

# Interpersonal Violence: Reaching those who need us

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# Objectives

- Discuss the scope of interpersonal violence (IPV) related to teens, young adults, and women who are pregnant or parenting.
- Analyze selected basic concepts that impact IPV.
- Describe and practice primary, secondary, and tertiary prevention strategies designed to address IPV.

# A brief look at the data...

- Estimated versus Reported
- Teen Dating Violence
  - 1.5 million teens/year; 9-57% of all teens
  - YRBS: 10% physical abuse; 25% physical, emotional, sexual, and verbal abuse
- IPV and Young Adults
  - 1 in 3 women worldwide; 15-71%
  - US >30% of women-physical or sexual abuse
  - More common than women impacted by car accidents, rapes, and muggings combined.

# A brief look at the data...

- College Campuses
  - 20-25% experienced completed rape
  - 20-50% unwanted sex or physical treatment
  - Alcohol, Greek life/sororities/peers
- IPV-Pregnant and Parenting teens and Young Adults
  - Stress, unwanted pregnancies, financial/other dependence, isolation, pregnancy as control, lack social support—greatest risk
  - 14% of pregnant young adults—IPV
  - 21% pregnant teens—IPV

# Birth control sabotage



- 51% of teens experienced birth control sabotage
- 25% of adult women report
- Violence during pregnancy more common than gestational diabetes or PIH

Table 4.1  
Birth Control, Work and Education-Related Sabotage  
by Domestic Violence Experience

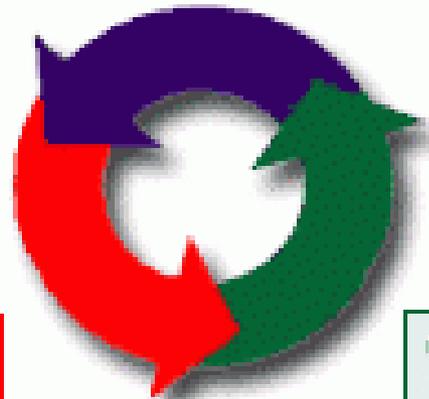
	Teens with no DV (n=215)	Teen DV victims (n=259)	Total (n=474)
Any birth control sabotage	34%*	66%	51%
Verbal sabotage	31%*	62%	48%
Behavioral sabotage	5%*	22%	14%
Work and education- related sabotage	7%*	34%	21%

\*Significant at p<.01 level

# Basic concepts: Control

## “Tension Building”

- Stress
- Frustration
- Low Self Esteem
- Poor Communication



## “Explosion”

- Fight
- Anger
- Fear

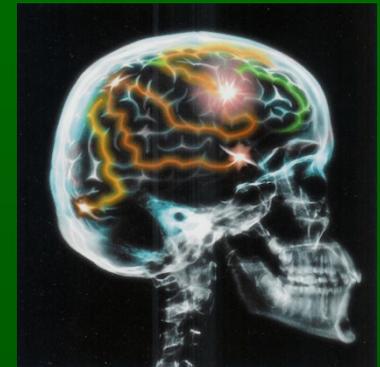
## “Honeymoon”

- Guilt
- Remorse
- “I’ll never do it again”

# Basic concepts: Teen brain development

(Herrman, 2005)

- Cognitive Development
  - Decision Making—consequences of actions
  - Peer Pressure
  - Sensation seeking “appetite for thrills”
  - Difficulty identifying and communicating emotions
  - Impulsive behaviors/poor control of behavior
- High risk behaviors—substance use
- Extends to the mid-20’s or longer!



# Basic concepts:

## Race/ethnicity (Bent-Goodley, 2009)

- Same rates controlling for SES
- Stereotyped as a “minority issue”
- African American
  - Lethality/injuries
  - Racism— reluctance reporting, ↓ referral and services, “legitimacy” as a victim, stigma,
- Latina
  - Language barriers
  - Citizenship/work issues
  - Isolation, “accepting culture”



# Basic concepts: Gender

- Gender based violence
- Power/control
- Economic dependency
- Cultural norms
- Roles—childbearing and childrearing
- Men as allies, not perpetrators



# Addressing IPV—Levels of Prevention

- **Primary**-Health Promotion, Universal prevention of illness, injury, or negative consequences before it happens
- **Secondary**-Screening for those at greatest risk, early recognition and treatment
- **Tertiary** –Preventing further damage, bringing back health

