

# expect RESPECT

## PROGRAM OVERVIEW



A School-Based Program for Preventing Teen Dating Violence  
and Promoting Safe and Healthy Relationships

BARBARA BALL, PhD  
BARRI ROSENBLUTH, LCSW

Copyright © 2008 by SafePlace

All rights reserved.

This program manual may not be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system without permission in writing.

Handouts and program forms may be duplicated with proper acknowledgement of the source.

Inquiries should be addressed to  
SafePlace

School-based Services (SBS)

P.O. Box 19454

Austin, Texas 78760

[www.SafePlace.org](http://www.SafePlace.org)

(512) 267-SAFE

(512) 927-9616 TTY for the Deaf Community

This manual contains a number of previously copyrighted items that have been reprinted with permission.

Sources are credited as they occur in the text and at the back of each manual section.

First Printing February 2008

Edited by Barbara Langham

Book design by Terry Sherrell

Cover design by Rebecca Duncan

#### DISCLAIMER

The *Expect Respect Program Manual* is expressly intended for educational purposes and does not provide legal or clinical advice regarding treatment of any individual case or substitute for the services of qualified professionals. The information in this manual is compiled from a variety of sources, including, but not limited to, experiences of direct service providers at SafePlace. SafePlace does not endorse any specific agency, organization, product, service, or other resource listed in this manual. Such resources are included for informational purposes only. SafePlace assumes no responsibility for claims, warranties, views or opinions of any manufacturer, company, service or individual listed in the manual.

Printed in the United States of America  
at  
Morgan Printing in Austin, Texas

# Acknowledgements

We would like to thank the thousands of young people who have participated in the Expect Respect program in Austin, Texas, over the past 19 years. It is through their involvement and feedback that we have been able to develop this program and refine the activities in this manual. The School-based Services Team at SafePlace has contributed its passion, creativity, and expertise. Many thanks to Agnes Aoki, Randy Randolph, Tracy Alvarez, Katharine Barnhill, Dennis Johnson, Hannah Jones, Zell Miller, Benné Rockett, Shannon Sandra, Ted Rutherford, and Lesley Landry.

Shana Merlin (Merlin-Works Education and Entertainment, [shana@merlin-works.com](mailto:shana@merlin-works.com)) and Geeta Cowlagi (IPP Consulting Services: Interactive Training and Presentations, [www.ippconsulting.org](http://www.ippconsulting.org); [gcowlagi@gmail.com](mailto:gcowlagi@gmail.com)) have provided multiple trainings to our team and have helped us develop new techniques for engaging teens.

The Austin Independent School District has supported the Expect Respect program over nearly two decades. The unique partnership between AISD and SafePlace has helped us develop a comprehensive dating violence prevention program that engages all members of the school community. We further acknowledge the many private foundations, governmental agencies, individuals and organizations that have generously supported the Expect Respect program.

Writing this manual would not have been possible without the technical and financial assistance of the Centers for Disease Control and Prevention (CDC). The Empowerment Evaluation project challenged us to question what we do and learn how to do it better. Rita Noonan (CDC), Robert Goodman (Indiana University), and Deborah Gibbs (Research Triangle Institute, International (RTI)) provided guidance, evaluation expertise, technical assistance, and continuing support for program development. Patricia Kerig and her students at Miami University implemented Expect Respect support groups in a new setting and contributed invaluable feedback on the program. Jim Emshoff (Georgia State University) helped us with his expertise on program dissemination and fidelity research.

We thank Deborah Gibbs (RTI), Ana Hernandez and Jackie List-Warrilow (National Resource Center on Domestic Violence) for their review of the manuscript. Barbara Langham provided cogent editing and made the manual accessible for readers.

A very special thank you goes to the young artists who graciously allowed SafePlace to reprint their work. Some were participants in Expect Respect Support Groups and SafeTeens Leadership Groups. Others were the winners of the 2006 and 2007 Teen Dating Violence Prevention Poster Contests, sponsored by the Texas Advocacy Project in Austin. Images speak louder than words!



