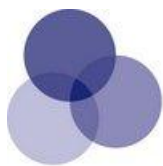


# Ending Violence with Children and Teenagers



**NATIONAL CENTER**  
on Domestic and Sexual Violence  
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Partner sets "rules"

You change to get along.

"Incidences" followed by flowers, sorry...

**ED FLAGS!**

Partner is older.

Partner embarrasses, intimidates, threatens you.

Relationship moving fast.

Partner is very romantic.

First dating relationship.

Flattered by "tough" protection.

Partner begins to find fault w/family, friends, clothes, activities.

Over reacts to minor things.

\_\_\_\_\_

\_\_\_\_\_

KATELYN

## Healthy/Unhealthy Relationships

Jealousy = Insecurity

Ownership = Entitlement



What are signs we see of an unhealthy relationship?

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### Nurturing Love~

Supporting your partner to be everything they can be.  
Encouraging other relationships and feeling safe to express your feelings.

Signs of a healthy relationship are:

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# Relationship Expectations

From my best friend, I expect...

From my partner, I expect...

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My partner can expect from me...

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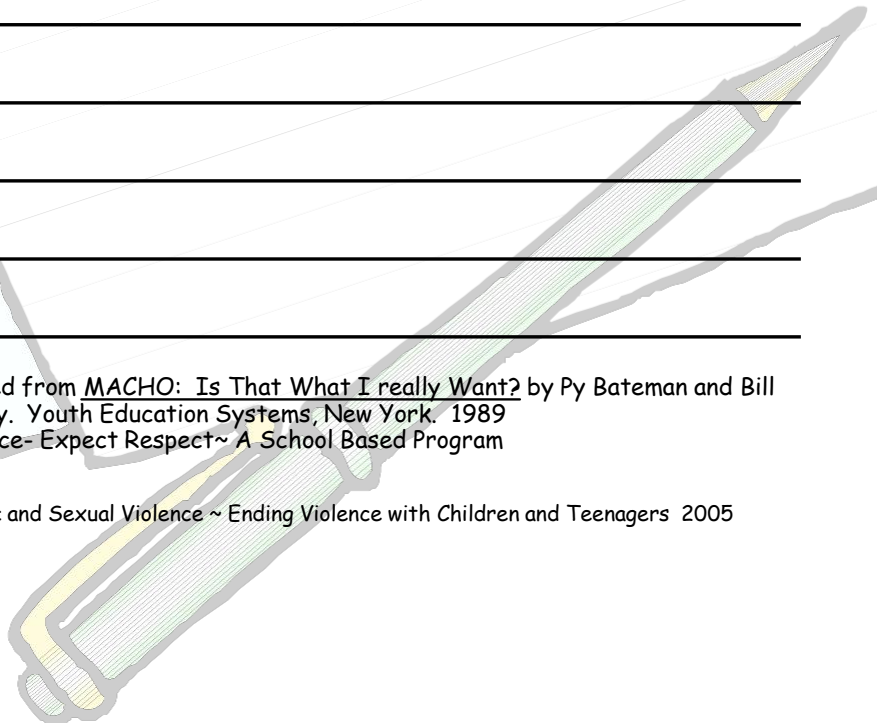
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Source: This exercise is adapted from *MACHO: Is That What I really Want?* by Py Bateman and Bill Mahoney. Youth Education Systems, New York. 1989  
SafePlace- Expect Respect~ A School Based Program





## What I need to Know About A Partner Before I Get Into A Serious Relationship

1. How much time does he/she spend with family?
2. What are his/her parents like? Are they separated, divorced, or still together? Why did they break up?
3. How do his/her parents handle disagreements?
4. How does he/she feel about his/her mother? Is she perfect?
5. How does he/she feel about his/her father?
6. How does he/she handle anger?
7. What is life like at home? Have children in the home been PHYSICALLY, SEXUALLY, or PSYCHOLOGICALLY ABUSED?
8. How does he/she act with younger children? with pets?
9. Has this person been in a relationship before? If yes, what happened?
10. Are this person's values compatible with mine?
11. Are his/her words consistent with his/her actions?
12. Is this person ethical in his/her behavior toward others?
13. Does he/she appear to express feelings openly?
14. Does he/she act CONTROLLING and POSSESSIVE?
15. Is he/she extremely jealous?
16. Does this person have an opinion about everything I do?

Source: SafePlace Domestic and Sexual Assault Survival Center-  
Expect Respect~ A School Based Program  
Developed by: Barri Rosenbluth, LMSW-ACP, Director of School-based Services and  
Renee Bradford Garcia, LMSW, School-based counselor



## What I need to Know About A Partner Before I Get Into A Serious Relationship (cont.)

17. Does this person tell me how to dress, criticize my appearance and/or my behavior?
18. Does this person want to spend every free moment with me?  
Does he/she have other interests and friends?
19. Does he/she have a social support system?
20. Does he/she abuse ALCOHOL and DRUGS?
21. Does he/she have a history of being in trouble with the law?
22. Does he/she desire a sexual relationship that is compatible with what I want?
23. Does this person work through conflict effectively?
24. Does this person give inappropriately or extravagantly at the beginning of the relationship?
25. Does this person want me to make all the decisions?
26. Does this person order for me in a restaurant?
27. When someone asks me a question, does he/she answer for me?



What other information would you want to have before getting serious with someone?

