



Healthy Teen Network

WORKING EFFECTIVELY WITH YOUTH: DEVELOPING, MAINTAINING, & SUSTAINING HEALTHY RELATIONSHIPS

PAF GRANTEE TRAINING #2

BETHESDA, MD

AUGUST 25TH, 2011

Janet Max & Gina Desiderio



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Module 1: Training Introduction

About Healthy Teen Network

- Healthy Teen Network is a national membership organization focused on preventing teen pregnancy and also supporting young families.
 - Networking & information sharing
 - Research
 - Training & technical assistance
 - Organization & coalition capacity building
 - Policy & advocacy

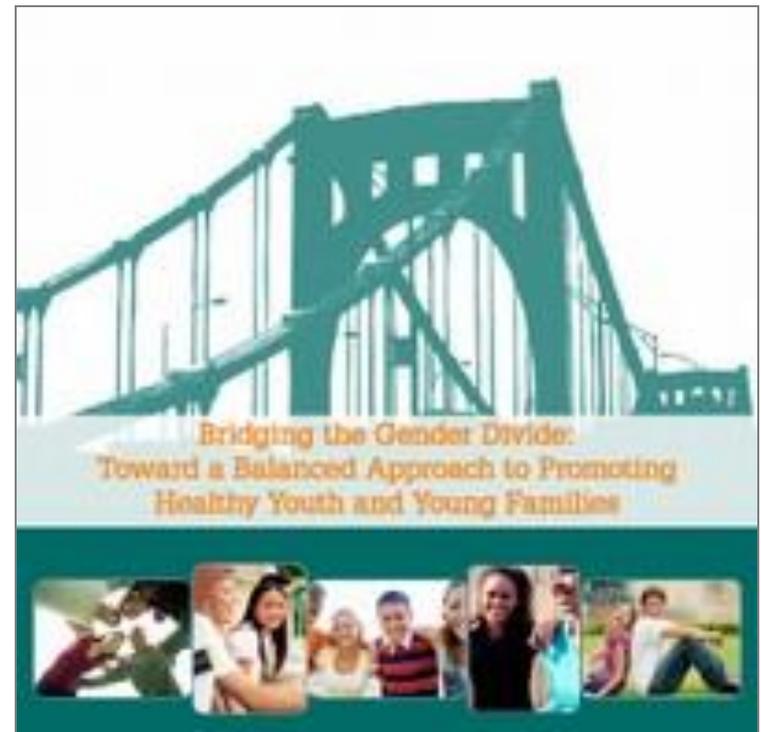


Healthy Teen Network

MAKING A DIFFERENCE IN THE LIVES
OF TEENS AND YOUNG FAMILIES

Healthy Teen Network Annual National Conference

- *Bridging the Gender Divide: Toward a Balanced Approach to Promoting Healthy Youth and Young Families*
 - October 11th-14th, 2011
 - Pittsburgh, Pennsylvania
 - PAF Meeting held here, Tues., 10/11/2011



About Your Trainers

- **Janet Max**

Director of Education & Outreach

- **Gina Desiderio**

Director of Marketing & Communications

Group Introductions: 30 Seconds!

- Name
- Organization
- One tidbit of information about relationships you have now, as an adult, that you wish you had as a teen or young adult.



Objectives

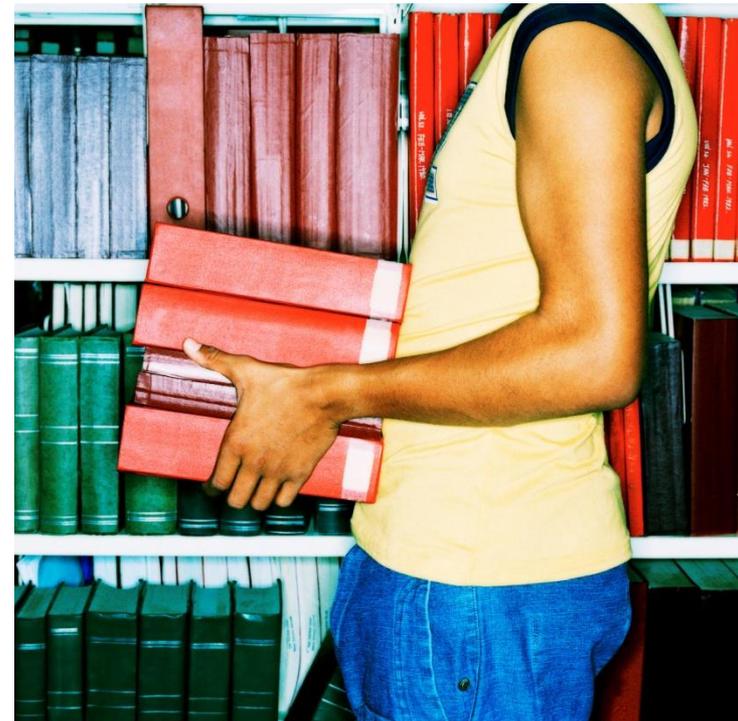
By the end of this training, participants will be able to:

1. Identify the key elements of healthy and unhealthy relationships;
2. Explain at least three challenges pregnant and parenting adolescents and young women face in building and maintain healthy relationships;
3. Identify three techniques to evaluate the health of a relationship;
4. List four ways to improve or end an unhealthy relationship; and
5. Identify at least three strategies to build relationship skills among pregnant and parenting teens and young women.



