

Incorporating Teen Dating Violence Prevention into Your Personal Responsibility Education Program



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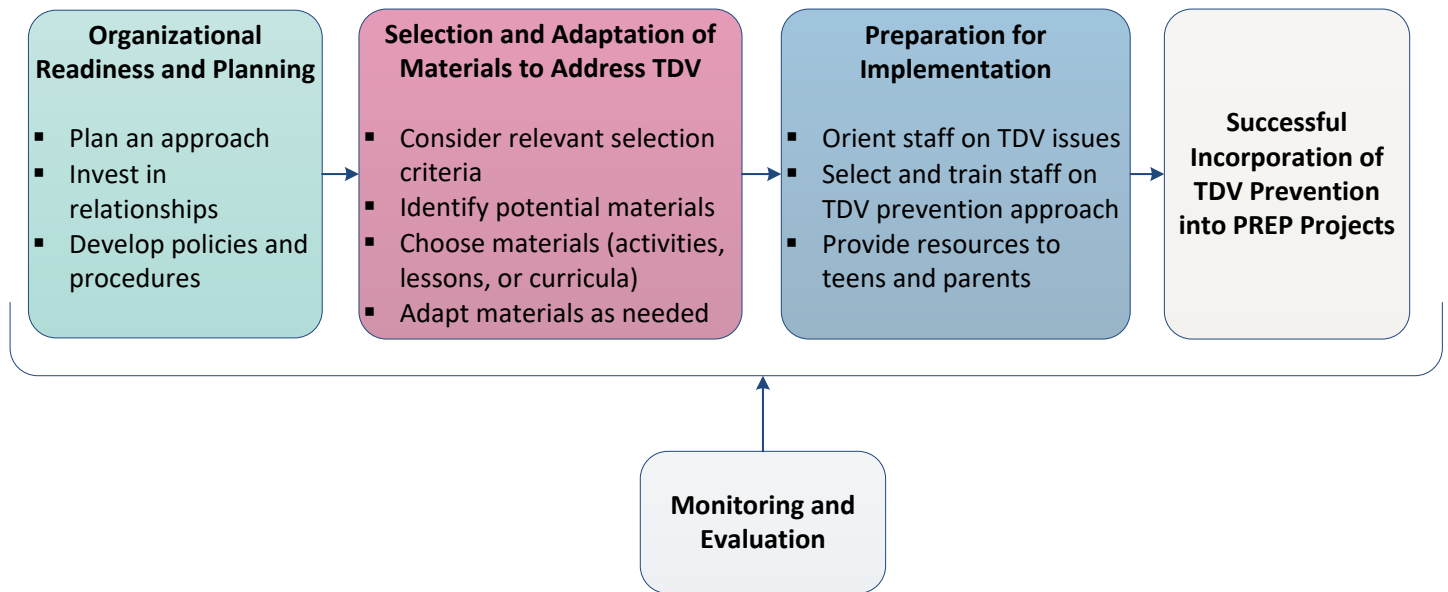
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Introduction

This toolkit is designed to provide the [Family and Youth Services Bureau's \(FYSB\) Personal Responsibility Education Program \(PREP\)](#) grantees with information to incorporate teen dating violence (TDV) prevention into their existing PREP programming. Whether grantees are newly funded or have been implementing project activities for 1 or more years, this toolkit provides practical tools for grantees to choose from and adapt to best fit their projects, participants, and settings. Grantees are encouraged to share this toolkit with their sub-recipients.

This toolkit is structured in four sections—all of which are designed to help grantees successfully incorporate TDV prevention into PREP projects. These steps are depicted in the flowchart below.

Incorporating TDV Prevention into Existing PREP Programming



Overview

TDV is generally defined as a pattern of abuse or threat of abuse against adolescent dating partners. TDV can occur in several forms, including emotional, verbal, physical, sexual, and in more recent years, digital.¹ Abusive behaviors within adolescent relationships can be similar to adult dating violence in that they are used to exert power and control over a partner; however, TDV presents unique challenges because of its many forms and ways in which adolescents can experience it.² Note that TDV and adolescent relationship abuse can be used interchangeably. It is also the case that TDV is more specific than intimate partner violence (IPV; see sidebar) in that it refers to abuse for people in a certain age group. TDV creates barriers for youth seeking and receiving services—the experience of TDV can have consequences for youth in both the short and long term, including poor schooling outcomes, increased substance abuse, poor mental health, problems forming healthy relationships, increased risk of becoming a victim of human trafficking, and increased risk of sexually transmitted infections (STIs) and unplanned pregnancy.^{3,4} TDV occurs across diverse groups and cultures. National estimates suggest that nearly 1 in 11 female and 1 in 15 male high school students have experienced *physical* dating violence in the past year, and 1 in 9 female and 1 in 36 male high school students have experienced *sexual* dating violence in the past year.⁵ The [youth populations targeted by PREP programs](#), including racial and sexual minorities, foster youth, and runaway/homeless youth exposed to violence at home are often most at risk of perpetrating or being victims of TDV.^{1,5,6,7,8}

TDV prevention is important for PREP grantees to consider when implementing programs. TDV may include behaviors, such as coerced sex, that put youth at risk of STIs and unplanned pregnancy.⁹ Preventing and addressing TDV is also a critical component of two of the most commonly covered Adulthood Preparation Subjects [defined by PREP](#): Healthy Relationships and Healthy Life Skills.¹⁰ Healthy Relationships programming aims to help adolescents recognize characteristics of unhealthy and healthy relationships, establish beliefs that healthy relationships are important and attainable, and develop the skills and knowledge necessary to form healthy relationships, including skills needed to avoid being a perpetrator of violence. Addressing the topic of TDV and how it can be prevented is strongly tied to helping adolescents learn about healthy relationships. Healthy Life Skills programming aims to improve adolescents' social skills (including communication, negotiation and refusal, cooperation, and empathy) and emotional coping skills (including managing stress, anger, and self-regulation). The life skills youth need to address and prevent TDV are closely linked to the skills emphasized in Healthy Life Skills programming. For more information about TDV and its association with poor reproductive health outcomes, see [Appendix A](#).

Important Definitions

[Teen Dating Violence \(TDV\)](#)¹: TDV is a type of IPV. It occurs between two people in a close relationship and includes four types of behavior: physical violence, sexual violence, psychological aggression, or stalking. This form of violence can take place in person or electronically.

[Intimate Partner Violence \(IPV\)](#)¹⁶: IPV is abuse or aggression that occurs in a close relationship. “Intimate partner” refers to both current and former spouses and dating partners. IPV can vary in how often it happens and how severe it is. It can range from one episode of violence that could have lasting impact to chronic and severe episodes over multiple years. IPV includes four types of behavior, including physical violence, sexual violence, psychological aggression, or stalking.

[Sexual Violence \(SV\)](#)¹⁷: SV refers to sexual activity when consent is not obtained or not given freely. Anyone can experience SV—all genders, sexual orientations, or ages. The person responsible for the violence is usually someone the victim knows. The person can be a friend, intimate partner, coworker, neighbor, or family member.

1. Organizational Readiness and Planning

Successfully incorporating TDV prevention into PREP programming will largely depend on the readiness of the grantee organization (and sub-recipient organizations) and the buy-in of key leaders and staff. This section offers tools and guidance on developing an implementation plan, connecting with organizations in the community who have expertise in TDV prevention, and developing clear policies and procedures for handling cases of disclosure, including questions of confidentiality and mandatory reporting.

Who should use this section:

- grantees who have never worked on TDV prevention;
- grantees who have new staff who need to be educated on TDV and TDV prevention; and
- grantees who need to formalize their policies and procedures related to TDV prevention.

1.1. Plan an Approach

Grantees should clearly identify the issues and specific behaviors they want to address, set achievable goals and define success upfront, establish a clear budget, determine the type and extent of activities they will incorporate, and create a realistic timeline. Drafting a written implementation plan or revising an existing implementation plan can help ensure that all stakeholders (including the FYSB project officer) are informed about selected activities and the rationale for the planned approach. Implementation plans are best developed at the beginning of the project, even if all details are not yet clear.

Grantees should consider the following key items when developing their implementation plan:

- **Role of partner organizations.** Grantees should establish a plan to engage community organizations with expertise in TDV prevention or the developers of the chosen TDV prevention curricula.
- **Needs assessment process and results.** A needs assessment will help grantees identify the issues specific to their communities and target population and to choose and adapt appropriate materials.
- **Information about the chosen TDV prevention curriculum and rationale for selecting it.** The implementation plan should describe the curriculum the grantee will follow (in full or in part) and why that curriculum is appropriate for the program participants.
- **Plans for implementing and adapting existing TDV prevention curriculum to meet the needs of the grantee's target population.** Include information on how TDV prevention programming will be incorporated into existing PREP programming, any plans for adaptation, and methods for training staff and [procedures for handling cases of disclosure](#).
- **Project description and goals.** Grantees could include a logic model that illustrates the inputs, activities, and outcomes for the project.
- **Evaluation plan.** The evaluation plan could include relevant data collection methods, selected measurement tools, and performance measures.
- **Project management.** The project management section will outline how the grantee ensures compliance with grant requirements.

