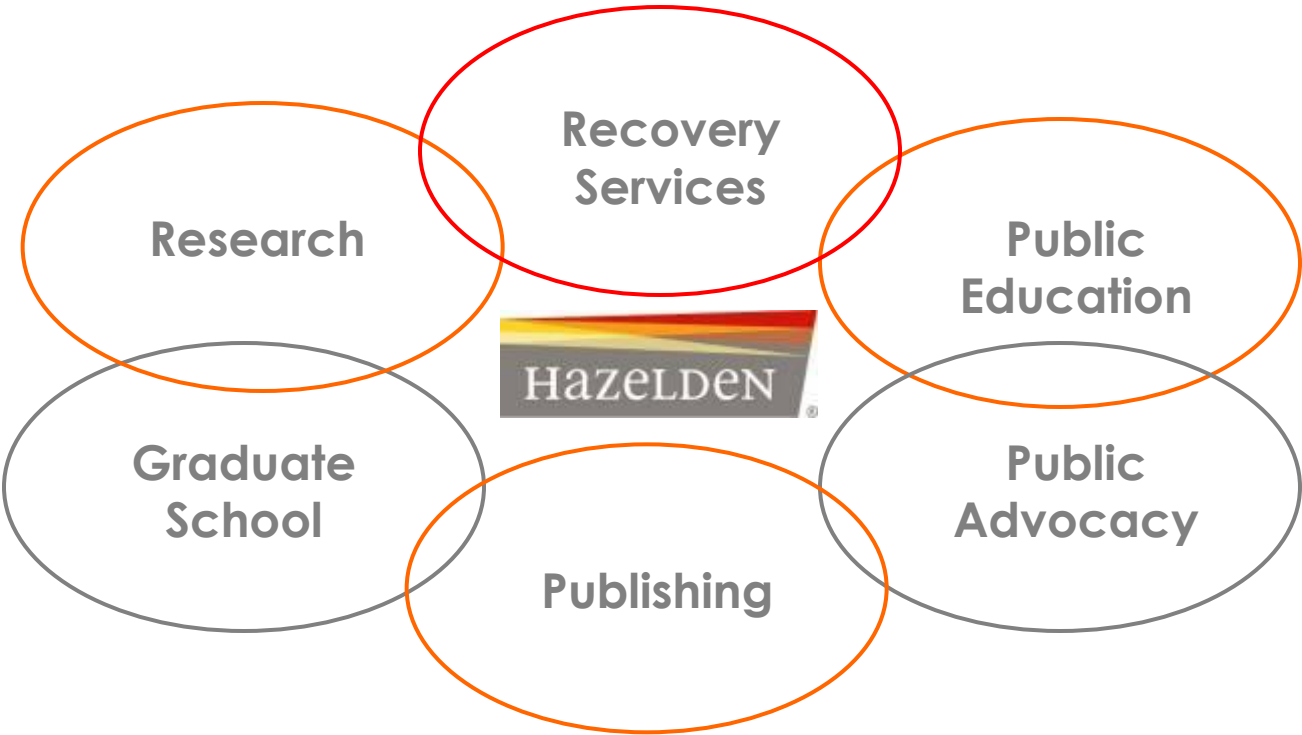


Highly engaging and interactive, *Safe Dates* helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships.

Blueprints Conference

Friday, April 13, 2012

- **Minnesota: Started in 1949 with inpatient services, now delivers comprehensive services in five different states for adolescents and adults**
- **Newberg, Oregon – *noted for health care professionals – addiction treatment program, acquired in 2002***
- **Chicago, Illinois – *Sober Residence and outpatient services – 1993***
- **New York, New York – *Outpatient Services, 1992 and new Tribeca Twelve, a Sober Living Residence in collaboration with Columbia University***
- **Naples, Florida – Outpatient & Residential Services, 2010**



Hazelden is the leading publisher of evidence-based prevention programs, including Safe Dates

Where is *Safe Dates* Being Used?

In schools and communities...

- Over 7,500 *Safe Dates* curricula have been sold since it was published
- in all 50 states
- in nine Canadian provinces
- and twelve countries other than the United States and Canada

What is the Definition of Dating Abuse?*



Dating abuse includes any behavior by a dating partner that

- Is used to *manipulate*
- Is used to *gain control*
- Is used to *gain power over someone*
- *Makes a person feel bad about himself* or herself or other people who are close to this person (family and friends)
- *Makes a person afraid* of her or his boyfriend or girlfriend

*Safe Dates Curriculum

What Behaviors are Involved in Abuse?



- **Physically abusive (hitting, shaking, using a weapon, throwing things)**
- **Psychologically/emotionally abusive (calling a person names, isolating a date from others, stalking through texting, scaring a date, etc.)**
- **Sexually abusive (forcing a date to have sex or do other sexual things)**

It is important to realize that emotionally abusive behaviors can be as hurtful as physically abusive behaviors

Dating Abuse Can Happen To Anyone



- Both boys and girls are victims of abuse.
- Both boys and girls are perpetrators of abuse.
- Teens/tweens from all neighborhoods, income levels, and ethnic groups experience dating abuse.
- Dating abuse can happen to anyone in a relationship.
- Abuse almost always reoccurs in a relationship. It doesn't just go away.
- Abuse often gets more severe over time.

Why Should We Address Dating Violence with Teens?



- **1 in 3 teenagers** report knowing a friend or peer who has been hit, punched, kicked, slapped, choked or physically hurt by their partner.

(Liz Claiborne Inc., Conducted by Teenage Research Unlimited, February 2008)

- **9.8% of students nationwide** have been hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend (i.e., dating violence)

(Youth Risk Behavior Survey, 2009 – Released by CDC June, 2010)

Why Should We Address Dating Violence with Teens/Tweens?



- **Females ages 16-24 are more vulnerable** to intimate partner violence than any other age group—at a rate almost triple the national average.

(U.S. Department of Justice, 2001)

- **58% of rape victims report being raped between the ages of 12-24.**

(Health Resources and Services Administration, 2002)

Possible Reasons Why Teens Have High Rates of Dating Abuse



Reason # 1: Teens/tweens may not take it seriously.

- They are new at dating; they think it is “normal.”
- They misinterpret it as a sign of love.
- There is a lot of pressure to be in dating relationships, even at a very young age; this makes it difficult to leave.
- Teens/tweens have less developed relational skills—gender stereotypes are highest at this age.

Possible Reasons Why Teens Have High Rates of Dating Abuse



Reason # 2: Adults May Not Take It Seriously.

- **Adults think they will “just grow out of it.” Most grow into a lifelong pattern of abuse if not addressed.**
- **Teens/tweens are afraid to talk to adults about this.**

For these reasons, adults need to be more proactive.

Possible Reasons Why Teens Have High Rates of Dating Abuse



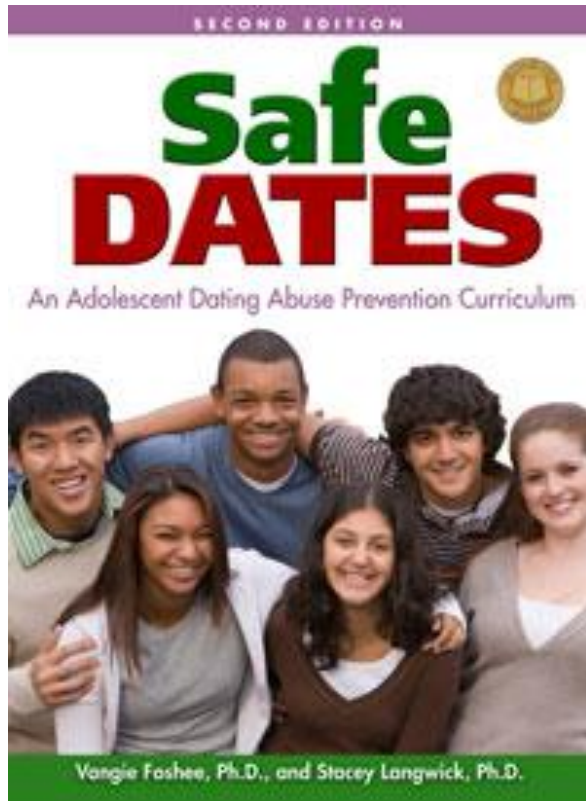
Reason # 3: The legal system may not help.

