Psychology Columbia, SC				✓
25	<b>Project Stress Control</b> Wholistic Stress Control Institute Atlanta, GA	✓	✓	✓	
26	<b>Safe Dates Program</b> University of North Carolina at Chapel Hill Chapel Hill, NC		✓	✓	

Program Sponsor		Education Level			
		Primary	Middle	Secondary	College
27	<b><i>Sojourner Center Prevention Program</i></b> Sojourner Center Phoenix, AZ	✓	✓		
28	<b><i>START: Students Talking About Relationships and Themselves</i></b> Children and Families of Iowa Des Moines, IA		✓	✓	
29	<b>★ <i>Teen Abuse Prevention Project (TAP): In Touch With Teens</i></b> Los Angeles Commission on Assaults Against Women Los Angeles, CA		✓	✓	
30	<b>★ <i>Teen Dating Violence Prevention and Intervention Program</i></b> Massachusetts Department of Education State of Massachusetts			✓	
31	<b><i>Teen Dating Violence Project (TDVP)</i></b> Austin Center for Battered Austin, TX		✓	✓	
32	<b><i>Teen Intervention Program (TIP)</i></b> Aid to Victims of Domestic Assault, Inc. Delray Beach, FL			✓	
33	<b><i>Teen PEP</i></b> The Toledo Hospital Children's Medical Center of Northwest Ohio Toledo, OH		✓	✓	
34	<b><i>Teen RAVE Theater Group (Rape, Abuse, and Violence Education)</i></b> Ithaca Rape Crisis, Inc. Ithaca, NY		✓	✓	
35	<b><i>Teen Violence Prevention Program</i></b> House of Ruth, Inc. Claremont, CA		✓	✓	
36	<b><i>Teen Violence Prevention Program</i></b> Rape Crisis Center of Central Massachusetts, Inc. Worcester, MA		✓	✓	
37	<b><i>Teens Against Violence</i></b> Domestic Abuse Council, Inc. Daytona Beach, FL		✓	✓	
38	<b><i>Urban High School Interpersonal Violence Prevention Peer Education Program</i></b> CORSA – Citizens Committee on Rape, Sexual Assault and Sexual Abuse Buffalo, NY			✓	
39	<b>★ <i>Violence Free: Healthy Choices for Kids</i></b> Women's Center and Shelter of Greater Pittsburgh Pittsburgh, PA	✓			

Program Sponsor		Education Level			
		Primary	Middle	Secondary	College
40	<b><i>Violence-Free Relationships – Junior High/Middle School Program</i></b> Greene County Domestic Violence Project Xenia, OH		✓		
41	<b><i>Violence Interruption Process (VIP) Services</i></b> Treatment Alternatives for Safer Communities Chicago, IL			✓	
42	<b><i>Voices Changing Choices: Students Promoting Rights in Relationships</i></b> Abused Women's Advocacy Project Auburn, ME		✓	✓	
43	<b><i>When She Says No</i></b> The Sex Abuse Treatment Center of Kapi'olani Medical Center for Women & Children Honolulu, HI			✓	
44	<b><i>Youth Domestic Violence Prevention Program</i></b> PAAYS – Proud African American Youth Society Tacoma, WA	✓	✓	✓	
45	<b><i>Youth Domestic Violence Program</i></b> The Wilder Community Assistance Program St. Paul, MN			✓	
46	<b><i>Youth Relationships Project</i></b> The University of Western Ontario London, Ontario			✓	
<b>Total for each educational level</b>		15	29	36	2

## Map of Programs

1. Acquaintance Rape Curriculum
2. The Adolescent Outreach Program
3. ASAP: A School-Based Anti-Violence Program
4. Building Healthy Relationships
5. Chance for Change
6. Children's Domestic Abuse Program
7. Choices and Change: Challenging the Use of Violence Among Children and Youth
8. Choosing Non-Violence
9. Cool 2B Safe
10. Dangerous Choices: Dating Violence Prevention Program
11. Dating Violence – Intervention and Prevention
12. Dating Violence Prevention Program
13. Domestic Violence and Conflict Resolution K-12 Curriculum
14. The Empower Program
15. Family Violence Prevention Education Program
16. High Risk Youth Violence Prevention – Juvenile Detention Center Prevention Program
17. Hugs and Love
18. Hui Ho'omana
19. Impact 2 Million by the Year 2000 – Family Mentoring Program
20. Life Skills Training – High School Youth Violence Prevention Programs
21. LOVE IT – Leaving Out Violence Entirely Is Terrific!
22. Mentors in Violence Prevention (MVP) Program
23. Peer Education Program (PEP)
24. Prevention of Physical Violence in Dating Relationships
25. Project Stress Control
26. Safe Dates Program
27. Sojourner Center Prevention Program
28. START: Students Talking About Relationships and Themselves
29. Teen Abuse Prevention Project (TAP): In Touch With Teens
30. Teen Dating Violence Prevention and Intervention Program
31. Teen Dating Violence Project (TDVP)
32. Teen Intervention Program (TIP)
33. Teen PEP
34. Teen RAVE Theater Group (Rape, Abuse, and Violence Education)
35. Teen Violence Prevention Program - CA
36. Teen Violence Prevention Program - MA
37. Teens Against Violence
38. Urban High School Interpersonal Violence Prevention Peer Education Program
39. Violence Free: Healthy Choices for Kids
40. Violence-Free Relationships – Junior High/Middle School Program
41. Violence Interruption Process (VIP) Services
42. Voices Changing Choices: Students Promoting Rights in Relationships
43. When She Says No
44. Youth Domestic Violence Prevention Program
45. Youth Domestic Violence Program
46. Youth Relationships Project



*The following list contains contact information for programs that responded to the Federal Register notice. The information is based on materials submitted to the U.S. Department of Health and Human Services in August 1996. The ★ denotes a model program.*

**Acquaintance Rape Curriculum: A Course To Promote Better Gender Relations**

*County of Union*

300 North Avenue East

Westfield, NJ 07090

Phone: (908) 233-7273      Fax: (908) 654-0260

Contact: Jennifer Pruden, Administrator

This is a school-based program that can be presented in 10 45-minute class sessions. Each unit contains lesson plans, lecture materials, cooperative learning exercises, handouts, evaluation tools, and New Jersey referral information. The curriculum is designed to address topics such as peer pressure, the media, gender socialization and stereotypes, sexual pressure, alcohol and drug use, and the myths surrounding acquaintance rape. The curriculum also focuses on how inadequate or inappropriate communication contributes to acquaintance rape.

**The Adolescent Outreach Program**

*Crossroads Safehouse, Inc.*

P.O. Box 993

Fort Collins, CO 80522

Phone: (970) 482-3502      Fax: (970) 482-3028

Contact: Pia Gansen-Lock, Adolescent Program Coordinator

The program, in helping to develop healthy ways to express feelings and to learn conflict management skills, provides services to increase the physical and emotional safety of youth victims. Adolescents are also helped with issues of abuse in dating relationships and alternative ways to live and love. Community education on domestic violence, including dating violence and date rape, is provided through presentations to junior high and high school teens, as well as to youth service providers throughout the community. Program services also include the facilitation of support groups, a video lending library, and individual counseling for victims of dating or family violence. The program addresses the following risk factors: family history of high-risk behavior, family conflict, family management problems, friends who engage in problem behavior, favorable attitudes toward the problem behavior, early initiation of the problem behavior, community laws and norms favorable toward drug use, firearms and crime, and media portrayals of violence. The program also examines the protective factors that buffer youth from the negative consequences of exposure to risk factors or violence: individual characteristics, bonding, and healthy beliefs and attitudes.

**ASAP: A School-Based Anti-Violence Program***London Family Court Clinic*

254 Pall Mall St.

London, Ontario N6A 5P6

Phone: (519) 679-7250 Fax: (519) 675-7772

Contact: Karen Rhiger, Assistant to the Director

The program package, which contains a 231-page manual/curriculum and a video, is designed to give school boards the tools and concepts to implement practical violence prevention and education at each grade level. The curriculum addresses these issues: violence in intimate relationships; children who witness violence at home; development of nonviolent school environments; bullying; dating violence; violence in the media; and the relationships between violence, sexism, and racism. The *ASAP* manual also describes how to hold professional development sessions on topics such as children who witness violence, wife assault, handling disclosures, and other related topics.

**Building Healthy Relationships***Clarina Howard Nichols Center (CANC)*

P.O. Box 517

Morrisville, VT 05661

Phone: (802) 888-2584 Fax: (802) 888-2570

Contact: Judith Sherts, Children's Program Coordinator

*Building Healthy Relationships* uses two curricula: one for 6th to 8th graders and one for grades 9 through 12. The sixth- through eighth-grade curriculum includes three different workshops. In the first workshop, students are encouraged to identify their personal rights and explore ways in which people express anger. In part 2 of the curriculum, the facilitators present assertiveness tools and skills that develop positive relationships.

**Chance for Change***Bradley-Angle House*

P.O. Box 14694

Portland, OR 97293

Phone: (503) 281-3540 Fax: (503) 232-6617

Contact: Jeannie LaFrance, Outreach Education Coordinator

The curriculum places dating violence within the context of gender inequality in our society. It aims to give facilitators the tools to implement an effective dating violence section in their classrooms. *Chance for Change* lessons are based on a participatory model of learning. Students explore the attributes of traditional male and female sex roles, examine their personal reactions to domestic violence, and learn who is affected by domestic violence. Students also identify the warning signs of an abusive individual, develop conflict-resolution skills, develop the potential for self-defense against sexual assault, and learn about community organizations that assist victims of sexual and domestic violence.



### **Children's Domestic Abuse Program**

*The Wilder Community Assistance Program (CAP)*

Amherst H. Wilder Foundation

650 Marshall Ave.

St. Paul, MN 55104

Phone: (612) 221-0048 Fax: (612) 224-1578

Contact: Michael F. McGrane, Director

The program is aimed at providing services to children 4 to 12 years old who have witnessed or been victims of violence/abuse in the home. The program focuses on prevention and early intervention. To prevent future violence, staff work with those children who are at greatest risk of perpetuating family violence in the next generation. Children are placed in age-appropriate groups: preschool, elementary school, and preadolescent. Group sessions are held once a week for 1½ hours for 10 weeks. Each group has between five and nine participants and combines direct group work with psychoeducational activities and play therapy.

### ★ **Choices and Change: Challenging the Use of Violence Among Children and Youth**

*Boulder County Safehouse*

835 North St.

Boulder, CO 80304

Phone: (303) 449-8623 Fax: (303) 449-0169

Contact: Vicki Powell, Director of Educational Services

The program's goal is to build the knowledge, skill, energy, and interest for youth to take action, on an individual or group level, and to positively impact the occurrences of violence in their school, among their peers, and within their community. The elementary school syllabus (first through fifth grades) introduces information about families and feelings and emphasizes the right of all children to be safe. The curriculum for secondary school students builds on the elementary school program. This syllabus exposes the myths surrounding abusive behavior and presents ways to recognize and deal positively with feelings.

### **Choosing Non-Violence**

*The Rainbow House Institute for Choosing Non-Violence*

2313 S. Millard

Chicago, IL 60623

Phone: (773) 521-5501 Fax: (773) 521-4866

Contact: Anne Parry, Director

The institute began in 1982 as a shelter for battered women and their children. Through community and State alliances, the Rainbow House has published several handbooks that educate children and youth about domestic violence and preventing violence in their community. *Choosing Non-Violence* is a colorful, practical, easy-to-read guide for teaching young children to express feelings and solve problems without violence. Teachers and parents can use this book to explore the meaning of discipline, understand the impact of stress on behavior, consider the effects of family violence on young children, and learn how a supportive adult can make a difference.

**Cool 2B Safe**

*The Wilder Community Assistance Program (CAP)*

Amherst H. Wilder Foundation

650 Marshall Ave.

St. Paul, MN 55104

Phone: (612) 221-0048 Fax: (612) 224-1578

Contact: Michael F. McGrane, Director

This is a school violence-reduction project that was developed by CAP staff and staff from the Wilder Child Guidance Clinic. It focuses on a "climate based" prevention model that involves educators, students, parents, mental health professionals, and communities in a partnership to decrease the incidents of violence in schools and communities. The program's overall goal is to decrease the incidence of bullying, harassment, and other violent behavior in schools. The program includes a six-part interactive video series, produced by American Guidance Services, Inc., that presents a step-by-step approach to learning about violence prevention. An additional goal is to help students and teachers create a school environment where everyone can "think safe, feel safe, and do safe."

**Dangerous Choices: Dating Violence Prevention Program**

*Women's Center and Shelter of Greater Pittsburgh*

P.O. Box 9024

Pittsburgh, PA 15224

Phone: (412) 687-8017 ext. 332 Fax: (412) 687-3315

Contact: Janet L. Scott, Director of Education

This is a multifaceted prevention and intervention program offering classroom presentations, student assistance personnel trainings, individual interventions, and dating violence support groups. The program examines male and female gender expectations, power and control, and healthy alternatives to abusive behaviors. The 3-day curriculum provides an opportunity for many students to discuss their experiences with dating and domestic violence, whether the victim is a friend, family member, or themselves.