Agenda: Day 1

- Introduction
- Adolescent Development
- Different Kinds of Love & Relationships (& *Break*)
- Susceptibility to Unhealthy Relationships
- *Lunch*
- Evaluating Healthy Relationships
- Improving/Ending Relationships
- *Break*
- Strategies to Build Relationship Skills



Group Agreements

- Respect the right of others to have different opinions
- Use "I" statements; own your opinions
- Assume good will
- Do not interrupt others who are speaking
- Step up, step back
- Participate in learning activities
- Maintain confidentiality
- Cell phones off/on vibrate
- Text/call outside of training space
- Take care of personal needs
- Start and end on time
- Have fun!
- Other?

Housekeeping

- Parking Lot
- Materials
- Toys
- Restrooms
- Other?





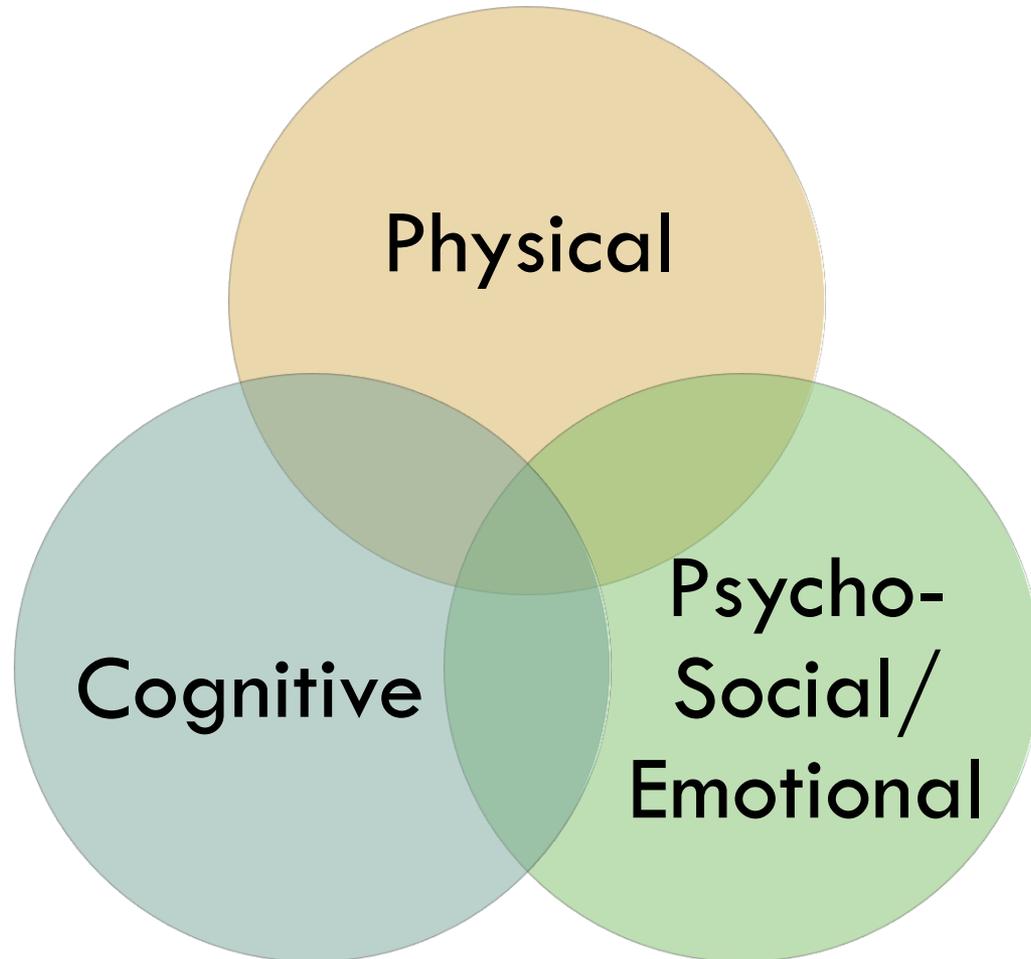
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Module 2: The Role of Adolescent Development in Love & Relationships

Sentence Stem Completion...

- Adolescent parenthood is...
- Adolescents believe that parenting is...
- Adolescent parents' relationships are...

The Realms of Human Development



Categories of Adolescent Development

- Physical Development
- Cognitive Development
- Emotional & Social Development
- Identity Formation
- Sexual Development
- Spirituality & Religion