- Most domestic violence laws do not include dating violence in their definition.
- Minors usually cannot file a civil case or ask for a protection order without an adult appearing in court with them.
- Schools may be lax in enforcing a protection order.

Youth in Relationships with Abusers Are More Likely To



- **Have low self-esteem**
- **Be depressed**
- **Have eating disorders**
- **Binge drink**
- **Use drugs**
- **Practice unsafe sex with multiple partners**
- **Get seriously injured**



Highly engaging and interactive, *Safe Dates* helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships.

- **Raise students' awareness of**
 - the difference between healthy and abusive dating relationships
 - the causes and consequences of dating abuse

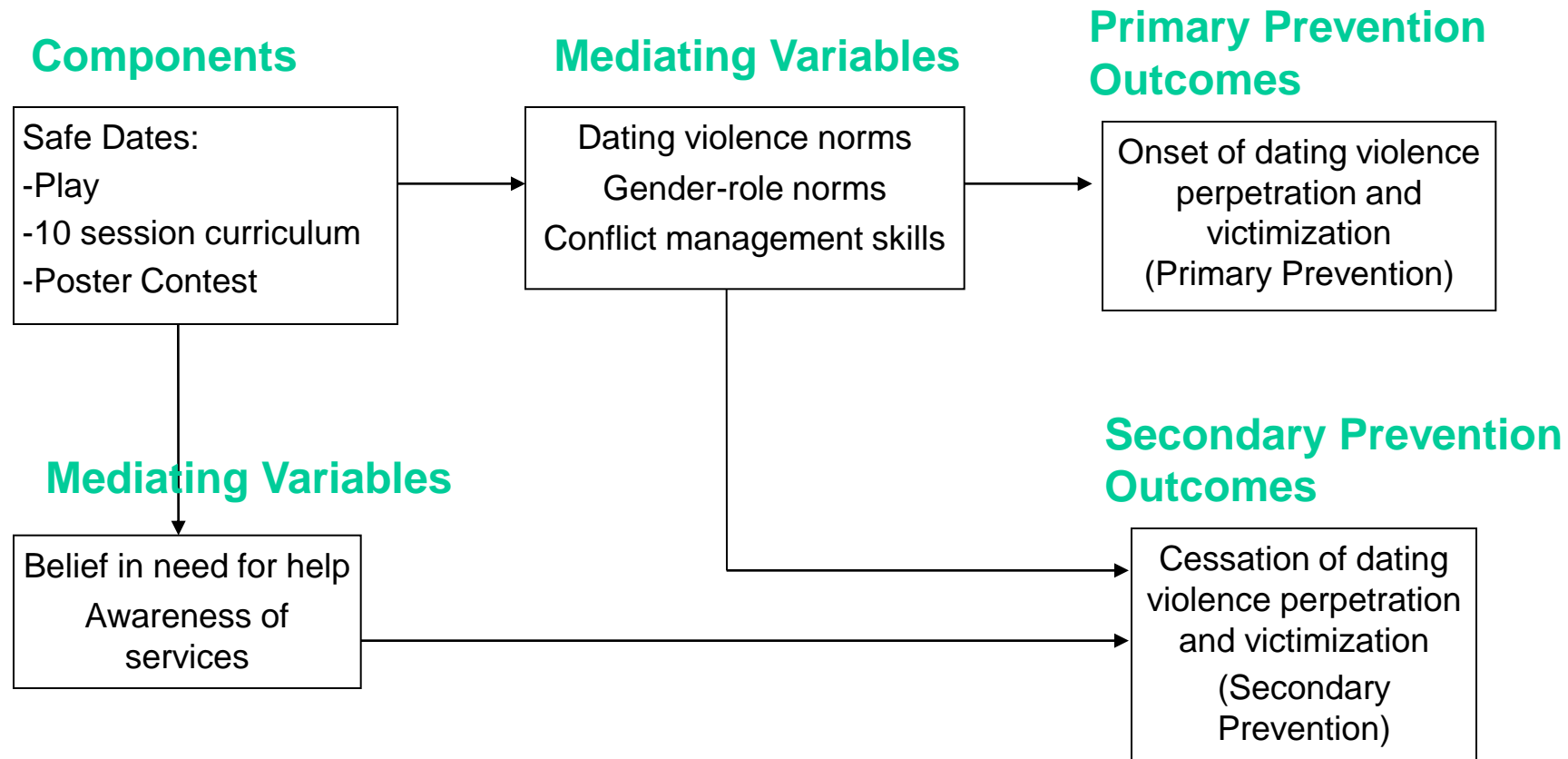
- **Equip students with the skills and resources to**
 - help themselves or friends in abusive dating relationships
 - develop healthy dating relationships, including positive communication, anger management, and conflict resolution

- **Targets primary and secondary prevention**
- **Aimed at preventing both victimization and perpetration**
- **Considers both boys and girls to be potential perpetrators and victims**
- **Theoretically and empirically based**

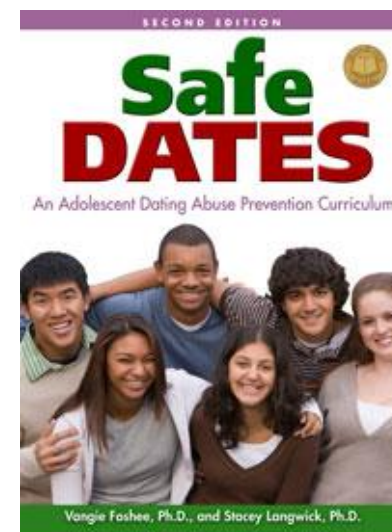
- **Schools**
- **Domestic Violence Centers**
- **After school programs**
- **Boys & Girls clubs**
- **Treatment programs**
- **Juvenile justice settings**
- **Summer programs – i.e., YMCA**

- **Curriculum** – ten sessions, fifty-minutes in length
Includes a manual with an CD-ROM of reproducible resources
- **Second Edition:** scenarios and resources are included that address current issues such as cyber stalking, materials are more inclusive, activities are modified based on feedback from the field
- **Dating abuse play**
Includes a script, helpful hints for presenting, and sample flyers
- **Poster contest**
Includes guidelines and suggestions for increasing awareness of dating abuse school-wide
- **Parent materials**
Includes parent materials for the Safe Dates curriculum PLUS an evidence-based parent program comprised of student/parent booklets

Safe Dates Conceptual Diagram



Topics Covered in the Curriculum



- **Session 1: Defining Caring Relationships**
- **Session 2: Defining Dating Abuse**
- **Session 3: Why Do People Abuse?**
- **Session 4: How to Help Friends**
- **Session 5: Helping Friends**
- **Session 6: Overcoming Gender Stereotypes**
- **Session 7: How We Feel, How We Deal**
- **Session 8: Equal Power through Communication**
- **Session 9: Preventing Dating Sexual Abuse**
- **Session 10: Safe Dates Review**

Health Education Standards (Sixth–Eighth Grade)

- knows how to locate and use community health information, products, and services that provide valid health information
- knows how cultural beliefs within a community influence the health of its members
- understands how peer relationships affect health
- knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults such as interpersonal communication
- understands the difference between safe and risky or harmful behaviors in relationships
- knows techniques for seeking help and support through appropriate resources
- knows potential signs of self- and other-directed violence
- knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict
- knows how refusal and negotiation skills can be used to enhance health

Health Education Standards (9th through 12th grade)

- Knows situations that require professional health services.
- Understands the responsibilities inherent in dating relationships, marriage, and parenthood.
- Knows skills used to communicate effectively with family, friends, and others, and the effects of open and honest communication.
- Understands the role of denial as a negative influence on mental and emotional health, and ways to overcome denial and seek assistance when needed.
- Knows strategies for solving interpersonal conflicts without harming self or others.
- Knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- Understands the short- and long-term consequences of safe, risky, and harmful behaviors.
- Knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., domestic violence, date rape).