**Dating Violence Intervention and Prevention for Teenagers**

*Domestic Violence Intervention Services (DVIS)*

1419 East 15th St.

Tulsa, OK 74120

Phone: (918) 585-3163 Fax: (918) 584-1835

Contact: Felcia Collins-Corriea, Executive Director

The curriculum is used in area high schools to assist youth in recognizing the warning signs of relationships that may become abusive. Participating youth come to understand the interpersonal dynamics that perpetuate dating violence and make choices that enable them to avoid or terminate violent relationships and get help. The curriculum is designed to be presented in five sessions by school personnel in a classroom or group situation. The activities and subsequent discussion of each session are between 40 to 60 minutes in length.

### **Dating Violence Prevention Program**

*State University of New York at Stony Brook, Research Foundation*

Stony Brook, NY 11794-2500

Phone: (516) 632-7852 Fax: (516) 632-7876

Contact: K. Daniel O'Leary, Ph.D., Distinguished Professor of Psychology

The program is designed to prevent dating violence among high school students. It grew out of the empirical literature on dating violence, as well as the findings by a research team on the correlates of dating violence. The curriculum is divided into 5 40-minute sessions and is designed to be taught in secondary/high school health classes. The program can be easily incorporated into existing health education frameworks. The materials can also stand alone, requiring little additional training. Teachers can accommodate the program to best suit their style and the needs of their students. The content of the *Dating Violence Prevention Program* draws heavily on the existing data regarding the causes and correlates of intimate aggression.

### **Domestic Violence and Conflict Resolution K-12 Curriculum**

*AWAIC, Abused Women Aid in Crisis*

*Non Residential Services*

100 West 13th Ave.

Anchorage, AK 99504

Phone: (907) 279-9581 Fax: (907) 279-7244

Contact: Liz Meredith, Team Leader

The curriculum is designed to provide credible, persuasive, and culturally relevant materials to children and youth in primary, middle, and secondary schools. Used by AWAIC volunteers and staff, domestic violence organizations, school districts, and culturally diverse organizations, the materials are intended to help break the cycle of family violence.

### **The Empower Program**

*The Empower Program*

6925 Willow St., NW., Suite 228

Washington, DC 20012

Phone: (202) 882-2800 Fax: (202) 882-2543

Contact: Rosalind Wiseman, Executive Director

Components of this program include: domestic violence, dating violence, and rape/sexual harassment response seminars; self-defense training; rape awareness; nonviolent conflict-resolution workshops; self-esteem seminars; and gender-mediation seminars. These components are designed to change students' perception of their personal power and increase their ability to make safe healthy decisions. In addition, the program addresses the direct connection between young women's self-confidence and their ability to "defend" themselves from many types of assault. The program teaches its *Girls' Empowerment* curriculum and the coed *Gender Violence Prevention* curriculum to Washington, DC, metropolitan area public and private schools and teen parent programs.

**Family Violence Prevention Education Program**

*...and Lewis, too?!*

P.O. Box 820813

Dallas, TX 75382

Phone: (214) 690-3147 Fax: (214) 644-0555

Contact: Carl Lewis, Director

The program is the third phase of an ongoing activity that uses weaving and skating as a means of educating children on social issues such as family values, family unity, cultural and ethnic diversity, gang intervention, family violence prevention, and self-esteem. *...and Lewis, too?! is a private organization that contacts and utilizes recreation centers for 3 hours a day (after school), for a maximum of 10 days per site to organize weaving and skating activities.*

**High Risk Youth Violence Prevention — Juvenile Detention Center Prevention Program**

*Greene County Domestic Violence Project*

P.O. Box 271

Xenia, OH 45385

Phone: (937) 376-8526 Fax: (937) 376-8529

Contact: Cindy Minton, Executive Director

In 1994, the program was developed as an adjunct to the school-based prevention programming aimed at all public junior high and high school youth. It was implemented as a special component targeting delinquent youth in the local juvenile detention center. The program was requested by the Juvenile Detention Center staff, who recognized that the majority of the youth were exposed to domestic violence in their homes and were at high risk for ongoing and future problems themselves. The program consists of a small interactive group that meets weekly. It is facilitated by a trained professional in violence prevention and observed by detention center staff. Presentations combine didactic information, videotape review, and discussion.

**Hugs & Love**

*Domestic Abuse Council, Inc.*

221 N Ridgewood, Ave., Suite 301

Daytona Beach, FL 32114

Phone: (904) 257-2297 Fax: (904) 248-1985

Contact: Veronica Coffin-Clark, Education and Prevention Coordinator

The program is designed to stop the cycle of violence by intervening with children at an early age. It teaches children alternatives to violent behavior and provides them with coping skills necessary to survive in a violent home. In addition, the program covers the expression of feelings, finding safety, and family violence. The *Hugs and Loves* curriculum involves five separate presentations on 5 consecutive days.

### **Hui Ho'omana**

*Big Brothers/Big Sisters of Honolulu*

200 N. Vineyard Blvd., Suite 510

Honolulu, HI 96817

Phone: (808) 521-3811 Fax: (808) 528-1599

Contact: Christine Ontani-Chang, Executive Director

The program seeks to empower young men with life skills so that they will make positive decisions for themselves. The *Hui Ho'omana* goal is to have a positive influence on boys between the impressionable ages of 11 to 13 years. This pilot program is designed to assist boys from single parent homes in making positive life choices. Modeled after the girls' Pua'eha program, *Hui Ho'omana* is also conducted in a group setting with a 10-week curriculum. The curriculum focuses on topics such as values, decisionmaking, peer relations, pre-teen issues, respect, anger management, and gender relations. The program currently runs in seven schools locally and is being proposed in four other States-Colorado, Illinois, New York, and Ohio.

### **Impact 2 Million by the Year 2000—Family Mentoring Program**

*Mona Blvd. Community Services, Inc.*

13204 Mona Blvd.

Compton, CA 90222

Phone: (310) 763-2873 Fax: (310) 763-2873

Contact: Mary M. Joiner, Executive Director

The program trains ordinary people in the community to help others build character and reduce crime in their neighborhoods. These trained mentors "adopt" other families and children and help them learn to prevent domestic violence and violence among intimate partners. Family mentors participate in 16 hours of instruction to earn a conflict resolution certificate. The training sessions are taught by qualified experts from Pepperdine University's Institute for Dispute Resolution and by specialists from Pepperdine's Center for the Family.

### **Life Skills Training—High School Youth Violence Prevention Program**

*Greene County Domestic Violence Project*

P.O. Box 271

Xenia, OH 45385

Phone: (937) 376-8526 Fax: (937) 376-8529

Contact: Cindy Minton, Executive Director

The program offers a series of three consecutive classroom presentations for 10th grade youth in Greene County Public Schools. The curriculum focuses on coping with stress, nonviolent conflict resolution, nonviolent communications, anger and feeling management, assertiveness, nonviolent behavioral strategies, types of family violence, and sexual harassment/dating violence.

## **LOVE IT!—Leaving Out Violence Entirely Is Terrific!**

*Peace Time, Inc.*

6278 North Federal Highway, Suite 155

Fort Lauderdale, FL 33308

Phone: (954) 483-5589 Fax: (954) 482-6368

Contact: Joel E.L. Keiter, Ed.D., Director

This organization responded to the *Federal Register* notice requesting funding. *LOVE IT!* is a proposed research-based program designed to teach a group of about 10 minority families ways to resolve conflicts peacefully. The objectives of the planned program will be to:

- reduce the number of negative commands or comments that targeted parents give to their children and, in turn, children give to their parents and siblings;
- increase the number of positive responses targeted parents give their children and, in turn, children give to their parents and siblings;
- show an increase in the use of problemsolving skills by parents and children to resolve conflicts;
- show a decrease of violent behavior in parents and children by successful resolution of conflicts;
- use targeted children as role models and co-trainers in an elementary school peer mediation training program; and
- use targeted parents as role models and co-trainers for an elementary school parents training program in the mediation process.

## **Mentors in Violence Prevention (MVP) Program**

*Northeastern University*

360 Huntington Ave.

Boston, MA 02115

Phone: (617) 373-4025 Fax: (617) 373-4566

Contact: Donald McPherson, Director

The program uses multiracial teams of former collegiate and professional male athletes to talk with boys and young men about attitudes toward women, violence, and masculinity. Through the program, researchers seek to reduce men's violence against women by inspiring athletes to challenge and reconstruct predominant male norms that equate strength in men with dominance over women. A *MVP* key premise is that male student athletes can help to delegitimize "rape-supportive" and "battering-supportive" attitudes by publicly rejecting the definitions that reinforce them. Thus, the project specifically encourages participants to use their status among peers on campus to promote healthier attitudes and behavior toward women.

## **Peer Education Program (PEP)**

*Department of Health, State of Hawaii*

741-A Sunset Ave.

Honolulu, HI 96816

Phone: (808) 733-9049 Fax: (808) 733-9078

Contact: Edralyn McElroy, Program Director

*PEP* is designed to engage students in the health education process through their peers. The program is based on the premise that within every school, informal "helping networks" exist. Students with problems naturally seek out other students, teachers, or staff whom they trust. The extremely powerful influence that peers have on each other led the Hawaii State Departments of Health and Education to

collaborate, to plan, staff, and fund the development of *PEP*. The program utilizes natural existing networks and provides training to students who are already serving as information helpers. It also trains students who want to help, but need guidance in developing skills. *PEP* is intended to assist students in developing a healthy lifestyle that includes fostering positive self-esteem and responsible decisionmaking.

### **Prevention of Physical Violence in Dating Relationships**

*Department of Psychology, University of South Carolina*

Columbia, SC 29208

Phone: (803) 777-2836      Fax: (803) 777-9558

Contact: Diane R. Follingstad, Ph.D., Principal Investigator

This research project tests the effectiveness of an intervention designed to prevent the use of physical violence in dating relationships. The intervention is based on research literature that has attempted to locate causal factors and factors correlated with dating violence. The specific skills and issues addressed in the psychoeducational format include: anger management; stress management; communication skills; increasing self-esteem; handling jealousy, rejection, and criticism; power and control; sex role attitudes; effects of alcohol and drugs on behavior; and attitudes toward using physical force in dating relationships. The intervention program is conducted during the first year of the participant's college career and is followed up for the remainder of their time in college.

### **Project Stress Control**

*Wholistic Stress Control Institute*

2545 Benjamin E. Mays Dr.

Atlanta, GA 30311

Phone: (404) 755-0068      Fax: (404) 755-4333

Contact: Jennie C. Trotter, Executive Director

This primary prevention school-based project sought to reduce stress on students, parents, and teachers by providing information on positive coping skills for stress management. Implemented in September 1984, *Project Stress Control* was a 3-year collaboration between the Wholistic Stress Control Institute, Inc. (WSCCI) and the Fulton County School System in Atlanta, GA. The demonstration project was conducted in two elementary schools. The program objectives were to increase stress management coping skills, reduce suspension rates, reduce office referrals for violent incidents, increase academic performance, increase parent participation, increase community support for school activities, and increase prevention awareness.

### **Safe Dates Program**

*University of North Carolina at Chapel*

The Curriculum in Public Health

269 Rosenau Hall

Chapel Hill, NC 27514

Phone: (919) 966-6616      Fax: (919) 966-0981

Contact: Vangie Foshee, Ph.D., Assistant Professor

The program is designed for adolescents in eighth and ninth grades and aims to prevent dating violence victimization and perpetration by both male and female youth. *Safe Dates* focuses on both primary and secondary prevention of adolescent dating violence, considers both adolescent males and females as potential perpetrators and victims of dating violence, and includes activities for preventing both victimization and perpetration of dating violence. In addition, the program is theoretically based and is

designed for the general population of adolescents, rather than only those considered at risk, and includes a set of specific replicable school and community activities. The school activities include a theater production performed by peers, a 10-session curriculum, and a poster contest. The community activities include special services for adolescents in abusive relationships (i.e., a crisis line, support groups, materials for parents) and community service provider training.

### **Sojourner Center Prevention Program**

*Sojourner Center*

P.O. Box 20156

Phoenix, AZ 85036

Phone: (602) 244-0997      Fax: (602) 244-8006

Contact: Connie Phillips, Executive Director

The program is designed to develop resiliency in children in order to minimize community and familial influences that place them at risk of developing violent behavior toward the community and family members. The program is based on the resiliency theory, which states that children living in at-risk environments may overcome barriers to success through developing assets, or positive factors, in their families, schools, and communities. The program focuses on building strengths in these areas and empowering children's natural support system to work for them. The specific goals of the program are to increase self-esteem among program participants, increase positive decisionmaking skills, increase communication skills, increase the assumption of personal responsibility, increase healthy relationships among program participants and family members, decrease the incidence of violence in schools, and increase student academic performance among program participants.

### **START: Students Talking About Relationships and Themselves**

*Children and Families of Iowa, The Family Violence Center*

1111 University Ave.

Des Moines, IA 50134

Phone: (515) 243-6147      Fax: (515) 243-3404

Contact: Patricia Peterson, Children's Program Coordinator

The *START* program is designed specifically for boys, ages 11 to 15 years, who are referred to the program by counselors, teachers, and parents. The program goal is to prevent domestic violence and to assist youth in developing positive feelings toward others. Facilitators (a male and female) meet with group members for 45 minutes to 1 hour each week. The curriculum is divided into three sections, each section is 3 to 4 weeks in length. Facilitators introduce topics and questions for each week's discussion. The intent of this facilitating model is to demonstrate a healthy working relationship of respect between men and women.