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Source: SafePlace Domestic and Sexual Assault Survival Center- Expect Respect~ A School Based Program  
Developed by: Barri Rosenbluth, LMSW-ACP, Director of School-based Services and  
Renee Bradford Garcia, LMSW, School-based counselor



## Relationship Contract

This "Contract" is to help you identify what you want in your close relationships. Two people in a relationship can use this contract to understand what each person wants and where they have disagreements. Write your answers down and, if you want to, compare answers with your friends or your boyfriend(s) or girlfriend(s).

### Dating

1. Should every weekend and evening be spent with your girl/boyfriend? \_\_\_\_\_
2. Who decides what to do and where to go on a date? \_\_\_\_\_
3. What about expenses? Should one person always be expected to pay? \_\_\_\_\_
4. If your date always pays for expenses, are you obligated to go along with his or her sexual advances? \_\_\_\_\_
5. How much do you want you or your date to use alcohol or other drugs? \_\_\_\_\_
6. Is there any situation in which it would be okay for your date to push you around? \_\_\_\_\_  
To hit you? \_\_\_\_\_

### Sexual Rights

1. Are both people free to say that they do or don't want to go any further sexually? \_\_\_\_\_
2. At what point may a person refuse to have sex? \_\_\_\_\_
3. If both you and another person agree to have sex, whose responsibility is it to use birth control? \_\_\_\_\_ To protect against AIDS? \_\_\_\_\_

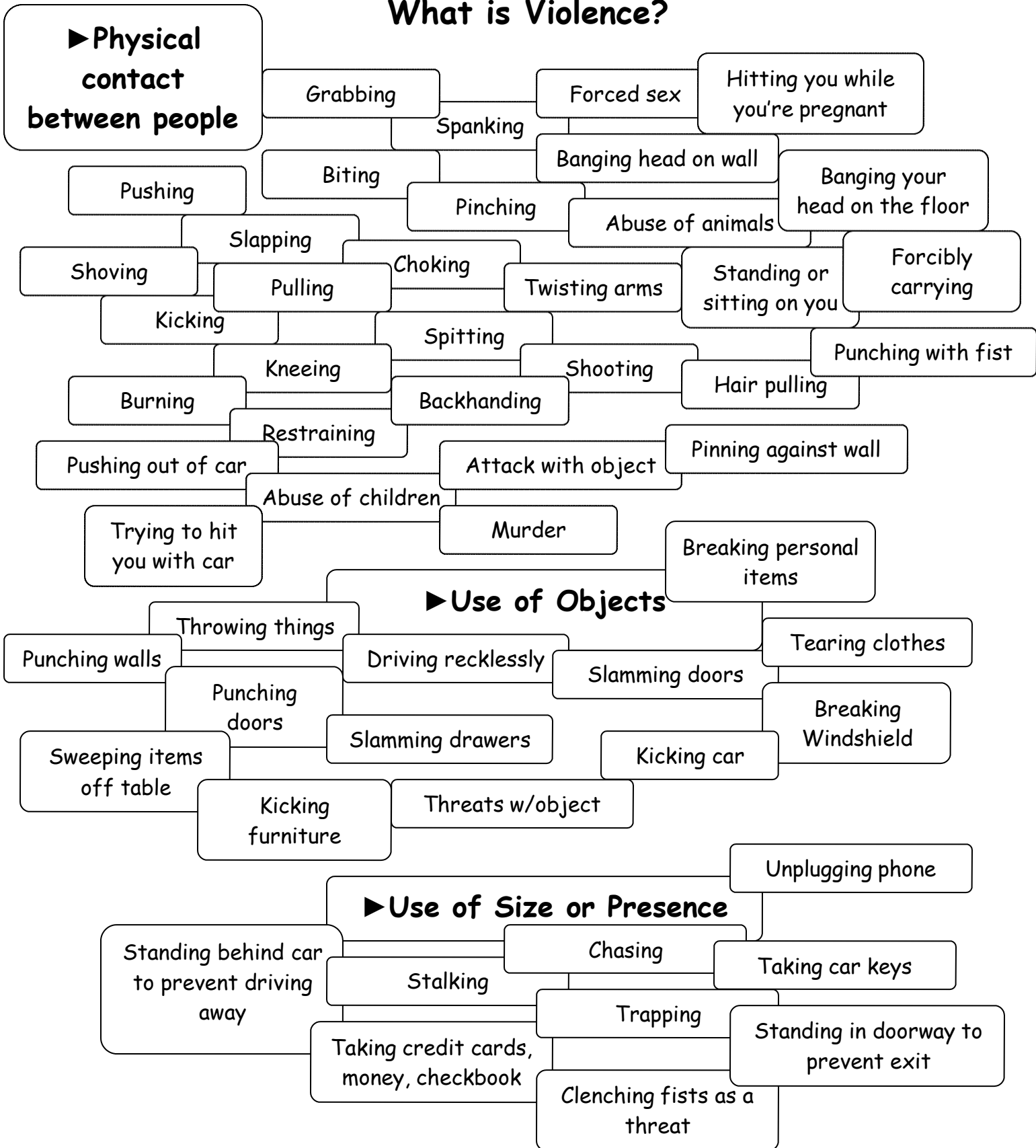
### Other Relationships

1. Are you or your boy/girlfriend free to have intimate relationships or friendships with other people? If so, how will you deal with jealousy? \_\_\_\_\_  
\_\_\_\_\_
2. Do you include each other in those relationships or friendships or can they be separate? \_\_\_\_\_