Life Skills:

Thinking and Reasoning: (6th – 8th grade)

- Identifies alternative courses of action and predicts likely consequences of each.
- Selects the most appropriate strategy or alternative for solving a problem.
- Examines different alternatives for resolving local problems and compares the possible consequences of each alternative.
- Identifies situations in the community and in one's personal life in which a decision is required.
- When appropriate, takes action to implement the decision.

Thinking and Reasoning: (9th – 12th grade)

- Applies trouble-shooting strategies to complex real-world situations.

Working with Others: (6th – 12th grade)

- Demonstrates respect for others in the group.
- Engages in active listening.
- Communicates ideas in a manner that does not irritate others.
- Determines the causes of conflicts.
- Identifies an explicit strategy to deal with conflict.
- Displays empathy with others.
- Communicates in a clear manner during conversations.

* Standards are taken from Kendall, John S. and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education (3rd Edition)*. Aurora, CO: Mid-continent Research for Education and Learning (MCREL), 2000.

**Assessing the effects of the
dating violence prevention program “Safe Dates” using
random coefficient regression modeling**

Vangie A. Foshee, Ph.D.

Karl E. Bauman, Ph.D.

Susan T. Ennett, Ph.D.

Chirayath Suchindran, Ph.D.

Thad Benefield, M.S.

G. Fletcher Linder, Ph.D.

Prevention Science, (2005), Volume 6, Number 3, Pages 245 – 258

- **Examine the effects of Safe Dates over time in preventing and reducing dating abuse victimization and perpetration**
- **Determine if program effects over time are due to primary or secondary prevention**
- **Determine if program effects over time vary by gender and race**
- **Determine if Safe Dates prevented dating abuse through the proposed mechanisms of change.**

Design

- Randomized Trial
- Random allocation of all 14 schools with 8th and 9th graders in Johnston County NC to treatment and control conditions
- 955 adolescents in treatment and 1010 in control

Study Conditions

- *Treatment condition:* School and community intervention
- *Control condition:* Community intervention only

Of the 1,967 adolescents in our study:

- 75.9% Caucasian
- 20.2% African American
- 3.9% other racial/ethnic groups
- 50.4% female
- Ages at baseline were 12-17 with the mean age being 13.9 years
- At baseline, 72% reported having been on a date

- Adolescents exposed to Safe Dates in the 8th or 9th grade, as compared to those who were not, reported **less psychological, moderate physical, and sexual dating violence perpetration and less moderate physical dating violence victimization at all four follow-up periods**
- There was a marginal program effect ($p = .07$) on **sexual dating violence victimization at all four follow-up periods**
- In comparison to controls, adolescents exposed to Safe Dates and who reported at baseline no or average prior involvement in severe physical perpetration reported **less severe physical perpetration at all four follow-up periods**

- **Safe Dates had both primary and secondary prevention effects on these 6 outcomes.**
- **Safe Dates was equally effective for males and females and for white and minority adolescents.**
- **Program effects were evidenced as much as 3 years post intervention (and a later study showed effects lasted as much as 4 years post intervention).**

- Program effects were mediated primarily by changes in dating violence norms, gender-role norms, and awareness of community services
- Conflict management skills and belief in need for help did not mediate program effects
- Safe Dates did not prevent or reduce psychological victimization at any of the follow-up periods
- Safe Dates also did not prevent or reduce severe physical victimization at any of the follow-up periods and it did not reduce severe physical perpetration at any of the follow-up periods by those who had perpetrated many severe physical acts prior to program exposure

In comparison to controls, adolescents exposed to Safe Dates reported from 56% to 92% less dating violence victimization and perpetration **four years after exposure to Safe Dates.**

- Only dating violence prevention program designated as a *Model Program* by the Substance Abuse and Mental Health Services Administration
- Only dating violence prevention program listed in the National Registry of Evidence-Based Programs and Practices (NREPP) for
 - Strength of Evidence
 - Ease of dissemination
- Now listed on the Blueprints Registry as a promising program!



- Designated a “Level 1” (the top rating) program in the *Community Guide to Helping America’s Youth*
- Selected by the National Crime Prevention Council as one of their “50 Strategies to Prevent Violent Domestic Crimes”
- Given an “A” in the “Drug Strategy’s Anti-Violence Report Card,” in *Youth Violence*.
- Listed as a promising program in *Partnerships Against Violence: Promising Programs*.
- Described as an effective program in *A Guide for Developing Effective Middle School Programs for Sexual Assault Prevention* produced by the American College of Obstetrics and Gynecology.
- Listed in US Department of Education “Sourcebook of Drug and Violence Prevention Programs for Children & Adolescents: Applying Effective Strategies to Prevent or Reduce Substance Use & Violence Among Students in Grades K-12”

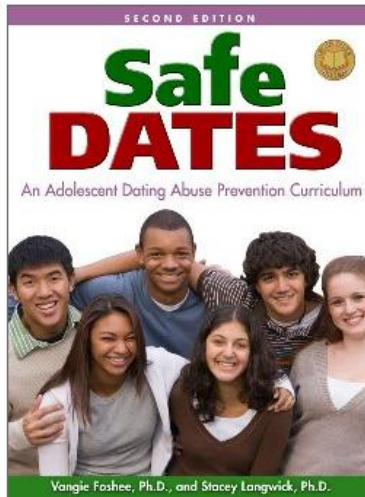
- **U.S. Department of Health & Human Services**
Youth Violence: *Lessons Learned from the Experts*
- **American College of Obstetrics & Gynecology**
Drawing the Line: *A Guide for Developing Effective Middle School Programs for Sexual Assault Prevention*
- **Described as an effective program in *Communities that Care: Prevention Strategies Guide*, written by Hawkins and Catalano and published by Channing Bete.**
- **Defined as an “Exemplary” program in the *Model Program Guide* produced by the Office of Juvenile Justice and Delinquency Prevention (OJJDP).**

For More Information on Safe Dates



violencepreventionworks.org

HOME OF THE  **OLWEUS** BULLYING PREVENTION PROGRAM

Home Bullying Dating Violence Youth Suicide Professional Education Funding News State Information Affiliates & Partners Key Resources	Respect Works: A Four-Step Approach to Preventing Dating Violence			
	1 Develop a school policy	2 Educate about abuse	3 Reinforce student learning	4 Activate student leaders
	Safe Dates			
	Step 2: Educate Students with an Evidence-based Dating Violence Program			
	<p>Once your school has a solid policy in place to address dating violence, you can begin educating your student body using <i>Safe Dates</i>, an evidence-based adolescent dating abuse prevention program.</p> <p>Highly engaging and interactive, <i>Safe Dates</i> helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships.</p> <p><i>Safe Dates</i> is the only evidence-based curriculum that prevents dating abuse: a factor often linked to alcohol and other drug use.</p> <p>Safe Dates:</p> <ul style="list-style-type: none"> • Works as a prevention and intervention tool • Has strong outcomes even after four years 		<div> Order Online Buy Now </div> <p>By Phone: 1.800.328.9000</p>	
		<p>Ten Sessions</p> <p><i>Safe Dates</i> targets attitudes and behaviors associated with dating abuse and violence. Each of the 10 sessions is about 50 minutes in length. <i>Safe Dates</i> can be flexibly scheduled (e.g. daily or weekly sessions). Reproducible student handouts are included at the end of each session.</p> <p>Session 1: Defining Caring Relationships: A bingo game and class discussions introduce students to the program. They evaluate how they would like to be treated in dating relationships.</p> <p>Session 2: Defining Dating Abuse: Through the discussion of scenarios and the review of statistics, students clearly define</p>		