The tools below can help grantees begin to develop an implementation plan.

- [***Implementation Plan for ABCD PREP for Teen Pregnancy Prevention Project.***](#)

This tool is a hypothetical PREP grantee plan that shows how a PREP grantee might document the proposed implementation plan for addressing TDV prevention. Grantees may use this example plan to consider how their

needs assessment findings inform their implementation approach, partnerships, project logic model, and local evaluation plans. All named organizations and curricula are fictional.

- [***Intimate Partner Violence and Teen Pregnancy Prevention***](#) (Administration on Children, Youth and Families, Family and Youth Services Bureau, 2012).
This tool is designed to give practical guidance on incorporating TDV prevention content and materials into PREP projects. It will be most useful to projects in the early stages of planning their TDV prevention programming. It outlines key planning steps, including reviewing community data related to TDV, using registries of evidence-based programs to identify TDV prevention materials, recruiting and training staff, and identifying community partners and referral resources.

The remaining sections in this toolkit can help grantees develop the key items in their implementation plan. Additionally, [Appendix B](#) includes two technical packages developed by the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention (CDC) that address the best available evidence to help states and communities prevent and address IPV across the lifespan and to prevent and address youth violence, including TDV. These packages may be useful to grantees new to TDV prevention.

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1.2. Invest in Relationships

Grantee organizations that choose to incorporate TDV prevention into PREP programming should partner early in the process with other organizations, especially domestic violence (DV) and sexual violence (SV) organizations in the community. Strong partnerships with DV/SV organizations will benefit grantee projects by providing experts to consult at every step of the process, giving grantees a source of trainers and speakers for staff trainings and community events, keeping grantee staff up to date on developments in the DV/SV field, and creating the foundation for referrals when youth or parent participants need them. Grantees should budget funding for DV/SV partners because many organizations may not have the capacity to provide unpaid consulting and guidance.

When grantee projects are state-wide or multi-site, the state or Tribal DV/SV coalition might be the clear first contact. These coalitions can also help identify the community-based DV/SV organizations that should be included in ongoing collaborative efforts.

- [***List of U.S. State/Territory & Tribal Domestic and Sexual Violence Coalitions***](#) [↗](#) (National Network to End Domestic Violence, n.d.).

This tool includes a list of state/territory and Tribal DV/SV coalitions. Grantees can search by state to identify contact information for coalitions.

Grantees should also consider utilizing the resource centers that are part of the [***Domestic Violence Resource Network \(DVRN\)***](#):

- Two national resource centers
 - [***National Resource Center on Domestic Violence***](#) [↗](#)
 - [***National Indigenous Women's Resource Center***](#) [↗](#)
- Five special issue resource centers
 - [***Battered Women's Justice Project***](#) [↗](#)
 - [***National Clearinghouse for the Defense of Battered Women***](#) [↗](#)

- [Resource Center on Domestic Violence: Child Protection and Custody](#) ↗
- [National Health Resource Center on Domestic Violence](#) ↗
- [National Center on Domestic Violence, Trauma & Mental Health](#) ↗
- Three culturally specific resource centers
 - [Asian Pacific Institute on Gender-Based Violence](#) ↗
 - [Ujamaa, Inc.: The National Center on Violence Against Women in the Black Community](#) ↗
 - [Esperanza United](#) ↗
- Emerging/Current issue resource centers
 - [Promising Futures: Best Practices for Serving Children, Youth, and Parents Experiencing Domestic Violence](#) ↗
 - [National Network to End Domestic Violence: Capacity Technical Assistance Project](#) ↗
 - [Alaska Native Women’s Resource Center](#) ↗
- [National Domestic Violence Hotline](#) ↗

The National Domestic Violence Hotline provides support to survivors of DV, including its two special projects:

1. [Loveisrespect](#) ↗—Engages, educates, and empowers young people to prevent and end abusive relationships.
2. [Stronghearts Native Helpline](#) ↗—A culturally appropriate DV and dating violence helpline for Native Americans.

For more information on the resource centers in the DVRN, see [Appendix B](#).

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1.3. Develop Policies and Procedures

Discussing issues related to TDV may result in disclosures from youth participating in grantee projects. Before initiating discussions, grantees should have policies and procedures in place to address these situations, and train staff on these policies. Experts at DV/SV partner organizations should play a role in developing these policies and procedures.

Grantees should have policies in place regarding the following topics:

Mandated reporting of suspected child abuse and neglect. Grantees may have an obligation under their state or Tribal community laws to report incidents of suspected child abuse or neglect. Mandated reporting laws vary from state to state but generally apply to teachers, mental health counselors, clergy, health care providers, and legal professionals. Frontline staff should understand the following:

- Laws regarding mandatory reporting and proper reporting protocols;
- Who is responsible for reporting suspected child abuse or neglect, imminent harm, sexual coercion, or statutory rape; and
- What kinds of disclosures require a report.

See the [State-level Resources for Mandatory Reporting and Confidentiality](#) section for state-by-state information.

Confidentiality and information sharing. When youth seek assistance and information about TDV, they may assume the information they share will remain confidential. Therefore, staff should be trained to notify youth and parents up front about these reporting requirements and their potential consequences before disclosures occur, so that youth and parents do not feel that their trust has been violated.

Responding to disclosures. Grantees should develop procedures for identifying and handling disclosures that involve mild or moderate distress and for identifying and dealing with more serious disclosures that involve extreme distress, suspected abuse or neglect, or imminent harm. For each clearly defined policy, there must be corresponding procedures or protocols on how to apply the policy, how it is enforced, who it affects, and who is in charge. The following are two examples:

- A policy may state that staff must respond promptly and sensitively to any youth disclosing an incident of relationship abuse.
- The corresponding procedures may explain the necessary steps, from assessing the youth’s immediate safety, to connecting the youth to the staff or referral agency who will discuss the youth’s options, to explaining whether and how parents will be involved and working with the youth to create a safety plan.

Connecting youth to appropriate resources and services. Procedures for responding to disclosures should include a clear plan for connecting youth to resources and services that are trauma-informed, developmentally appropriate, and culturally relevant. Written policies and procedures should include the names of specific organizations to which referrals are made, how referrals are documented, and procedures for follow-up contact with the youth or the organizations to which referrals are made. Local referral resources are best. Grantees are encouraged to provide resources proactively to all youth, even if youth are not yet in dating relationships or have not reported a problem.

The tools below will be useful to grantees to build their response protocols. See the [Mandatory Reporting Policies and Protocols](#) section for additional tools.

- **[Dating Matters: Toolkit](#)**. (CDC, 2019)
Dating Matters is a comprehensive TDV prevention model developed by CDC to stop TDV before it starts. The toolkit includes a [Guide to Informing Policy](#) that includes more details about how to develop a policy plan and tools and resources to support policy development. The toolkit also includes a 1-hour [Training for Educators](#) that provides additional information about skills and strategies for preventing violence as well as how educators can get started with violence prevention activities in schools.
- **[Teen Dating Violence: Resources for Victims of Teen Dating Violence](#)** (Youth.gov, n.d.)
This tool provides national resources that can be added to handouts provided to youth. Grantees addressing TDV

Tips for Discussing Conditional Confidentiality*

- **Be direct:** Discuss confidentiality and the conditions under which it might be breached before a young person has an opportunity to disclose potentially reportable information.
- **Keep it simple:** Tailor the discussion to the youth’s age and context.
- **Communicate caring and concern:** Frame the need to breach confidentiality in the context of “getting them help that they might need” or “making sure they are safe,” rather than using the law, policy, or a phrase like “I am a mandated child abuse reporter” as a reason to breach confidentiality.
- **Assure two-way communication:** Let the youth know if you are going to share information that they told you.
- **Know the law.**
- **Check for understanding:** Ask the youth to explain what they understand about conditional confidentiality.
- **Document all communications, understanding, and actions.**

*adapted from *Understanding Confidentiality and Minor Consent in California*¹¹

should work with their partners to add local community resources, including phone numbers or websites, to any lists they distribute.

Mandatory Reporting Policies and Protocols

- [**Mandatory Reporting and Keeping Youth Safe**](#) (FYSB, 2013)

This webinar can be a useful tool for developing policies and protocols. The webinar reviews the prevalence of child maltreatment, TDV, and statutory rape and sexual coercion. It teaches how to recognize the signs of incidents that may require mandatory reporting. The webinar provides resources to help determine whether reporting is mandatory, who is required to report, and the process for reporting. Finally, it reviews strategies for discussing mandatory reporting with youth and their families. Note: You must be registered for *The Exchange* and logged in to access grantee-only materials. Find instructions on how to register [on The Exchange](#).

State-Level Resources for Mandatory Reporting and Confidentiality

- [**Summary of U.S. State and Territorial Laws Related to Advocate Confidentiality & Privilege**](#)  (Confidentiality Institute, 2019)

This 2019 state-by-state summary of DV/SV advocate confidentiality laws identify what is protected information in court or other proceedings, qualifications necessary for a professional to be considered to be a counselor or advocate, and exceptions to such protections.