★ **Teen Abuse Prevention Project (TAP): In Touch With Teens**

*Los Angeles Commission on Assaults Against Women*

6043 Hollywood Blvd., Suite 200

Los Angeles, CA 90028

Phone: (213) 462-1281 Fax: (213) 462-8434

Contact: Leah Aldridge, Director of the Youth Violence Prevention Program

Developed for use with story posters, the curriculum exposes teens to the myths and realities of teen relationship violence and informs youth about alternatives and resources for assistance. Each of the curriculum's eight units are divided into two parts, the "Basics" and the "Activities." The "Basics" section contains minimal or "Basic" background information needed to grasp the topic. The "Activities" section is a set of exercises to apply the information from the "Basics" section. The methods used to present the "activities" are guided discussion, critical thinking, role-plays, conflict resolution, esteem-builders, and productive thinking and positive action. The eight units included in the curriculum are: Roots of Violence: Global and Local; More Roots of Violence: Power and Control; Relationship Violence; Cycle of Violence; Sexual Harassment; Issues of Sexual Assault and Coercive Control; Media Impact on Gender and Violence; and Building Blocks of a Good Relationship. The suggested time for implementation is 2 hours per unit.

★ **Teen Dating Violence Prevention and Intervention Program (TDVPIP)**

*Massachusetts Department of Education*

P.O. Box 398114

Cambridge, MA 02139

Phone: (617) 492-0395 Fax: (617) 492-0395

Contact: Carole A. Sousa, Technical Assistant Consultant to TDVPIP

This program seeks to create a school culture where dating violence is intolerable and to immunize young people from domestic violence. The program goals are to: develop school-based teen dating violence prevention and intervention strategies with training and support from experienced practitioners, enable school personnel and community members to recognize warning signs of teen dating violence and to familiarize them with resources, help schools develop educational programs and strategies to prevent teens from becoming involved with dating-related violence and to offer safe intervention strategies, and to link schools with resources and support services that are available in their communities. These program goals are facilitated through a variety of program activities that include curriculum training and education, community awareness, and developing school and community-based collaborations.

**Teen Dating Violence Project (TDVP)**

*Austin Center for Battered Women*

P.O. Box 19454

Austin, TX 78760

Phone: (512) 385-5181 Fax: (512) 385-0662

Contact: Barri Rosenblath, TDVP Coordinator

The project provides counseling and educational programs for youth to prevent dating violence and promote healthy relationships. Its goals are to increase safety for youth who are experiencing dating violence and to prevent dating violence through peer support and education. The project has three primary components: weekly school-based support groups for students who have experienced or used

violent or coercive behavior in relationships; classroom presentations on dating violence; and curriculum and training for school personnel and other youth service professionals.

**Teen Intervention Program (TIP)**

*Aid to Victims of Domestic Assault, Inc.*

P.O. Box 667

Delray Beach, FL 33447

Phone: (561) 265-3797 Fax: (561) 265-2102

Contact: J.R. Thicklin, Teen Intervention Specialist

This 4-day curriculum consists of videos, interactive sessions, discussions, and role-play. The first day helps students define abuse and respect, as students are encouraged to think about how they like to be treated and how they are currently treating people in relationships. The facilitator emphasizes that youth deserve to be respected and should respect the rights of their partner. Day 2 investigates sex roles and different types of abuse. During day 3, students discuss the cycle of violence; and power and control and the facilitator shares formal testimony of battered women. On the last day, students discuss date rape and short- and long-term expectations of dating. Students learn how to report date rape and other violent acts and how to provide support to a victim of rape.

**Teen PEP (Peers Educating Peers)**

*The Toledo Hospital Children's Medical Center of Northwest Ohio*

2142 North Cove Blvd.

Toledo, OH 43606

Phone: (419) 471-8930 Fax: (419) 479-3269

Contact: Trish Branam, Co-Coordinator

Harriet Greenberg, Co-Coordinator

Teen PEP uses a flexible curriculum to train teen leaders in junior high and high schools in peer education and as positive role models to empower teens to avoid victimization from sexual abuse and dating violence. Teen PEP peer educators are effective communicators, speaking the language and culture of teens about sexual feelings, decisionmaking, and sexual behavior. Role-plays and discussion groups present typical situations in which sexual abuse and violence can occur. Plays involve substance abuse, dysfunctional families, and other situations that interrelate with the abusive situation. Teen PEP also trains adults in school systems who wish to implement the program in their schools through a train-the-trainer format. While the formalized education component in the schools is limited, the ongoing support structure of trained teen leaders in each school and the frequent contacts of trainers with teen leaders ensure the program's continuing impact.

**Teen RAVE (Rape, Abuse, and Violence Education) Theater Group**

*Ithaca Rape Crisis, Inc.*

P.O. Box 713

Ithaca, NY 14851

Phone: (607) 273-5589 Fax: (607) 273-3608

Contact: Cat Tague, Education Director

Fran Spadafora, Executive Director

Through interactive theater performances of the *Teen RAVE Theater Group*, Ithaca Rape Crisis and the Tompkins County Task Force for Battered Women seek to address the problems of sexual harassment and all forms of relationship violence among the county's youth. Youth participants in *Teen RAVE* perform age-appropriate theatrical role-plays for their own peer groups and facilitate question-and-answer periods with audiences in character. The theater group provides youth with the opportunity to interact with characters around specific issues and learn through the indirect experience of trauma associated with sexual harassment and physical violence. The project is a part the agencies' overall education program that includes an older student interactive theater program, a speakers bureau, and a survivor panel that shares experiences with audiences.

**Teen Violence Prevention Program**

*House of Ruth, Inc.*

P.O. Box 459

Claremont, CA 91711

Phone: (909) 623-4364 Fax: (909) 629-9581

Contact: Gena Philibert-Ortega, Outreach Director

The program began in December 1992 and is intended to address the unmet needs of an underserved population-teens in violent relationships. Program components include teen violence prevention presentations in schools and at youth program sites, teen support groups, training of teachers and youth educators, program curriculum, teen safety plans, and individual counseling.

**Teen Violence Prevention Program**

*Rape Crisis Center of Central Massachusetts, Inc.*

100 Grove St.

Worcester, MA 01605

Phone: (508) 791-9546 Fax: (508) 791-2923

Contact: Kathleen Linton, Teen Service Coordinator

The Rape Crisis Center of Central Massachusetts (RCCCM) has been providing teen violence prevention education to students, in grades 7 through 12 in Worcester Public Schools for the past 2 years. The curriculum consists of topics and specific issues on interpersonal relationships and is currently presented as part of the schools' health program, with each health class receiving one presentation a year. Each presentation is designed to meet the developmental needs of each grade level. Additionally, RCCCM provides the curriculum to other school districts and nontraditional educational settings as requested. RCCCM and the YWCA of Central Massachusetts have joined together to expand the existing program by developing a violence education program called the *Teen Violence Prevention Program*.

**Teens Against Violence***Domestic Abuse Council, Inc.*

221 N. Ridgewood Ave., Suite 301

Daytona Beach, FL 32114

Phone: (904) 257-2297 Fax: (904) 248-1985

Contact: Veronica Coffin-Clark, Education and Prevention Coordinator

The program is designed to help young persons reduce their vulnerability to home and dating violence. The 1- to 2-hour presentation includes a discussion of power and control, equality in relationships, the cycle of violence, and an overview of where students can receive services. In the first session, the facilitator shows the students a video that depicts scenarios of abusive behavior and introduces the concept of abuse to the students. Students are given time to discuss the video and share their reactions to the scenarios depicted. In addition, the facilitator presents the concept of the cycle of violence. In the second session, the facilitator discusses different forms of abuse and reviews power, control, and equality in relationships.

**Urban High School Interpersonal Violence Prevention Peer Education Program***CORSA: Citizens Committee on Rape, Sexual Assault and Sexual Abuse*

95 Franklin St., Room 280

Buffalo, NY 14202

Phone: (716) 858-7878 Fax: (716) 858-6264

Contact: Sandra Mobley-Terry, Executive Director

The program is a collaboration between the Citizens Committee on Rape and Sexual Assault (CORSA) and Hispanics United of Buffalo (HUB). CORSA and HUB have combined their experiences and skills specific to peer education training and interpersonal violence prevention to develop this program. The program seeks to meet the challenge of effective violence prevention by addressing the dangers—family violence, street violence, gang violence, injury, and even death—facing many urban high school students across the country. CORSA's curriculum provides activities for working effectively with the adolescent population and is not intended to be used as an all-inclusive educational approach to interpersonal violence prevention. Rather, it provides a structure from which to introduce sensitive topics, teach personal development skills, and discuss issues that are highly relevant to adolescents.

**Violence Free: Healthy Choices for Kids***Women's Center and Shelter of Greater Pittsburgh*

P.O. Box 9024

Pittsburgh, PA 5224

Phone: (412) 687-8837 Fax: (412) 687-3315

Contact: Janet L. Scott, Director of Education

This is a primary school prevention program that teaches fourth- and fifth-grade children alternative choices for handling interpersonal conflict, helps school personnel identify students living with domestic violence, and shows parents where and how to get help for intimate partner abuse. The Women's Center and Shelter has been providing *Violence Free: Healthy Choices for Kids* to 11 elementary schools in the Pittsburgh area since 1990. The goals of the 10-part curriculum are to help students identify different forms of abuse; understand the dynamics of power and control in families and other interpersonal relationships; understand how stereotypical expectations of how men and women behave can contribute to violence and abuse; recognize options and resources for problems or dangerous situations; learn

assertiveness skills; and help students who experience violence in their home realize that they are not responsible for the dysfunction in their families.

### **Violence Free Relationships — Junior High/Middle School Program**

#### *Greene County Domestic Violence Project*

P.O. Box 271

Xenia, OH 45385

Phone: (937) 376-8526      Fax: (937) 376-8529

Contact: Cindy Minton, Executive Director

*Violence Free Relationships* has been implemented in all seventh-grade classrooms of Greene County Public Schools since 1985. The program includes a series of three consecutive classroom presentations provided in physical education, health, or family life classes. The curriculum was specifically developed for middle school students and includes didactic discussion and videotape review. A prevention coordinator from the Greene County Domestic Violence Project works with schools to schedule a series of presentations each school year. These presentations are incorporated into the teacher's annual curriculum in every junior high and middle school in the county. Pre- and post-test knowledge gain evaluations, as well as Teacher Satisfaction Ratings, are utilized for every presentation. In the 1995-1996 school year, 4,188 junior high school students participated in the program.

### **Violence Interruption Process (VIP)**

#### *Treatment Alternatives for Safer Communities*

1500 N. Halsted St.

Chicago, IL 60622

Phone: (312) 787-0208      Fax: (312) 787-9663

Contact: Leo Hayden, Executive Director of Special Operations

*VIP* is an interactive process that helps individuals develop broader understanding of the underlying causes of violence and teaches them to apply that knowledge in their daily environment. The process is modeled after the Oakland Men's Project, which began its work by reaching out to perpetrators of domestic violence and at-risk youth. The founding principles of *VIP* are safety, healing, liberation, and justice. *VIP* assumes that the primary root of violence is the systematic imbalance of power between groups of people, and that violence is a learned behavior that can be unlearned. Through role-plays, lectures, dyad processing, group exercises, and a variety of discussion formats, the process works to support a sense of empowerment in each participant, encourage active involvement from all members, and establish a climate that will facilitate dialogue, support, and problemsolving.

### **Voices Changing Choices: Students Promoting Rights In Relationships**

#### *Abused Women's Advocacy Project*

P.O. Box 713

Auburn, ME 04212

Phone: (207) 784-3995      Fax: (207) 786-6511

Contact: Christine J. Fenno, Director

This peer education program for students in grades 5 through 12 is designed to impact attitudes about dating and dating behavior. Students learn that there are alternatives to violence and how to handle conflict nonviolently in their personal relationships. The program has both prevention and intervention components and is unique in that potential victims and potential batterers educate each other. Although

presentations vary according to the students' needs, each includes role-playing, scenarios, and discussion. The goals of each presentation are to discuss characteristics of healthy relationships, discuss how to identify abusive relationships, teach that violence is a choice, empower students to help friends in abusive relationships, acknowledge violence in gay and lesbian relationships, and encourage youth to commit to safe dating relationships through a Healthy Dating Contract.

### **When She Says No**

*The Sex Abuse Treatment Center (SATC) of Kapi'olani Medical Center for Women & Children*  
55 Merchant St., 22nd Floor  
Honolulu, HI 96813  
Phone: (808) 535-7600 Fax: (808) 535-7630  
Contact: Adriana Ramelli, Director

The goal of *When She Says No* is to prevent adolescents from being victims and/or perpetrators of sexual assault, particularly date/acquaintance rape. The program seeks to raise awareness of adolescents about the problem of sexual assault and dating violence, increase factual information, and encourage relationships that are nonviolent and respectful. The program targets students in grades 9 through 12, in both public and private schools on the island of Oahu, and consists of a 20-minute theatrical drama about date/acquaintance rape performed by local actors educated on sexual assault issues. A 30-minute discussion follows the performance in which the actors stay in character, while a SATC staff member facilitates questions and comments.