Session One CD-ROM Components

A screenshot of a CD-ROM menu interface. On the left is a vertical list of menu items, each on a dark red button with gold text. The items are: Session 1, Session 2, Session 3, Session 4, Session 5, Session 6, Session 7, Session 8, Session 9, Session 10, Safe Dates Evaluation Questionnaire, There's No Excuse for Dating Abuse Play Script, Parent Materials, Spanish Documents, and Additional Resources. To the right of this list is a larger panel with a light brown background. It contains a list of components for Session 1: Safe Dates Pre-/Post-Test, Answers for the Safe Dates Pre-/Post-Test, Handout 1: Dating Bingo, Handout 2: Caring People and Caring Relationships, Handout 3: Ways I Want to Be Treated by a Dating Partner, and Handout 4: Ways I Want to Treat a Dating Partner. To the right of this list is the title "DATES" in large yellow letters, followed by "Adolescent Dating Abuse Curriculum" and "Edition" in smaller text. The background of the entire interface is a faded image of five smiling teenagers. In the bottom left corner is a gold circular seal with the words "EVIDENCE" and "BASED" around a central icon of an open book.

■ **Session 2: Defining Dating Abuse**

Through discussion of scenarios and review of statistics, students clearly define what dating abuse is.

Session Two CD-ROM Components



■ **Session 3: Why Do People Abuse?**

Through large and small group discussions and reviewing scenarios, students identify the causes and consequences of dating abuse.

Session Three CD-ROM Components



■ **Session 4: How to Help Friends**

Through a decision-making exercise, a dramatic reading, and the introduction of the "Friend's Wheel," students learn why it is difficult to leave abusive relationships and how to help a friend in an abusive relationship.

Session Four CD-ROM Components



Session 1

Session 2

Session 3

Session 4

Session 5

Session 6

Session 7

Session 8

Session 9

Session 10

Safe Dates Evaluation Questionnaire

There's No Excuse for Dating Abuse Play Script

Parent Materials

Spanish Documents

Additional Resources

Safe DATES

An Adolescent Dating Abuse Prevention Curriculum
Second Edition

- Handout 11: Friends Wheel
- Handout 12: Dating Abuse: Who Can Help You?

A group of five diverse teenagers (three boys and two girls) smiling and posing together. The image is faded and serves as a background for the right side of the menu.A circular gold-colored logo with the words "EVIDENCE" and "BASED" around the perimeter and a stylized open book in the center.

■ Session 5: Helping Friends

Through stories and role-playing, students practice skills for helping friends who are victims of abuse or confronting friends who are perpetrators of abuse.

Session Five CD-ROM Components



The CD-ROM menu is displayed on a background image of a diverse group of smiling teenagers. The menu consists of a vertical list of items on the left, each in a dark red button with yellow text. The main title "Safe DATES" is in large yellow letters, with the subtitle "An Adolescent Dating Abuse Prevention Curriculum" and "Second Edition" in smaller white and yellow text below it. A list of handouts is shown in a white box on the right.

Safe DATES
An Adolescent Dating Abuse
Prevention Curriculum
Second Edition

- Handout 13: Elijah's Story
- Handout 14: Zoey's Story
- Handout 15: Elijah's Statements
- Handout 16: Zoey's Statements
- Handout 17: Guidelines for Helping People Who Are Abusive
- Handout 18: Guidelines for Helping People Who Are Being Abused

Session 1
Session 2
Session 3
Session 4
Session 5
Session 6
Session 7
Session 8
Session 9
Session 10
Safe Dates Evaluation Questionnaire
There's No Excuse for Dating Abuse Play Script
Parent Materials
Spanish Documents
Additional Resources

A circular gold logo with the words "EVIDENCE" and "BASED" around the perimeter and a stylized open book in the center.

■ **Session 6: Overcoming Gender Stereotypes**

Through a writing exercise, small-group discussions, and scenarios, students learn about gender stereotypes and how these stereotypes can affect dating relationships.



■ **Session 7: How We Feel, How We Deal**

Through the use of a feelings diary and a discussion of "hot buttons," students learn how to recognize and effectively handle their anger, so it doesn't lead to abusive behavior.



■ **Session 8: Equal Power through Communication**

Students learn the four SAFE skills for effective communication and practice these skills in a variety of role-plays.

Session Eight CD-ROM Components



The image shows the main menu of the "Safe DATES" CD-ROM. On the left is a vertical list of menu items, each on a dark red button. The items are: Session 1, Session 2, Session 3, Session 4, Session 5, Session 6, Session 7, Session 8 (which is highlighted with a lighter red background), Session 9, Session 10, Safe Dates Evaluation Questionnaire, There's No Excuse for Dating Abuse Play Script, Parent Materials, Spanish Documents, and Additional Resources. To the right of this list is a large rectangular area with a background image of three young people. At the top right of this area, the title "Safe DATES" is written in large yellow letters, followed by the subtitle "An Adolescent Dating Abuse Prevention Curriculum" and "Second Edition" in smaller yellow text. Below the title, a list of handouts is displayed, each preceded by a hyphen: - Handout 23: Four SAFE Skills for Building Equal Power through Communication, - Handout 24A: LaToya and Marcus Script, - Handout 24B: LaToya and Marcus Checklist, - Handout 25A: Conflict Situation 1: Liam and Keshia, - Handout 25B: Conflict Skills Checklist 1: Liam and Keshia, - Handout 26A: Conflict Situation 2: Mia and Serena, - Handout 26B: Conflict Skills Checklist 2: Mia and Serena, - Handout 27A: Conflict Situation 3: Jammal and Amara, and - Handout 27B: Conflict Skills Checklist 3: Jammal and Amara. In the bottom left corner of the CD-ROM interface is a circular gold coin icon with the words "EVIDENCE" and "BASED" around a central graphic of an open book.

■ **Session 9: Preventing Sexual Assault**

Through taking a quiz, analyzing scenarios, and discussions with their peers, students learn about the issue of dating sexual abuse and how to prevent it from happening.

Session Nine CD-ROM Components



■ **Session 10: Preventing Sexual Assault**

Through discussion, evaluation, and a poster contest, students will review the Safe Dates program.





Marist High School of Bayonne, Catholic Charities Safe Dates Poster Contest, Newark

Question # 1:

***Safe Dates* is designed for ten sessions (50 minutes per session). Do you need to teach all of these sessions, and all at the same time?**

Yes.

The *Safe Dates* study was conducted using all ten sessions. To ensure outcomes, all sessions should be taught in one school term.

Suggestions are made in the curriculum for four and six-session programs, but it is unknown if teaching fewer sessions will result in the same outcomes as the original research study.

It is recommended that all sessions be taught right after one another, rather than spreading them over several semesters or grade levels. However, implementation can vary in terms of daily or weekly sessions.

Question # 2:

Do all lessons need to be taught in their entirety?

Yes.

In order to maintain fidelity, lessons should be taught in their entirety, unless an activity is listed as optional.

The research study involved teaching all activities in the classroom. Some activities, particularly personal reflection, could be given as homework assignments.

Question # 3:

Does the poster contest need to be done?

Yes.

The poster contest was a core component of the research study. It should be held shortly after completion of the nine *Safe Dates* sessions. The poster contest extends the reach of Safe Dates beyond the classroom, engages young people artistically, and builds personal commitment.

Question # 4:

Does the dating abuse play need to be performed and for the entire school?

Yes.

The dating abuse play was a core component of the research study as a whole-school performance.