### Priorities

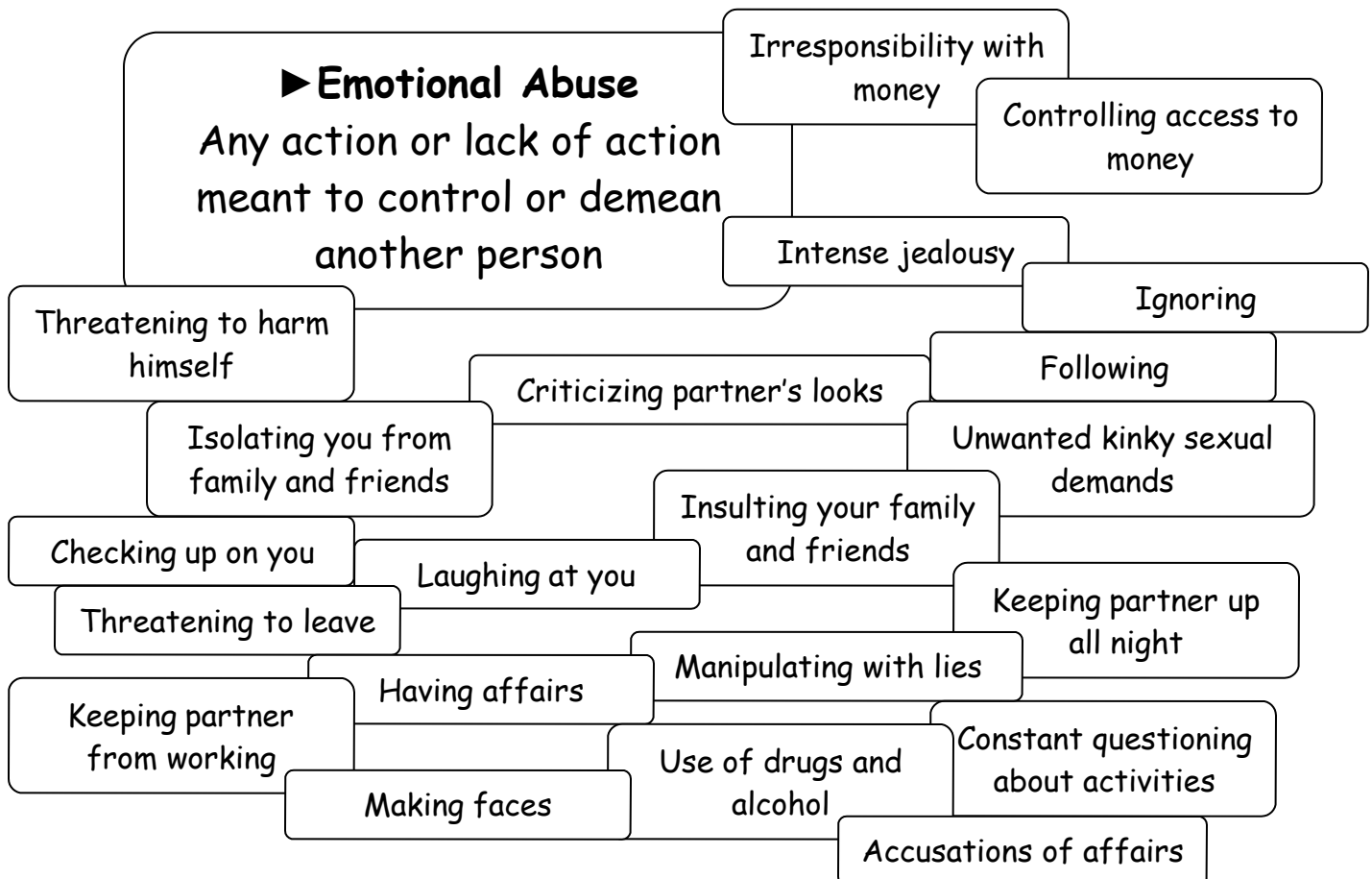
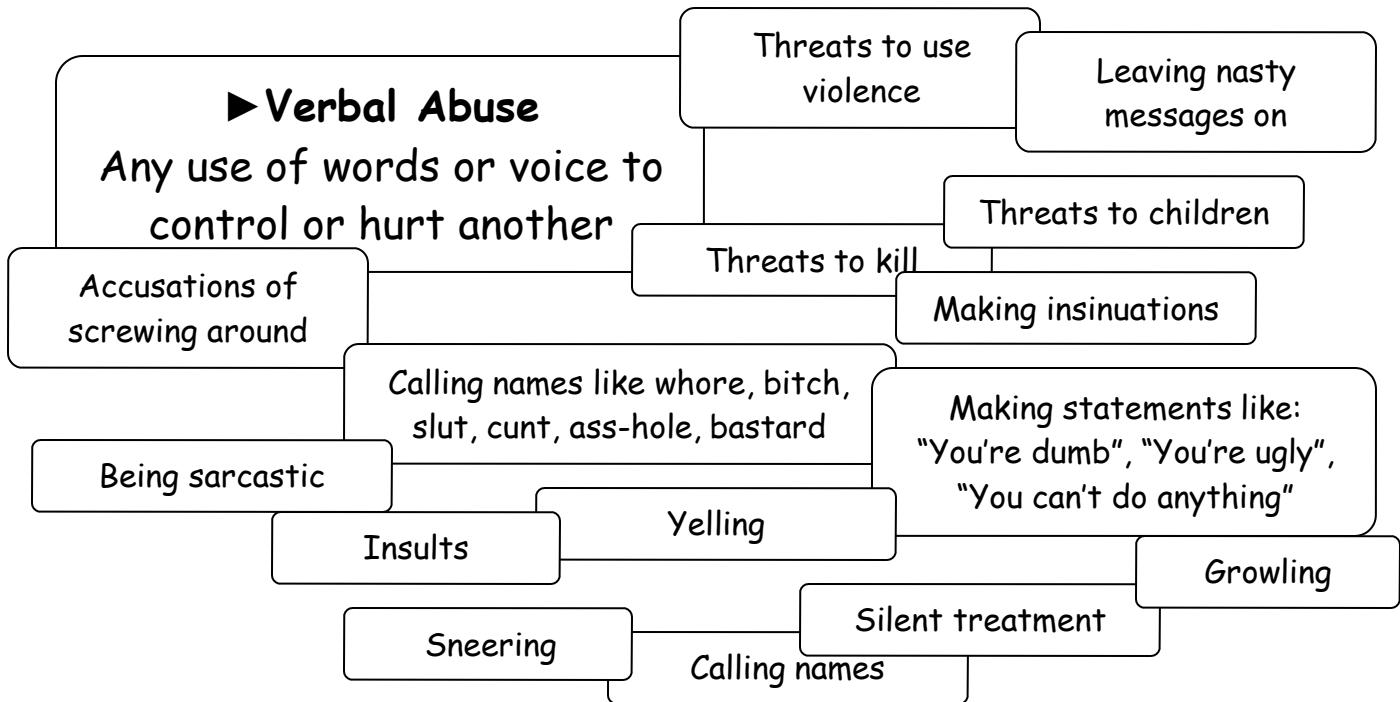
1. What qualities are most important to you in a boy/girlfriend? \_\_\_\_\_
2. What do you consider the most important ingredients in a relationship? \_\_\_\_\_