### **Youth Domestic Violence Prevention Program**

*PAAYS: Proud African American Youth Society*  
2316 South Yakima Ave.  
Tacoma, WA 98405  
Phone: (206) 572-1129 Fax: (206) 572-1660  
Contact: Glenda Tanner, Director

The program actively recruits 100 youth and their parents/significant others to participate in a 12-week training program designed to reduce the risk of further involvement in all forms of violence and abuse. The first phase consists of an intake and assessment of the participants to determine their relevant needs. Additionally, parents/caregivers are strongly encouraged to join the PAAYS parents group that was organized to eliminate violence within the community. The second phase includes specialized sessions, based on the assessment, designed for perpetrators and victims of domestic violence. The 2-hour sessions are held twice a week, and conducted over an 8-week period. They are designed to assist perpetrators in evaluating their belief systems and violence. Victims are given information regarding the roles of men and women and the sessions emphasize self-esteem and attitude. Films, audiovisual aids, role-plays, music, and outside lecturers are all used to enhance the learning experience. In the third phase of the program, PAAYS staff assist youth with job search skills, health issues, and social and cultural needs. This session also includes an introduction to community resources and training in accessing them.

### **Youth Domestic Violence Program**

*The Wilder Community Assistance Program (CAP)*

Amherst H. Wilder Foundation

650 Marshall Ave.

St. Paul, MN 55104

Phone: (612) 221-0048 Fax: (612) 224-1578

Contact: Michael F. McGrane, Director

The program aims to provide counseling group services for youth 13 to 18 years old who have experienced violence in their home, in an intimate partner relationship, or in other routine settings or situations. According to CAP, many referrals for the program have come from local county juvenile corrections services, human services, private HMO's, mental health agencies, and by word-of-mouth. Youth are placed in gender- and age-appropriate groups. A group counseling format is used in an effort to work with the youths' feelings of anger, frustration, shame, and isolation. Group sessions of 10 to 13 participants each are held once a week for 1 ½ hours over a 12-week period. Three to five individual sessions are also conducted with the youth. Limited family sessions with youth, parent(s), and the group counselor are available when deemed appropriate.

### **Youth Relationships Project**

*The University of Western Ontario, Department of Psychology*

Room 7440

Social Science Centre

London, Ontario N6A 5C2

Phone: (519) 661-2111, ext. 4726 Fax: (519) 661-3961

Contact: David A. Wolfe, Ph. D., Principal Investigator

The project is designed to provide interpersonal, problemsolving, coping, and social action skills to adolescents who are at risk of becoming victims or perpetrators of violence. The program examines the media's role in enhancing and glamorizing violence. Issues of power and control in familial, societal, and relationship contexts are explored. The *Youth Relationships Project* is an 18-week program in which adolescents meet in small groups for 2 hours per week. A male and female facilitator lead the group through a number of learning and educational activities (i.e., videos, print materials, discussions, exercises, guest speakers, and action projects). The facilitators are usually social workers from the community who are familiar with the issues of violence and adolescent behavior.

## **APPENDIX B**

### **EXPERT PANEL**

#### *Co-Chairs*

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## APPENDIX C

### DATA COLLECTION AND CROSS-SITE ANALYSIS

This appendix lists the program materials reviewed and summarizes data collection activities performed during site visits. It also provides a brief cross-site analysis of the model programs to identify their similarities and differences.

#### Data Collection

***Chance for Change***  
***Bradley-Angle House***  
***Portland, OR***

The site visit team gathered data on the *Chance for Change* program over a 3-day period. The team interviewed with key informants; observed classroom presentations; conducted focus groups of students and of individuals involved in the program, such as teachers, counselors, community representatives, and staff from sponsoring agencies; abstracted data from available program records; and reviewed program materials. Specific activities included:

- An interview with Jeannie LaFrance, Outreach Program Coordinator of Bradley-Angle House, and Moira Bowman (both are authors of the *Chance for Change* curriculum);
- An interview with Erika Silver, Executive Director of Bradley-Angle House;
- An interview with Valerie Williams-Goss, Community Education Coordinator of the Portland Women's Crisis Line;
- An interview with Kathy Moore, Executive Director, and Carol Cheney, Outreach Coordinator, of Clackamas Women's Services;
- Two class observations at Franklin High School;
- A class observation at Lents Education Center (an alternative school);
- Two class observations at Grant High School;
- A focus group with Franklin High School students;
- Two focus groups with staff and volunteer facilitators from Bradley-Angle House and the Portland Women's Crisis Line and several teachers of classes where the curriculum has been implemented in Multnomah County;
- A focus group with facilitators, the Outreach Coordinator, and the Executive Director of Clackamas Women's Services, two teachers of classes where the curriculum had been implemented, and a curriculum instruction specialist in Clackamas County; and
- An interview with a student presenter.

The class observations, held to gather data on how the curriculum is being implemented in the classroom, were conducted in the following schools:

*Franklin High School*

The team observed two 1-hour presentations of the curriculum in a psychology class. A female presenter from Bradley-Angle House and a male volunteer from the Portland Women's Crisis Line facilitated the first session. The same male volunteer and a female presenter from the Portland Women's Crisis Line facilitated the second session. The site visit team conducted a short focus group with a small group of students following the second session.

*Lents Education Center*

The team observed a presentation of the curriculum for the whole school, which was conducted in two 55-minute sessions. This is a small alternative high school with 30 male students and 7 female students. Topics in the observed session included: statistics on violence in relationships, sex roles and stereotypes, and types of abuse. A female facilitator from Bradley-Angle House and a male volunteer from the Portland Women's Crisis Line delivered the session.

*Grant High School*

The team observed two presentations of the curriculum in high school classes. A female presenter and a male volunteer from the Portland Women's Crisis Line facilitated the presentations.

**Review of Materials**

The project staff, in addition to reviewing background information submitted by the program in response to the *Federal Register* notice, reviewed the following materials:

- *Chance for Change: A Curriculum for Youth Education & Prevention Around Domestic & Sexual Violence*, Moira Bowman, Jeannie LaFrance, Bonnie Myhra, and Paul Edison.
- *Chance for Change Evaluation and Test Findings 1995–1996*. The evaluation was based on pre- and post-tests completed by students from grades 7 to 12 who participated in the *Chance for Change* program. The tests were administered to participants from at least one class for each grade at every school where the curriculum was implemented. Questions addressed knowledge and attitudes concerning such dating-violence issues as gender roles, myths about sexual assault and rape, and abusive relationships.
- *Chance for Change Evaluation: Pilot Project 1994*. Presented are the evaluation results from different schools where the program was pilot tested. Included are students' comments on what they liked and learned from the curriculum and suggestions for program improvement.

- *Quarterly Performance Reports 1992–1993*. These reports were submitted to the Federal Government in compliance with a grant to develop a domestic and sexual violence youth education and prevention curriculum. The reports include updates on project timeline activities.
- *Statewide Education Protocols*. The protocols—developed by the Education Work Group of the Oregon Domestic Violence Council with assistance from Bradley-Angle House staff—provide a framework for statewide youth domestic violence intervention and prevention initiatives.
- List of organizations that have requested the *Chance for Change* curriculum.

***Choices and Change: Challenging the Use of Violence Among Children and Youth  
Boulder County Safehouse  
Boulder, CO***

The site visit team gathered data on the *Choices and Change* program over a 3-day period. The team interviewed key informants; observed classroom presentations; conducted focus groups with individuals involved in the program, such as teachers, counselors, and community representatives; abstracted data from available program records; and reviewed program materials. Specific activities included:

- An interview with Barbara Paradiso, then Executive Director of Boulder County Safehouse (Safehouse);
- An interview with Vicki Powell, Outreach Education Director;
- An interview with Oak Chezar, Education Specialist (elementary schools);
- An interview with Caryn Lerman, Youth Services Specialist (middle and high schools);
- An interview with Candy Thompson, Principal of Mapleton Elementary School and Montessori Elementary School;
- An interview with Allison O'Neill, Children's Counselor;
- An interview with Maria Luisa O'Neill, Tri-City Project Coordinator;
- Two class observations (third and fifth grades) at Mapleton Elementary School;
- A class observation at Boulder High School;
- A class observation (eighth grade) at Casey Middle School where the curriculum was presented by peer educators (high school students);
- An observation of a presentation in Spanish to female youth at a migrant public housing community center;
- A focus group with elementary school teachers and other school staff;
- A focus group with middle and high school teachers who teach the curriculum;
- A focus group with middle and high school teachers and staff;
- A focus group with representatives of community agencies; and
- A focus group with peer educators.

The class observations, conducted to gather data on how the curriculum is being implemented in the classroom, were held in the following schools:

*Mapleton Elementary School*

The team interviewed the principal and observed two presentations of the curriculum: one in a fifth-grade classroom, the other in a third-grade classroom. The optimal number of sessions is five, but presenters were given only three classroom periods to present the curriculum; accordingly, they adjusted the material to fit the time given. The fifth-graders received the first of three sessions on domestic violence, which covered the continuum of violence, the cycle of violence, family problems, and how to deal with negative feelings. A pre-test (verbal) was taken before the presentation. The third-graders received the last of the three sessions, which covered developing a safety plan. A Safehouse staff member made both presentations. In addition, a focus group including elementary teachers and school-based staff was conducted at the school.

*Casey Middle School*

The team observed a presentation of the curriculum in an eighth-grade class presented by two peer educators (high school students trained by Safehouse and the Boulder County Rape Crisis Team). The presentation covered statistics on domestic violence, the continuum of violence, and the cycle of violence. Students also role-played a situation depicting a young man who abused his girlfriend and the reactions of their friends to the situation.

*Boulder High School*

The team observed the curriculum being presented in a health class by a staff member of Safehouse. The curriculum covered the continuum of violence and the cycle of violence. A pre-test was administered to the students at the beginning of the session and a post-test at the end. This was a single presentation of the material.

**Review of Materials**

Project staff, in addition to reviewing background information submitted by the program in response to the *Federal Register* notice, reviewed the following materials:

- *Choices and Change: Challenging Interpersonal Violence*. Book III: *A Curriculum for Children*, and Book IV: *A Curriculum for Youth*, by Boulder County Safehouse.
- *"We Can't Play at My House," Children and Family Violence*. Book I: *Handbook for Parents*, by Boulder County Safehouse.
- *"We Can't Play at My House," Children and Family Violence*. Book II: *Handbook for Teachers*, by Boulder County Safehouse.
- *Feelings, Families, Friendships: Understanding Violence and Creating Peaceful Relationships. A Workbook for Young People*, by Boulder County Safehouse.
- *People Like Me: Violence in Dating Relationships*, a video by Boulder County Safehouse.

- A proposal on *Choices and Change*, submitted by Boulder County Safehouse to the State of Colorado, Department of Housing and Human Services.
- Final reports submitted to the Youth Crime Prevention and Intervention Grant Program that include statistical summaries on the progress of *Choices and Change* (1995–1996).
- *A Research Study To Determine the Effectiveness of a Course on Interpersonal Violence on the Knowledge, Attitudes, and Behavior of Eighth Grade Students Regarding Violence and Conflict*, June 1995, by Vicki Powell. The purpose of this study was to determine whether eighth grade students demonstrated changes in their knowledge, attitudes, and behavior regarding interpersonal violence after they had participated in three classroom sessions on the subject.
- Lists of elementary, middle, and high schools where the curriculum has been implemented, including the number of students served (1994–1996).
- Evaluations of class presentations.
- Results of verbal pre- and post-test questionnaires administered to children.
- Peer educators' evaluations of the training they received.
- Facilitators' notes of presentations to some elementary school classes.
- A progress report of goals and objectives related to activities performed in the elementary schools between January 1, 1996, and June 30, 1996.
- Safety plans developed by third-, fourth-, and fifth-graders.

***Project TAP: In Touch With Teens***  
***Los Angeles Commission on Assaults Against Women***  
***Los Angeles, CA***

The site visit team gathered data on Project TAP from the Los Angeles Commission on Assaults Against Women (LACAAW) over a 4-day period. The team interviewed key LACAAW staff and school personnel; observed classroom presentations of the curriculum; conducted focus groups of teachers, Project TAP facilitators, and students receiving the curriculum; abstracted data from available program records; and reviewed program materials.

Specific activities included:

- An interview with Patricia Occhiuzzo Giggans, Executive Director of LACAAW;
- An interview with Leah Aldridge, Director, Youth Violence Prevention Program, and Cathy Friedman, Associate Director, Grants Administration and Operations of LACAAW;
- An interview with Dr. James Marshall, Principal, Virgil Middle School;
- Short interviews with Rudy Papillion, Vice Principal, and Sue Brown, Physical Education teacher at Fulton Middle School;
- An observation of the program at John Marshall High School;
- A visit to Fulton Middle School to observe murals painted by Project TAP students;
- An observation of the program at Virgil Middle School;
- A focus group with Project TAP facilitators and LACAAW staff;
- Focus groups with youth who have participated in the *In Touch With Teens* curriculum; and
- A focus group with teachers.

The class observations, held to gather data on how the curriculum is being implemented in the classroom, were conducted in the following schools:

#### *John Marshall High School*

The team observed Unit 1 of the curriculum, *Roots of Violence: Global and Local*, presented to a class of high school freshmen by an African American female and a Latino male facilitator.