- [**Mandatory Reporters of Child Abuse and Neglect**](#) (Child Welfare Information Gateway, 2019)

This report summarizes the professionals and other persons required to report suspected child abuse or neglect, when a report is required, when communication is privileged, whether reports can be made anonymously, and if not, whether the reporter’s name can be disclosed for each state. This information is current as of April 2019.

- [**State Child Abuse and Neglect Reporting Numbers**](#) (Child Welfare Information Gateway)

This website provides state toll-free numbers and websites for specific agencies designated to receive and investigate reports of suspected child abuse and neglect.

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2. Selection and Adaptation of Materials to Address TDV

Grantees who have chosen to address TDV in their projects should be thoughtful in selecting an approach and materials that are appropriate for their implementation structure. This section offers tools and guidance about how to select materials and provides a list of evidence-based TDV prevention programs and individual lessons. Grantees addressing TDV are not required to implement entire TDV prevention programs within their PREP projects and may choose to select specific lessons or activities to best meet their needs. Involving partners in choosing programs and materials is highly recommended.

Who should use this section:

- Grantees who have never worked on TDV prevention
- Grantees who would like to use different materials to address TDV than they have in the past
- Grantees who want to adapt existing TDV prevention approaches to better fit their needs

Grantees will likely want to adapt the selected materials to best suit their unique needs and the needs of their participants. This section also provides resources to inform the adaptation process, which may involve adapting existing evidence-based PREP programs to integrate TDV prevention content or tailoring existing TDV prevention programs to meet the needs of the target population, project structure, or implementation setting.


2.1. Consider Relevant Selection Criteria

This section includes selection criteria to consider when choosing a TDV prevention curriculum and criteria for effective prevention programming in general. To address TDV, adolescents must learn how to identify healthy and unhealthy relationships and to develop the skills and knowledge needed to form and maintain healthy relationships and to avoid being an abusive partner. Thus, curricula with the goal of preventing TDV are often referred to as healthy relationship curricula.

Using the National Health Education Standards and expertise in the area of TDV, Futures Without Violence developed this brief checklist of criteria for healthy relationship content. Grantees can use the checklist to determine whether the materials they are considering address important risk and protective factors for TDV.

Healthy Relationship Curriculum Checklist, adapted from [Vision for Healthy Relationships Education](#)  (page 3):

- Examines the characteristics of healthy and unhealthy romantic or sexual relationships, including the dynamics of physical, sexual, and psychological abuse; sexual and reproductive coercion; and how such behavior intersects with healthy relationships.
- Defines sexual consent, explains its implications for sexual decision-making and how other factors, such as drugs and alcohol or power differentials, including age and authority, impact consent.
- Explores gender norms and stereotypes by providing opportunities to examine how gender functions in society and in their own lives and how gender affects sexuality and intimate relationships.
- Builds skills, including communication, anger management, and conflict resolution.
- Teaches strategies to intervene safely or seek help for the victim/targeted person.
- Provides resources so youth know where to find help if they or someone they know are experiencing relationship abuse or sexual assault.
- Includes staff training on TDV, how to handle disclosures, and how to foster positive school climate.



Grantees may also want to consider the nine principles of effective prevention programs, excerpted from [Training Professionals in the Primary Prevention of Sexual and Intimate Partner Violence: A Planning Guide](#)  (page 62).

1. **Comprehensive:** Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
2. **Varied teaching methods:** Strategies should include multiple teaching methods, including some type of active, skills-based component.
3. **Sufficient dosage:** Participants need to be exposed to enough of the activity for it to have an effect.
4. **Theory-driven:** Preventive strategies should have a scientific justification or logical rationale.
5. **Positive relationships:** Programs should foster strong, stable, positive relationships between children and adults.
6. **Appropriately timed:** Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.
7. **Socio-culturally relevant:** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
8. **Outcome evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
9. **Well-trained staff:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

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2.2. Choose Materials: Multi-Session Programs

This section lists multi-session evidence-based TDV prevention programs. These programs are designed to be implemented through a variety of methods for specific populations and in various settings. They each focus on [particular risk and protective factors](#) for TDV. Grantees may decide to incorporate select sessions or activities from a program (an additional selection of sessions and activities can be found in [Section 2.3](#)). Broader resources, such as technical assistance packages to address TDV, are included in [Appendix B](#).

- [**Safe Dates**](#)—Safe Dates is a school-based prevention program for middle and high school students designed to stop or prevent dating violence victimization and perpetration among youth. The program can stand alone or fit within another curriculum and includes nine 50-minute sessions, one 45-minute play to be performed by students, and a poster contest.
- [**Families for Safe Dates**](#)—This parent program is available with Safe Dates (above). Families for Safe Dates includes six booklets mailed to families that are completed by the parent/caregiver and youth. The booklets include topics such as talking about dating, skills for handling conflict, recognizing dating abuse, preventing sexual abuse, and planning for the future.
- [**The 4th R**](#)—The 4th R is an interactive classroom curriculum that aims to reduce youth dating violence by addressing youth violence, bullying, unsafe sexual behavior, and substance abuse among 9th graders. The curriculum consists of 21 lessons integrated into existing health and physical education curriculum requirements and is administered in sex-segregated classrooms.
- [**Shifting Boundaries**](#)—Shifting Boundaries is a two-part intervention (classroom curriculum and schoolwide efforts) aimed at reducing dating violence and sexual harassment among middle school youth by highlighting the consequences of this behavior and increasing surveillance of unsafe areas. The classroom curriculum includes six sessions taught over 6–10 weeks. The school-level component consists of revising school protocols for identifying and responding to dating violence and sexual harassment.
- [**Youth Relationships Project**](#)—The Youth Relationships Project is a community-based prevention program that targets youth at risk of abusive relationships (ages 14–16). The programs consist of 18 sessions that focus on teaching youth how to avoid becoming involved in unhealthy, abusive relationships by teaching about healthy relationships and effective communication.
- [**Coaching Boys into Men**](#)—Coaching Boys into Men is a prevention program that trains and motivates high school coaches to teach their male athletes healthy relationship skills, with the goal of reducing dating violence. Over the course of a season, coaches lead their players through brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse.
- [**Break the Cycle's Ending Violence Curriculum**](#) —This curriculum was created for practitioners and teachers to teach about TDV. Over four lessons, it reviews the definition of dating violence, the pattern of abuse, digital abuse in dating violence, and how to eliminate TDV.
- [**Relationship Smarts PLUS \(RS+\)**](#) —Relationship Smarts PLUS curriculum includes 13 hour-long lessons designed to help teens learn how to make good decisions about relationships, dating, partners, and more. Curriculum topics include sexual consent, sexting, SV, and cyberbullying.

These TDV prevention programs and other intervention programs that have proven effective in preventing risky adolescent behaviors can be found on several governmental lists; see [Appendix B](#) for more information and links.


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2.3. Choose Materials: Individual Modules or Lessons

Identified below are individual lessons on various topics related to TDV prevention. Each lesson is approximately 45–60 minutes in length. Grantees addressing TDV should consider the sequencing of activities and how each lesson is related to the existing PREP curriculum or project activities being implemented. For instance, the lessons on gender stereotypes could be implemented early in a PREP project because they provide a foundation for thinking about sexuality, sexual decision-making, and relationships. Grantees should choose lessons based on their fit with the target population and planned implementation context.

Relationship Violence



The lessons below provide an in-depth exploration of the dynamics of various forms of TDV, including physical, sexual, and psychological abuse. The modules rely heavily on scenarios to help participants understand how various forms of abuse manifest in relationships.

- [***Safe Dates: An Adolescent Dating Abuse Prevention Curriculum \(Lesson 2\)***](#) 
Lesson 2 (*Defining Dating Abuse*) explores the issue of TDV by having students list physically and emotionally harmful behaviors, discuss scenarios, and review statistics. As described in [Section 2.2](#), *Safe Dates* is an evidence-based TDV prevention program designed for 8th- and 9th-grade students. This lesson is available for free through Hazelden Publishing.
- [***Dating Violence 101 Single Day Lesson Plan***](#), (Break the Cycle, n.d.)
This lesson addresses TDV by using a series of videos (available on YouTube) as the basis for group discussion about different forms of TDV. It provides participants with strategies for safely ending a relationship and for seeking resources for themselves or friends.


Digital and Electronic Abuse

Digital abuse is a growing form of TDV. Such abuse can include unwanted, repeated calls or text messages, privacy violations such as breaking into email or social networking accounts, and pressure to send nude or private pictures or videos.

Grantees addressing digital abuse should select modules that will resonate with their target populations. Knowledge about which technologies youth are using (and how) will help grantees to select appropriate lessons.

If grantees do not have time to address digital or electronic abuse with project participants, they should consider sending participants to [*That's Not Cool*](#) , a national public education campaign to prevent TDV. [*That's Not Cool*](#)  uses digital examples of controlling behavior online and by cell phone to empower youth to understand what is, or is not, acceptable relationship behavior.