# Primary Prevention Strategies

- Choose Respect
- Power Through Choices
- DELTA DE: Healthy Relationships Curriculum/Comprehensive Model
- SAFE DATES
- Media Literacy



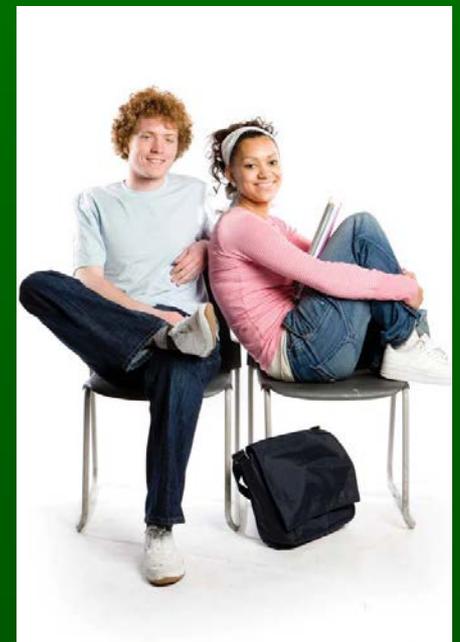
# Choose Respect Playbook— TDV Activity Guide

- Zone 1—Activities for teens
- Zone 2—Parents, caregivers, and other caring adults
- Zone 3—Community Organizations
- Zone 4—Policy Education Advocacy
- Causing Pain Videos—13 minute and 30 minute with transcripts, video discussion guide, and PowerPoint
- Radio ads, TV ads, podcasts, PSA's, and other marketing materials

# Power Through Choices

(Becker & Barth, 2000)

- Sexual decision making curriculum for guys and girls in foster care and out of home care
- Lessons primarily deal with safe sex
- Information
- Negotiation Skills
- Local resources
- Communication Skills
- Goal-setting
- ↑ Knowledge/attitudes/limited behavior change



# Let's do it...

- Exercise from **Power Through Choices**
- Communication Voting Cards



- "I've been thinking that we should start using condoms. But I would understand if you don't want to." (fidgeting, poor eye contact)
- "You better use a condom or I'm outta here...who knows what diseases you have?"
- "I want to use a condom. I care about you and it's important to me that we are safe."

# Anonymous Box

- Anonymous Box—fill out cards with or without a question
- Way to assess concerns, common questions, and themes
- Previous use--70 Questions received  
(Herrman & Waterhouse, in review)
- STDs

*"What are the signs of herpes?"*

*"Can you die from STDs?"*

*"Is it true if you have anal sex you can get AIDS?"*



# Anonymous Box

- Anatomy

*"What makes you orgasm?"*

*"Why do girls get moody on their period?"*

- Birth control

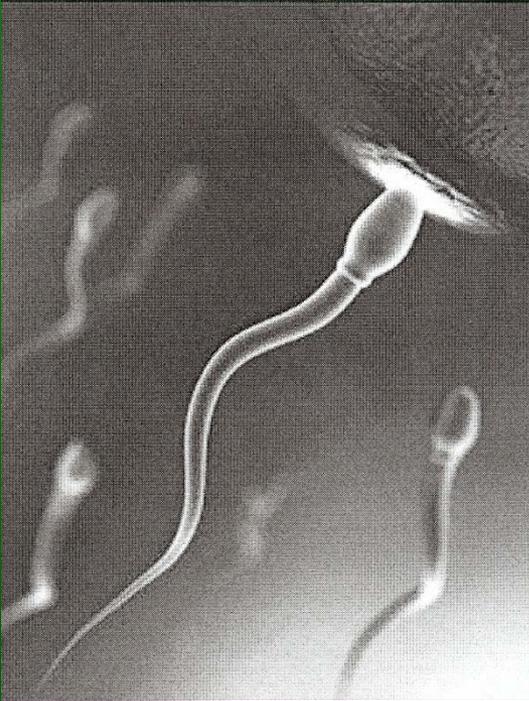
*"Can you be fertile when you change birth control?"*

*"Can drugs interfere with birth control pills?"*

- Relationships

*"Why do men hit women?"*

*"Is it wrong to go through a stage of not being attracted to anyone?"*



# Anonymous Box

- Parenting

*"What qualities does it take to be a parent?"*

*"How can I be a good mother?"*

- Pregnancy

*"When are you most likely to get pregnant?"*

*"Can a female become pregnant when she first has sex?"*

- Miscellaneous

*"Why can't you use oil-based lube?"*

*"How do women get cervical cancer?"*



# Thoughts on teen parenting

- The costs and rewards associated with teen parenting
- Impact on:
  - Relationships (friends, parents/family, boyfriend/girlfriend)
  - Vocation (education, career, money)
  - Life impacts (personal characteristics, life in general)
- Impact on decision-making
- Future goals and aspirations



# Thoughts on Teen Parenting

## *Reproductive Life Planning*

### Your Friendships:

	<b>If I had a baby as a teen...</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1	I would have more friends.					
2	I would have less time to spend with friends.					
3	I would lose friends.					