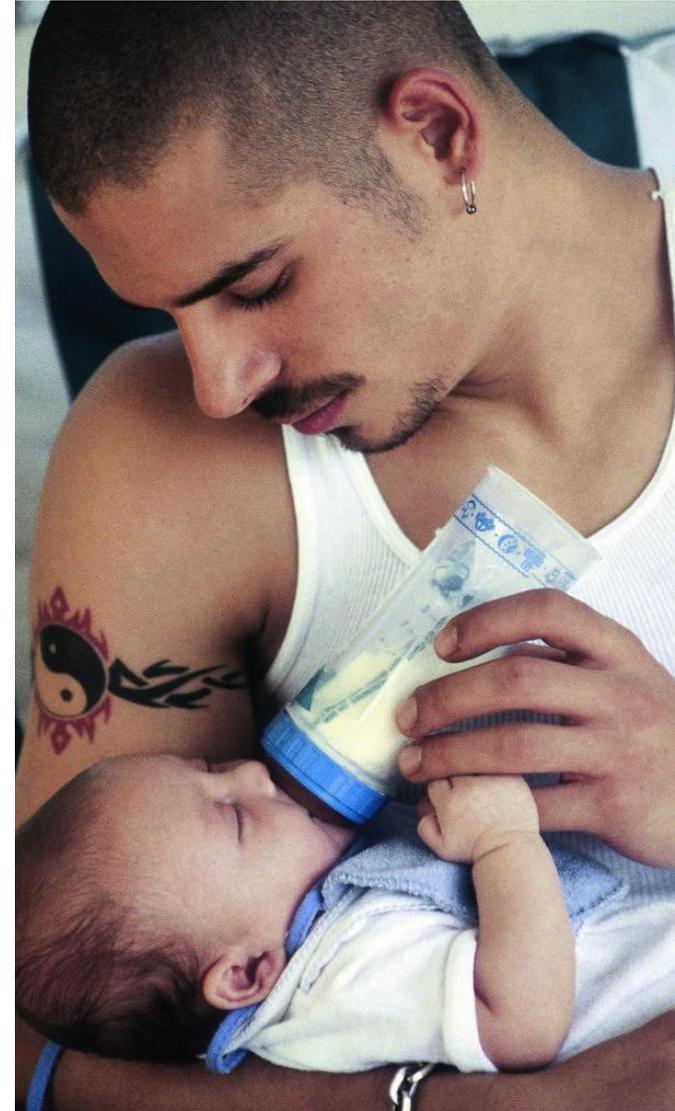
Adolescent Mother

- What's unique about adolescent mothers?



Adolescent Fathers

- What's unique about adolescent fathers?





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Module 3: The Different Kinds of Love & Relationships

Picturing Teen Relationships...

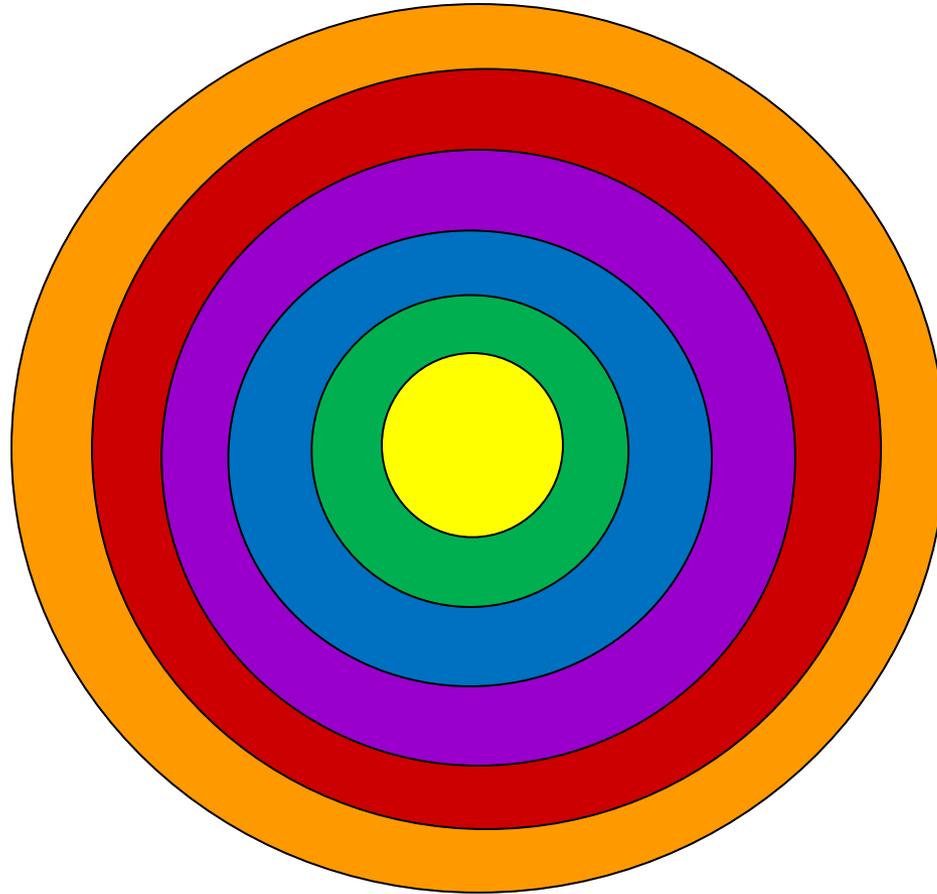
For your specific relationship, consider:

- What might be some of a teen parent's expectations for this relationship?
- What might be some of the "character's" (e.g., parent, partner, friend, peer, case manager, etc.) expectations of the relationship?
- What are some of society's expectations of the relationship between the teen parent and this "character"?

Kinds of Love

- What are the different kinds of love?