Other Lessons and Activities

- [***Start Relating Before They Start Dating: A Workshop for Parents and Caregivers, and Their Teens***](#)  (Start Strong Idaho: Building Healthy Teen Relationships, n.d.)
This is a 2.5-hour family dinner model where youth and parents separately learn about TDV and strategies for improving parent/caregiver–youth communication, including communication about TDV. Youth and parents then share a meal and practice communication skills. Although targeted for youth in middle school, this model can be adapted for older audiences. Grantees may want to use this program if they are interested in engaging parents in TDV prevention efforts but have had or anticipate difficulties in recruiting parents to attend activities in a group setting.

- [Moving from a Relationship Bystander to a Relationship Upstander Workshop Guide](#) ↗ (Start Strong Boston— Boston Public Health Commission and Futures Without Violence, n.d.)
This guide is geared toward parents of middle school youth, but is also appropriate for parents of older teens. The goal of the 80-minute workshop is to help parents and caregivers encourage youth to respond to TDV and promote non-violent relationships among their peers. Grantees who already involve parents and caregivers in PREP group activities or who are seeking a way to engage parents in a one-time session may be interested in adding this workshop.

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2.4. Adapt Materials as Needed

It is unlikely that any one TDV prevention program will be the perfect fit for incorporation into PREP programming. PREP projects may need to make program adaptations. The process for adapting TDV prevention curricula will likely be similar to the process grantees may already be using to adapt PREP programming. This [tip sheet](#) provides more information about making adaptations.

Grantees should consider the essential elements of TDV prevention programs, how they fit with the existing project structure, and whether proposed adaptations support the essential elements. The following are essential elements adapted from the [Select, Adapt, Evaluate! online tool on CDC's Veto Violence](#) website. Grantees are encouraged to explore this tool to learn more about how to identify the essential elements of programs and how to select, adapt, and evaluate approaches to violence prevention.

What? What are the knowledge, skills, and messages delivered through the program activities?

How? Instructional methods, setting, and timing

Who? Characteristics of the person or entity delivering the program

Cultural Adaptations

A PREP project implementing a TDV prevention program focused on a specific racial/ethnic group should make cultural adaptations prior to widespread implementation. The client population should be included in program development and decision-making. This toolkit by U.S. Department of Health and Human Services' Office of Population Affairs may be useful for grantees to learn about engaging youth in decision-making: [Listen Up: Youth Listening Session Toolkit](#).

Some complementary frameworks are useful in planning cultural adaptations.

- 1) Cultural adaptation can involve modification to both *surface structure* (incorporating the observable characteristics of the target culture, like language or clothing) and *deep structure* (considering the unique ways that social forces impact health behavior within a particular culture).¹²
- 2) Cultural adaptation comes in two basic forms: modifying program content and modifying the source, mode, or location of program delivery.¹³ See [Section 5](#) for more information about working with Native youth.

To take a balanced and complete approach to cultural adaptation, projects should consider all possible types of adaptations; examples are shown in the chart below.

Form of adaptation			
Structural level of adaptation	Content		Source, mode, location
	Surface structure	<ul style="list-style-type: none"> • Present TDV statistics specific to the target population. • Re-create visual aids (e.g., handouts, posters, videos) to include images of representatives from the target population. • Revise program text to use terms commonly used by the target population. 	Tailor program for delivery in a setting that is easily accessible for the target population.
	Deep structure	<ul style="list-style-type: none"> • Discuss cultural values that may relate to TDV (e.g., related to masculinity/femininity, dating, helping, and help-seeking). • Incorporate stories, analogies, and traditions from the target population. • Connect youth experiencing TDV to local resources and services that are culturally appropriate, inclusive, and teen-friendly. 	Target population may be more receptive to receiving TDV prevention messages from individuals with particular demographic characteristics, backgrounds, or professions; hire these individuals as implementers.

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Adapting Curricula to LGBTQIA2S+ Populations

LGBTQIA2S+ teens experience higher rates of IPV and teen pregnancy than their peers who are cisgender (those who currently identify with the gender assigned to them at birth based on sex) or heterosexual. However, the majority of school-based adolescent pregnancy prevention and sexual education curricula assume that participants are both cisgender and heterosexual, leaving many individuals unsupported by this assumption. Some programs may include gender-neutral examples; however, the initiative is often left to providers to specifically offer examples of relationships or individuals who are gender and sexual minorities. This, and the exclusion of these identities from evidence-based sexual health curricula and training are especially concerning given recent findings that an increasing number of young people identify as LGBTQIA2S+. Educators and service providers must incorporate and adapt content and approaches that are appropriate for a broad range of gender and sexual identities to reduce disparities in teen pregnancy and the experience of dating violence. Although evidence-based materials on teen pregnancy prevention or healthy relationships that entirely focus on LGBTQIA2S+ teens are limited, effective adaptations and additions to current programs are possible (Boyce et al., 2018; Calton et al., 2016; Dank et al., 2013; Jones, 2021; Lindley & Walsemann, 2015; U.S. Department of Health and Human Services, 2021).

LGBTQ is an acronym representing lesbian, gay, bisexual, trans, and queer populations. Organizations and individuals may use multiple variations of this acronym, such as LGBTQIA2S+. The “I” represents intersex individuals, the “A” represents asexual or agender identities, “2S” represents indigenous two-spirit identities, and a “+” references the multiple additional identities represented under the gender and sexual minority umbrella. We use the term LGBTQIA2S+ throughout this document; however, the organizations and resources referenced in this toolkit may use a different acronym.

Healthy Relationship and Relationship Abuse Prevention Curricula

- The [Healthy Relationships Program for Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Intersex, and Asexual + \(2SLGBTQIA+\) Youth](#) is a trauma-informed program that focuses on the unique issues faced by 2SLGBTQIA+ youth with a strengths-based lens. The program includes 17 sessions, approximately 45 minutes each. The program is delivered through Genders and Sexualities Alliances/Gay-Straight Alliances or 2SLGBTQIA+ youth groups in schools.
- The [Diverse and Resilient Safe Dates Toolkit](#) is a series of resources for supporting LGBTQIA2S+ youth ages 14–24 within the Safe Dates curriculum.
- The [Wholesome Bodies Curriculum](#) from the Vermont Network is gender neutral and therefore easily adaptable to multiple identities.
- The [Understanding Self-Identity LGBTQ Supplement for Reducing the Risk](#) is an additional lesson designed to include LGBTQIA2S+ youth in classrooms already using the Reducing the Risk Curriculum.

Healthy Relationship & Relationship Abuse Prevention Stand-Alone Resources

- The [National LGBTQ Institute on Intimate Partner Violence](#) provides a multitude of research and practice resources as well as technical assistance and other learning opportunities.
- This [LGB Teen Dating Violence Data Infographic](#) provides a quick summary of results from the Youth Risk Behavior Surveillance survey, specifically on LGB experiences.

- The U.S. Department of Health and Human Services provides an [LGBTQ+ Communities and Resources](#) page on initiatives specifically for the LGBTQIA2S+ community, including cultural competency training for service providers working within the LGBTQIA2S+ community.
- [Love Is Respect](#) is an online forum with tools and articles to help empower youth to develop healthy relationships. The LGBTQ+ dating violence page includes resources, stories, and statistics.
- [RAINN](#) is a network for survivors of SV with a resource page specifically for LGBTQIA2S+ survivors.
- The [LGBTQ Safe Relationships Handbook](#) from the Safe House Alliance is a tool that provides resources for IPV survivors, with a special section for youth.
- The University of North Carolina LGBT center provides a [free online workshop](#) on healthy relationships in a five-module workshop developed specifically for college students.
- The [Tap 808 Healthy Relationships Quiz](#) is specifically tailored to health and safety within LGBTQIA2S+ relationships.

Healthy Relationship & Relationship Abuse Prevention Websites and Networks

- [Community United Against Violence](#) is a queer-specific network supporting survivors of violence.
- [The Northwest Network](#) is a network of lesbian, gay, and bisexual survivors of IPV. Visitors can connect with community members to find resources for teaching and healing.
- [Futures Without Violence](#) provides an LGBTQ safety card and multiple resources for learning about healthy relationships.
- [Amp](#) is the youth-focused division of GLAAD. Resources include articles and stories from community members.
- [FORGE](#) is a trans-specific trauma-informed, research based, and empowerment focused site for transgender individuals who have experienced violence.
- [The Network/La Red](#) is a queer survivor-led organization working to end IPV.

Adapting TDV Materials to Meet the Needs of LGBTQIA2S+ Youth

The following resources are specifically for providers that wish to create a more inclusive, safe, and intentional environment for serving LGBTQIA2S+ youth. Additionally, we make recommendations for adaptations to existing materials.