(Herrman & Nanakumar, in press; Herrman & Waterhouse, 2011)

# DELTA Project

- CDC Initiative
- Domestic Violence Prevention Enhancement and Leadership Through Alliances
- IPV-Public Health Perspective—Spheres of influence—Individual/Relationship/Community/Societal
- Prevention by examining developmental pathways and societal circumstances—
- Coordinate Community Responders
- 14 state coalitions,  
19 PREP sites (RWJF)



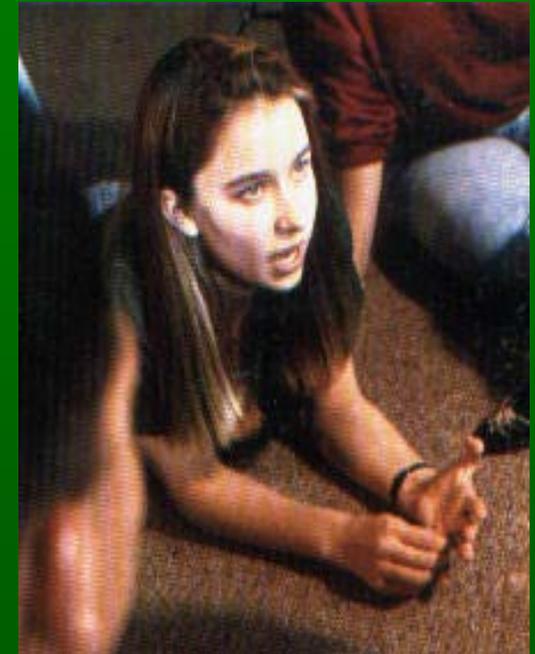
# Healthy Relationships

- Communication and Boundaries
- Gender Stereotypes and the media
- Interpersonal abuse and equality
- Respect
- Courageous Bystander
  
- “Elbow partners”
- Word wall/Student learning map
- KUD: Know, Understand, Do
- KABB (see handout)

# Let's do it...

- Exercise from **Healthy Relationships**
- Continuum of Harm Exercise

(Thomas & Selitto-Penoza, 2009)



Not harmful \_\_\_\_\_ Harmful \_\_\_\_\_ Most harmful

# *Safe Dates Curriculum*

- Evidence-based—focused on decision-making emphasizing healthy relationships
- Goals:
  - Raise students' awareness of healthy and abusive dating arrangements
  - Increase knowledge of the causes and consequences of dating abuse
  - Provide students with skills and resources to assist themselves and their friends in abusive relationships
  - Fosters students' skills in anger management, conflict resolution, and positive communication.

# *Safe Dates Curriculum*

- 8-10 sessions—may be implemented in different configurations
- Methods: Creative activities, games, Decision-making exercises, role plays, case studies, journaling
- Units include:
  - ❖ Defining caring relationships
  - ❖ Defining dating abuse
  - ❖ Why do people abuse?
  - ❖ How to help friends
  - ❖ Helping friends
  - ❖ Overcoming gender stereotypes
  - ❖ How we feel, How we deal
  - ❖ Equal power through communication
  - ❖ Preventing Dating sexual abuse
  - ❖ Reviewing the *Safe Dates Program*

# Research Involving *Safe Dates*...

- National Registry of Evidence Based Programs and Practice
- Positive results:
  - Decreased incidence and perpetration of TDV
  - Positively influenced gender stereotypes
  - Reinforced non-violent norms
  - Reinforced role of peer support
  - Increased knowledge of community supports
- Positive results sustained at one and four years (Foshee et al., 1998; 2000; 2004; 2005)



# Let's do it...

- Safe Dates

(Foshee & Langwick,  
2004; 2010)



# Gender stereotypes—Free Association

- Boyfriend
- Guy
- Mother
- Girl
- “ho”
- Lady
- Male
- Teen father
- Pregnant teen
- “slut”
- Female
- Girlfriend
- Man
- Woman
- Boy
- Teen mother
- Father
- Player
- Gentleman

# Scenario

- Christina and Juan have been dating for a few weeks. Juan likes Christine but he isn't in love with her. He wants to date another girl in his health class. When he tells Christina that he wants to break up, she gets angry. Then she starts crying. Juan is uncomfortable. He doesn't know what to say, but he doesn't want to be in a relationship with Christina anymore.
- Is Juan abusive? Why or why not?