# Cumulative Table of Contents

## **PROGRAM OVERVIEW**

What Is Expect Respect? .....	11
Using This Manual.....	13
Healthy Versus Abusive Relationships .....	15
Fact Sheet: Teen Dating Violence .....	17
Rationale for Expect Respect: An Ecological Approach .....	19
Change Social Norms About Dating Relationships .....	20
Create a Positive and Respectful School Environment .....	21
Develop Teen Leadership.....	22
Provide Support for At-Risk Youth .....	23
Teach Skills for Healthy Relationships.....	23
Provide Culturally Relevant Programming .....	24
Program History, Evaluation, and Recognition .....	25
References.....	28

## **EXPECT RESPECT PROGRAM MANUAL PART I: SUPPORT GROUP CURRICULUM AND FACILITATOR GUIDE**

Welcome! .....	9
Using This Curriculum and Facilitator Guide.....	10
Understanding Youth at Risk for Dating Violence .....	13
Fact Sheet: Teen Dating Violence .....	18
Expect Respect Support Groups — Methods and Logic Model .....	21
Provide an Emotionally Supportive Environment.....	21
Establish Supportive Relationships Among Group Members .....	22
Provide Education About Healthy and Abusive Relationships .....	23
Teach Skills for Healthy Relationships.....	24
Change Norms by Modeling Respect.....	25

Getting Started . . . . .	27
Working in Schools . . . . .	27
Setting Up Groups . . . . .	29
Screening Students . . . . .	33
Parental Consent and Student Assent for Participation . . . . .	36
Risk Assessment and Safety Planning for Youths in Abusive Relationships . . . . .	37
Confidentiality and Mandatory Reporting Requirements . . . . .	37
Protective Orders . . . . .	40
Parent Involvement . . . . .	40
Facilitating Group Sessions . . . . .	41
Your Role as Facilitator . . . . .	41
Creating a Safe and Comfortable Group Space . . . . .	46
Working With Diverse Groups . . . . .	49
Developing a Flexible Group Format . . . . .	52
Responding to Crises . . . . .	58
Is Your Group Working Well? . . . . .	59
Curriculum Overview . . . . .	61
Developing Group Skills (Sessions 1–5)	
Session 1: Creating Group Guidelines . . . . .	62
Session 2: Weaving Connections . . . . .	70
Session 3: Listening to and Supporting Each Other . . . . .	76
Session 4: Expressing Feelings . . . . .	83
Session 5: Communicating Assertively . . . . .	91
Choosing Equality and Respect (Sessions 6–10)	
Session 6: Exploring Dating Expectations, Rights, and Responsibilities . . . . .	103
Session 7: Questioning Gender Stereotypes . . . . .	112
Session 8: Defining Abuse and Respect . . . . .	119
Session 9: Recognizing the Use and Abuse of Power . . . . .	130
Session 10: Identifying Warning Signs of Dating Violence . . . . .	145

Recognizing Abusive Relationships (Sessions 11–15)	
Session 11: Dealing With Stress . . . . .	152
Session 12: Naming the Violence in Our Lives. . . . .	157
Session 13: Breaking the Cycle of Violence. . . . .	165
Session 14: Handling Anger. . . . .	172
Session 15: Identifying Jealousy and Control . . . . .	182
Learning Skills for Healthy Relationships (Sessions 16–20)	
Session 16: Moving From Abusive to Healthy Relationships . . . . .	190
Session 17: Resolving Conflicts . . . . .	195
Session 18: Setting Boundaries . . . . .	201
Session 19: Asking for Consent . . . . .	210
Session 20: Ending a Relationship . . . . .	229
Getting the Message Out (Sessions 21–24)	
Session 21: Preparing for the Mixed Gender Discussion . . . . .	239
Session 22: Conducting the Mixed Gender Discussion . . . . .	243
Session 23: Reflecting on Our Group Experience. . . . .	246
Session 24: Celebrating Our Accomplishments . . . . .	251
Sample Program Forms . . . . .	255
Expect Respect Program: School Agreement Form . . . . .	256
Expect Respect Support Group Program: Guidelines for Schools . . . . .	257
Flyers Promoting Support Groups . . . . .	259
Script for Intake Interview . . . . .	261
Support Group Student Assent . . . . .	263
Parent Notification Letter . . . . .	264
Risk Assessment and Safety Plan . . . . .	265
Evaluation . . . . .	267
Pre- and Post-Tests . . . . .	267
Feedback From Students and School Staff. . . . .	268
References . . . . .	271