# What is Violence?





## What is Violence? (cont.)





## Dating Bill of Rights

### I have the right:

- To ask for a date.
- To refuse a date.
- To suggest activities.
- To refuse any activities, even if my date is excited about them.
- To have my own feelings and be able to express them.
- To say I think my partner's information is wrong or his/her actions are unfair or inappropriate.
- To tell someone not to interrupt me.
- To have my limits and values respected.
- To tell my partner when I need affection.
- To be heard.
- To refuse to lend money.
- To refuse affection.

### I have the responsibility:

- To refuse sex with anyone for any reason.
- To refuse sex anytime for any reason.
- To have friends and space aside from my partner.
- To determine my limits and values.
- To respect the limits and values of others.
- To communicate clearly and honestly.
- To ask for help when I need it.
- To be considerate.
- To check my actions/decisions to determine if they are good for me or bad for me; to set high goals.

## What is Consent?

Consent is based on choice.

Consent is active, not passive.

Consent is possible only when there is equal power.

Giving in because of fear is not consent.

Deception or manipulation eliminates the possibility of consent.



If you can't say "no" comfortably, then "yes" has no meaning.

If you are unwilling to accept "no" then "yes" has no meaning.

Consent means to give your permission by saying "yes".

Giggling, changing the subject, or squirming away does not communicate a "yes" or "no".

To give your permission you must be able to say "yes" or "no" without pressure.

If someone gets you to do something through lying, you did not give consent because that person tricked you.

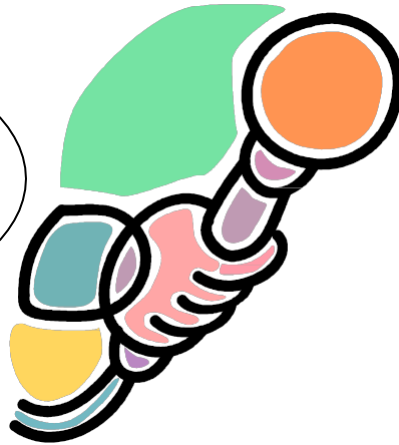
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# Tips on Love

All questions were answered by kids ages 5 to 10.

**What is the proper age to get married?**

"Once I'm done with Kindergarten, I'm going to find me a wife" (Tom, 5)



**"What do most people do on a date?"**

"On the first date, they just tell each other lies and that usually gets them interested enough to go for a second date."  
(Mike, 9)

**When is it okay to kiss someone?**

"You should never kiss a girl unless you have enough bucks to buy her a big ring and her own VCR, cause she'll want to have videos of the wedding." (Jim, 10)

**Is it better to be single or married?**

"It's better for girls to be single but not boys. Boys need somebody to clean up after them. (Lynette, 9)

**On what falling in love is like:**

"Like an avalanche where you have to run for life."  
(Roger, 9)

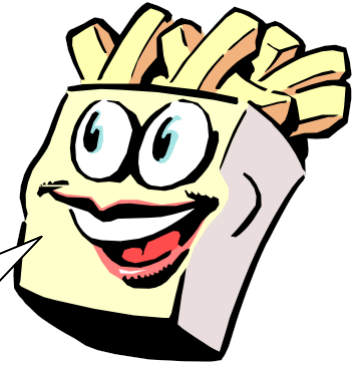
"It isn't always just how you look. Look at me, I'm handsome like anything and I haven't got anybody to marry me yet."  
(Gary, 7)

**On the role of good looks in love:**

## Tips on Love (cont.)

Some surefire ways to make a person fall in love with you:

"Tell them that you own a whole bunch of candy stores."  
(Del, 6)



"One way is to take the girl out to eat. Make sure it's something she likes to eat. French fries usually work for me."  
(Bart, 9)

How to make love endure:

"Be a good kisser. It might make your wife forget that you never take out the trash."  
(Randy, 8)



~Author Unknown



Copyright 2005 Albuquerque Journal  
Albuquerque Journal (New Mexico)  
March 10, 2005 Thursday

SECTION: FINAL; Pg. A1

LENGTH: 802 words

HEADLINE: Teens Make a Third of Violence Calls

BYLINE: Megan Feldman Journal Staff Writer

BODY: \* N.M. data show domestic attack reports from those ages 13-25 have soared from just 5 percent five years ago

At first it was just a punch here and there and the occasional shove when her cooking didn't taste right.