#### *Fulton Middle School*

The team visited the school to learn about a mural project that is a component of the Project TAP initiative, *Neighbors United Against Violence/Vecinos Unidos Contra la Violencia*. The project, supported by the principal and vice principal, was initiated by one of the teachers in collaboration with LACAAW. The team observed students from different grade levels painting a large mural—the fourth of a series—celebrating cultural diversity and nonviolence and talked briefly with the teacher and vice principal.

#### *Virgil Middle School*

The team observed different units of the curriculum being presented in two different classes. *Unit 4: Cycle of Violence* was implemented in a class of sixth- and seventh-grade students who are learning disabled. *Unit 5: Sexual Harassment* was implemented in another class of sixth-, seventh-, and eighth-grade students.

### **Review of Materials**

Project staff, in addition to reviewing the background information submitted by the program in response to the *Federal Register* notice, reviewed the following materials:

- *In Touch With Teens, A Relationship Violence Prevention Curriculum for Youth Ages 12–19*. Written by Leah Aldridge, Cathy Friedman, and Patricia Occhiuzzo Giggans.
- LACAAW's 25<sup>th</sup> Anniversary Packet containing the following materials:

- ▶ General services brochure;
  - ▶ Statement of goals and philosophy;
  - ▶ Who's Who In the Commission (staffing list);
  - ▶ List of services;
  - ▶ Goals and philosophy of *In Touch With Teens*;
  - ▶ *In Touch With Teens* unit descriptions;
  - ▶ *In Touch With Teens* order form;
  - ▶ *Teen Abuse Prevention (TAP)* project flow chart (showing additional *TAP* projects linked to *In Touch With Teens*);
  - ▶ *In Touch With Teens* project proposals in development;
  - ▶ *In Touch With Teens* agency trainings; and
  - ▶ List of agencies that have received *In Touch With Teens* curriculum.
- List of organizations (including schools) that have implemented *In Touch With Teens*.
  - *In Touch With Teens* Resource/Collaboration List (list of community service organizations that collaborate with *In Touch With Teens* or to which *In Touch With Teens* participants can be referred).
  - Domestic violence referral list for crisis intervention.
  - Numbers of youth served by LACAAW for sexual assault or domestic violence between January and December 1996.
  - Teen- and parent-oriented *In Touch With Teens* pre- and post-test questionnaires.
  - *Teen Abuse Prevention Training and Technical Assistance Network (TAPNet)* proposal to the State of California Department of Health Services, Maternal and Child Health Branch.
  - *Central Skills for Violence Prevention* proposal submitted to the City of Los Angeles Community Development Department.
  - *Endeavor To Prevent Youth Delinquency* proposal submitted to the State of California Office of Criminal Justice Planning, Juvenile Justice and Delinquency Prevention, by the Korean American Family Service Center and LACAAW.
  - Proposal for the Monroe High School *Non-Violence Arts Center Project*.



- Monthly narrative reports on the progress of the *Central Skills for Violence Prevention* project being implemented in Virgil Middle School from August 1995 through February 1997. (Topics covered include the scope of services, administration, special activities, troubleshooting, success stories, and costs.)
- Timeline outlining tasks and due dates for the *TAPNet* project.

***Teen Dating Violence Prevention and Intervention Program  
Massachusetts Department of Education  
State of Massachusetts***

The site visit team gathered data from this program over a 4-day period. The team visited three grantees, identified by the program's consultant, in order to gather information on program implementation. Team members interviewed key informants; observed classroom presentations of the curriculum; conducted focus groups of teachers, facilitators, and student participating in the *Teen Dating Violence Prevention and Intervention Program (TDVPIP)*; abstracted data from available program records; and reviewed program materials. Specific activities included:

- An interview with Carole Sousa, TDVPIP Consultant;
- Observation of the curriculum presented in Portuguese at Somerville High School;
- Observation of the program at Methuen High School;
- Observation of the program at Tisbury Middle School, Martha's Vineyard (the grantee is Women's Support Services of Martha's Vineyard Community Services);
- Interviews with select State officials—then Massachusetts Lt. Governor Argeo Paul Cellucci (D) and Majority Whip Barbara Gardner (D);
- An interview with Sylvia Charman Guthrie, Director of Development, Massachusetts Coalition of Battered Women Service Groups;
- A focus group with students, grades 9–11, from Somerville High School;
- A focus group with students, grades 9–12, from Methuen High School;
- A focus group with eight-grade students from Tisbury Middle School;
- Focus groups with teachers, school counselors, community representatives, and law enforcement at each grantee site visited; and
- An interview with Judith Palmer-Castor, Program Evaluator.

The site visit activities with the grantees varied slightly depending on the availability of targeted individuals to meet with the team. The following schools were visited:

***Somerville School***

The team conducted a focus group with students from grades 9–11 and a focus group with teachers, counselors, and representatives from the community (i.e., law enforcement officers); and interviewed the program coordinator. The team also observed a bilingual class in which a female teacher and a male guidance counselor presented the program's curriculum.

*Methuen High School*

The visit consisted of a focus group with students from grades 9–12; a focus group with teachers, counselors, and law enforcement officers (local and State); and an interview with the program coordinator. The team also observed a coed 10<sup>th</sup> grade physical education class in which a male physical education teacher and two guidance counselors (one male and one female) presented the program curriculum.

*Tisbury Middle School*

The team interviewed the Director of the Women's Support Services (WSS) and held a focus group with eighth-grade students and a focus group with teachers, counselors, WSS representatives, the outreach worker from the high school, and law enforcement officers (local and State). The team also observed an eighth-grade class in which a female law enforcement officer and a male health education teacher presented the program curriculum.

*Other Sources*

Several other individuals were interviewed during this site visit, including: then Massachusetts Lt. Governor Argeo Paul Cellucci (D); Majority Whip Barbara Gardner (D); and the Director of Development of the Massachusetts Coalition of Battered Women Service Groups, Sylvia Charman Guthrie. The site visit team focused on major areas of concern, development of the program, and recommendations for others (States and/or other agencies) interested in establishing a program similar to the one in Massachusetts.

**Review of Materials**

Project staff, in addition to reviewing background information submitted by the program in response to the *Federal Register* notice, reviewed the following materials:

- *Teen Dating Violence Prevention and Intervention Program*, by Carole Sousa. A description of the program, including funding, goals and objectives, project activities, referral activities, program evaluation, problems and constraints, dissemination activities, and future activities.
- *Teen Dating and Domestic Violence Prevention and Intervention Program: An Officer's and Educator's Guide to a Five Session Curriculum for Teaching Adolescents*, by Carole Sousa. A training manual published by the Massachusetts Criminal Justice Training Council and used in training curriculum facilitators.
- *Guidelines to School Districts on Addressing Teen Dating Violence*, from Massachusetts Department of Education (draft). A document including such topics as: definition of dating violence; laws regarding domestic and dating violence; and recommendations to schools on developing school policies, conducting awareness training for the school community, developing intervention and resource services such as groups and counseling, and fostering a school climate which is free of dating violence.

- *Process Evaluation for the Teen Dating Violence Intervention and Prevention Project, July 1996*, by Judith Palmer-Castor. A report describing a process evaluation conducted at the end of the 1996 school year. Includes description of methodology and data-collection strategies, and analysis of data. Data were gathered after the first year of program implementation.
- *Implementation Planning Guide*. A form requesting information about the progress of implementation of each program. Information is requested on: facilitators, training, outside presenters, members of the collaborative team, use of community-based resources, role of student peer leaders, developing a school policy, support groups, perpetrator intervention groups, and other areas.
- *Evaluation of the CJTC/DVIP Dating Violence Prevention Project*, from Harvard School of Public Health, Center for Injury Control. Short description of some preliminary findings from an uncompleted study conducted by the Center for Injury Control.
- *Understanding and Responding to the Adolescent Perpetrator of Dating Violence: A Manual for Developing and Facilitating Prevention and Intervention Groups*, by Carole Sousa and John Cooper. A guide on how to establish groups for young men in various settings, but particularly in schools. Groups are for adolescent boys, ages 13–19, who have been identified as perpetrators of dating violence or are at high risk of becoming perpetrators. The guide includes the following sections: overview of teen dating violence, understanding the abusive relationship, ABC's of setting up groups, group structure, the curriculum, and recommendations for schools.

***Violence Free: Healthy Choices for Kids***  
***Women's Center and Shelter of Greater Pittsburgh***  
***Pittsburgh, PA***

The site visit team gathered data on the program over a 3-day period. The team interviewed key informants; observed classroom presentations; conducted focus groups of students, Women's Center and Shelter of Greater Pittsburgh (WC&S) facilitators, representatives from other agencies implementing *Healthy Choices*, and school personnel from area school districts; abstracted data from available program records; and reviewed program materials. Specific activities included:

- An interview with Martha Friday, Executive Director of WC&S;
- An interview with Janet Scott, Director of Education;
- An interview with Rhonda Flemming, School Programs Supervisor;
- A brief interview with Terry Bicehouse, a former presenter;
- A visit to Miller Elementary School;
- A short interview with a grandparent whose grandchildren attend Miller Elementary School;

- An interview with the program evaluators from the University of Pittsburgh, School of Public Health;
- A focus group with fourth- and fifth-grade students from Miller Elementary School;
- A focus group with facilitators from the Women's Center of Beaver County who are replicating the program;
- A focus group with school coordinators, a student assistant, a principal, a teacher, and a development advisor from Pittsburgh Public Schools;
- A focus group with a principal, a teacher, and two counselors from the Montour School District; and
- A focus group with WC&S facilitators.

The following class observation was conducted to gather data on how the curriculum is being implemented in the classroom:

#### *Miller Elementary School*

The team observed a 45- to 50-minute presentation to a fifth-grade class on self-esteem, presented by a gender-balanced and racially mixed team (an African American female and a white male). The session was the fifth of six sessions to be delivered to this class at Miller, which is located in the Pittsburgh Public School District. Students discussed the definition of self-esteem, how they perceived themselves, and how they would like to be perceived.

After the presentation, the team observed a discussion group of self-identified students from the previously observed class. The presenters facilitated the discussion group, which allowed students to discuss personal issues, and regularly linked the self-esteem topic to what the group discussed. The site visit team also conducted a focus group with fourth- and fifth-grade students who participated in the program.

#### **Review of Materials**

Program staff, in addition to reviewing background information submitted by the program in response to the *Federal Register* notice, reviewed the following material:

- *Violence Free: Healthy Choices for Kids. Curriculum I:* Classroom curriculum for fourth-grade students and *Curriculum II:* Classroom curriculum for fifth-grade students.
- Lessons 1 and 2 of the *Healthy Choices*, a video training series by WC&S.
- Documentation on *Healthy Choices* that includes program information on background, mission/rationale, goals and objectives, activities and resources, target population, supportive testimonies, evaluations, copies of journals, job descriptions of program staff, and financial resources.

## Results of Cross-Site Analysis and Conclusions

A cross-site analysis of data from the five model programs was conducted to identify similarities and differences among the programs. Results of this analysis, as well as conclusions, are presented below. The conclusions relate to the conceptual framework and the selection criteria developed by the expert panel for identifying the model programs. The conclusions also address how the model programs have the potential to prevent family and interpersonal violence.

### *Goals and Objectives*

The programs reviewed have a variety of goals and objectives aimed at informing and educating youth about domestic violence, raising awareness of these issues in the broader community, and identifying intervention services. The following discussion is based on goals and objectives stated in the materials submitted by the programs.

### *Prevention*

Prevention goals and objectives seek to foster student understanding of the dynamics of violence in relationships, develop attitudes of intolerance toward violence in relationships, and learn skills that will help them build healthy relationships. Students are expected to engage in behaviors that will help them avoid an abusive relationship, end a violent one, or seek help if exposed to violence. Although the model programs target students, they also engage schools and communities in an effort to educate the public about domestic violence.

### *Intervention*

The model programs identify for referral, and sometimes provide, intervention services to students and their families. Services are offered either directly by the agency sponsoring the program or in coordination with other agencies. Overall, program participants and their families have access to services that include crisis lines, shelters, individual and group counseling, and legal advocacy.

### *Peer Leadership*

Most of the model programs seek to develop peer leaders. Peer leaders are expected to serve as role models to other students and to take an active role in educating students, teachers, and the community on family and dating violence. They are seen as persuasive in informing the public about the impact and consequences of interpersonal violence, and about alternatives to violence in relationships.

### *Community Collaboration*

Another common goal is developing community collaborations with other agencies. Program staff coordinate resources and services with other agencies, other school programs, and community groups to support their program activities.

### *Training*

Training persons to facilitate the curriculum is another important goal of all the model programs. The programs regularly conduct training to prepare agency staff, school personnel, community agency staff, and others to deliver their curricula. The training sessions seek to enable

participants to present the curriculum in the classrooms, establish rapport with students, and deal effectively with student disclosures of violence.

### *Advocacy*

The model programs act as advocates for victims of domestic violence. They all share the philosophy that no one should face the crisis of domestic violence alone and that domestic violence is everyone's responsibility.

### *Program Activities*

Staff of the model programs have developed various activities to accomplish the programs' goals and objectives. Although most programs engage in similar activities, staff implementation of activities varies in extent and intensity. For example, some programs place greater emphasis on a given activity, while other programs—for various reasons (e.g., having strong school support, adequate funds and resources, etc.)—are more effective in implementing activities.