The Social Network of Teens



Relationships Affect Health Outcomes

C.S. Meade, J.R. Ickovics / Social Science & Medicine 60 (2005) 661–678

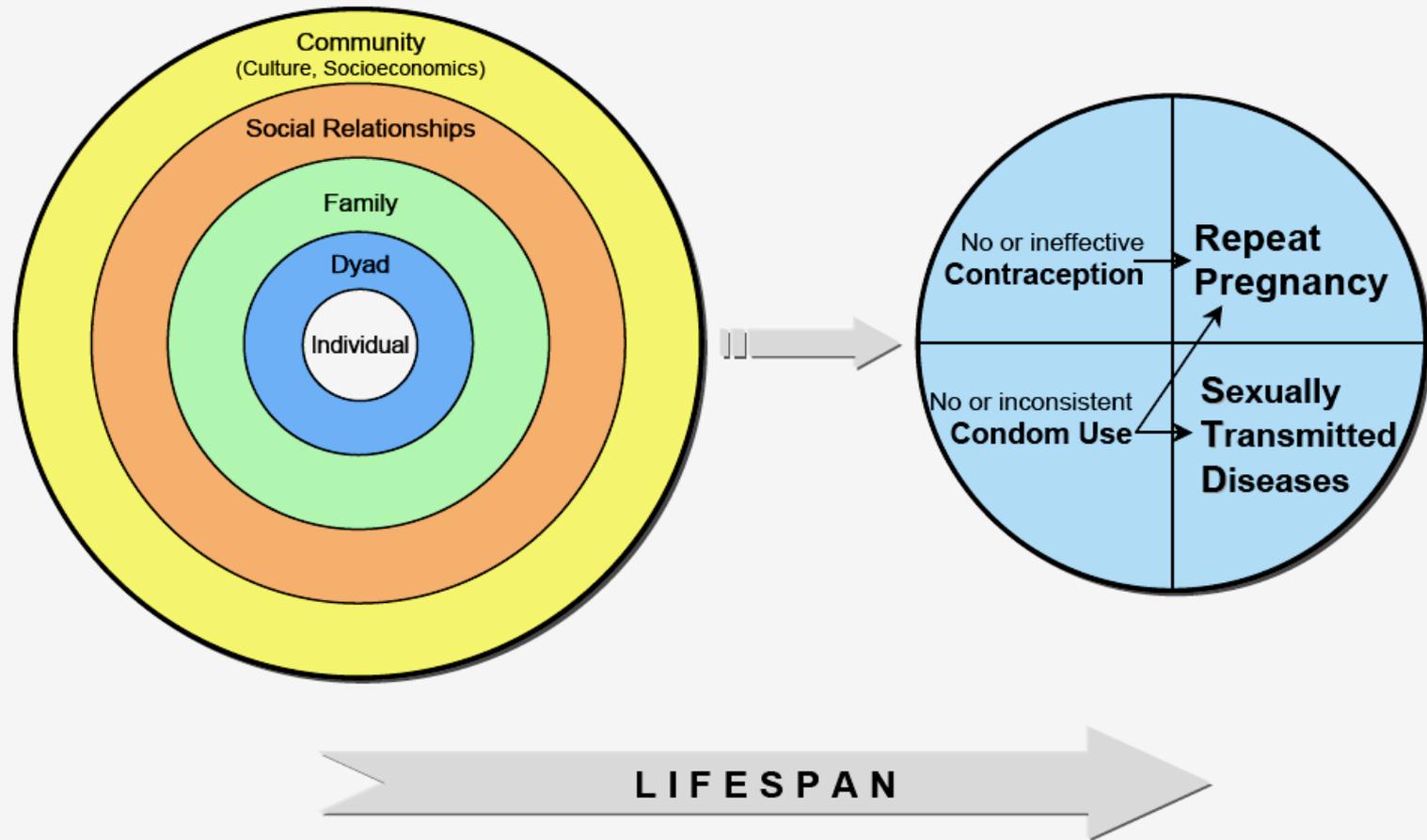
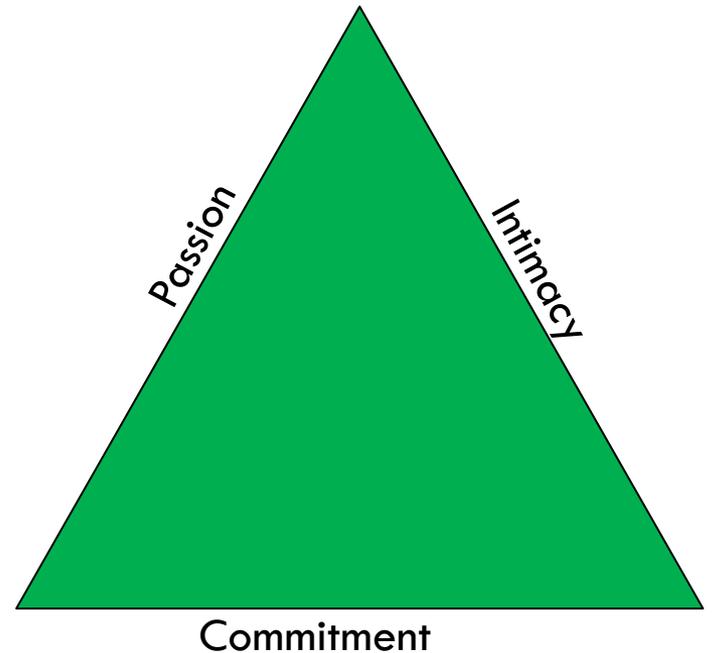


Fig. 1. Ecological model of sexual risk among pregnant/mothering teens.

Triangular Theory of Love

Robert Sternberg (1986)

- Psychologist and psychometrician at Tufts University in Massachusetts
- LOVE consists of three components: passion, intimacy, and commitment.
- Each component is like a vertex on a triangle.
- Each component can be highly variable. The degree of the component can change due to many factors.