But then came the night, when she was pregnant with her second child, that one punch became two, three, then too many to count.

Looking at her bruised, swollen face in the hospital mirror, Angel, a petite 18-year-old, made up her mind: She was never going back.

"For my kids, I couldn't," she said recently. "I couldn't let them think that was OK."

Angel represents a sector of Albuquerque youth that's grown substantially in recent years or at least become more visible, according to anti-domestic violence groups.

Agnes Maldonado, executive director of the New Mexico Coalition Against Domestic Violence, says between 25 and 30 percent of the service calls the group receives come from teens or their parents, up from just 5 percent five years ago.

It's unclear whether abuse is more widespread or if teens are just reporting it more now, but advocates and law enforcement agree it's one of the biggest problems facing young people in New Mexico.

On average, a domestic violence homicide occurs about once a month in the state, according to a report released last year by the New Mexico Intimate Partner Violence Death Review Team.

One-third of the 25,644 domestic violence incidents in the state in 2003 were reported by victims aged 13 to 25, according to the New Mexico Interpersonal Violence Data Central Repository.

Most battered teens have grown up in families where they witnessed abuse, advocates say.

"I'm now seeing three generations," Maldonado said. "You think, what's going to break the cycle of violence in this family?"

By the time Angel landed in the hospital the night her boyfriend beat her, her left arm was swollen to twice its normal size, her back throbbed and red and purple bruises blossomed over her face.

"I couldn't sit up straight," she said.

Because she was pregnant, doctors weren't able to give her painkillers or

take X-rays to see if anything was broken, Angel said. With her due date approaching, she still had frequent back pain.

Batterers often start hitting their partners when they become pregnant, and if they've already abused the women, attacks usually intensify in the months leading up to a new child's arrival, advocates say.

Angel's former boyfriend, who is being prosecuted for domestic violence, began hitting her during the last trimester of her first pregnancy, she said. He's the father of her 13-month-old girl and the baby she is due to give birth to this month.

Men prone to violence are often happy when their partners become pregnant because it makes the women more dependent on them and less likely to leave, Isabel Sanchez, a counselor at Resources, Inc., said. However, they tend to get jealous as the baby demands more of the woman's attention, leading to frequent angry outbursts, she said.

Fatherhood can trigger insecurity and feelings of inadequacy, and for men prone to aggression, the result is often violence, the coalition's Maldonado said.

In the months since Angel moved out of the home she shared with her boyfriend and sought help, she says she's learned from counselors how to recognize warning signs like jealousy.

Most abusive men are controlling and possessive, qualities many teens mistake for love.

"They see it as sexy and romantic," Maldonado said. "He's jealous, so he must really love me.' "

Especially vulnerable to this impression are kids, who have suffered neglect, Eldorado High School counselor David Strong said. Desperate for attention, these teens are more likely to disregard threats and attempts by their partner to isolate them from friends and family, Strong said.

Anti-domestic violence groups have responded to the apparent rise in teen dating violence with an arsenal of educational programs for local students.

These range from puppet shows for elementary-aged kids to workshops on healthy relationships and sexual assault at the high school level.

Cibola counselor Laura Owen said there was such student demand for presentations by the Albuquerque Women's Resource Center that the school raised the number held from 10 to 55 last year, about 6 per week for an entire semester.

The response was "pretty amazing," Owen said. One group of students started a weekly support group.

"We're trying to reach more youth," Maldonado said of the coalition's programs. "If a girl is in a violent relationship, we want to empower her."

Angel has herself been a source of empowerment. Her best friend was in a violent relationship, she said, and left her abuser shortly after Angel left hers.

"I just want to better myself," Angel said with her hands clasped over her pregnant belly and tears in her eyes, "be a good role model for my kids."

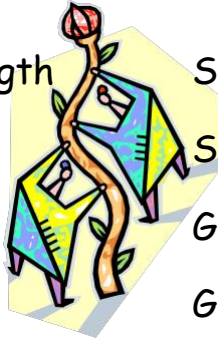
# How to Help!

Support your friend's strength

Be non-judgmental

Help with safety planning

Listen



Stay supportive after the break-up

Support help-seeking

Get support for yourself

Get information on resources

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## Resources

School i.e. counselors, resource officers, disciplinarians

Youth programs

Health clinics

Religious youth groups

Batterer's education for young men

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**What to Look For?**



Life **can** be a roller coaster **ride**...

# When you are concerned for a child or teen in an abusive relationship

What are some emotions that may come up?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# What Does Support Look Like? Find the words.

C O N F I D E N T I A L  
R C O M M U N I C A T E  
G O X J E N N Y O P R N  
O N D E B P M K M P U C  
Y N U R H L E O P R S O  
O E F R I E N D A O T U  
P C M S T H T J S A W R  
E T A P ! U O Y S C O A  
N Y P M A H R K I H R G  
M R V E N T L E O A T I  
I O I C C A H T N B H N  
N B C W T C Q Y K L Y G  
D E R E L I A B L E X J  
E R E S P O N S I V E W  
D T N F V A L I D A T E

ENCOURAGING  
CONFIDENTIAL  
OPEN MINDED  
CONNECT  
VALIDATE  
RESPONSIVE

RELIABLE  
TRUSTWORTHY  
APPROACHABLE  
COMPASSION  
FRIEND  
EMPATHY

TALK  
HELP  
MENTOR  
ACCEPT  
COMMUNICATE  
**YOU!**

# KNOW EXCUSES!



I had too much on my mind.