There is flexibility in how and where the play should be performed, and who should perform it. Each option has advantages and disadvantages: The actors can be students or actors from outside the school. Older students can perform the play for their peers or for younger students. The play can be presented as a school-wide assembly or within classrooms.

Question # 5:

Do you need to use the parent materials, such as the parent letter and parent pamphlet?

Not for fidelity.

However, prevention research shows that parent involvement promotes and sustains positive behavior changes in young people. It is our strong recommendation that parents are involved in Safe Dates, but this component was not part of the original study.

Individual schools or state laws may require that parents be notified before any curriculum is offered to students, however.

Question # 6:

The *Safe Dates* program encourages the use of community resource people, such as domestic violence center staff, to aid with implementation. Is this an essential component of the program?

Not for fidelity.

Adolescent dating violence is a multifaceted, community-wide problem. The same message, delivered by multiple messengers may have a greater influence on teens' social norms, but this component was not part of the original study.

However, the curriculum does recommend that community information and resources be shared with students, so they know where to seek help. This is a core component of the program.

Question # 7:

Is it important for students to fill out the journal pages/handouts for each lesson?

Yes.

The use of the journal pages/handouts is essential to program implementation, unless the activity is listed as optional. They provide much of the curriculum content and are the vehicle for developing essential dating violence prevention skills.

If reading ability is an issue, you may want to have proficient readers work with non-readers to help fill them out.

Question # 8:

Is it important to use the scenarios, stories and role-plays as they are written?

Yes, it is important to use these interactive strategies.

The core messages of the scenarios, stories and role-plays should remain the same, but the characters can be changed (e.g., change the gender or ethnicity of the characters to fit your participants).

Subtle changes in context can also be made to fit your participant's life experience and environment.

Question # 9:

Is teacher training necessary?

Training will enhance fidelity.

Although the curriculum can be and is purchased without training, the success of the curriculum is directly related to how it is implemented in the classroom.

Hazelden Publishing provides direct training for program implementers. In many states, Certified Safe Dates trainers also provide training through a central organization.

Question # 10:

Is it essential to do a pre/post-test evaluation?

Not for fidelity.

Use of the pre-/post-test in the curriculum is designed to measure students' understanding of curriculum concepts for grading purposes only.

The main evaluation instrument that was used in the original study measures attitudinal and behavioral changes that may be helpful measurements to have if you need to prove your efforts have been successful. These two instruments are not essential to achieving outcomes, but valuable for measuring them. They are included on the CD-ROM.

How Can You Help To Bring Safe Dates to Your Community?



- Implement Safe Dates as an intervention tool in your domestic violence programming—provide Safe Dates support groups
- Offer your services in presenting Safe Dates in schools—may be paid or unpaid
- During Safe Dates Session # 4, teachers are asked to share community resources—you could make a presentation or provide literature
- Offer Safe Dates in after-school or community-based programs—partner with your local YMCA, for example

How Do You Approach Schools?



- Contact the school's administrator, guidance counselor, school psychologist, school nurse or health educator
- Offer your services – starting small, building trust
- Ask for a meeting to present information about Safe Dates
- Share Safe Dates "Scope and Sequence" and Safe Dates flyer with school staff
- Invite people to check out the website: violencepreventionworks.org
- Offer to teach Safe Dates or team teach with classroom teachers
- Provide basic staff training on handling dating abuse issues

Families for **SAFE Dates**

*A Program for Parents and Other Caregivers
to Help Teens Date Safely*

GETTING STARTED

**Introducing Caregivers to the
Families for Safe Dates Program**



- **Families for Safe Dates Booklets 1-3**
 - *Getting Started:* introduces caregivers to FSD and explains the benefits of doing the program; gives facts about dating abuse
 - *Talking about Dating:* improves communication between caregivers and teens about dating
 - *Skills for Handling Conflict:* teaches skills for managing anger and settling disagreements

- **Families for Safe Dates Booklets 4-6**
 - *Recognizing Dating Abuse*: defines abusive and healthy dating relationships
 - *Preventing Dating Sexual Abuse and Rape*: helps caregivers and teens talk about dating sexual abuse – how to recognize it and how to help prevent it
 - *Planning for the Future*: helps set goals and family guidelines for dating, and a plan for what to do if dating abuse happens



The image shows the main menu of the 'Safe DATES' CD-ROM. The background features a group of smiling teenagers. The title 'Safe DATES' is prominently displayed in large yellow letters, with the subtitle 'An Adolescent Dating Abuse Prevention Curriculum' and 'Second Edition' below it. On the left, a vertical list of red buttons contains the following items: Session 1, Session 2, Session 3, Session 4, Session 5, Session 6, Session 7, Session 8, Session 9, Session 10, Safe Dates Evaluation Questionnaire, There's No Excuse for Dating Abuse Play Script, Parent Materials, Spanish Documents, and Additional Resources. The 'Parent Materials' button is highlighted with a yellow bar, and a sub-menu is visible next to it. In the bottom left corner, there is a gold circular seal that says 'EVIDENCE BASED' around an open book icon. In the bottom right corner, a dark purple box contains a list of items.