**EXPECT RESPECT PROGRAM MANUAL PART II:  
SAFE TEENS YOUTH LEADERSHIP CURRICULUM AND FACILITATOR GUIDE**

Welcome! . . . . .	7
Using This Curriculum and Facilitator Guide . . . . .	7
Why Do We Need to Engage Teens in Prevention? . . . . .	9
How Do We Support Teens in Becoming Leaders? . . . . .	11
Fact Sheet: Teen Dating Violence . . . . .	14
SafeTeens Youth Leadership Training – Methods and Logic Model . . . . .	17
Educate Teens About Bullying, Sexual Harassment, Sexual Assault, and Dating Violence . . . . .	17
Model Mutual Respect, Shared Power, and Responsibility . . . . .	18
Develop Leadership Skills . . . . .	18
Use the Arts in Designing Awareness Projects . . . . .	19
Teach Teens How to Help a Friend . . . . .	20
Facilitating SafeTeens Leadership Training . . . . .	21
Getting Started . . . . .	21
Facilitating SafeTeens Training Sessions . . . . .	22
Guiding Youth-Led Prevention Projects . . . . .	25
SafeTeens Youth Leadership Curriculum	
Lesson 1: Training Goals and Guidelines . . . . .	29
Lesson 2: Learning About Power, Status, and Privilege . . . . .	46
Lesson 3: Taking a Stand Against Bullying . . . . .	61
Lesson 4: Speaking Out Against Sexual Harassment . . . . .	72
Lesson 5: Respecting Sexual Limits . . . . .	83
Lesson 6: Recognizing the Warning Signs for Dating Violence . . . . .	96
Lesson 7: Learning Skills for Peer Support . . . . .	116
Lesson 8: Getting Ready for Community Action . . . . .	125
SafeTeens Leadership Project: Action Plan . . . . .	142
Evaluation . . . . .	148
Pre- and Post-Surveys . . . . .	148
Student Feedback . . . . .	148
References . . . . .	150
Educational Videotapes . . . . .	154



**EXPECT RESPECT PROGRAM MANUAL PART III:  
SCHOOL-WIDE PREVENTION STRATEGIES FACILITATOR GUIDE AND RESOURCES**

Welcome! . . . . .	7
Using This Facilitator Guide . . . . .	9
School-Wide Prevention Strategies—Logic Model . . . . .	10
Bullying, Sexual Harassment, and Dating Violence—A Continuum of Abuse . . . . .	11
Impact on the School Climate . . . . .	11
Lessons Learned From Bullying Prevention . . . . .	13
Sexual Harassment and Title IX . . . . .	15
Fact Sheet: Teen Dating Violence . . . . .	17
Engage Educators in Preventing Dating Violence . . . . .	19
Assess the School Climate . . . . .	21
Develop a School Policy on Interpersonal Violence . . . . .	24
Notice of Parent and Student Rights . . . . .	25
Student Complaint Form . . . . .	27
Student-on-Student Altercation Response Chart . . . . .	31
School-Based Stay Away Agreement . . . . .	36
Policy Training and Technical Assistance . . . . .	39
Conduct a School-Wide Awareness Campaign . . . . .	40
Implementing <i>Choose Respect</i> in Schools . . . . .	42
Program Forms and Handouts . . . . .	49
Risk Assessment and Safety Plan . . . . .	50
Texas H.B. No.121 . . . . .	52
<i>Choose Respect</i> Handouts . . . . .	53
<i>Choose Respect Video Discussion Guide</i> (Teacher’s Manual) . . . . .	61
References . . . . .	81
Resources for Preventing Dating Violence, Sexual Harassment, and Bullying . . . . .	85
Hotlines . . . . .	85
Websites for Young People . . . . .	86
Books for Young People . . . . .	87
Books for Adults . . . . .	88
Curricula and Resources for Educators and Counselors . . . . .	89
Resources for Working with Youth with Disabilities . . . . .	92
Educational Videotapes . . . . .	92
National Organizations . . . . .	94