- The [Power and Control Wheel for Lesbian, Gay, Bisexual and Transgender Relationships](#) is an adaptation of the Power and Control Wheel that specifically highlights the influences of homophobia, biphobia, transphobia, and heterosexism in the experience of IPV.
- The National Resource Center on Domestic Violence's VAWnet published an article titled, [How can I support LGBTQ youth in identifying models of healthy relationships?](#) by the LGBT Center of Central PA on how to orient providers to the unique needs of LGBTQIA2S+ young people and provide quick tips for creating a safe and accessible environment.
- [Serving Trans and Non-Binary Survivors of Domestic and Sexual Violence](#) is a special collection from VAWnet with resources on gender identity and its intersection with IPV. Basic instruction and resources for survivors and providers are listed within this collection.

The following are specific recommendations for tailoring your curriculum to LGBTQIA2S+ youth. Some of the following are also included in the National Sexual Violence Resource Center’s Guide for Transformative Prevention Programming:

- Include multiple examples of same-gender relationships and the identifications of individuals within the relationships (e.g., gay, lesbian, bisexual, asexual).
- Remember, transgender identities exist on a spectrum and may be non-binary or binary. Common language like “heterosexual” or “same-sex” may not apply to individuals depending on their gender identify.
- Gender identity and sexual orientation are separate but related constructs. Remember, knowing someone’s gender identity does not mean that you can deduce their sexual orientation.
- Affirm LGBTQIA2S+ identities clearly. Avoid implicit inclusivity; this reads as a hesitance to affirm queer identities.
- Tailor imagery to include depictions of people with multiple orientations and identities. Include intersections of identity.
- Engage in group activities that illustrate an awareness of gender diversity like sharing your name and pronouns, but do not force others to participate in this practice. Each individual should be allowed to choose what they will share in the learning context.

3. Preparing for Implementation

Steps toward preparing for implementation include orienting all staff involved in project decision-making or planning, selecting, and training staff who will implement the new material and ensuring that the project has adequate resources to distribute to youth and their parents. This section provides grantees with tools to orient staff to TDV concepts and increase confidence addressing the topic along with materials to disseminate to youth and their parents.

Who should use this section:

- Grantees that have not conducted staff training on TDV prevention
- Grantees that need to re-train staff on their TDV prevention approaches
- Grantees seeking useful resources for project participants

3.1. Orient Staff on TDV Issues


All staff who will be involved in planning and decision-making about grantee approaches to address TDV should receive education and orientation regarding TDV issues. Staff should understand the dynamics of TDV, its consequences, and how to address it with youth before planning and implementing TDV prevention content. Increasing staff knowledge about TDV content will benefit grantee projects through the following:

- Allowing staff to develop and implement policies and procedures that are sensitive to the dynamics of TDV;
- Giving staff a framework for making decisions about incorporating TDV prevention activities into their projects; and
- Addressing common challenges that arise when discussing TDV with youth.

The course and online resource library below can help grantees provide their staff with a comprehensive overview of TDV and ways that they can facilitate respectful relationships in the classroom and respond to a student who confides to them about an unhealthy relationship.

- [*Dating Matters: Understanding Teen Dating Violence Prevention*](#) (Centers for Disease Control and Prevention, 2015)

This is a free 1-hour online course for educators, school personnel, youth leaders, and other youth-serving professionals. The course provides an overview of TDV and the impact of violence; information about risk and protective factors for TDV, such as early warning signs; an overview of healthy relationships and guidelines on an educator’s role in teaching about healthy relationships; and a resource center that provides TDV information, curricula, strategies, and other tools. Participants can complete the course from any location. Educators can also obtain continuing education units for the course.

- [***Special Collection: Preventing and Responding to Teen Dating Violence***](#)  (VAWnet: An Online Resource Library on Gender-Based Violence, 2019)
This special collection emphasizes collaborative and multi-level approaches to the prevention of and response to TDV. It draws on the work of many organizations and organizes resources on TDV prevention and responses by different populations. The first section provides general information about TDV. The next eight sections include TDV information related to (1) young people, (2) bystanders, (3) parents and caregivers, (4) men and boys, (5) teachers and school-based professionals, (6) health care professionals, (7) pregnancy prevention programs, and (8) DV and SV service providers. The final section presents documents on TDV-related laws and legislation. The special collection concludes with examples of national programs that address TDV and a list of national and state-wide organizations and programs.

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3.2. Select and Train Staff on TDV Prevention Approach

The following tools can be used to develop a training plan for incorporating TDV topics into PREP projects and to build the confidence and competence of staff who will be implementing TDV prevention programming. In-person training for staff is ideal, and local or state DV and SV organizations can often help arrange such trainings. If in-person training is not possible, the tools in this section can still help grantees educate their staff.

Training on TDV and implementation of TDV prevention content can trigger painful memories and feelings for staff. Talking about the sensitive topics of TDV, reproductive coercion, and the effects of TDV on youth can be emotional regardless of whether a person has had any direct experiences with abuse. Project managers should be sensitive to possible trauma history when screening, training, and providing supervision and support to staff for implementation.

PREP project staff should not be expected to become experts in the field of TDV. After training, staff should have the following:

- An understanding of the intersection between TDV and PREP;
- Knowledge of the nuances and complexities of TDV;
- Capacity to effectively support youth perpetrating or experiencing TDV; and
- Meaningful relationships and partnerships with DV/SV service providers in their communities and tribes.

Once PREP grantees have selected a program or activities to address TDV, they must select staff to implement those activities. Here are several tips for selecting and screening staff:

- Select staff who are supportive of, and motivated by, the inclusion of TDV prevention within the PREP program to help promote sustainability.¹⁴
- Select program delivery staff who agree with program messages, for example:
 - TDV is a serious problem.
 - Victims should not be blamed.
 - Both boys and girls can be perpetrators or victims of TDV.
 - Gender stereotypes (expecting boys to act in a certain way and girls to act in a certain way) can be harmful.
- Select program delivery staff who are willing and comfortable presenters of content, including the messages above and sensitive content (e.g., about sexual relationship abuse).
- Be mindful of the kind of professional background, if any, that a program requires (e.g., schoolteacher, nurse, police officer).
- Make logistics (e.g., time commitment, travel, payment) clear at the outset of the recruitment process to reduce staff turnover.
- Consider planning for staff turnover by selecting more than a bare minimum number of implementers.

Based on CDC's [*Training Professionals in the Primary Prevention of Sexual and Intimate Partner Violence: A Planning Guide*](#), the following are core topics for training:

- Understanding what constitutes SV and IPV
- Understanding primary prevention
 - What is and is not included in primary prevention
 - How primary prevention complements intervention
 - Skills professionals need to be successful in prevention activities
- Understanding what increases risk and protects against SV or IPV perpetration and victimization
- Responding to disclosures of abuse

This planning guide also contains tip sheets on who to train (pages 52–61); background information for training plan development (page 64); and a logic model for planning who will be trained, who will do the training, training methods, activities, and the outcomes of the training (e.g., what will staff learn?).

These tips for an effective program delivery from [*Safe Dates: An Adolescent Dating Abuse Prevention Curriculum*](#) (2nd ed., 2010) should be shared with staff during training:

- Establish ground rules;
- Make sure participants do not use real names when talking about other people's experiences;
- Be aware that some participants may be experiencing TDV or other abuse;
- Remember that some participants will feel comfortable talking about SV and others may not;
- Warn participants that complete confidentiality is not guaranteed in a classroom environment;
- Ensure that participants maintain respect during discussions;
- Prohibit participants from acting out violent behavior in role plays; and
- Be aware of the important role that culture plays in addressing TDV.

Grantees whose PREP projects involve activities in health care settings can use the guide below to train youth-serving health care providers on best practices for preventing, identifying, and addressing TDV. For example, grantees may want to train health care staff on how to integrate prevention and assessment messages into clinic visits with adolescent patients:

- [*Hanging Out or Hooking Up: Clinical Guidelines on Responding to Adolescent Relationship Abuse: An Integrated Approach to Prevention and Intervention*](#) (Futures Without Violence, 2013)
This resource provides guidelines to health care providers and other practitioners who work with youth on providing prevention messages about healthy relationships and helping youth who are exposed to abuse.



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3.3. Provide Resources to Youth

This section provides grantees with tools and resources they can use with youth who participate in their projects.



Healthy Relationships

The materials below are appropriate for youth. They help promote healthy relationships by focusing on what healthy relationships should be. These resources can be used as is or adapted to grantees' specific needs.

- [**The Relationship Spectrum**](#)  (Loveisrespect, 2017)
This fact sheet summarizes the characteristics of healthy and abuse relationships.
- [**Healthy Dating Relationship Quiz**](#) (Girlshealth.gov, n.d.)
This 16-question quiz can give youth a sense of whether their relationship is not healthy or may even be violent or abusive.
- [**Hanging Out or Hooking Up Safety Card**](#)  (Futures Without Violence—National Health Resource Center, 2017)
This safety card challenges all youth to consider how their boyfriend/girlfriend treats them by identifying dynamics of healthy relationships and signs that may indicate abuse. The card also explores how to address excessive text messaging and identifies dynamics of consensual versus pressured sex, including the ability to use birth control.
- [**Healthy Relationships: Assess, Improve, Take Action**](#) (FYSB, 2020)
This youth-focused infographic describes characteristics of relationships, ranging from healthy to unhealthy to abusive. It provides tips and strategies to support healthy relationships and resolve conflicts and resources youth can reach out to for help.