### *Classroom Presentations*

Classroom presentations, during which several common topics are discussed, are the main activity of all the model programs. Topics discussed at the middle and high school level included: definitions of domestic and dating violence, the different forms of abuse, the cycle of violence, and power and control in abusive relationships. Classroom presentations also promote intolerance toward violence in relationships and teach students skills that will help them build healthy relationships. Students are encouraged to seek help if exposed to violence, to avoid starting an abusive relationship, and to end a violent relationship.

Based upon observations during the site visits, only *Project TAP*, *TDVIP*, and *Healthy Choices* have been able to deliver classroom sessions within the curricula's specified timeframes. The degree of support from schools for program activities seems to be the reason why. For example, *Project TAP* and *Healthy Choices* have well-established relationships with several of the schools (including ties with the school board, administrators, counselors, and teachers) where they conduct presentations. These programs have been able to obtain the necessary time needed to deliver the curricula. In the case of *TDVIP*, grantees must demonstrate that they can allocate the required time and resources to run the program effectively when applying for funding.

### *Awareness Workshops*

The model programs also conduct awareness workshops in the school and the community for school personnel (e.g., administrators, teachers, and counselors), parents, community representatives (e.g., law enforcement officers) and staff of other community agencies. The workshops seek to inform and educate adults about domestic violence. *Healthy Choices* has a particularly outstanding record in conducting these activities, offering workshops for parents and school personnel regularly as major program components. The workshops include an overview of domestic violence and its consequences on children, a description of the program, and information on places and resources for help. In addition, the workshops for school personnel also train participants to identify those students exposed to violence in their homes and provide assistance.

### *Intervention Services*

As mentioned, all of the model programs identify for referral, and sometimes provide, intervention services to help program participants. For example, *Healthy Choices* provides discussion groups for students who wish to address issues raised in the presentations. *TDVPIP* encourages grantees to provide support groups for victims and intervention groups for perpetrators. The perpetrator groups are for students identified as abusers or at risk to become batterers. Despite the potential benefits of both the victim support groups and the perpetrator intervention groups, *TDVPIP* grantees have experienced difficulty starting both groups, mostly because they lack experienced personnel to lead them.

### *Peer Leadership*

As part of their peer leadership activities, programs create or work with student-led groups to organize projects and campaigns in the school to raise awareness of domestic and interpersonal violence. *Choices and Change* has been particularly active in its peer leadership endeavors. Program staff have established a group of “peer educators” who regularly deliver the curriculum to their peers. Peer educators have been trained and are closely supervised when conducting the classroom presentations.

### *Networking With Other Community Agencies*

All of the model programs are actively involved in developing collaborative networks with other community agencies to address domestic violence. The programs actively engage in collaborative work to enhance program outcomes. A program with a record of strong interorganizational collaboration is *Chance for Change*. This program was developed by three agencies that designed the curriculum, share program activities, and provide a variety of services to program participants in three counties in Oregon.

### *Training*

All of the model programs train staff of the sponsoring agency and other interested parties in how to deliver the curricula. Some programs provide training sessions to prepare others to implement the program in their communities. *TDVPIP*, *Project TAP*, and *Healthy Choices* staff regularly conduct such training. WC&S plans to start a training institute on all of its programs, including *Healthy Choices*. Staff of these programs are also able to provide technical assistance to others who are establishing domestic violence youth education programs.

### *Media Activities*

The model programs have used the media to raise awareness and inform the community about domestic violence and identify resources for help. The programs engage in a variety of media activities, including developing videos, preparing and placing newspaper articles and ads, and producing public service announcements.

### *Advocacy*

Several model programs actively advocate for victims of domestic and interpersonal violence and their families by helping clients deal with the legal, medical, and mental health systems. *Healthy Choices*, *TDVPIP*, and *Project TAP* have well-established mechanisms to provide advocacy. The model programs also serve as advocates by helping to shape domestic violence policies. For example, the *TDVPIP* consultant has helped to develop guidelines for school

districts to address teen dating violence. The guidelines include recommendations to schools on developing school policies, conducting awareness training for the school community, developing intervention and resource services such as groups and counseling, and fostering a school climate that is free of dating violence. *Project TAP* staff are working with a State senator to introduce legislation that mandates implementation of the curriculum in all California public schools. Similarly, Bradley-Angle House, one of the sponsoring agencies of *Chance for Change*, has been working with the Oregon Domestic Violence Council to develop statewide education protocols that provide a framework for youth domestic violence intervention and prevention for grades K–12 throughout the State.





## APPENDIX D

### RESOURCES

The resources listed in this appendix—including model programs, resource centers, and national projects, as well as significant literature sources—deal exclusively or significantly with the issue of domestic violence education and prevention for youth. They specifically address the main issue examined in this Report to Congress—educating youth about the prevention of domestic violence. Although the list contains excellent resources, it is not intended to be a comprehensive, national compilation of all sources of information and assistance concerned with educating youth about domestic violence.

#### 1. MODEL PROGRAMS

##### *Chance for Change*

**Moirá Bowman, Jeannie LaFrance, Bonnie Myhra, and Paul Edison, *Chance for Change: A Curriculum for Youth Education and Prevention Around Domestic and Sexual Violence* (Portland, OR: Chance for Change, 1994).**

The result of research and experiences of survivors of domestic violence, *Chance for Change* is a dating violence curriculum designed for use with students in grades 6–12. *Chance for Change* places dating violence within the context of gender inequality in society. The curriculum is designed to give teachers the tools necessary to implement an effective dating violence section in their classroom. The curriculum looks at dating violence from the perspectives of youth, survivors, and domestic/sexual violence workers. It examines the many factors that contribute to relationship violence—racism, homophobia, unemployment, classism, and discrimination against youth—and addresses these issues whenever possible as “part of the whole picture.”

The lessons in *Chance for Change* are based on a participatory model of learning in which the teacher more often than not assumes the role of a facilitator. Each lesson is structured to determine what students know from their own experience about dating violence and to provide them with methods for organizing that information. The lessons also ask students to explore the possibilities for ending an abusive relationship. Certain exercises require students to examine prevention and safety on an individual and social level.

The curriculum consists of five units. Topics include listening skills and classroom safety; sex roles and abuse; background on domestic violence; methods for preventing violence and alternate means of communication; background on sexual abuse; and resources. Each unit includes subtopics, each with a daylong schedule of activities. Each subtopic is addressed through a class project, questions to encourage brainstorming, and vocabulary for activity and discussion. In addition, each subtopic has handouts with exercises that can be completed for homework.

To order the curriculum:

Bradley-Angle House

P.O. Box 14694

Portland, OR 97293

Phone: (503) 232-7805 Fax: (503) 232-6617

Contact: Jeannie LaFrance

Cost: \$45.00 (plus shipping & handling)

***Choices and Change: Challenging the Use of Violence Among Children and Youth***

***Choices and Change: Challenging Violence Among Children and Youth* (Boulder, CO: Boulder County Safehouse Outreach Center, 1994).**

This curriculum represents a direct response by the Boulder, CO, community to the growing problem of violence in interpersonal relationships. Created by staff members of the Boulder County Safehouse, the curriculum seeks to educate young people about families and violence and to reveal the dynamics of abusive relationships. It labels interpersonal abuse as a means to express feelings and gain control and places abuse in a worldwide, historically learned context of violence, particularly violence against women.

The curriculum contains two books: one for children in grades 1-5, one for youth in grades 6-12. The elementary school syllabus introduces information about families and feelings and emphasizes the right of all children to be safe. It includes age-appropriate discussion about feelings, family violence, and safety. The lesson plans are designed to progress from grade to grade on these themes and to provide groundwork for further education at the secondary school level. Both curricula aim to teach young people how to express their feelings, ask for what they need, keep themselves safe, resolve conflicts without violence, and develop the skills to form healthy relationships.

Each curriculum is accompanied by a teacher's guide, and curriculum instructions include activities, supplements, and handouts. The elementary school curriculum is broken down by grade. For each grade, the curriculum provides day-by-day goals, objectives, rules for discussion, and suggested activities. The curriculum for youth has a daily activity schedule and covers the following areas: the historical and social context surrounding family violence; recognizing different forms of abusive behavior; evaluating your own and others' behavior; dynamics that govern interpersonal violence; expressing feelings appropriately; and ways to alleviate stress and resolve conflict without resorting to violence.

To order the curriculum:

Boulder County Safehouse

835 North Street

Boulder, CO 80304

Phone: (303) 449-8623 Fax: (303) 449-0169

Contact: Vicki Powell

Cost: \$55.00 (plus shipping & handling)

***Teen Abuse Prevention Project (TAP): In Touch With Teens***

**Leah Aldridge, Cathy Friedman, and Patricia Occhiuzzo Giggans, *Project TAP:***

***In Touch With Teens—A Relationship Violence Prevention Curriculum for Youth*  
(Los Angeles, CA: Los Angeles Commission on Assaults Against Women, 1993).**

This violence prevention curriculum is designed for adolescents ages 12–19 from all ethnic, cultural, and socioeconomic backgrounds. Its purpose is to prevent youth from resorting to acts of violence, coercion, or abuse as a means of conflict resolution or to dominate and control others; and to reeducate those youth who exhibit the effects of abuse and violence within their own interpersonal relationships. The eight-unit curriculum offers tools to adolescents to “break the silence” by challenging them to think about sexual violence and to understand why and how it happens to people like them. Specifically, it demonstrates creative techniques for teaching young people how to recognize abuse or violence; how to get help; and how to build healthy relationships. The curriculum materials are designed to help educators guide discussion with directness as well as sensitivity.

The curriculum addresses the roots of violence, relationship violence, the cycle of violence, sexual harassment, issues of sexual assault and coercive control, media impact on gender and violence, and the building blocks of a good relationship. Each of the eight units is divided into two parts: *The Basics* and *The Activities*. *The Basics* provides background information to assist the teacher in implementing *The Activities*. Each activity is designed to be completed in an interactive manner through guided discussion, critical thinking, role-plays, conflict resolution, esteem-builders, and productive thinking and positive action. Handouts accompany each unit. In addition, a set of five story posters is available as a companion tool. The posters portray situations based on the real-life experiences of teens described in Barrie Levy’s *Dating Violence: Young Women in Danger*.

To order the curriculum:

Los Angeles Commission on Assaults Against Women  
6043 Hollywood Boulevard  
Los Angeles, CA 90028  
Phone: (213) 462-1281 Fax: (213) 462-8434  
Contact: Leah Aldridge  
Cost: \$30.00 (plus shipping & handling)

***Teen Dating Violence Prevention and Intervention Program (TDVPIP)***

**Carole A. Sousa, *Domestic and Teen Dating Violence Prevention Program: An Officer’s and Educator’s Guide to a Five-Session Curriculum for Teaching Adolescents*  
(Waltham, MA: The Massachusetts Criminal Justice Training Council, 1995).**

This program educates students in the seventh and eighth grades about domestic violence and teen dating violence and provides them with skills to help them avoid destructive behavior. The curriculum is structured in five 1-hour blocks that can be delivered in health classes as part of the

regular curriculum. The program is intended to be taught by two-member teams composed of a female police officer and a male teacher in an effort to reverse common gender-role stereotyping. The immediate program goal is to give the officers and educators a visible role in preventing violence, while the ultimate goal is to reduce violence in interpersonal relationships.

Before the officers and educators teach the curriculum, they receive a 3-day trainer course that focuses on the dynamics of domestic and teen dating violence. The instructor training addresses why men batter and why women stay in abusive relationships and focuses on the program curriculum. Officers and teachers also go through each exercise and practice delivering the curriculum through role-playing. Often, victims or batterers are invited to make presentations to help the teaching pairs understand the mindset of individuals who have been part of an abusive relationship. In addition, medical and dating violence experts are invited to speak, and the teaching pairs are instructed on what to do when they receive reports of domestic or dating violence from students.

The curriculum's first session exposes student to different ideas about what constitutes abuse and respect in the minds of both men and women and teaches students that abuse can be physical, mental, emotional, verbal, or sexual. The second session addresses issues of sexism and homophobia and explains how stereotyping can lead to an imbalance of power in relationships, which can lead to violence and abuse. The third session sensitizes students about the warning signs of teen dating and domestic violence and attempts to dispel some of the myths about who might perpetrate or be victimized by abuse. The last two sessions are reserved for "local option classes." During these sessions, the teaching pairs may discuss how to end abusive relationships and measures for preventing abusive situations, help the students create networks for peer support, or advise students of community resources for victims and batterers.

To order the curriculum:

Massachusetts Department of Education  
P.O. Box 398114  
Cambridge, MA 02139  
Phone: (617) 492-0395 Fax: (617) 492-0395  
Contact: Carole A. Sousa  
Cost: \$25.00 (plus shipping and handling)

### ***Violence Free: Healthy Choices for Kids***

***Violence-Free: Healthy Choices for Kids*** (Pittsburgh, PA: Education Department, Women's Center and Shelter of Greater Pittsburgh, 1990).