HITTING PUTDOWNS  
NAME CALLING  
SECRETS RUMORS  
UNWANTED TOUCHING  
BULLYING & THREATS  
VIOLENCE IN THE HOME  
SEXUAL ABUSE/ASSAULT  
HARASSMENT  
DATING VIOLENCE  
FEAR  
SHAME  
GUILT

**EXPECT  
RESPECT**

**IS SOMEONE HURTING YOU OR OTHERS?  
TELL SOMEONE**  
TALK TO AN ADULT YOU TRUST, A SCHOOL COUNSELOR, OR CALL SAFEPLACE 267-SAFE

 **SafePlace**  
Envision a future without violence.

# What Is Expect Respect?

Expect Respect is a school-based program for preventing teen dating violence and promoting safe and healthy relationships in middle and high school.

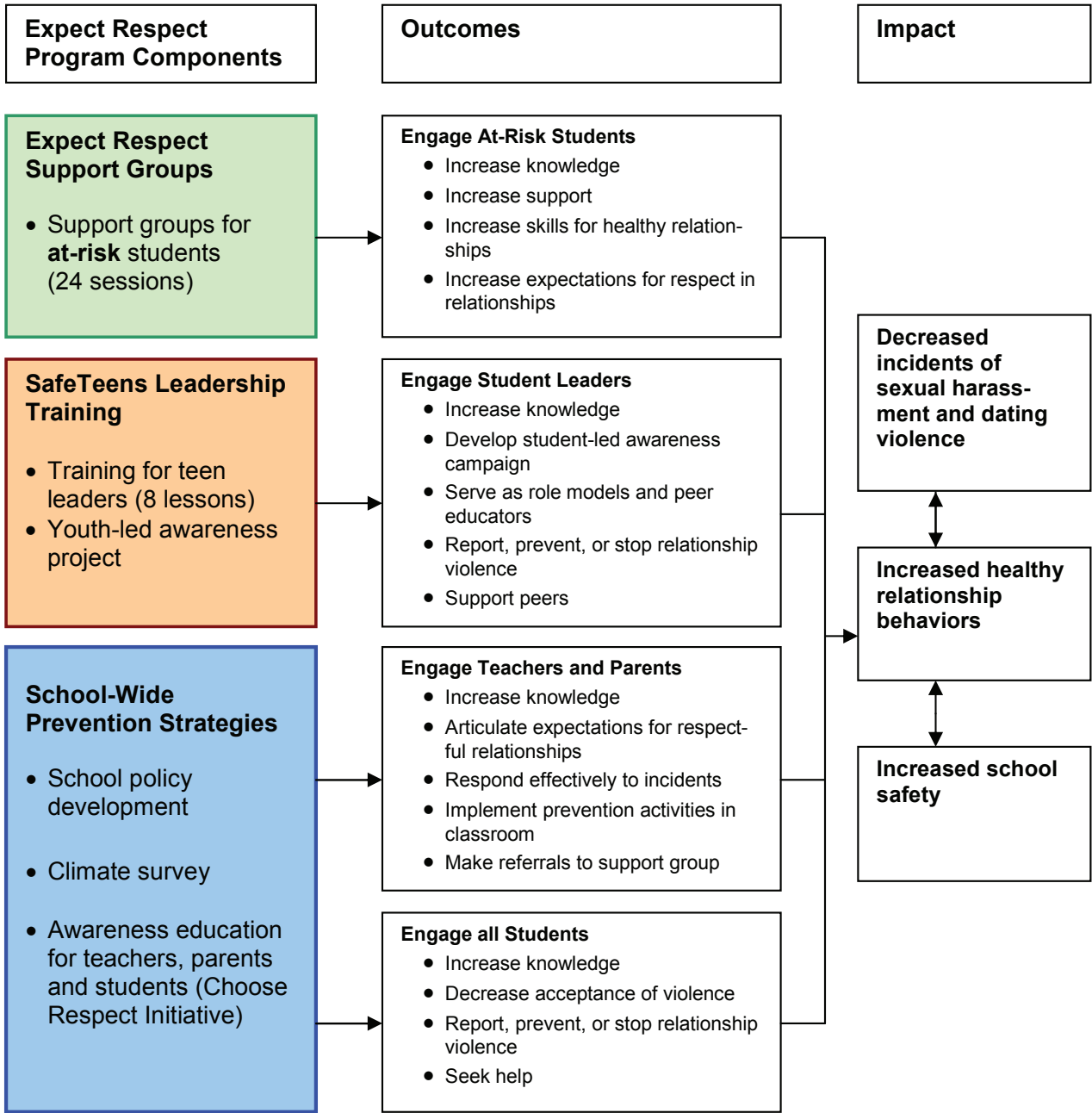
Teen dating violence is a pervasive problem with serious health and safety consequences for youth. Between 20% and 45% of high school students have experienced some form of physical, emotional, or sexual violence by a dating partner (Foshee, 1996; O’Keefe, 1997), and nearly half of the worst incidents they experience occur at school (Molidor, Tolman, & Kober, 2000). As such, teen dating violence affects all students whether they are victims, perpetrators, bystanders, or friends.