How to Recognize TDV

These tools are designed to help youth identify TDV.

- [**What You Need to Know About Dating Violence: A Teen's Handbook**](#)  (Loveisrespect, n.d.)
This guide for teens helps youth identify dating violence, how to talk about it, and where to go for help.
- [**Am I a Good Partner? Quiz**](#)  (Loveisrespect, n.d.)
This 19-question quiz provides teens a way of measuring whether they are a good romantic partner. It provides a scoring sheet on the second page of the resource, ranging from healthy and respectful to abusive.
- [**Safety in Relationships**](#) (Girlshealth.gov, n.d.)
This website, designed for girls, provides information on what healthy and unhealthy relationships look like. It includes warning signs of an abusive or unhealthy relationship and tips for leaving an unhealthy relationship or helping a friend who is experiencing an abusive relationship.

The National Dating Abuse Helpline is a key resource to provide to participants.

Call 1-866-331-9474

Text "loveis" to 77054

Chat on loveisrespect.org

How to Help a Friend

These tools, developed by the National Dating Abuse Helpline and Loveisrepect, offer advice to young people who want to either discuss healthy relationships with their friends or reach out to a friend who is experiencing TDV. They can be used with all participants.

- [Help a Friend](#) (Loveisrespect, n.d.)
This brochure gives practical tips on supporting a friend experiencing TDV and starting a conversation about healthy relationships safely and sensitively.
- [How Would You Help? Quiz](#) (Loveisrespect, n.d.)
This quiz provides scenarios reflecting on the best approach to helping a friend in an abusive relationship.

Communicating

These tools are designed to help youth who want to improve their communication skills within their romantic relationships. Improving communication and conflict resolution skills can help prevent abusive behavior.

- [Tips for Effective & Healthy Communication](#) (CDC, n.d.)
This tip sheet provides examples of nonverbal and verbal ways to express your feelings, which can be important in navigating relationships.
- [How Can I Communicate Better?](#) (Loveisrespect, n.d.)
This brochure gives young people tips for improving communication in their relationships, which may prevent abusive behavior.
- [Conflict Resolution](#) (Loveisrespect, n.d.)
This brochure describes the difference between conflict in healthy and unhealthy relationships. The two-page handout provides young people with examples of communication and conflict resolution in healthy relationships.

Digital and Electronic Abuse

Digital dating abuse is the use of technologies such as texting and social networking to bully, harass, stalk, or intimidate a partner. Often, this behavior is a form of verbal or emotional abuse perpetrated online. Loveisrespect provides warning signs of digital dating abuse, stalking and other [common types of dating abuse](#). In a [healthy relationship](#), all communication is respectful whether in person, online, or by phone.

- [Behind the Screens: What is Digital Abuse?](#) (National Domestic Violence Hotline, n.d.)
This article from the National Domestic Violence Hotline defines digital abuse and offers guidance on how to recognize it.
- [Dating Violence and Abuse](#) (Office on Women’s Health, n.d.)
This website provides information on “what is digital abuse?” It defines digital abuse and provides examples of digital abuse.
- [Texting and Sexting: Is this Abuse?](#) (Loveisrespect, n.d.)
This article outlines the signs of digital abuse and what youth can do if their partner is using their cell phone in an abusive way.

Safety Planning

A safety plan is a personalized, practical plan that can help a young person identify and avoid dangerous situations and know the best way to react when they are at risk of being abused. Youth who disclose potential or actual abuse may not be ready to leave the relationship, but staff can help empower the youth with the knowledge of how to act in different scenarios.

- [Love is Respect Safety Planning Guide](#) (Loveisrespect, n.d.)
This tool can be used by grantees to help youth create a safety plan.

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3.4. Provide Resources to Parents and Caregivers

The resources in this section can be given to parents or caregivers any time and may be especially helpful when grantees are beginning to implement TDV prevention activities. The more grantees can help parents discuss TDV with their children and reinforce the information young people receive through project activities, the more the information will be understood and utilized.

General Comprehensive Handbooks

- [What Every Parent Must Know About Teen Dating Violence](#) (National Center on Domestic and Sexual Violence, n.d.)
This guide was developed to help parents understand what TDV is, how to identify warning signs, and what parents can do to promote healthy relationships.
- [Technology and Youth: Protecting your Child from Electronic Aggression](#) (CDC, n.d.)
This tip sheet provides an overview of electronic aggression and provides tips for parents and caregivers on how to address this issue.
- [Resources for Teens](#) (CDC, n.d.)
This short guide provides national resources to help concerned adults connect teens who are in unhealthy or unsafe relationships to trained professionals.

Conversation Starters

The resource below is brief and are meant to provide parents and caregivers with ideas about how to talk to children. Specifically, this resource provides ideas about how to start conversations on healthy relationships and TDV.

- [Talking to Teens About Healthy Relationships and Teen Dating Violence](#) (Administration for Children & Families (n.d.)
This website provides studies, [tips](#), [conversation cards](#), and [words of advice](#) for parents on how to talk with their teens about the health of their relationships.

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4. Monitoring and Evaluation

Tools in this section will help grantees and their evaluators with the process of planning for monitoring and evaluating TDV prevention activities. The sample evaluation plan presents the types of decisions that grantees should make (along with their evaluators) prior to beginning their monitoring and evaluation efforts. TDV, adolescent pregnancy, and overall adolescent well-being share a common set of risk and protective factors. Evaluating program impacts on these factors can help contribute

Who Should Use This Section

- Grantees that have never monitored or evaluated their TDV prevention efforts
- Grantees who are planning to implement TDV prevention and are considering ways to monitor their approaches

the evidence around effective approaches to reducing violence among youth. The [Measurement Tools section](#) can help grantees decide which specific measurement tools to use.

- [Implementation Plan for ABCD PREP for Teen Pregnancy Prevention Project](#) (pp. 8–10)
The example PREP grantee evaluation plan shows how a grantee might document the proposed plan for evaluating TDV prevention activities. The evaluation plan may include information about involving a local evaluator with expertise to help with further planning.
- [Developing an Effective Evaluation Plan](#) (CDC, 2011)
This workbook provides guidelines for developing an effective evaluation plan. Part 2, beginning on page 44, contains exercises, worksheets, and tools that PREP grantees could complete as they finalize specific elements of their plan. Although the examples provided are not specific to adolescent pregnancy prevention, they are applicable for PREP grantees.
- [Adolescent Health Programs TDV and Sexual Assault Quality Assessment/Quality Improvement Tool](#)  (Futures Without Violence, 2003, pp. 49–53)
This tool, found in Appendix B, can be administered to program staff or administrators as part of monitoring or process evaluation efforts for PREP grantees working in health care settings.

Measurement Tools

Adding TDV prevention outcomes to PREP evaluations can help expand the evidence surrounding effective approaches to reducing TDV. Grantees that include outcomes of TDV prevention efforts in their evaluation should work with their evaluators to identify established ways to measure short-term outcomes (also known as mediators or risk/protective factors) and long-term outcomes related to abusive behaviors. Grantees can use the compendia and tech abuse study linked below to identify survey items to administer to youth as part of outcome evaluation surveys. These measures can also be used for project needs assessments or surveillance. Here are some tips for how to decide which survey items are the best fit:

- Choose measures that directly correspond to the project's TDV prevention goals, objectives, and logic model.
- Choose measures that have been tested with respondents who are similar to the project's target population; correspondence on age group and literacy level are particularly important.
- Keep validated scales intact if possible; minimize deletions and wording changes. Choose shorter scales if survey time is limited.
- Pilot or pre-test tools to ensure comprehension and honest reporting.
- Use data collection best practices to maintain respondent confidentiality during survey administration.
- [Measuring Intimate Partner Violence Victimization and Perpetration: A Compendium of Assessment Tools](#) (National Center for Injury Prevention and Control, 2006)
This compendium includes more than 20 measurement tools designed to measure various types of IPV and victimization. The compendium provides target group, reliability/validity, and source information for each measure, so that users can assess their fit and quality and know where to go for additional information. It is particularly important for PREP projects to consider the target population for measures of interest, given that some measures are not necessarily designed for the general adolescent population.
- [Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed.](#) (National Center for Injury Prevention and Control, 2005)
This compendium includes more than 170 measurement tools that can be used to assess attitudes, beliefs,

behaviors, and contextual factors related to various forms of youth violence, including TDV. The compendium provides target group, reliability/validity, and source information for each measure so that users can assess their fit and quality and know where to go for additional information.

- [Research Findings: Tech Abuse in Teen Relationships Study](#) (Picard, 2007)

The above compendia are comprehensive but do not include measures of digital dating abuse (i.e., the use of technology or electronic media—such as cell phones, texting, instant messaging, social network sites, email, web chat, or blogs—to perpetrate psychological abuse), which has increased in visibility in recent years. Questions related to tech abuse are shown at the bottom of each slide (in particular, slides 11 through 14).