# Media Literacy

- Stereotyping
  - Desensitization
  - Objectification
  - Persuasion
- 
- Is the message healthy or unhealthy?

# Electronic Aggression



- 9-34% victims; 4-21% perpetrators
- Uses:
  - Establish Relationship with Partner
  - Day to day, non-aggressive communication
  - Arguing with partner
  - Monitoring/controlling a partner
  - Emotional/verbal aggression
  - Seeking help during violence
  - Limiting partner's access to self
  - Reconnecting with a partner

Does technology play a role in your relationship?

# Secondary Prevention Strategies



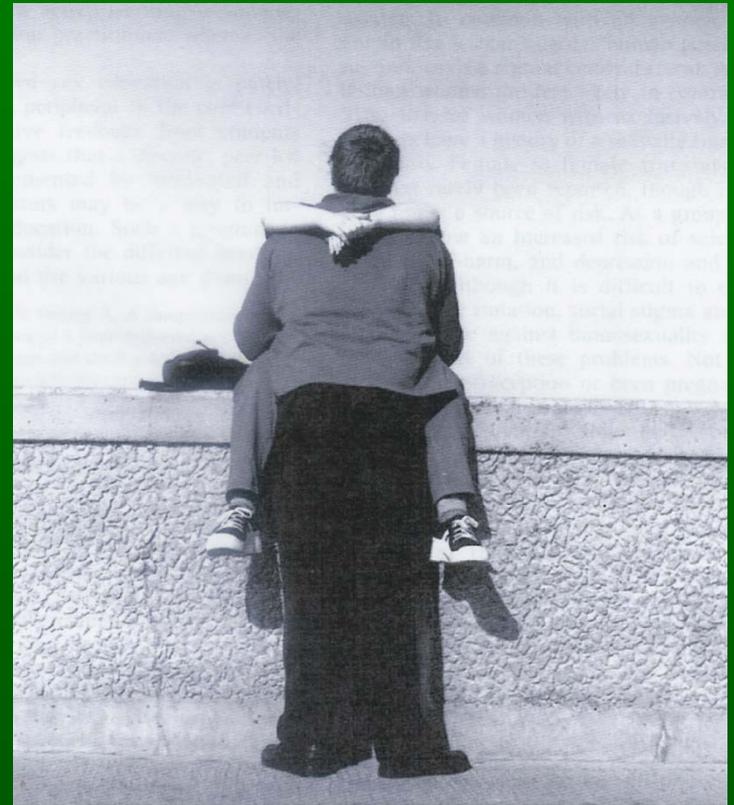
- Screening
  - Case finding/Missed opportunities
- Youth Relationships Project
- SAFE DATES for Young Mothers
- Bringing in the Bystander
- American College Health Association: Shifting the Paradigm Tool Kit
- Creating a safe place for LGBTQQIA individuals

# Screening/Questions

- YRBS: “During the past year, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?”
- Most clients/individuals will not disclose IPV unless specifically asked
- This is true across the lifespan
- Study: 6% disclosed IPV without prompting; 30% when asked
- Healthcare workers: 98% trained in detecting/managing child abuse; only 30% trained in IPV

# Let's do it...

- Direct Questions
- Probing Questions
- See handout





# Youth Relationships Project (YHP)

- Children with hx of abuse- 18-2 hour ses.
- Education and Awareness
  - Abusive behaviors, power, personal power
  - Healthy and unhealthy relationships
- Skills development
  - Conflict resolution, communication skills
  - Personal safety-gender stereotypes
- Social Action Activities
  - Community resources-visit to an agency
  - Social Action Project

(Wolfe et al. 1996; 2003)

# Let's do it...

- Exercises from SAFE DATES for Young Mothers
- Scenarios



# An Adapted Scenario...Let's do it...



Megan has been dating Jason for 2 years. They are both juniors in high school. Megan recently discovered she is pregnant. When she reveals the news to Jason, he calls her a stupid liar and shoves her saying "don't make things us or I will break up with you!" He slaps her across the face and calls her a "ho" and says "you must be sleeping around!"