“Dating violence includes the use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded.” (Texas Legislature, House Bill 121, 2007)

School is where adolescents form their identity in interactions with peers and authority figures and develop expectations for relationships. Because school is so central to adolescents’ lives, we must integrate dating violence prevention strategies into school life.

All members of the school community, faculty, staff, peers, and parents, have important roles in preventing dating violence and promoting healthy relationship behaviors.

Expect Respect engages the entire school community in preventing teen dating violence and promoting safe and healthy relationships. It consists of three parts, as explained below. The program logic model provides an overview.



**Expect Respect Support Groups** are for vulnerable youth who have experienced domestic violence or sexual abuse or who have already been involved in abusive dating relationships. Students meet in all-boy or all-girl groups with a facilitator of the same gender who guides them through a 24-week curriculum. Support groups provide an emotionally safe environment for youth to learn about abusive and healthy relationships, build relationship skills, and improve personal safety and self-esteem (Ball, Kerig, & Rosenbluth, 2007). The primary goal is to prevent at-risk youth from becoming victims and perpetrators in their future intimate relationships.

**SafeTeens** youth leadership training empowers students to become role models and leaders in preventing teen dating violence, sexual harassment, and bullying. SafeTeens consists of an eight-hour training curriculum followed by a youth-led prevention project. The SafeTeens curriculum is aligned with educational requirements for health classes (grades 7–11) in Texas and can be provided in classrooms or other youth group settings. At the end of training, participants identify a problem they want to address and develop an awareness project that may qualify for service learning credit as required in some leadership classes.

The **School-Wide Prevention Strategies** component involves the entire school community in increasing awareness of dating violence and improving the school climate. Strategies include administering a school climate survey to assess needs, establishing a school policy for defining and reporting interpersonal violence, and awareness campaign materials from *Choose Respect*, a primary prevention initiative developed by the U.S. Centers for Disease Control and Prevention, for educating teachers, students, and parents.

Learning about healthy relationships requires practicing healthy relationships. Expect Respect is based on an active and experiential learning process. Creative activities in all program components engage youth in exploring their experiences and beliefs and taking a stand against violence. Moreover, Expect Respect provides opportunities for youth to develop strong, positive relationships with peers and adults, which is associated with positive outcomes in multiple studies of prevention programs (Nation et al., 2003).

## Using This Manual

This manual is designed for use by domestic violence or rape crisis centers that work with youth in schools. The strategies presented here may also be used by school personnel or youth workers in other community organizations. A collaboration between schools and community partners is key to effective prevention.

The manual offers great flexibility in how you implement the program. You may use it to start a new program or enhance an existing program. You may implement one, two, or all three parts. Building a comprehensive program takes time and resources but is also more likely to be effective in reducing and preventing dating violence (Currie, 1998; Jewkes, Sen, Garcia-Moreno, 2002).

This *Program Overview* contains a summary of current research on interpersonal violence and outlines the rationale for the Expect Respect Program. The subsequent parts of this manual describe the three Expect Respect program components, each including underlying principles and core methods, a facilitator guide, detailed curriculum, resources and information about evaluation instruments.

The CD included with this manual contains program forms, handouts, and resources for all three Expect Respect program components.