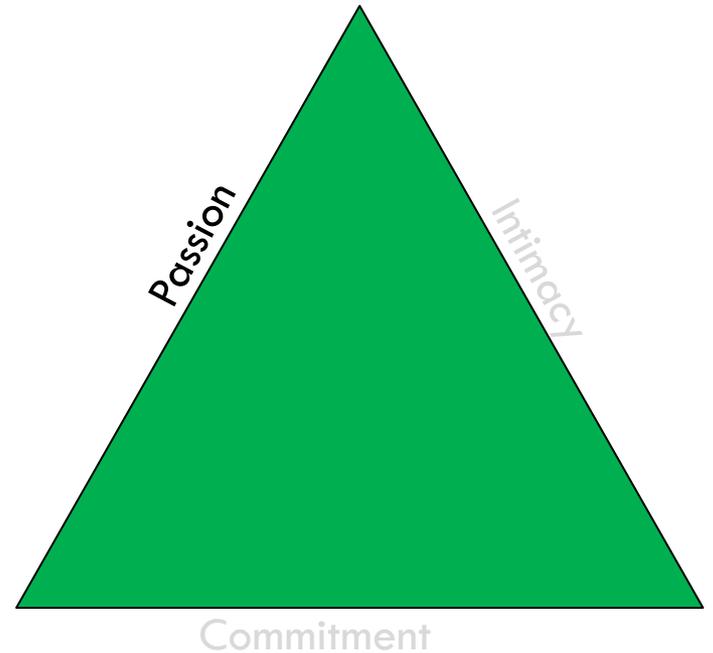


Passion

The drives that can lead to romance, physical attraction, sexual consummation, and other forms of arousal.

Motivations toward passion

- self-esteem
- affectionate care
- social support
- nurturance
- affiliation
- dominance
- submission
- self-actualization

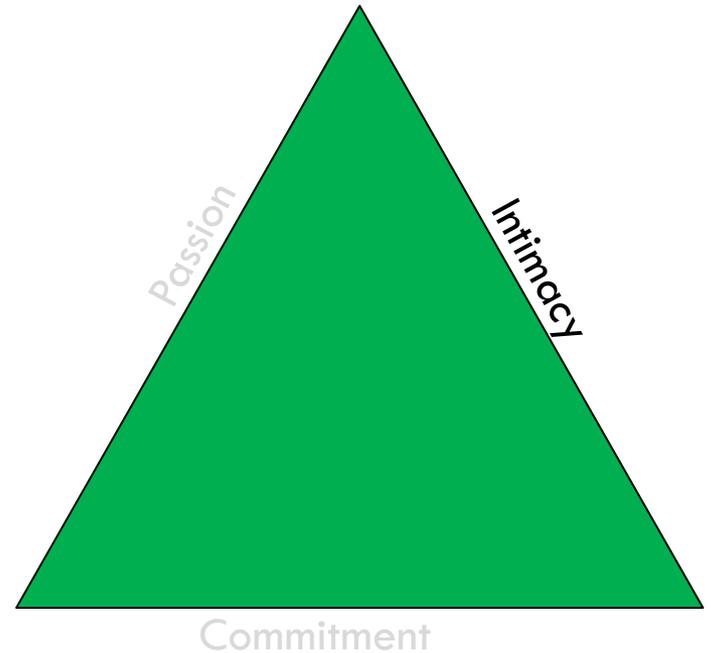


Intimacy

Those feelings in a relationship that promote closeness, bondedness, and connectedness.

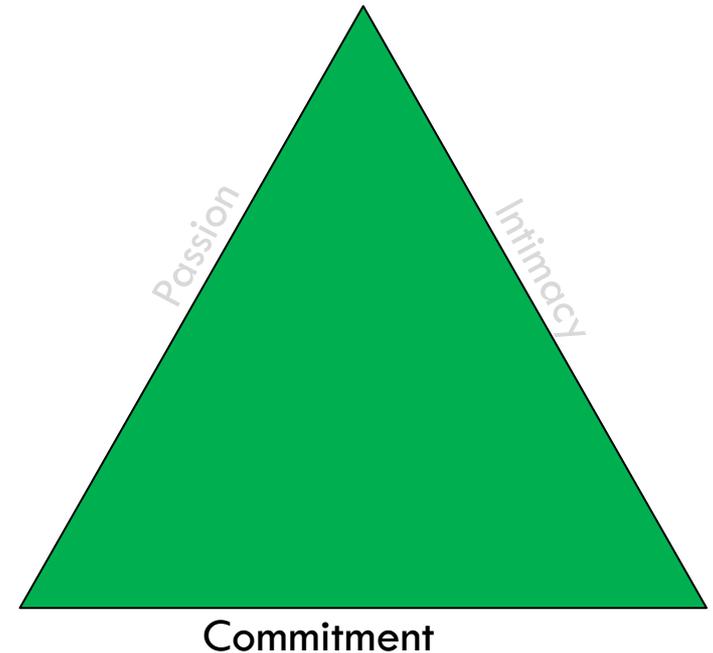
Motivations toward intimacy

- desire to promote the welfare of the loved one
- experienced happiness with & high regard for the loved one
- being able to count on the loved one in times of need
- *mutual* understanding with the loved one
- sharing of one's self and one's possessions with the loved one
- receipt of emotional support from the loved one
- giving of emotional support to the loved one
- intimate communication with the loved one
- valuing the loved one in one's life