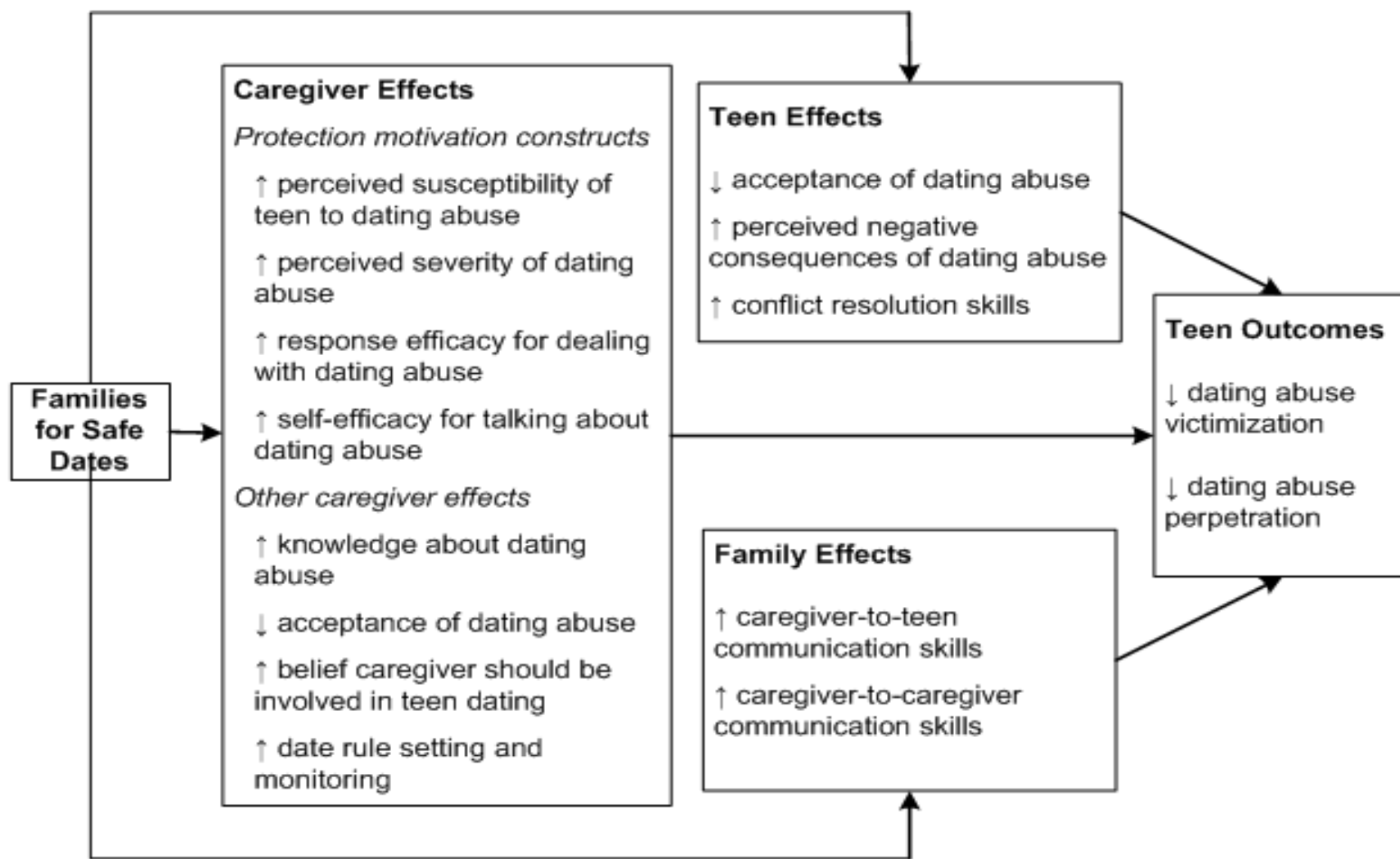
Safe DATES
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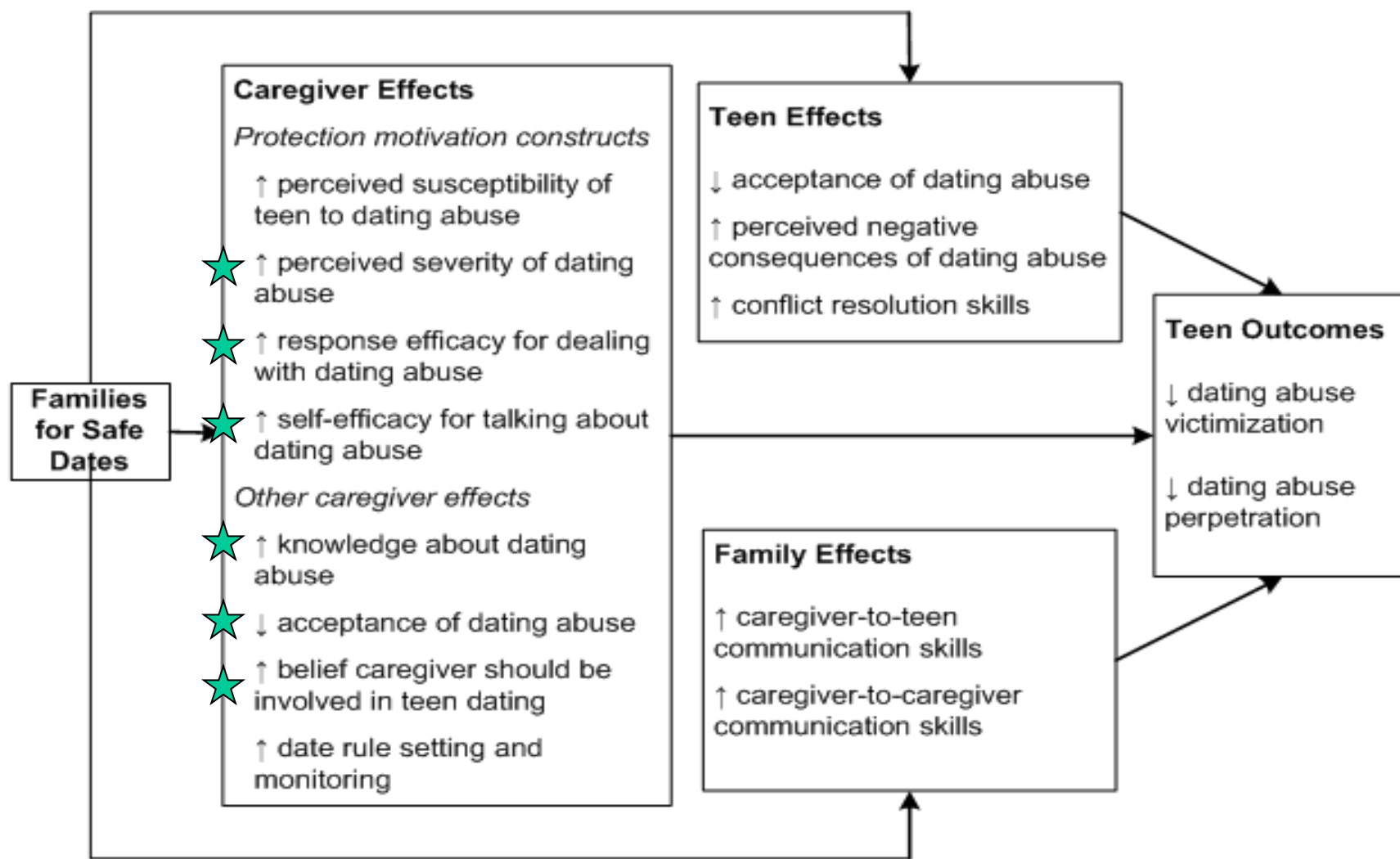
- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- Session 9
- Session 10
- Safe Dates Evaluation Questionnaire
- There's No Excuse for Dating Abuse Play Script
- Parent Materials
 - Safe Dates Parent Letter and Newsletter
 - Families for Safe Dates
- Spanish Documents
- Additional Resources