This primary school prevention program teaches upper elementary school students (grades 4 and 5) alternative choices for handling interpersonal conflict. It also instructs school personnel how to identify children living with domestic violence and assists parents and children in finding resources to address family violence. The program's primary prevention goal is to make it easier for children to discuss family violence issues and to teach all upper elementary schoolchildren healthy conflict resolution skills to prevent them from running the risk of becoming the next

generation of abusers or victims of family violence. Its secondary prevention goal is to identify high-risk students living in situations with family violence and provide intervention discussion groups to teach safety planning and provide alternative options for nonviolent problemsolving. The tertiary prevention goal is to provide intervention education and options to parents of students identified in the discussion groups as living in violent homes, so that these children may find relief from the violent situations that they are witnessing.

The program has four primary objectives with specific activities for accomplishing each of them. The school personnel objective aims to teach school personnel in Pennsylvania how to recognize the behaviors indicating that a student may be from a violent home and to know how to get help for these students. This objective is accomplished through a mandatory 3-hour workshop on domestic violence and its impact on children. Second, through 10 classroom presentations, upper elementary school students learn to identify different forms of abuse, and understand the dynamics of power and control in families and other interpersonal relationships; understand how stereotypical expectations of men and women contribute to family violence; recognize options and resources for dealing with family violence; learn assertiveness skills; and realize that they are not responsible for the violence taking place in their homes. Next, the discussion group objective provides a regular forum for students experiencing abusive situations to examine options for responding to violence and to learn how to access help. Finally, the parent workshop objective entails a parent conference in which parents are educated about the effects of abuse on children and learn how to access help. All segments of the program are followed by pre- and post-tests to assess the effectiveness of each program component.

To order the curriculum:

Women's Center and Shelter of Greater Pittsburgh

P.O. Box 9024

Pittsburgh, PA 15224

Phone: (412) 687-8017 ext. 332 Fax: (412) 687-3315

Contact: Janet L. Scott

Cost: \$150.00, includes curriculum and training tapes (plus shipping & handling)

## 2. ARTICLES AND BOOKS

**Stacy Brustin, "Legal Responses to Teen Dating Violence," *Family Law Quarterly*, Special Issue on Domestic Violence, Vol. 29, No. 2 (Summer 1995), 331-356.**

In a special issue of the *Family Law Quarterly* devoted to adding to the legal literature on domestic violence, this article examines the role of the legal community—through pro bono representation, legislative advocacy, and community legal education—plays in reducing the incidence of teen dating violence.

A review of studies and surveys conducted on the subject of teen dating violence shows violence in dating relationships to be a pervasive problem, affecting about 1 out of 10 high school students. Numerous obstacles confront teen victims of dating violence when they try to access legal protection. While adolescents may report the offense to the police, cases are often not

charged or prosecuted. In addition, the juvenile justice system rarely addresses the specific problem of teen dating violence, but rather treats incidences as routine juvenile offenses. Further, very few States authorize unmarried minors to seek civil protection orders, and, without specific statutory authority, teens are legally incapable of initiating their own case without the assistance of an adult, parent, or guardian. Even more important, few counseling and treatment services or prevention programs designed to help children learn nonviolent conflict resolution skills are available to victims of teen dating violence.

Despite these obstacles and the slow response of the legal community to address teen dating violence as its own issue, lawyers can contribute significantly to stemming the tide of teen dating violence by establishing new and important legal precedents to help adolescents caught in abusive relationships. Brustin emphasizes the need for law reform in this area, specifically in expanding legal coverage to include minors and allowing adolescents to seek protection under the law. In addition, the author points to nonlegal remedies, such as support groups, counseling services, and prevention programs, as effective methods to combat teen dating violence and urges the legal community to be aware of these resources.

**Allan Creighton with Paul Kivel, *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents* (Alameda, CA: Hunter House Publishers, 1992).**

The material in this guide is the result of years of education and counseling provided to adolescent youth by the Battered Women's Alternatives (BWA) in Contra Costa, CA, and the Oakland Men's Project (OMP) in Oakland, CA. Designed primarily for educators and counselors, the guide is intended to serve as a framework for adults who care about youth. It represents the BWA Teen Program's years of contact with adolescents in high schools, residential centers, correctional institutions, and churches. The authors wrote the guide to support the liberation of young people from violence. Their philosophy on domestic violence is that individual acts of violence are really expressions of broader patterns of social violence, and that social violence is an expression of age-old power imbalances between the "haves" and the "have-nots" in society. Thus, the authors operate under the premise that to prevent violence, or to intervene effectively, attention must be focused on rectifying the imbalances themselves.

The book contains six sections, each with exercises and role-plays for work with youth across lines of age, gender, and race. Section 1 looks at general issues for adults to consider when working with youth; section 2 examines basic theories about age, gender, and race-related power imbalances that cause violence; section 3 contains techniques for liberatory teaching; section 4 presents the actual curriculum; section 5 suggests training for other adults in workshops on these issues; and section 6 presents strategies and techniques, beyond the classroom and the workshop, for setting up and implementing long-term support for youth dealing with abuse. Finally, an appendix contains sample forms, including pre- and post-tests, surveys, signup sheets, and reporting policies, as well as evaluation forms for teens and teachers to respond to the workshop and training.

**Howard Davidson, *The Impact of Domestic Violence on Children: A Report to the American Bar Association* (Washington, DC: Center on Children and the Law, American Bar Association, 1994).**

Commissioned by American Bar Association (ABA) President R. William Ide, III, in March 1994, this report makes recommendations for legislation and other policy action, as well as proposals for what the organized bar and individual attorneys should do to better address domestic violence and its harmful impact on children. Based on a review of the legal literature and reform proposals that have been developed in this area, the report makes specific recommendations for assuring the safety of children, limiting firearm access to batterers, and amending custody and visitation laws. It also proposes specific actions that attorneys and the ABA should take to reduce the incidence of domestic violence and its consequences for children. These recommendations include appropriate law enforcement, shelter, health care, and judicial system resources to promote the safety of parents and children victimized by domestic violence; effective action by State legislatures and Congress to prohibit firearm purchase and possession by individuals found by a court to have committed domestic violence or child abuse; and amendment of custody and visitation codes to create custodial protections for abused parents and their children.

The report's overall recommendation is that the ABA should appoint a multidisciplinary commission or task force on domestic violence that would include representatives of each entity cosponsoring this report, other organizations, and the domestic violence victim support community. The group would further explore the issues raised in this report, develop new policy recommendations, and report to the ABA leadership.

***In Search of Love: Dating Violence Among Urban Youth* (Philadelphia, PA: Motivational Education Entertainment Productions, Inc., 1996).**

Motivational Educational Entertainment (MEE) examines intimate dating violence among African American urban teens, ages 16–18, living in low-income census tracts. The project represents a shift in the focus of applied research from “the streets” to the home. The shift reflects the findings of studies emphasizing that abuse early in life is a precursor to a continuous cycle of violence. The project was undertaken with assistance from the Centers for Disease Control and Prevention and the Minority Health Professions Foundation. Authors of the work consulted with specialists from psychology, sociology, ethnic history, epidemiology, relationship violence and sexual assault, and public health and conducted numerous focus groups with African American youth.

The work is intended to serve as a reference tool to understand and change violent behavior patterns among urban youth. The project focuses specifically on the causes of conflicts that are not solved by peaceful and collaborative means, but rather lead to violence. The project's specific goal was to learn from young people the factors responsible for intimate male-female relationship violence in order to develop credible ways to deal with this phenomenon and make preliminary recommendations for direct intervention in this area. Through 6 months of video-documented focus groups of teens and interviews with experts in the field, MEE found that youth



are struggling as much as, if not more than, adults to successfully navigate relationships with members of the opposite sex. MEE also found that miscommunication, increasing distrust, and ambiguous messages often result in conflicts that lead to violence, and that many youth lack the communication skills necessary to relate intimately with another person. More importantly, MEE found that prevention of violence among dating partners is highly dependent on good negotiation and communication skills.

This project focuses primarily on the perspectives of African American urban teens, chosen randomly from low-income communities, where there are many unhealthy influences impacting their lives. MEE not only focused on locating these influences, but also on looking for explanations for why “things are this way.” Although the project’s primary emphasis was on analyzing the phenomena of dating violence, it also began exploring preliminary recommendations for changing these negative behavior patterns.

**Paul Kivel and Allan Creighton with the Oakland Men’s Project, *Making the Peace: A 15-Session Violence Prevention Curriculum for Young People* (Alameda, CA: Hunter House Publishers, 1997).**

This comprehensive teaching handbook provides educators, administrators, and youth group leaders with the information needed to conduct a 15-session core curriculum for young people on the prevention of all forms of youth violence. The curriculum offers step-by-step instructions for the sessions, anticipates difficult issues that may arise, and suggests ideas for followup within the classroom and within the school or youth program.

The goal of the curriculum is to help young people understand and heal from violence and come together as a community to “make the peace.” The sessions deal with the roots of violence; race, class, and gender; guns and violence; self-directed violence; and how to forge alliances and resolve conflicts peacefully. The guide has exercises, role-plays, in-class handouts, “On Your Own” homework sheets, posters, and discussion guidelines (all ready to use and designed for easy reproduction). These materials have been developed to show students how to explore the social and economic roots of violence in the community and their own lives; deal with dating violence, fighting, suicide, guns, and sexual harassment; develop practical techniques for stopping violence, both before and when it happens; and offer leadership to build respectful and violence-free relationships in the school and the community.

An accompanying program, *Days of Respect: Organizing a School-Wide Violence Prevention Program*, is a hands-on organizer’s manual designed to help teachers, administrators, parents, students, and members of the community work together to create a schoolwide event on the theme of violence prevention. It can be used as a precursor or followup to the *Making the Peace* curriculum.

**Barrie Levy (ed.), *Dating Violence: Young Women in Danger*, (Seattle, WA: Seal Press, 1991).**

*Dating Violence* is an edited compilation of essays that focuses on the situations of young women victimized by relationship violence. The guiding principle behind the compilation is that the unique aspects of adolescence and adolescent relationships call for a focus on the problem of dating violence as a separate entity—an adolescent phenomenon—not as a step from childhood violence to marital violence. The book aims to give readers an understanding of this phenomenon and to encourage them to be creative in reaching out to young women to prevent and identify dating violence, and assist extrication and healing it. Dating violence is defined as any repeated actual or threatened acts of physical, sexual, or verbal abuse by a member of an unmarried, heterosexual, or homosexual couple in which both partners are between the ages of 13 and 20.

The book looks beyond the stereotypes associated with dating violence to offer a multidimensional understanding of young women's experiences in abusive relationships. Dating violence is seen as a social problem that, because of the diversity of its victims, must be viewed from many perspectives and from many sources of information. To support this understanding, the book includes a review of research on dating violence; an analysis of the social context of dating violence; impressions and observations of people who work with women who have experienced abusive relationships; practitioners' recommendations for effective intervention based on research and experience; and letters, stories, and interviews with young women about their experiences as victims or survivors of dating violence. The articles represent current views in the authors' field and a variety of perspectives on the subject of dating violence. They are also multidimensional in the sense that they look at adolescent dating relationships from multiple levels, with the view that abuse is caused by a set of interacting societal/institutional, community, family, and personal factors.

**Barrie Levy, *In Love and in Danger: A Teen's Guide to Breaking Free of Abusive Relationships* (Seattle, WA: Seal Press, 1993).**

This book was written as a resource for teenagers who have questions about abusive dating relationships. It mainly emphasizes helping teens to understand what is happening to them as victims of abuse and helping them to decide what they can do to confront and end the abuse. The first section includes stories told by two girls and a mother about their experiences with dating violence. The following sections give general information about dating violence, including common facts about violence in relationships, ways to recognize abuse, deciding whether to stay or break up, and how to have a healthy relationship. Each chapter is illustrated with passages written by victims and perpetrators of dating violence. They include answers from males as to why they abused their girlfriends and advice to abused girls from abusers who have changed. In addition, each chapter contains exercises to help teenagers who are either victims or perpetrators of dating violence recognize the abusive patterns in their relationships and work out their feelings.

**Barrie Levy, *Skills for Violence-Free Relationships, Curriculum for Young People Ages 13–18* (Santa Monica, CA: Southern California Coalition on Battered Women, 1984).**

*Skills for Violence-Free Relationships* is designed for teachers and other educators, shelter workers, and youth advocates to guide educational presentations and activities for groups and classes of adolescents. The curriculum addresses battering as a problem that can occur in any family or relationship. It seeks to help young people understand battering, how and why it happens, how to confront it when it happens, and how to keep relationships free from ever becoming abusive.

As a premise to the curriculum, the author lists the following factors that contribute to domestic violence against women: (1) Attitudes in society are unclear over whether domestic abuse is acceptable or justified; (2) perceived gender roles contribute to the belief that hitting or being hit goes along with being a man or a woman; (3) people are rarely prepared for domestic abuse or conflict in family life; (4) people do not know how to have arguments or express their feelings without becoming violent; (5) witnessing TV violence can make battering seem more acceptable and desensitize people to violence and abuse; and (6) stereotypes and historical practices are used to justify discriminatory actions against certain groups in society, i.e., people of color, women, and low-income people.