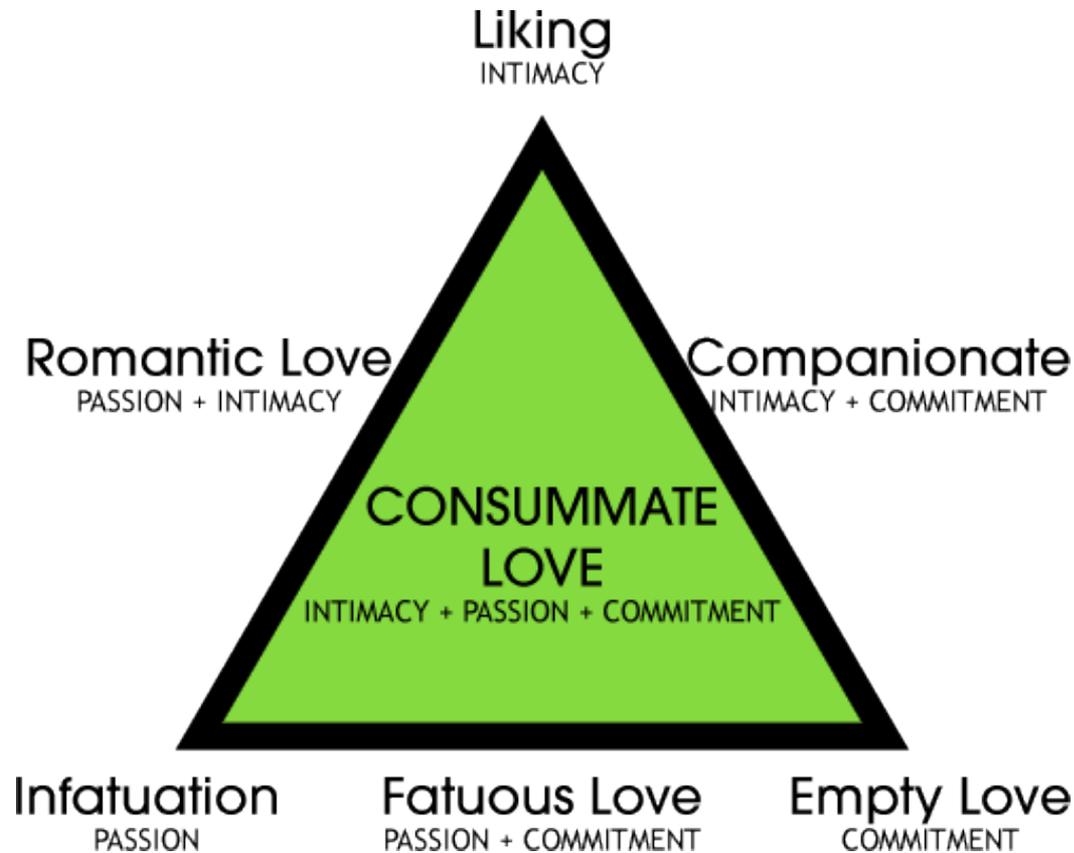


Commitment

- In the *short-term*, that one loves another
- In the *long-term*, the commitment to maintain that love
- Generally speaking, the decision to love is made *before* the decision to commit
- Essential for getting through the challenges and joys of long-term relationships



Triangular Theory of Love: Types of Love



★ Non-love: absence of all components of love

Which Type of Love?

Which fictional character best exemplifies the type of love listed on the worksheet?

Example:

Consummate love:
passion, intimacy, and commitment

Eric & Tami Taylor,
Friday Night Lights



Adolescent Relationships

Even though adolescent relationships are often short and/or highly variable, there's still value in these relationships.





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Break

Please return in 15 minutes.

www.HealthyTeenNetwork.org

Adolescents' Romantic Relationships

- What are some common characteristics of adolescents' romantic relationships?
 - ▣ Are often short-term (e.g., few weeks or months)
 - ▣ Affect self-esteem
 - ▣ Shape personal values regarding romance, intimate relationships, and sexuality
 - ▣ Affect identity
 - ▣ Influence interpersonal skills
 - ▣ Affect emotional support during individuation from parents

Act 4 Youth, 2007

Relationship Styles & Patterns



1. Traditional/Patriarchal

- Male is economic provider & female tends to home and family

2. Social Exchange

- Each partner negotiates the costs & benefits

Relationship Styles & Patterns

(continued)



3. Enmeshed

- Each partner sacrifices their own identity for security or mutual dependency

4. Evolving/Egalitarian

- Each partner is encouraged to explore their independence while experiencing intimacy & closeness



Picturing Teen Relationships...Continued...

- Reflecting on your previous discussion about a teen parent's relationship with this "character," what relationship style or pattern would it be considered?



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Module 4: Susceptibility to Unhealthy Relationships

Un/Healthy Relationships

- What are characteristics of a **healthy** relationship?
- What are characteristics of an **unhealthy** relationship?
- What makes adolescents **susceptible** to unhealthy relationships?