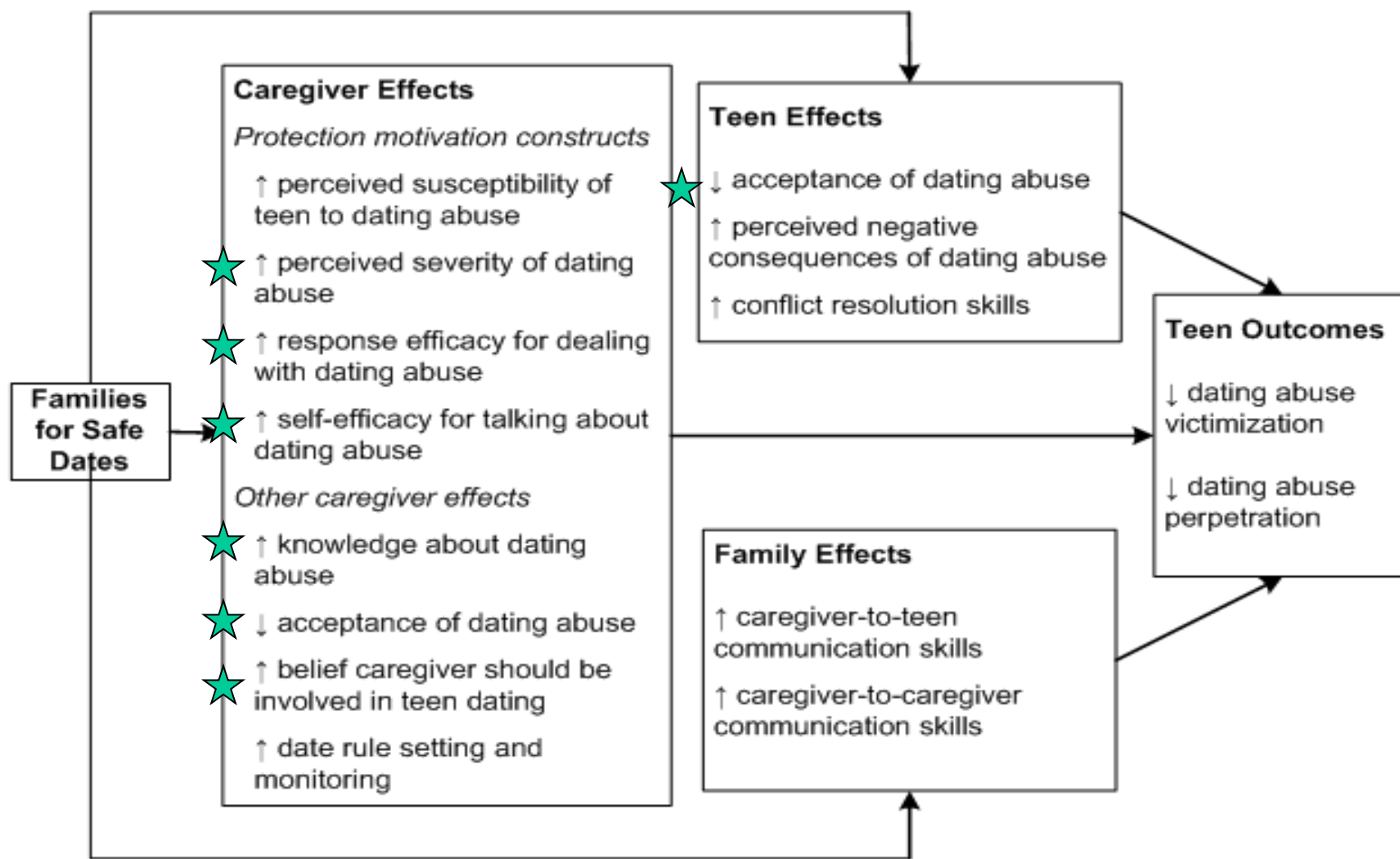
EVIDENCE BASED

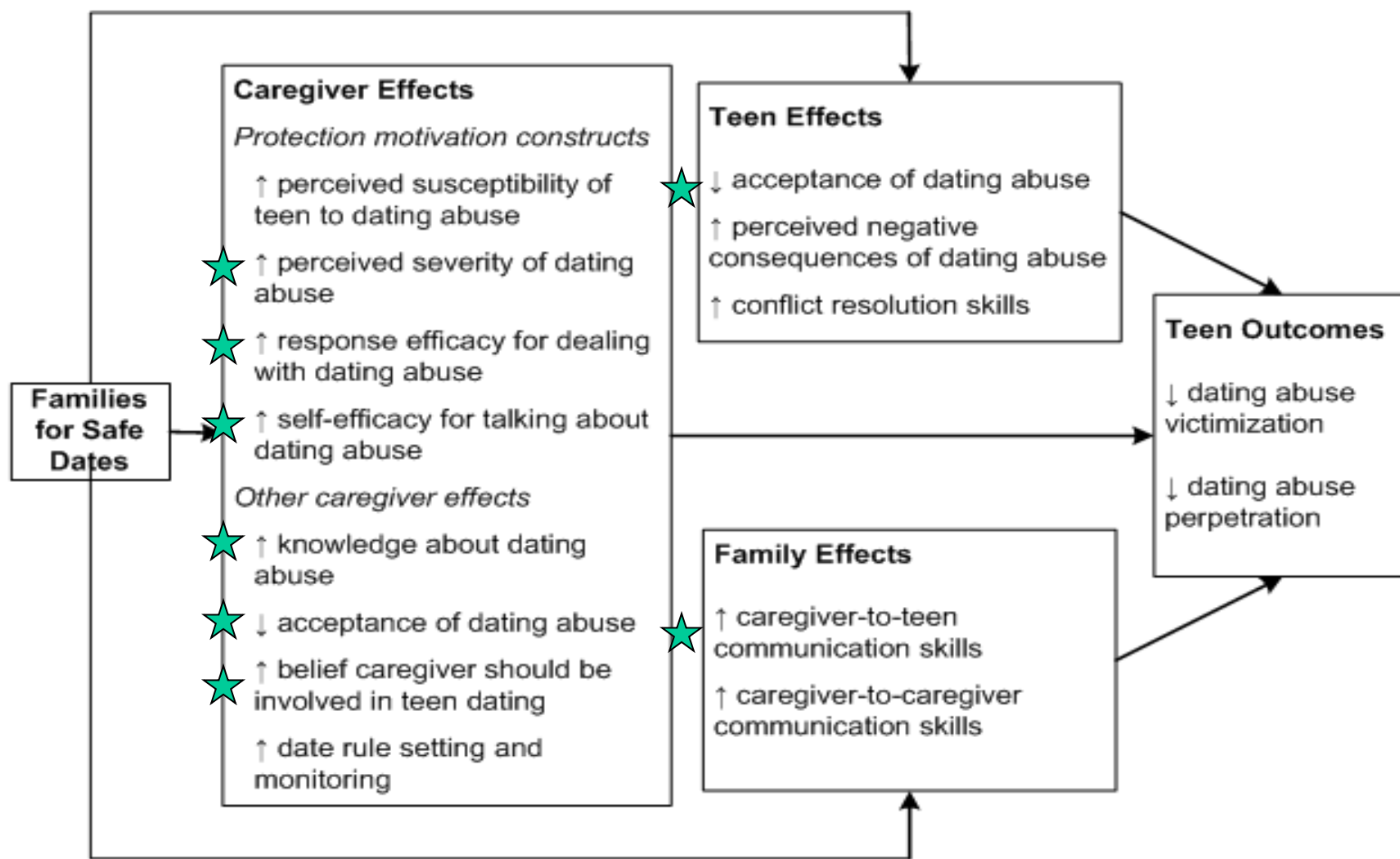
- Introduction to Families for Safe Dates
- Welcome Letter 1
- Welcome Letter 2
- Getting Started Booklet
- Booklet 1: Talking about Dating
- Booklet 2: Skills for Handling Conflict
- Booklet 3: Recognizing Dating Abuse
- Booklet 4: Preventing Dating Sexual Abuse and Rape
- Booklet 5: Planning for the Future

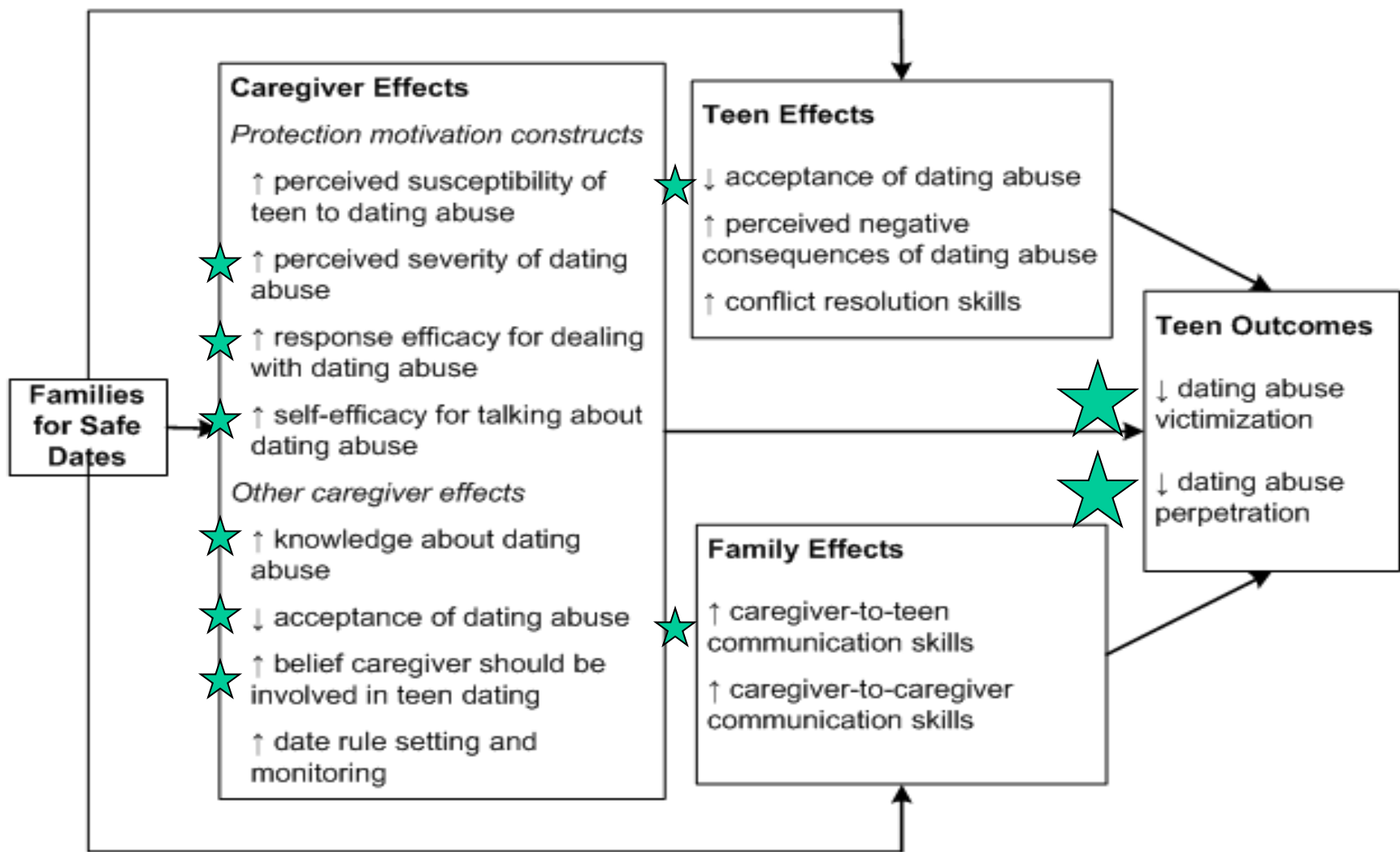
- **Randomized, nation-wide study**
- **Caregivers who had a 13-15 year-old teenagers were selected to participate**
- **Families received six booklets in the mail with follow-up phone calls two weeks after each mailing from health educators**
- **Treatment group: 230 families who received the “Getting Started” booklet for caregivers and the 5 booklets for caregivers and teens**
- **Control group: 234 families who did not receive any Families for Safe Dates materials**