I went too far.

I was just expressing my opinion.

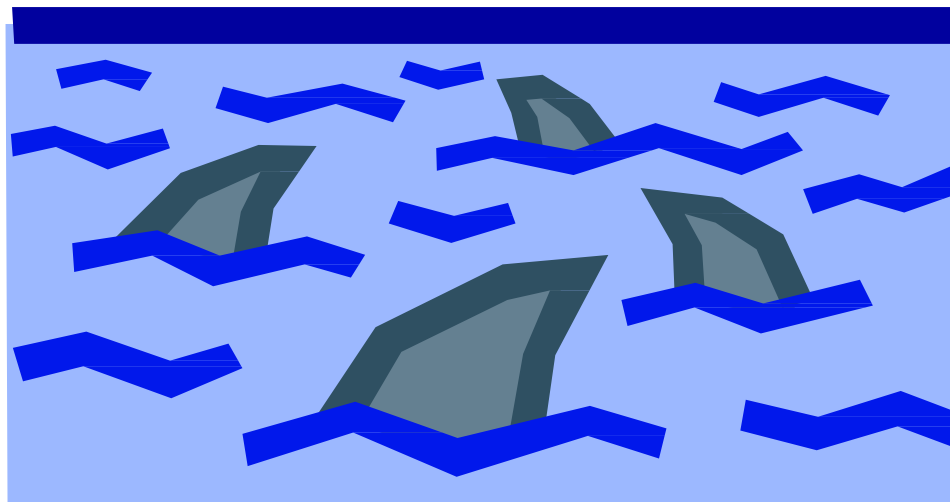
I didn't know what I was doing.

It happened out of the blue.

I was venting frustration.

I lost control.

I freaked out.



**Battering is ALWAYS a CHOICE!**

My father rubbed off on me.

It takes two to fight.

I was trying to settle her down.

It's a reflex.

I have a bad temper.



# Working with Teens

## Scene 1, Act 1 - Katelyn

Scene direction: Katelyn is a sophomore and Josh is a senior.

Katelyn: I am going to the mall with Steph and Sonia. I will call you when I get home.

Josh: Why are you going to the mall? Why aren't you going home now?

K: Sonia, Steph and I do this about once a month. It just gives us a chance to hang together without our parents around.

J: What do you do? Look for boys?

K: No, Josh. We just look at clothes, hang out in the food court and talk. Why are you acting like this?

J: Don't question me! I don't have to answer to you. You don't need to be hanging out in the mall flirting with other guys.

K: Josh, I promise that isn't what I'm doing.

J: You just need to stay here with me or go home. I don't want a girlfriend I need to constantly worry about.

K: I don't understand why you are getting upset. When have I ever made you think I was looking for other guys?

J: Just watch your mouth. I don't know what you are doing when I'm not with you.

K: I'll just go home and do my homework



Exercise: How, as a friend, do you help Katelyn think about what a healthy relationship looks like?

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## Working with Teens

### Scene 1, Act 2 - Katelyn & Sonia

Scene direction: Katelyn and her friend Sonia having a conversation.

Sonia: Hi Katelyn. Where have you been? I haven't seen you at lunch lately.

K: Oh, you know, I spend most of my time with Josh. I haven't ever had any guy that liked me like he does.

S: Yeah, it's really cool when a guy likes you. But how come you don't eat lunch with us anymore?

K: Josh just like it to be the two of us. He says he just likes being alone with me.

S: But can't you hang out with us too?

K: Well, you know, sometimes he thinks you guys don't like him.

S: What makes him think that?

K: Well, you know how it is. We get to talking about stuff that happened before we knew him and he feels left out.

S: Katelyn, are you okay?

K: Yeah, it's just that sometimes it is easier to just let Josh have what he wants. Sometimes he just gets really mad.

S: Has he scared you?

K: A little. Yesterday he got really mad at me because I wanted to go to the mall with you and shoved my against my locker. It didn't really hurt me but it took me a while to convince him that I didn't want to do anything except hang out with you guys.

S: Katelyn, that's pretty frightening. Why are you dating him?

K: Sonia, I really like him. I didn't tell you this so you would think bad about him. No wonder he doesn't want me to hang out with you.



# Support for Parents of Children and Teens

## Scene 2, Act 1 - Josh

Scene direction: Josh on the phone w/Katelyn and his Dad overhears the conversation.

Dad: Josh, were you just on the phone with Katelyn?

J: Yeah, are you eavesdropping on my conversations?

D: Josh, you were very loud. I heard you from the kitchen. What is going on between you two?

J: I don't want to talk about it.

D: Well, I want us to talk about it. I am concerned about your tone and your language that I just overheard. Do you often talk to Katelyn that way?

J: What's wrong with my tone and my language? She's my girlfriend. How I talk to her is my business.

D: Josh, if you are using that tone with her, it is my business. I think we need to sit down and have a talk.

J: Dad, we have already talked about the birds and bees. I know all that stuff. D:

Josh, we need to talk about things that are important in a good relationship.

 Exercise: How, as a parent, do you help Josh think about what a healthy relationship looks like?

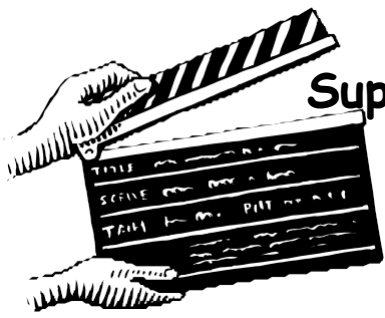
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# Support for Parents of Children and Teens

## Scene 2, Act 2

Scene direction: Katelyn on the phone w/Josh and her Mom overhears the conversation.