Characteristics of a Healthy Relationship

- ☑ Mutual respect
- ☑ Trust
- ☑ Honesty
- ☑ Support
- ☑ Equality/Fairness
- ☑ Separate identities
- ☑ Good communication

Characteristics of an Unhealthy Relationship

- ☑ Abuse/violence
- ☑ Disrespect
- ☑ Threats & verbal degradation
- ☑ Controlling behavior
- ☑ No common interest
- ☑ Distrust/lying
- ☑ Absence

Susceptibility to Unhealthy Relationships

- Lack of healthy role models
- Abuse (current or past)
- Low self-esteem (self-esteem is based on a belief, not an objective fact)
- Seeking external validation
- Unrealistic expectations of partner, baby, parent, and/or staff, of relationship
- Poor communication skills (e.g., uses passive voice, vague explanations or requests and negative thoughts & words)
- Substance use or abuse

(continued on next slide)

Susceptibility to Unhealthy Relationships

(continued)

- Ambiguity about own identity (e.g., perceived self, idealized self, actual self)
- Mental health (e.g., stress, depression)
- Emotional distance (e.g., attachment disorder)
- Inability to interpret emotions and facial expressions (i.e., nuances)
- Receiving negative messages from parents
- Irrational beliefs
- Loneliness
- Physical development (e.g., Early Bloomer vs. Late Bloomer)

Susceptibility

- What makes pregnant and parenting teens **even more at risk** for engaging in unhealthy relationships?

Susceptibility: Seeking Father Figure?

- Teens with low secure attachment with their mothers were more likely to seek out secure attachments with romantic partners
- **NOT** seeking a “father figure”...really, they were seeking a “mother figure”

(Markiewicz, Lawford, Doyle, and Haggart, 2006)

Relationships of Adolescent Parents

How do
relationships change
after the birth of a child?



Coparenting

- Two or more individuals working together to raise a child
- Meeting the child's needs
 - ▣ Physical
 - ▣ Emotional
 - ▣ Psychosocial
 - ▣ Safety
 - ▣ Development
- Not static; changes over time



Examples of Relationships: Video Clips





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Lunch

Please return in 75 minutes.

www.HealthyTeenNetwork.org



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Module 5: Evaluating the Health of a Relationship

Ways to Measure the Health of a Relationship

- Quizzes
 - ▣ Online Samples:
 - www.channelone.com/news/healthy_relationships
 - www.teenrelationships.org/quiz/
 - www.loveisrespect.org/resource-center/does-your-relationship-need-a-makeover/
- Sentence stem completion
- Conversations with trusted individuals
- Self-assessment scales
 - ▣ E.g., Relationship Rating Scale (Keith Davis, Ph.D.)

RRS: “Viability” Sub-Section (RRF-4)

- Acceptance/Tolerance
 - Do you accept this person as s/he is?
 - Are you willing to ignore this person’s small sins because of the way you feel about her/him?
 - Is it easy for you to forgive this person?
 - Does this person disappoint you?
- Respect
 - Do you respect this person?
 - Does this person make bad judgments on important matters?
 - Does this person bring out the best in you?
 - Is this person a good sounding board for your ideas and plans?
- Trust
 - Do you trust this person?
 - Can you count on this person in times of need?
 - Does this person ever forget your welfare?
 - Does this person use things against you that s/he shouldn’t?

Relationship Assessment

All Falls Down, Scenarios USA

- Review the questions on your *All Falls Down* Video Guide handout.
- Watch the video excerpt.
- Take 3-5 minutes to complete the handout.



Relationship Assessment

All Falls Down, Scenarios USA

- Which couple/s showed signs of an unhealthy relationship?
- What were some of the warning signals?
- What qualities did you recognize in the couple who was developing the healthy relationship?





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Module 6: Ways to Improve or End a Relationship

Improving a Relationship

- Interpersonal Skills
 - ▣ Conflict resolution
 - ▣ Intimacy
 - ▣ Pro-social behavior

- Individual Attributes
 - ▣ Self-control & behavior regulation
 - ▣ Social confidence
 - ▣ Empathy

Child Trends, 2002



Child Trends: What Works

- What have you implemented in your program or with your clients that has been successful in teaching teens how to engage in “quality relationships”?
- What component/s of that program or interaction has been specifically designed to promote good social skills?

Child Trends: What Works

Interpersonal Skills

□ **Conflict Resolution-**

- anger management, problem-solving, relaxation & coping strategies; “fight fair”

□ **Intimacy**

- one-on-one mentoring, anxiety-reduction through desensitization & replication training, role play/rehearsal, self-observation via videotape

□ **Pro-social behavior (needs further research)**

- volunteer, problem-solving, cultural competence (*not just racial or ethnic cultural competence!!*)

What Works...(continued)

Individual Attributes

- ***Self-Control and Behavior Regulation***
 - coping strategies, stress management, accredited wilderness projects
- ***Social Confidence***
 - improve communication skills, problem-solving, rehabilitate manifestations of low self-esteem, positive identity promotion
- ***Empathy (needs further research)***
 - role-play/rehearsal

Relationship Choices

Stage 1: The Dream

Stage 2: The Wake Up Call

Stage 3: The Choice



Relationship Choices

- What strategies have you used to teach teens to end a relationship?
- What tools have we already discussed during today's training that would be an effective way for teens to determine the health of a relationship?
- What are some basic principles about breaking up?

Ending a Relationship: 10 Things You Need to Know

1. Don't Assume!
2. No Guilt Trip!
3. It's Not You!
4. Express Yourself
5. One Day at a Time!
6. Detour to Betrayal-Land!
7. Resist Revenge!
8. Stand Tall!
9. Let it Go!
10. Be civil!