- **Physical dating abuse victimization**
Increased 3% in treatment group; 11% in control group
- **Physical dating abuse perpetration**
Increased 4% in treatment group; 8% in control group
- **Psychological dating abuse victimization and perpetration increased less in the treatment group but not significantly**

Logistics

- Families for Safe Dates takes about 15 minutes of preparation for the caregiver(s) and 45-50 minutes to complete caregiver/teen activities
- Information and activities reinforce what students are learning in the Safe Dates curriculum at school
- There are two options for using Families for Safe Dates:
 - 1) all booklets are mailed to the caregiver by the school at one time
 - 2) booklets are mailed to the caregiver by an agency one at a time, with follow-up calls made a couple of weeks later

Session 1

Session 2

Session 3

Session 4

Session 5

Session 6

Session 7

Session 8

Session 9

Session 10

Safe Dates Evaluation Questionnaire

There's No Excuse for Dating Abuse Play Script

Parent Materials

Spanish Documents

Additional Resources

Safe DATES

An Adolescent Dating Abuse Prevention Curriculum

Second Edition

- Safe Dates Parent Letter and Newsletter

- Families for Safe Dates

- Introduction to Families for Safe Dates

- Welcome Letter 1

- Welcome Letter 2

- Getting Started Booklet

- Booklet 1: Talking about Dating

- Booklet 2: Skills for Handling Conflict

- Booklet 3: Recognizing Dating Abuse

- Booklet 4: Preventing Dating Sexual Abuse and Rape

- Booklet 5: Planning for the Future



Safe Dates Training Opportunities



- Training is not required to implement Safe Dates.
- Training and technical assistance are available to help ensure your success and increase fidelity..
- For more information, call 1-800-328-9000.



- **Two-hour distance learning course on teen dating violence**
- **An interactive program that provides key information about dating violence and explains how you can help teens form healthy, violence-free relationships.**
- **This online course includes interactive quizzes, video clips, case studies and online references, making the course enjoyable and informative**



Teen Dating Violence 101



Lesson 1: Course Introduction

Course Objectives

After completing this course, you will be able to:

- Define teen dating violence and cite research about its prevalence
- Contrast teen dating violence with adult domestic violence
- Explain the “cycle of abuse” and its impact on the victim, abuser, and friends and family
- Recognize the warning signs of physical, emotional, and sexual abuse
- Describe how dating violence can happen through technology
- Apply information to specific audiences, such as LGBTQ youth
- Describe how to effectively respond to students who may be in dating violence situations
- Describe how teen dating violence can be prevented
- Identify additional resources for finding information and help to address dating violence among youth

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Teen Dating Violence 101



Teen Dating Violence 101

Lesson 2: Introduction to Teen Dating Violence

How the Cycle of Abuse Works

How does the Cycle of Abuse work?

Click each phase of the cycle as it becomes active to learn more about it.

Points to Ponder

Are all abusive relationships cyclical?
Click the Play button for insight on this issue.

Honeymoon

During this stage, abusers will try to make their dating partner forgive and forget whatever just happened in the explosion phase. They might do this by:

- Saying "I love you."
- Apologizing and promising that it will never happen again.
- Buying their dating partner flowers or other gifts.
- Shifting the blame by implying the victim did something to cause the abuse, or blame the explosion on other things, like being drunk or stressed out.
- Minimizing the abuse or the harm it caused.

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Teen Dating Violence 101



The Hazelden logo, featuring a stylized sunburst graphic above the word "Hazelden" in a serif font, with a registered trademark symbol.

Teen Dating Violence 101

Lesson 3: Forms of Violence

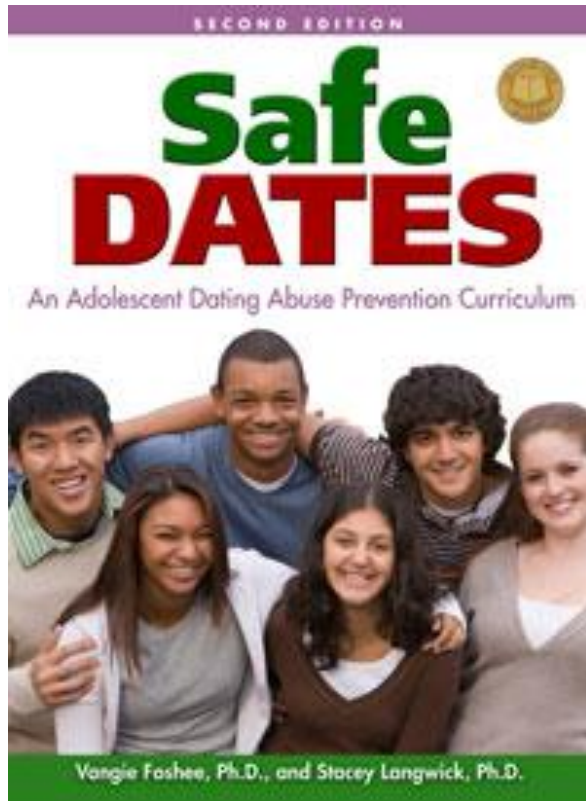
Lesson Introduction

A video player window showing a woman with dark hair and a blue top speaking. In the background, a neon sign with the word "Break" is visible. Below the video frame, there is a subtitle: "Or whisper things to me, to make me feel scared, if he couldn't put his hands on me." Below the subtitle is a video control bar with play, stop, and volume icons.

Or whisper things to me, to make me feel scared, if he couldn't put his hands on me.

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- **Course cost: \$ 50.00**
- **To register for the course, go to:**
www.hazelden.org/professionaled



Highly engaging and interactive, *Safe Dates* helps teens recognize the difference between caring, supportive relationships and controlling, manipulative, or abusive dating relationships.

Thank you for your interest in Safe Dates and for preventing dating abuse!