# Healthy Versus Abusive Relationships

As teenagers begin dating, some have difficulty differentiating abusive relationships from healthy ones. They are just beginning to explore intimate relationships, may idealize their partners, and confuse jealousy with love. “We’re just playing,” an expression often used by boys and girls, seems to define an acceptable level of being physical toward a partner, but it may cover actual physical violence (Fredland et al., 2005; Foshee, Bauman, Linder, Rice & Wilcher, 2007). Teens find it even more difficult to recognize controlling behaviors, jealousy, spreading of rumors, and put-downs as forms of emotional abuse. Aren’t these behaviors “minor”? Could they be signs of love?

So what is the difference between healthy and abusive relationships?

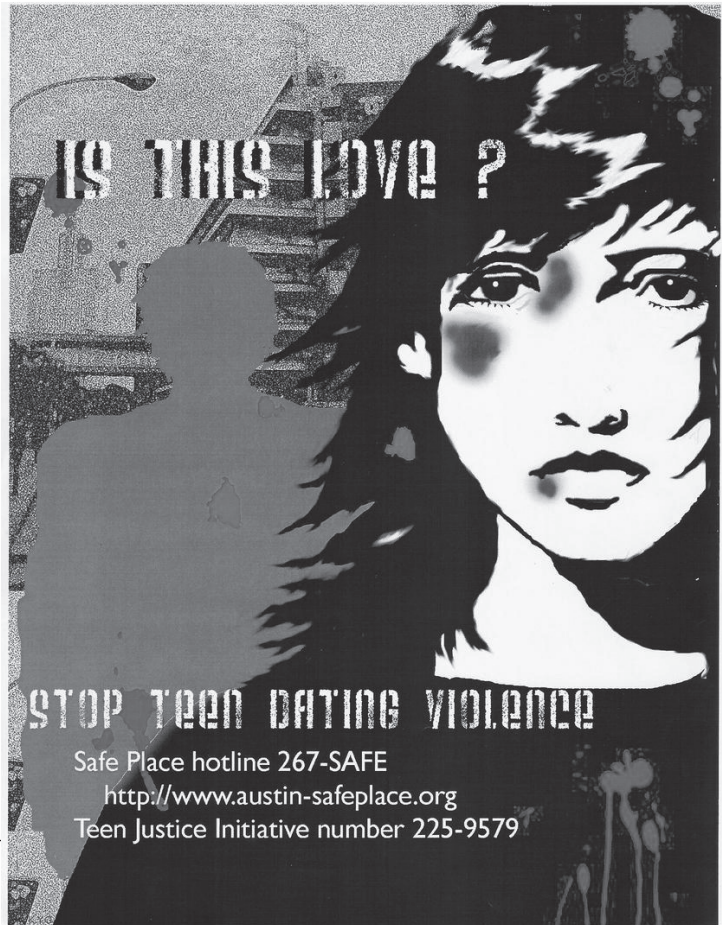
## **Healthy, Respectful Relationships**

A healthy relationship is based on equality and mutual respect. The power is balanced. While there may be conflict, there is no fear, no threats, and no violence. Each partner feels accepted; has opinions, friends, and interests; and is free to pursue activities outside the relationship.

## **Unhealthy, Abusive Relationships**

An abusive relationship is characterized by hurtful and violent behaviors, intimidation, and coercion. One partner wants to make all the decisions and is demanding and controlling. Threats as well as physical and sexual assaults, even when they occur infrequently, keep the victim fearful of potential violence. Over time the victim loses self-confidence and supportive relationships with friends and family.

## Is This Love?



### Is This Abuse?

“Guys call girls bitches, sluts. It’s just calling that naturally. It’s so common for guys to do this, I guess I never really pay attention to that. I think that’s minor.”

“She doesn’t want to do it but she likes the guy so much she’s willing to do it. To me that’s rape.”

“I’ll be at a party and everybody be getting drunk and I see like people taking advantage of girls because they’re drunk. I never looked at that as something that was wrong ’cause I thought hey they want to do it.”

(Expect Respect boys’ group participants.)

*Poster design by  
Kimberly Gim,  
Winner of the Texas  
Advocacy Project’s  
Dating Violence  
Poster Contest  
2006.*



# FACT SHEET

## Teen Dating Violence

Most teens begin dating between 9 and 12 years of age and are vulnerable to experiencing violence beginning with their first relationships. Among those who experience dating violence, 29% first experience dating violence at age 12-13, 40% at age 14-15, and 29% at age 16-17 (Burcky, Reuterma, & Kopsky, 1988).