Breaking Up is Hard to Do!

**Create your own Break Up
Statements...**

**Be prepared to share your statements
with the large group, in a role play!**

5 Stages of Grief

Elisabeth Kübler-Ross (1969, *On Death and Dying*)

1. **Denial**: refusing to believe the event is happening
2. **Anger**: emotional response to the event
3. **Bargaining**: manipulating or compromising to increase a desired outcome
4. **Depression**: emotional state when desired outcome is not achieved
5. **Acceptance**: acknowledging the desired outcome is not likely and being emotionally, spiritually and psychologically at peace with the event



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Break

Please return in 15 minutes.

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Module 7: Strategies to Build Relationship Skills

The Complexities of Relationships

- Adolescent development
- Love components and types
- Relationship styles/patterns
- Social skills & individual attributes
- Healthy vs. unhealthy relationships
- Improving or ending a relationship

Strategies: Build Relationship Skills

- **Scenario:** *You work for an organization that works primarily with pregnant and parenting teens. A funder wants your organization to develop a strategy to help build relationship skills for teens. The funder has unlimited resources, and your organization may access all of them.*
- Your group must focus on one of the relationships assigned to you earlier today (e.g., parent, child, friend, partner, other teen mothers, or case manager/program facilitator) and the strategy assigned to you.
- You have 30 minutes to develop a proposal; you must include:
 - A clear goal for the overall strategy
 - One sample activity that helps to build relationship skills
- Be prepared to give a 5 minute to presentation of your strategy (including goal and sample activity) to the Funder's Board of Directors.



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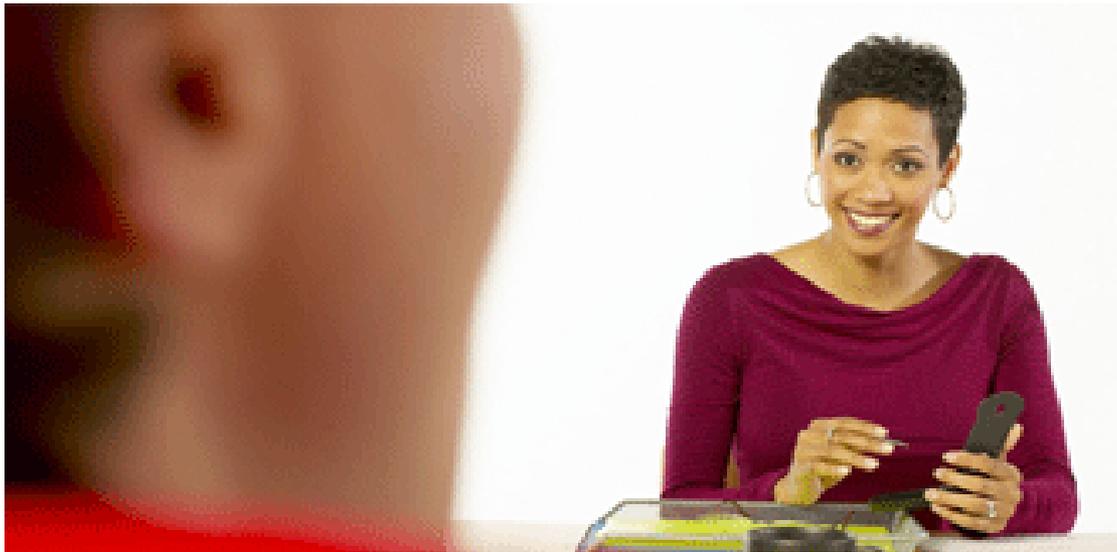
Module 7: Closure

Q & A



Key Points

How do you plan to use this information and tools in your work with adolescent parents?



Resources

- Healthy Teen Network: www.HealthyTeenNetwork.org
 - A BDI Logic Model for Working with Young Families: Resource Kit, Healthy Teen Network
 - Bricks, Mortar, and Community: The Foundations of Supportive Housing for Pregnant and Parenting Teens: The Core Components of Supportive Housing
 - Keeping Pregnant and Parenting Students from Dropping Out: A Guide for Policy Makers and Schools
 - A Policy Platform to Promote Success among Young Families
 - Supporting Young Fathers: Advocacy Resource Guide
 - Unique Developmental Needs of Children of Adolescent Parents

- Center for Assessment & Policy Development: www.capd.org
- Child Trends: www.childtrends.org
- Together We Can Parent Together: Michigan State University Cooperative Extension
<http://www.togetherwecan.fcs.msue.msu.edu/Curriculum/tabid/54/Default.aspx>
- Little Promoting Science Based Approached (PBSA) to Teen Pregnancy Prevention Using Getting to Outcomes (GTO):
www.cdc.gov/reproductivehealth/adolescentreprohealth/PDF/LittlePSBA-GTO.pdf
- National Crittenton Foundation (also, developed a Healthy Relationships curriculum, “Within My Reach”):
www.thenationalcrittentonfoundation.org/
- Nurse Family Partnership: www.nursefamilypartnership.org
- “Parents as Teachers” (Parenting Skills curriculum):
<http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091>
- Science & Success: Programs that Work to Prevent Subsequent Pregnancy among Adolescent Mothers, Advocates for Youth:
<http://www.advocatesforyouth.org/storage/advfy/documents/sspregnancies.pdf>

Thank You!

Please feel free to contact us!

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