# Questions...

1. Is Jason abusive? Why or why not?
2. What if this scenario had not ended with Jason pushing or slapping Megan? Instead, Jason got angry and yelled at Megan to "get another pregnancy test!" When she refused, he "got in her face" and said "What did you say?" Megan responded by withdrawing and being quiet. Is that still abuse?
3. If this was the first time Jason and Megan fought, would it still be abuse?

## **Another adapted scenario-dealing with conflict**

You have been dating Keisha for a year and she is 3 mo. pregnant. Your friends ask you to play basketball on Friday night...you haven't been out with them in a while. Keisha had asked you to come to her house Friday night to spend time with her and her family. You feel angry because you feel you may be losing your friends. You really want to play basketball for just this one night!

# The other side of the story...

You have been dating Liam for one year and are 3 months pregnant. You asked Liam to spend Friday with you and your family...they have planned a special celebration. Liam mentioned a basketball game, but he had already promised to spend the time getting to know your extended family. Tonight, when you brought up getting together for Friday night Liam got mad and you don't know why!

# Conflict skills—SAFE Checklist

- S Stay calm
  - A Ask questions
  - F Find out feelings
  - E Exchange ideas for possible solutions
- Students are asked to brainstorm SAFE communication strategies in response to scenarios



# Bringing in the Bystander

- 90-minute single session or 4½ hours in split sessions/single session
- In-person prevention program
- Facilitator Guide
- Bystander Pledge
- ABC—Active Bystanders Care Card
  - Assess the situation
  - Be with others
  - Care for the victim

(Moynihan et al., 2010; 2011)

# Bringing in the Bystander

- Premises:
  - Education focusing on decreasing the ambiguity of IPV—allay Rape Myths
  - Enlisting community members
  - Provide practice with skills—confidence/intent to engage in bystander behaviors
  - Offer pro-social options for intervening
- Strong research base—sororities/athletes/college students

# Let's do it

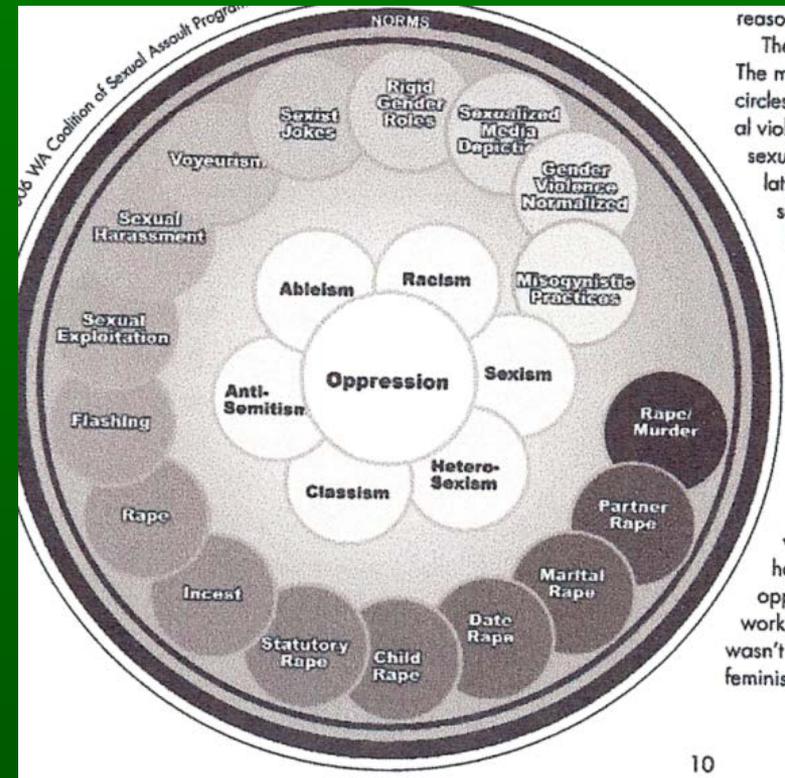
- Updated Illinois Rape Myth Acceptance Scale
  - Was 45 items/now 22 items
  - Updated language
  - Condensed
  - Subtle sexism/rape myths
- Use as a teaching tool
- (See Handout)