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5. A Guide for Those Working with Native Youth

American Indian and Alaska Native (AI/AN) people experience high rates of relationship violence. To understand the magnitude of this issue, the National Institute of Justice analyzed responses from the National Intimate Partner and Sexual Violence Survey. What they found was alarming: over four out of five AI/AN men and women reported experiencing violence in their lifetimes. Additionally, over half of Native women and over 40% of Native men reported experiencing physical violence by an intimate partner.¹⁵ This violence has direct emotional, physical, spiritual, and other negative impacts on young people.

Who Should Use This Section

- Grantees who are working exclusively with Native youth
- Grantees who are working with Native youth in some capacity

Leaders who work with Native youth have the power to make a difference.

By incorporating lessons on healthy relationships and relationship violence prevention into PREP programming, grantees can assist young people in building healthy relationships with peers, family members, and romantic partners that will support their development and keep them safe. This section focuses on effective, age-appropriate curricula and stand-alone resources tailored for Native youth for

- Identifying abusive behaviors in relationships;
- Taking action when a relationship is abusive; and
- Building healthy, strong relationships.

Finally, this section offers tips to help grantees adapt resources to meet the needs of the young people in their program. A comprehensive online resource is noted below to help PREP projects and staff begin to understand the dynamics and issues specific to TDV in Native American communities.

[Special Collection: For Native American Teens](#) (National Indigenous Women’s Resource Center, 2016)

This special collection was developed to highlight the issues, resources, and other suggestions for engaging Native youth about healthy relationships and related tools. The special collection organizes information, resources, tips, and curricula drawn from the wealth of information gathered from partner organizations, experts from the field, and other allies from the web. Specifically, in this collection are resources on cultural issues, national sources, statistics, topical issues and approaches, existing programs, and available material and resources to create awareness and promote important discussions about TDV within Native communities.

5.1 Healthy Relationship and Relationship Abuse Prevention Curricula

[Healthy Native Youth](#) is a one-stop-shop for health curricula for AI/AN youth and a great resource for enhancing PREP programming. It includes interactive lesson plans on building healthy relationships, consent, sex, peer pressure, and alcohol. It also includes lesson guides that support facilitators in leading activities.

Healthy Native Youth highlights several curricula that address TDV and healthy relationships:

- [Native It's Your Game 2.0](#) is a web-based STI, HIV, and pregnancy prevention curriculum for AI/AN youth 12–14 years old. It includes 13 interactive 30- to 50-minute lessons about healthy relationships, communication, and refusal skills. Lesson 6 focuses exclusively on healthy dating relationships.
- [Safe in the Village](#) is a video-based curriculum about healthy relationships and safe behaviors for Alaska Native high schoolers. It includes a short 35-minute movie about three friends navigating life and dealing with peer pressure around relationships, sex, friendships, and alcohol. It also includes actor interviews where youth discuss key topics.
- [We R Native Teacher's Guide](#) includes 10 lessons for using We R Native's multimedia health resources to teach youth 13–18 years old about sexual health, dating and relationships, and drug and alcohol use in 50-minute sessions. Lesson 6 focuses exclusively on healthy relationships.
- [Native STAND](#) includes 27 interactive 90-minute lessons focused on STIs, HIV, teen pregnancy prevention, drug, and alcohol use, and dating violence for Native high schoolers. Lessons 7 and 20 focus exclusively on healthy relationships.
- [Gender Matters for Native Youth](#) is a 20-hour sexual health curriculum designed for high schoolers focused on STIs, HIV, gender-based violence, gender stereotypes, and healthy relationships.

Adapting TDV prevention resources

Grantees should consider how incorporating TDV prevention resources into PREP programming will add value and should use the tips included in Section 3 of this guide to adapt resources to meet the needs of their young people if one is not a perfect fit.

Other Healthy Relationship & Relationship Abuse Prevention Curricula

These curricula for AI/AN youth include useful content on healthy relationships and TDV prevention. Unlike those provided through Healthy Native Youth, these have associated costs, which are indicated below:

- [Teen Dating Violence Prevention Curriculum and Workbook for Native American Girls](#) provides young women 10–18 years old information on dating violence, as well as recognizing and leaving abusive relationships. Topics include qualities of a healthy relationship, setting boundaries, assertiveness and communication, what to do in case of assault, and dealing with trauma. The participant workbook costs \$10 whereas the facilitator guide costs \$12.,
- [Discovery Dating](#) is a year-long healthy relationships curriculum for AI adolescents. Teacher training costs \$695, plus additional resource fees.

5.2 Healthy Relationship & Relationship Abuse Prevention Stand-Alone Resources

The following are stand-alone resources (not part of larger curriculum) that can be used to incorporate healthy relationship and relationship violence prevention content into PREP programming. These resources are good discussion facilitators to get young people engaged and interested in the topic. They can also be used as handouts or homework to stimulate personal reflection prior to an in-person lesson.

- [Native Love Project Website](#) includes videos of AI/AN youth sharing “What Native love means to me,” which can be used to encourage AI/AN youth to rethink what love means to them and to define healthy relationships for themselves.
- [We R Native’s Relationships and Dating Violence Resources](#) covers vital information about dating and relationships, abuse, and relationship violence. Review We R Native’s videos, essays, and Ask Aunty Q&A Service to identify materials that will enhance your PREP program.
- [Healthy Relationships for Native Youth](#) is a short video about TDV created by Muckleshoot youth and the Northwest Portland Area Indian Health Board. It can be used to generate discussion with youth about the signs of an unhealthy relationship, relationship abuse, and supporting a friend who is experiencing relationship abuse.
- [Healthy Relationship Safety Card for Native Women](#) is a safety card aimed to help Native and Indigenous women recognize healthy and unhealthy relationship dynamics and to identify how their relationships may impact their health and the lives of their children. The card offers suggestions to improve health and safety outcomes, and describes typical services provided by DV and SV advocacy programs. The card can be ordered for free [on the Futures Without Violence website](#).

Include program participants in the adaptation process.

Ask youth to take a resource (like a video or handout) and “make it fit” for their community in look, feel, and language. Youth will learn from participating in this process, and the program will have materials that can be used to teach others.

5.3 Adapting Materials to Meet Your Young People’s Needs

At times, curricula or other resources contain useful content that must be adapted to meet the unique needs and circumstance of the program’s youth. Below are tips to help grantees successfully tailor healthy relationship and relationship violence prevention materials:

1. Change colors, fonts, and images to make materials more relatable.
2. Include facts or statistics that represent the program’s community or Native people in general.
3. Rewrite content in the community’s Tribal language or in a way that reflects life in the community and how youth participants talk.
4. Invite special guest speakers, including elders and other community leaders, to supplement lessons with meaningful Tribal-specific values and stories.
5. Recruit local behavioral health counselors and other experts in healthy relationships to review lesson materials and resources and ask them to add Tribal-specific content.

6. Conclusion

Relationships possess both the power to heal and the power to harm. Community leaders have a critical role to play in teaching young people about building healthy relationships and how to identify and avoid perpetrating violent behaviors. By incorporating meaningful curricula and resources into PREP programming, grantees can play a part in turning the tide of relationship violence and set youth on the path to life-long relationship wellness.

The resources included throughout this toolkit can support grantees and their sub-recipients as they seek to incorporate TDV prevention within their PREP programming and as they work to improve the current content offered on these important topics.

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Appendix A: Additional Information and Research about TDV

This section provides more in-depth information about TDV. The included documents highlight the widespread problem of TDV, the different types of TDV, and its impacts on young people. These documents draw from various studies that use different measures. Therefore, data presented may vary. These resources can enhance grantee staff understanding and can provide the basis from which to develop grantee project materials.

General

- [*Preventing Teen Dating Violence Fact Sheet*](#) (CDC, 2020)
This fact sheet notes three types of TDV—physical, emotional, stalking, and sexual—and draws on research to show that TDV is a public health problem. This fact sheet also presents CDC’s approach to TDV prevention.
- [*The Connection between Dating Violence and Unhealthy Behaviors*](#) [↗](#) (Futures Without Violence, 2010)
This fact sheet presents data from various studies to show the connection between TDV and unhealthy behaviors. It includes information on risks associated with witnessing violence and mitigating factors.
- [*Emerging Issues Facing Tweens and Teens*](#) [↗](#) (Futures Without Violence, 2013)
This fact sheet provides facts and statistics about electronic abuse, including sexting, cyberbullying, and sexual coercion.

TDV and Pregnancy

It is important for grantee staff to understand the link between TDV and unintended pregnancy for project participants.

- [*The Facts on Reproductive Health and Violence Against Women*](#) [↗](#) (Futures Without Violence, n.d.)
This fact sheet provides facts and statistics about how DV and SV impact pregnancy, STIs, and contraception use.
- [*The Facts on Adolescent Pregnancy, Reproductive Risk and Exposure to Dating and Family Violence*](#) (Futures Without Violence, 2010)
This fact sheet provides facts about the connection between TDV and reproductive health and related risk factors such as early onset of sexual activity, multiple sex partners, drug and alcohol use, and exposure to STIs.