The educational materials presented provide background information and activities to stimulate teenagers to confront pervasive misinformation about battering in intimate relationships. The materials offer techniques for engaging young people in thought-provoking discussion of ways to cope, communicate, and resolve conflicts in relationships. The curriculum attempts to explain why abuse happens and teaches skills to make it less likely that abuse between loved ones will occur. The curriculum's target audience are teenagers in any setting who have not been identified as having any particular risk or experienced any family or personal relationship problems. As such, it was developed for community educators for *primary* prevention of the abuse of women in abusive relationships.

The curriculum is divided into four sections: Chapter 1 defines domestic violence, battering, and specifically, battering of women; chapter 2 presents statistics, facts, explanations, and historical traditions that describe the reality of woman battering and dispels the common myths surrounding domestic violence; chapter 3 explores the social and psychological dynamics that contribute to the high incidence of battering; and chapter 4 introduces relationship skills that provide alternatives to violence. Each section contains a set of objectives, background information, and educational activities. The book also includes step-by-step instructions on how to use the curriculum and material to conduct presentations and offers tips for evaluating the impact of the curriculum.

**Deborah Mahlstedt and David J. Falcone, "Dating Violence Education: What Do Students Learn?" *The Journal of Human Justice* 4, No. 2 (Spring 1993), 101–117.**

The authors evaluate how effectively a social change approach to dating violence education influences the way college-aged students think about violence in intimate relationships. They recruited 331 participants from introductory psychology classes to attend one of 22 small-group sessions designed to simulate a typical 2-hour workshop format, using small-group discussion and short lecture. Fourteen group sessions received the Program condition, while eight received the Comparison condition. Of the total 331 participants, 219 were in the Program group, and 119 were in the Comparison group, while 192 were female and 137 were male.

The objectives of the Program condition were to increase participants' awareness of their attitudes toward violent relationships and their reactions toward abuse; promote a structural understanding of the causes of violence against women; clarify the processes involved in blaming the victim; and explore effective ways to respond to date rape. The Comparison condition focused on the stages of relationship development from a systems perspective. Program and Comparison groups remained stable over a 3-week period, during which both quantitative and qualitative data were collected.

The results revealed significant differences between the Program and Comparison groups as well as differences in men's and women's attitudes. Women were shown to be more likely to view violence in romantic relationships from a structural perspective, knew more about dating violence and how to respond to victims, and were less likely to blame the victims. In addition, discriminant analyses showed that attitudes toward victims and response towards victims were the most important content separating males in the Program and Comparison groups. For females, attitudes toward survivors, a structural explanation toward dating violence, and general knowledge about dating violence proved to be the best discriminators. The authors also examined the implications of these findings for educating students about abuse in dating relationships, in particular the need to address the misuse of power as central to maintaining awareness of dating violence.

**Ginny NiCarthy, Karen Merriam, and Sandra Coffman, *Talking It Out: A Guide to Groups for Abused Women* (Seattle, WA: Seal Press, 1984).**

*Talking It Out* offers theoretical models and practical techniques about group work with battered women and serves as a guide to developing and implementing successful group work. The book emphasizes several questions the authors believe are important for group leaders. These questions deal with the social, political, and personal issues unique to group work with abused women; techniques that are most helpful in conducting group work and their relationship to political and social issues as well as group work theory; the role of the group leader and specific instructions for starting a group; special concerns for women of color, lesbians, or women of different faiths, ages, abilities, and backgrounds; and methods for group leaders to use to enjoy their work and avoid burnout. The model presented is based on both the authors' personal experiences from years of group work with battered women as well as their theoretical

orientation. The emphasis is on the safety of the victim and the assertion of responsibility and accountability of the abuser for the violent behavior.

Part one explores the fundamental concepts that guide the authors' work with battered women. It emphasizes the evolution of social response to battering in conjunction with the feminist movement and discusses the self-help movements of the mutual-help, drop-in model. Part two offers concrete information and strategies for starting a group to assist community leaders, agency personnel, activists, and women who are preparing to lead a group. Part three presents a nuts-and-bolts strategy for the group leader, suggests a structure for group meetings, offers topics for discussion, and describes problems that may arise during group sessions. The section ends with five group exercises that have been successfully implemented with groups led by the authors. Part four describes some considerations essential for groups of women who require different approaches and offers ideas for groups of women of color, lesbians, women of faith, women of differing abilities, teenagers, and recovering alcoholics. This section also discusses leadership "burnout" from a social and political as well as an individual perspective.

The authors stress that the groups on which they based their writing consisted of primarily heterosexual, white, urban women and remind potential group leaders to adapt the authors' suggestions or style to fit their own leadership style and the needs of their community or group.

**Einat Peled and Diane Davis, "Groupwork With Children of Battered Women: A Practitioners Manual," in *Interpersonal Violence: The Practice Series 10* (Thousand Oaks, CA: Sage Publications, 1995).**

This manual is part of a series devoted to mental health, social service, and allied professionals who daily confront the problem of interpersonal violence. It is based on years of accumulated experience of the children's program at the Domestic Abuse Program (DAP) of Minneapolis and on the results of a qualitative evaluation of DAP's program conducted through 1989-1991. The manual is designed specifically for practitioners who currently facilitate or want to start a group program for 4- to 12-year-old children of battered women. It provides group leaders with a detailed description and discussion of the group's program units, as well as with the knowledge base required for successful program operation.

The children's program and this manual are guided by the following summarized theoretical and philosophical presumptions adopted by DAP: (1) Abuse is the result of an unequal power balance in relationships, supported and encouraged by institutions through policy and practice; (2) battering is a learned behavior that can be unlearned; (3) abusers use violence to exert control, to relieve tension, to take revenge, and/or keep people away; victims stay in these relationships for a variety of reasons, and domestic violence is never the victim's fault; (4) violence itself is not caused by poor intimate relationships, job frustration, sexual problems, or child-rearing problems, although these factors may be present and cause stress; (5) alcohol and drugs are not the cause of battering and must be dealt with as a separate issue; (6) the primary goal of treatment for abusers is to stop the violent behavior, for the victims it is to increase their ability to protect themselves, heal, and learn new conflict resolution skills; (7) new social support systems must be developed for men and women that do not reinforce abuse; (8) abuse hurts all

individuals in a family, and, therefore, treatment should be available to all family members; and (9) relationship counseling can be effective only after the abuser has taken responsibility for and learned to control the violent behavior, and the victim has relinquished responsibility for the violence and is not afraid of retaliation.

Before evaluating the DAP children's program, the authors review the current knowledge about the children of battered women and outline the goals of the Children's Group Program. Two appendices accompany the volume: Appendix A includes sample intake and assessment forms, and Appendix B includes a sample of the desired outcomes evaluation form. The authors caution that the program information presented is based on work and research with children of mostly white, heterosexual, battered women and, therefore, may not be adapted fully to the needs of children of battered women of color or of gay and lesbian victims. As such, they emphasize the importance of cultural and sexual sensitivity as crucial elements in effective and successful intervention with children who witness domestic violence.

**Einat Peled and Jeffrey L. Edleson, "Multiple Perspectives on Groupwork with Children of Battered Women," *Violence & Victims* 7, No. 4 (1992), 327-346.**

This article presents the findings of a qualitative evaluation of a group program for children of battered women conducted at the Domestic Abuse Project (DAP) of Minneapolis, MN. The authors believe that whereas studies show group intervention with children of battered women to be effective, few studies exist that evaluate the intended and unintended results of these programs. The study was designed to address this gap in knowledge by providing a thorough analysis of a group program from the multiple perspectives of those who were involved. A qualitative evaluation was conducted using observations of group sessions and indepth, semistructured interviews with child participants and their parents, groups leaders, and administrative staff of the agency. Families in the sample included all children and their parents who participated in DAP's children's groups from summer 1990 to fall 1991.

The study found that groups influenced the children and their families in a variety of intended ways: Children revised their definitions of violence, understood that they were not alone in witnessing violence, and had some understanding of how to protect themselves in a violent situation. Although the overall findings demonstrate the value of programs such as DAP's group program for children, the authors emphasize that structured, educational group programs do not "fix" child participants, and should be one part of a larger intervention with children. They also stress that child participation in groups should be contingent on parent involvement in a similar adult program, and that a detailed orientation about program goals, process, and structure should be extended to both parents and children. Finally, they recommend ongoing communication between group leaders and parents.

**Marlies Sudermann, Peter G. Jaffe, and Elaine Hastings, "Violence Prevention Programs in Secondary (High) Schools," in *Ending the Cycle of Violence: Community Responses to Children of Battered Women*, ed. P.G. Jaffe, E. Peled, and J.L. Edleson (Thousands, CA: Sage Publications, 1995), 232–254.**

This chapter is spurred by research documenting that sexual and physical violence in high school dating relationships is a widespread problem that affects the majority of high school students. The authors emphasize that this research underscores the need for primary prevention of violence in intimate relationships and argue that prevention of violence with high school students may represent one of the most effective actions a community can take to reduce the incidence of violence and mitigate its effects.

The chapter describes some aspects of violence in relationships and its effects on students and the greater community. It also examines successful high school prevention programs that have started to make a difference in combating adolescent dating violence. In the programs documented, the authors emphasize partnerships between schools and communities and among students, teachers, and administrators and on action planning in an evolving area. The chapter is divided into six sections. The first covers the scope of the problem in society, students' views of the problem, and the demands on all institutions to work together to prevent dating violence. The second and third sections describe the groups that need to become involved and present some ideas for getting started. The fourth section suggests ideas for teacher development programs, and the fifth section covers student programs, special events, and curriculum integration. It also includes advice on dealing with disclosure of violence, locating resources, and on systemwide planning for violence prevention. The final section offers tips on how to evaluate and obtain feedback when implementing a high school-based violence prevention program and presents evaluation results of existing programs.

**Marlies Sudermann, Peter G. Jaffe, and Elaine Schieck, *ASAP, A School-Based Anti-Violence Program* (London, Ontario: London Family Court Clinic, Revised Edition 1996).**

As a result of collaborations to address the cause of violent behavior with area school boards, the Family Violence Prevention Division of Health Canada asked the London Family Court Clinic to develop materials that would facilitate the dissemination of domestic violence prevention programs to other parts of Canada. The result, *ASAP: A School-Based Anti-Violence Program*, was launched in December 1993. The *ASAP* package, which contains a 231-page manual/curriculum and a video, is designed to give every school board the tools and concepts to implement practical violence prevention and education at every grade level. The curriculum addresses the following issues: violence in intimate relationships; children who witness violence at home; the development of nonviolent school environments; bullying; dating violence; violence in the media; and the relationships between violence, sexism, and racism.

According to the manual, "awareness, information, and professional development sessions on violence in relationships are key to involving school systems, parents, and communities in prevention activities." The *ASAP* manual describes successful ways to implement professional

development sessions on topics such as children who witness violence, wife assault, and handling disclosures. The manual provides guidelines for schools and agencies to implement a program and suggests practical ways in which administrators, teachers, parents, students, and community organizations can become involved in developing a school-based domestic violence education program. The *ASAP* manual also identifies barriers to program implementation and recommends ways resistance, insufficient resources, male defensiveness, and student disclosures can be addressed.

***Teen Dating Violence Resource Manual* (Denver, CO: The National Coalition Against Domestic Violence, 1997).**

In 1994, The National Coalition Against Domestic Violence embarked on a project to create a resource manual to assist advocates, educators, and service providers in their efforts to reach out to teens experiencing dating violence. The initial goals of the Teen Dating Violence Project (TDVP) were to encourage a national dialogue about teen dating violence; to better understand the experiences and challenges confronting victims and perpetrators of teen dating violence; and to compile a resource manual featuring various teen dating violence education and prevention programs, curricula, videos, and available resources to address teen relationship violence.

The *Teen Dating Violence Resource Manual* is the product of 2 years of research on teen dating violence by a national, 60-plus member TDVP Advisory Committee consisting of service providers, advocates, educators, and teens from rural and urban communities across the United States. The inclusion of teens on the advisory committee ensured that the results of the TDVP addressed the need and issues of teens as *defined by teens* and to open lines of communication between adults, professionals, and teens. The advisory committee gathered information about how communities and States were (or were not) tracking teen dating violence incidences; made suggestions regarding intervention programs, educational curricula, activities, and resources; and sought input from teens about their experiences with relationship violence.

Each chapter in the manual reflects the work of the advisory committee. Chapter 1 looks at the scope of teen dating violence and asks: What do we know or do not know about teen dating violence? Chapter 2 analyzes survey results of teens' experiences with dating violence and looks at how teens define dating violence. Chapter 3 examines the programs and resources that are available to help communities address teen dating violence and how various programs respond differently to the issue. The final chapter presents strategies and options for those working to address the issues of teen dating violence. In addition to the information and insight presented in each chapter, poetry and stories from teens are included throughout the manual. The decision to include the voices of teens reflects the TDVP's commitment to share teen thoughts and experiences, rather than to simply report on the adult community's attitudes about teen dating violence.



### **3. OTHER RESOURCES**

- **National Resource Center on Domestic Violence**  
Public Education Technical Assistance Project  
Phone: (800) 537-2238 or (800) 553-2508
- **The National Coalition Against Domestic Violence**  
P.O. Box 18749  
Denver, CO 80218  
Phone: (303) 839-1852  
Fax: (303) 831-9251
- **National Domestic Violence Hotline**  
Phone: (800) 799-SAFE or (800) 787-3224 (TDD)
- **The Domestic Abuse Project**  
Domestic Abuse Intervention Project  
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