(Payne, Lonway, & Fitzgerald, 1999; McMahon & Farmer, 2011)



# American College Health Association: Shifting the Paradigm Tool Kit

- May be primary prevention—risk
- Campus Assessment tool
- Peer educators
- Linked to alcohol campaigns
- Reframing sexual violence prevention



# Creating a safe place:

Reword to be inclusive:

1. **Gender:** Male\_\_\_ Female\_\_\_ Other\_\_\_

2. **Relationship Status:**

Single\_\_\_ Married\_\_\_

Living with a Domestic Partner\_\_\_

Divorced \_\_\_ Widowed \_\_\_

3. Use **Partner**(instead of husband or wife)

2. Instead of Mother / Father use:

**Parent 1** \_\_\_\_\_

**Parent 2** \_\_\_\_\_

**Parent 3** \_\_\_\_\_

**Parent 4** \_\_\_\_\_

# Tertiary

- Organizational mandates
  - Confidentiality Policy
  - IPV Policy
- Danger Assessment
- Empowering Women Model
- Project PRIDE/local resources
- Sanctuary



# DANGER ASSESSMENT

- Where can you go if you need to leave quickly?
- Who can you talk with about relationship problems?
- If weapons are a concern, can you remove them or the ammunition?
- How can you (and your children) leave safely?
- See handout (Campbell, 1988)

1. Have you ever been emotionally or physically abused by your partner or someone important to you?
2. **In the year before you were pregnant**, were you pushed, shoved, slapped, hit, kicked or otherwise physically hurt by someone?
3. **Since the pregnancy began**, were you pushed, shoved, slapped, hit, kicked or otherwise physically hurt by someone?
4. **In the year before you were pregnant**, did anyone force you to have sexual activities?
5. **Since the pregnancy began** has anyone forced you to have sexual activities?
6. Are you afraid of your partner or anyone?

# Empowering Women Model (Parker et al., 1999)

- 3 30 minute sessions

1. Safety plan

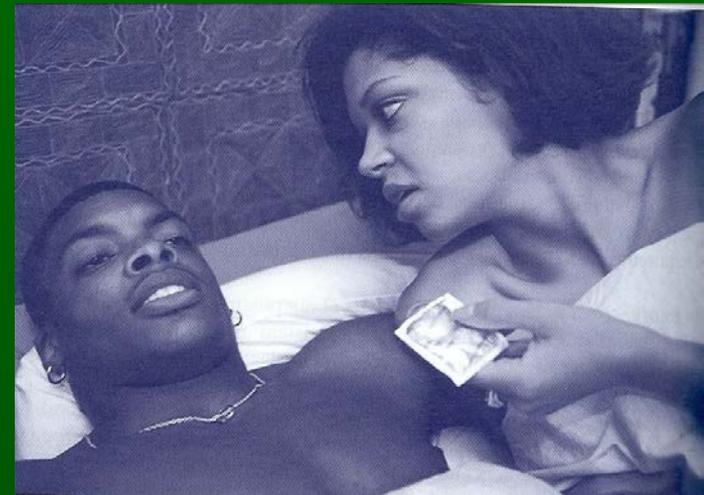
- Copying/storing important papers and keys
- Code with family and friends
- Stashing clothes
- ID escalating behaviors

2. Cycle of violence—focus on decision making and problem solving



# Empowering Women Model

3. Legal protections orders/filing charges
4. Community resources—shelter, police, hotlines (wallet card or brochure if safe)
5. Optional counseling—poorly utilized in previous research



# Project PRIDE

- Promoting Respect in Dating Experiences—individual counseling services
- Find LOCAL SERVICES in your area
- Counseling based on age and needs of clients
- Resources: legal services, counseling, shelters and financial support, job training/education, transportation, language/culturally appropriate



# Sanctuary

- Shelter/domestic violence services/children's mental health
- Trauma informed—culture of healing and recovery
- SELF
  - Safety
  - Emotion
  - Loss
  - Future

(Bloom, in press; Myrsky, 2010)



# Next steps...

- Healthy relationships in grade school
- Analyze impact of education interventions versus strategies focused on family values and community norms
- Family/neighborhood interventions as part of community development
- Impact Public Policy—Delaware experience—Senate Task Force for TDV
- Holistic, sustained messages—not a single class/curriculum/intervention

# Conclusion...

Now it is up to you!!



- Reference list
- Web Sites