Mom: Katelyn (hears her crying through the bedroom door) are you all right?

K: I'm fine Mom (sniff) Please just leave me alone.

M: What is going on? Was that Josh on the phone?

K: Yes, Mom. Please, just leave it alone.

M: Katelyn, open this door so we can talk.

K: I don't want to talk.

M: I am not going away until you let me in.

K: (opens door, face is blotchy, tear-stained) Mother can't you just let things be? I'm fine.

M: Katelyn, I want you to be able to handle things yourself but it is clear to me that something has happened to really upset you. Please tell me so I can help you sort it out.

K: (heavy sigh) Mom, it is just that Josh gets so jealous. I am flattered that he cares so much for me but I can't seem to convince him that I don't like any other guys.

M: What is he saying to you?



Exercise: How, as a parent, do you help Katelyn think about what a healthy relationship looks like?

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# Working with Teen Focused Agencies

## Scene 3, Act 1 - Schools, Youth Programs, etc.

Scene direction: Gym teacher, Pat and Health teacher, Marge discussing Katelyn.

Pat: Hey, Marge, how's your day going?

Marge: Great, getting ready for mid-terms. How about you?

Pat: The same. Say, I wanted to ask you about something.

Marge: Sure, what is it?

Pat: Are you still teaching that semester course on dating?

Marge: You mean the equal relationships curriculum? Yes, I think it is very important.

Pat: Well, I overheard a conversation in the locker room this morning that has me a little concerned about Katelyn Smith. I think I need a little more information about that course.

Marge: Come to my class and I'll give you some resource material. You can put it in the locker room. I've got time now if you do.

Pat: That would really help me.

Exercise: How, as a teacher, disciplinarian, counselor, etc., do you find ways to help Katelyn?

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**Compulsive Relationships: relationship styles**

	<b>COMPULSIVE</b>	<b>APATHETIC</b>	<b>HEALTHY</b>
<b>Expectations</b>	<b>MAGICAL:</b> - unrealistic idealistic	<b>MINIMAL:</b> - disconnected non-expectation bound	<b>RATIONAL:</b> - compromise with distinct ego boundaries
<b>Gratification</b>	<b>INSTANT GRATIFICATION (OF NEEDS AND PROBLEMS):</b> - make each other feel good on demand	<b>AVOIDANCE:</b> - safety and comfort is primary concern	<b>LONG-TERM GRATIFICATION</b> - acknowledges that up's and down's are part of any relationship
<b>Communication</b>	<b>DISHONEST:</b> - grandiose to minimal honesty	<b>MINIMAL:</b> - marginal communication to avoid pain	<b>HONEST:</b> - relationship of communication; realizing that honesty takes time
<b>Influence</b>	<b>CONTROL:</b> - both partners are drawn to absolute control of other (think, feel, do)	<b>ABANDONMENT:</b> - control exercised by threat & fear of abandonment - controlled by what's NOT done, said, etc.	<b>SHARED POWER:</b> - influence becomes an issue of shared power
<b>Trust</b>	<b>IRRATIONAL:</b> - poor choices with expectations for change	<b>NOT NECESSARY (TO TRUST):</b> - partners co-exist - keep at arms length	<b>RATIONAL:</b> - openness and honesty provides rational and realistic trust

	<b>COMPULSIVE</b>	<b>APATHETIC</b>	<b>HEALTHY</b>
<b>Boundaries</b>	<b>EMMESHED:</b> - blended and merged boundaries	<b>RIGID (WALLED):</b> - roles, rules, etc. define rigid boundaries	<b>FLEXIBLE:</b> - freedom of choice to each be selves - self-actualizing
<b>sociability</b>	<b>ISOLATED:</b> - distance friends for sake of relationship - us against the world	<b>SEPARATED:</b> - socially separated - my friends/your friends	<b>INTEGRATED:</b> - social integration - my friends/your friends/our friends
<b>Consequences of differences</b>	<b>REPETITIVE CYCLE OF PAIN:</b> - intense pleasure/wears off/ pain replaces pleasure - chasing odd "magical" pleasure with desperate action - cycle continues	<b>ALIENATION:</b> - seeks pain free existence - avoidance and lower expectations - go through the motions	<b>CONTENTMENT:</b> - ebb and flow - recognize cycle of relations - have trust and faith in the open process

Adapted by Robert Dapcich for  
 Tucker, Buel & Associates presentation at Women's Holy Name Hospital Health Conference, 1998  
 National Center on Domestic and Sexual Violence ~ Ending Violence with Children and Teenagers 2005



## Characteristics of Healthy Relationships

How many of these attitudes & behaviors are present in your relationship?

- ~ Communication is open & spontaneous (include listening)
- ~ Rules/Boundaries are clear and explicit, yet allow flexibility
- ~ Individuality, freedom and personal identity is enhanced
- ~ Each enjoys doing things for self, as well as for the other
- ~ Play, humor, and having fun together is commonplace
- ~ Each does not attempt to "fix" or control the other
- ~ Acceptance of self and other (for real selves)
- ~ Assertiveness: feelings and needs are expressed
- ~ Humility: able to let go of "need to be right"
- ~ Self-confidence and security in own worth
- ~ Conflict is faced directly and resolved
- ~ Openness to constructive feedback
- ~ Each is trustful of the other
- ~ Balance of giving and receiving
- ~ Negotiations are fair and democratic
- ~ Tolerance: forgiveness of self and other
- ~ Mistakes are accepted and learned from
- ~ Willingness to take risks and be vulnerable
- ~ Other meaningful relationships and interests exist
- ~ Each can enjoy being alone and privacy is respected
- ~ Personal growth, change and exploration is encouraged
- ~ Continuity and consistency is present in the commitment
- ~ Balance of oneness (closeness) and separation from each other
- ~ Responsibility for own behaviors and happiness (not blaming other)



**DEVELOPING HEALTHY RELATIONSHIPS IS AN IMPORTANT LIFE SKILL!**

Adapted by Robert Dapcich for Tucker, Buel, and Associates  
From Healthy Relationships Wellness Reproductions Inc.