Specific Populations


- [*Dating Violence in Communities of Color*](#) [↗](#) (Women of Color Network, National Resource Center on Domestic Violence, 2006)
This "Facts & Stats Collection" paper describes specific issues and distinguishing dynamics that confront teens and young adults of color, highlighting types of abuse and warning signs.
- [*Runaway and Homeless Youth and Relationship Violence Toolkit*](#) [↗](#) (National Resource Center on Domestic Violence in collaboration with the Family Violence Prevention and Services Program, Department of Health and Human Services; 2013)

Reproductive coercion includes a spectrum of controlling behaviors that interferes with a person’s reproductive choices:

- Explicit attempts to impregnate a partner against her wishes or become pregnant against a partner’s wishes;
- Controlling outcomes of a pregnancy;
- Coercing a partner to have unprotected sex; or
- Interfering with birth control methods.

Grantees addressing TDV should consider integrating reproductive coercion topics into their PREP projects. For instance, when defining different types of TDV, grantees can include an example of a partner poking holes in a diaphragm or flushing pills down the toilet. Likewise, discussions of contraceptive options can include information about reproductive coercion and pregnancy pressure and how such behavior may impact the choice of contraceptive method.

This toolkit was developed by and for advocates in the runaway and homeless youth and DV and SV prevention fields to help programs create partnerships, meaningful services, and effective intervention and prevention strategies for working with at-risk youth. This toolkit includes many resources that can be utilized by grantees working with runaway and homeless youth.

- [***Special Collection: For Native American Teens***](#)  (National Indigenous Women’s Resource Center, 2016)
This special collection was developed to highlight issues, resources, and other suggestions for engaging Native youth about healthy relationships and related tools. The special collection organizes information, resources, tips, and curricula drawn from the wealth of information gathered from partner organizations, experts from the field, and other allies from the web. Specifically in this collection are resources on cultural issues, national sources, statistics, topical issues and approaches, existing programs, available material, and resources to create awareness and promote important discussions about TDV within Native communities.
Please see [A Guide for those Working with Native Youth](#) above for more information about incorporating TDV prevention in PREP programming for Native American Teens.

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Appendix B: Additional Resources












This section provides additional resources to assist grantees in incorporating TDV into their PREP programming. Grantees can find links to technical packages related to violence prevention, links to the centers in the Domestic Violence Resource Network and detailed government lists of effective TDV programs.

Violence Prevention Technical Packages

- [***Preventing Intimate Partner Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices***](#)
This technical package, developed by the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention (2017), highlights strategies based on the best available evidence to help states and communities prevent intimate partner violence, support survivors, and lessen the short and long-term harms of IPV across the lifespan, including the teen years.
- [***A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors***](#) (National Center for Injury Prevention and Control, 2016)
This technical package is a collection of strategies that represent the best available evidence to help states and communities prevent or reduce youth violence, including TDV.
- [***The Social-Ecological Model***](#) (CDC, 2020)
This model aims to better understand violence and the effect of potential prevention strategies by looking at the interplay between the individual, relationship, community, and societal factors. The model is based on the idea that to prevent violence, a multi-level approach is necessary to sustain prevention efforts.

Domestic Violence Resources Network

The [***Domestic Violence Resource Network \(DVRN\)***](#) “informs and strengthens DV intervention and prevention efforts at the individual, community, and societal levels. DVRN member organizations are funded by the Family Violence Prevention and Services Act (FVPSA) Program, located in the Family & Youth Services Bureau (FYSB), Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services. They work collaboratively to promote practices and strategies to improve our nation’s response to DV and make safety and justice for all families a priority.” Grantees and sub-recipients in search of training and technical assistance may reach out to centers directly.

- [**National Resource Center on Domestic Violence**](#) 
National Resource Center on Domestic Violence provides training and resource materials and individualized technical assistance. It is a comprehensive source of information on many issues related to DV. One of its key initiatives, [**VAWnet: The National Online Resource Center on Violence Against Women**](#) , includes a collection of resources around preventing and responding to TDV.
- [**National Indigenous Women's Resource Center**](#) 
The National Indigenous Women's Resource Center, Inc. is a Native nonprofit organization created to serve as the National Indian Resource Center Addressing Domestic Violence and Safety for Indian Women. The center provides resources, training and culturally relevant responses to IPV and gender violence.
- [**Battered Women's Justice Project & National Clearinghouse for the Defense of Battered Women**](#) 
Battered Women's Justice Project is the national resource center on civil and criminal justice responses to IPV. The project provides resources and trainings to improve the skills of a range of professionals involved in cases of IPV.
- [**Resource Center on Domestic Violence: Child Protection and Custody**](#) 
The Resource Center on Domestic Violence: Child Protection and Custody provides information for survivors of DV, resources for professionals helping survivors, and various learning resources for the public, including webinars, online learning tools, and fact sheets.
- [**National Health Resource Center on Domestic Violence**](#) 
The National Health Resource Center on Domestic Violence (HRC) supports health care professionals, DV experts, survivors, and policy makers to improve health care's response to DV. HRC offers technical assistance, an online toolkit, and webinars for health care providers and DV advocates to prepare a clinical practice to address DV and SV.
- [**National Center on Domestic Violence, Trauma & Mental Health**](#) 
The mission of the National Center on Domestic Violence, Trauma & Mental Health is to create trauma-informed responses to DV and other lifetime trauma so that survivors and their children can access resources essential to their safety, resilience, and well-being. The center provides training and technical assistance to build the capacities of agencies and systems to address the traumatic effects of abuse.
- [**Asian Pacific Institute on Gender-Based Violence**](#) 
This is a national resource center on DV, SV, trafficking, and other forms of gender-based violence in Asian and Pacific Islander communities. This center advocates for and builds knowledge and awareness around issues of violence impacting this population.
- [**Ujamaa, Inc., The National Center on Violence Against Women in the Black Community**](#) 
Ujamaa develops new training and outreach tools to reduce violence against and homicides of black women. Ujamaa is a clearinghouse for research literature, webinars, national issue forums, regional trainings, and on-site technical assistance.
- [**Esperanza United**](#) 
This is a national institute on DV focusing on Latinx communities. They provide critical services to support Latinx youth, women, and men and are working to shape public policy, research, and best practices in the field.
- [**Promising Futures: Best Practices for Serving Children, Youth, and Parents Experiencing Domestic Violence**](#) 
This center provides support on enhancing services for children, youth, and their abused parents impacted by DV. It also provides support to build organization structures and services that prioritize child well-being, opportunities for healing, building resilience, and breaking the intergenerational cycle of violence.

- [Capacity Technical Assistance Project](#) ↗
The National Network to End Domestic Violence is a network of state and territory DV coalitions and allies, representing over 2,000 member organizations nationwide. They provide comprehensive technical assistance and training to grantees.
- [National Domestic Violence Hotline](#) ↗
The National Domestic Violence Hotline is a resource for anyone who is directly affected by DV (including TDV) and friends, family members, co-workers and others seeking information and guidance on how to help someone they know who may be experiencing DV. The center has resources that can be incorporated into PREP materials along with a link or contact information to the National Domestic Violence Hotline.
- [National LGBTQ Institute on Intimate Partner Violence](#) ↗
This network works to end violence and abuse by building loving and equitable relationships in the lesbian, gay, bisexual and trans communities and across the country.

Lists of TDV Prevention Programs

The TDV prevention programs included in [Section 2.2](#) and other intervention programs that have been proven effective in preventing risky adolescent behaviors can be found on the following governmental lists.

- [Interagency Working Group on Youth Programs: Program Directory](#) (Interagency Working Group on Youth Programs, n.d.)
This database reflects input from 21 federal agencies. Each program has a quality rating based on the conceptual framework, program fidelity, evaluation design, and empirical evidence. Details provided about each program include target population ages, a brief description of the intervention, evaluation specifications and findings, targeted risk and protective factors, references, and contact information.
A page about [Preventing Teen Dating Violence](#) also provides brief descriptions of selected TDV prevention programs that have been evaluated.
- [Model Programs Guide](#) (Office of Juvenile Justice and Delinquency Prevention, n.d.)
This tool categorizes programs based on evidence of effectiveness. The database provides a brief description of each curriculum, the evaluation methodology, the findings, other information (such as cost), and references. Programs can be filtered by various characteristics, including program type, ethnicity, gender, age, problem behaviors, target setting, and risk and protective factors.
- [Evidence-based Curricula to Prevent Teen Dating Violence](#) (Veto Violence, n.d.)
This list of resources from the CDC includes a list of school-based, community-based, and family-based curricula with a summary of each, evaluation findings, and links to the program developers' websites.

Disclaimer: Educational or instructional materials referenced in this toolkit are for informational purposes only. References to these materials do not constitute endorsement by FYSB.

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