National Center on Domestic and Sexual Violence ~ Ending Violence with Children and Teenagers 2005



# Dating Violence: Early Warning Signs



## EXTREME JEALOUSY

Everyone gets jealous sometimes; the key word is "extreme". Both boys and girls can become extremely jealous. Signs of extreme jealousy are when your partner gets mad if you talk to other people, have good friends, or express warm feelings for anyone else. The jealous person may withdraw, sulk, or become angry and abusive.



## POSSESSIVENESS

This becomes a danger sign when someone treats you as if you are a belonging. The possessive person will not want you to share your time or give your attention to anyone else.

## CONTROLLING ATTITUDE

This happens when one partner completely rules the relationship and makes all the decisions. Your point of view is not important. Often the controlling partner tries to tell the other how to dress, who to talk to, and where to go.

## LOW SELF-ESTEEM

People with low self-esteem don't like themselves very much. In a dating relationship a person with low self-esteem may say, "I'm nothing without you", or "You are my world." These are great lines for songs but not for real life.



## UNPREDICTABLE MOOD SWINGS

Nobody stays in the same mood all the time, but a dramatic shift from being jealous, controlling, or angry to being sweet, charming, and loving is another danger sign.

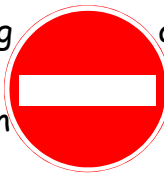
## ALCOHOL AND DRUG USE

Many of the reported violence episodes in dating relationships are carried out when one or both partners have been drinking or doing drugs. Alcohol and drug use lower a person's self-control but are not direct causes of violence.



## EXPLOSIVE ANGER

Even if you have never seen someone being aggressive toward another person, watch out for people who seem to get too angry. These people may hit walls or lockers, yell loudly, call names, or actually threaten others with violence.



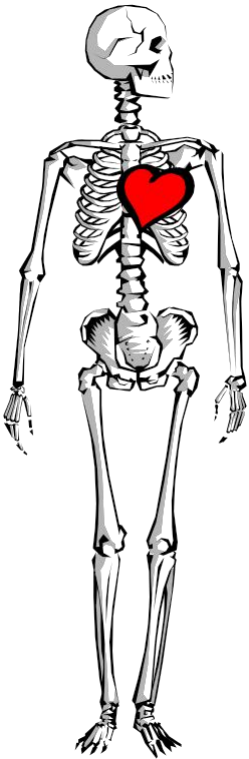
Taken from: Domestic Violence Intervention

National Center on Domestic and Sexual Violence ~ Ending Violence with Children and Teenagers 2005



## My Ideal Partner

If you could create a partner or a mate, what kind of person would it be?  
Write detailed answers for the following questions.



1. Describe the person's appearance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Describe their personality: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do they like and dislike: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What are their activities and hobbies: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. What does your ideal partner value: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. What is most important to him or her: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. List all the ways you and your ideal partner are similar and the ways you are different:

Similarities: \_\_\_\_\_

Differences: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. How would you and your ideal partner interact with each other:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. How would you treat each other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. What kinds of activities would you do together:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. How do you feel when you are with this person: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. How do you think they feel when they are with you: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. List the responsibilities you would share and divide:

Share: \_\_\_\_\_

Divide: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Are You Being Abused?

Ask yourself these questions...

Are you frightened by your partners temper?

YES or NO

Have you been  
hit  
kicked  
shoved or had things  
thrown at you? YES or NO

Are you afraid to disagree? YES or NO

Are you constantly apologizing for your partner's behavior, especially when you have treated them badly?

YES or NO

Does your partner put you down, but then tells you that they love you? YES or NO

Do you not see friends or family because of your partner's jealousy?

YES or NO

Have you been forced into having sex when you didn't want to?

YES or NO

Are you afraid to break up because your partner has threatened to hurt you or themselves?

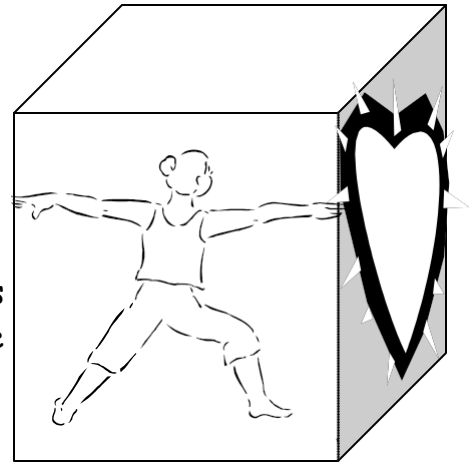
YES NO

If you answered YES to any of these questions, you are experiencing definite signs of abuse.



**Boundaries:** Boundaries are the physical and emotional Limits a person establishes in his or her relationships.

In healthy relationships each individual respects the other's physical and emotional boundaries and does not cross them. In unhealthy relationships, boundaries are ignored and people are made to feel uncomfortable physically and emotionally.



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