Violence in teenage dating relationships can escalate in frequency and intensity from early incidents of verbal/emotional abuse to increasingly severe physical and sexual violence including slapping, punching, shoving, threats, rape, and the use of weapons. The most serious and life-threatening acts are often committed during or after the breakup of the relationship when the abuser experiences a loss of control over his/her partner.

### *How Many Teens Experience Dating Violence?*

- Most in-depth surveys of teen dating violence have found prevalence rates between 30 and 40% (Foshee, 1996; O'Keefe, 1997). Rates of physical violence perpetrated by girls are reported to be as high or higher than for boys, suggesting that teenage dating violence is mutual.
- When asked who initiated the violence, however, girls report their dating partners started it 70% of the time, while boys report their dating partners initiated the violence only 27% of the time (Molidor et al., 2000). Self-defense accounts for a substantial amount of physical violence perpetrated by girls.
- When sexual violence is considered, the findings are dramatically different. Males report more perpetration of sexual violence and females report higher rates of victimization. For example, in a survey of eighth and ninth graders in North Carolina, males reported perpetrating more sexual dating violence (4.5% of boys versus 1.2% of girls), and females reported more sexual victimization (14.5% of girls versus 6.9 percent of boys) (Foshee, 1996).
- Studies suggest that rates of dating violence among gay, lesbian, bisexual, and transgender youth are comparable or even higher than those for heterosexual couples (Elze, 2002; Freedner, Freed, Yang, & Austin, 2002).
- Information on dating violence among youth with disabilities (cognitive, emotional, sensory, or physical) is lacking. The literature focuses primarily on the increased vulnerability of these youth for assault, abuse, and neglect but not specifically on dating violence (Abramson & Mastroleo, 2002). Social isolation, segregation from the community, dependence on others, limited communication skills, and compliance training can increase these youths' vulnerability for dating violence.

### *What Triggers Violence in Teens' Relationships?*

- The most frequent response for boys and girls is **anger**.
- Boys also report **wanting to gain control** over their partners ("**Keep your girl in check**"), whereas girls report **acting in self-defense**, including warding off unwanted touching and **sexual advances** (Fredland et al., 2005; Molidor et al., 2000).
- **Jealousy** is another frequently reported reason for violence between dating partners (Foshee, 1996; Jackson, Cram, & Seymour, 2000). Indeed, some experts refer to dating violence as the

# FACT SHEET

“violence of jealousy” (Dutton, Ginkel, & Landolt, 1996; White & Mullen, 1989).

- **Alcohol use** (Molidor et al., 2000) increases the risk for dating violence to occur.
- Internalized homophobia and self-hate may trigger lesbian and gay youth to use violence against a partner (McKenry, Serovich, Mason, & Mosack, 2006).

## ***What Are the Consequences?***

- While both boys and girls perpetrate physical violence in dating relationships, the emotional and physical consequences differ significantly. When asked about the worst incident of victimization, the majority of boys (56%) report not being hurt at all and laughing about the violence, whereas only 9% of girls report not being hurt at all. For girls, the most common reactions were to cry (40%) and to fight back (36%) (Molidor et al., 2000).
- In addition to physical and emotional harm, dating violence against adolescent girls is associated with increased risk of substance use, unhealthy weight-control behaviors, sexual risk behaviors, pregnancy, and suicidal thinking (Silverman, Rai, Mucci, & Hathaway, 2001). Abusive relationship patterns established in adolescence may carry over into adulthood with increasingly harmful consequences.
- Among girls age 15-20, who reported being sexually active and experiencing dating violence from a male partner, 26% report that their partners were actively trying to get them pregnant by manipulating condom use, sabotaging birth control use, and making explicit statements about wanting them to become pregnant (UC Davis Health System: Newsroom, 2007).
- Students who experience dating violence may skip school to avoid an abusive partner, have difficulty concentrating, fail academically, and eventually drop out of school.

## ***How Can Teen Dating Violence Be Prevented?***

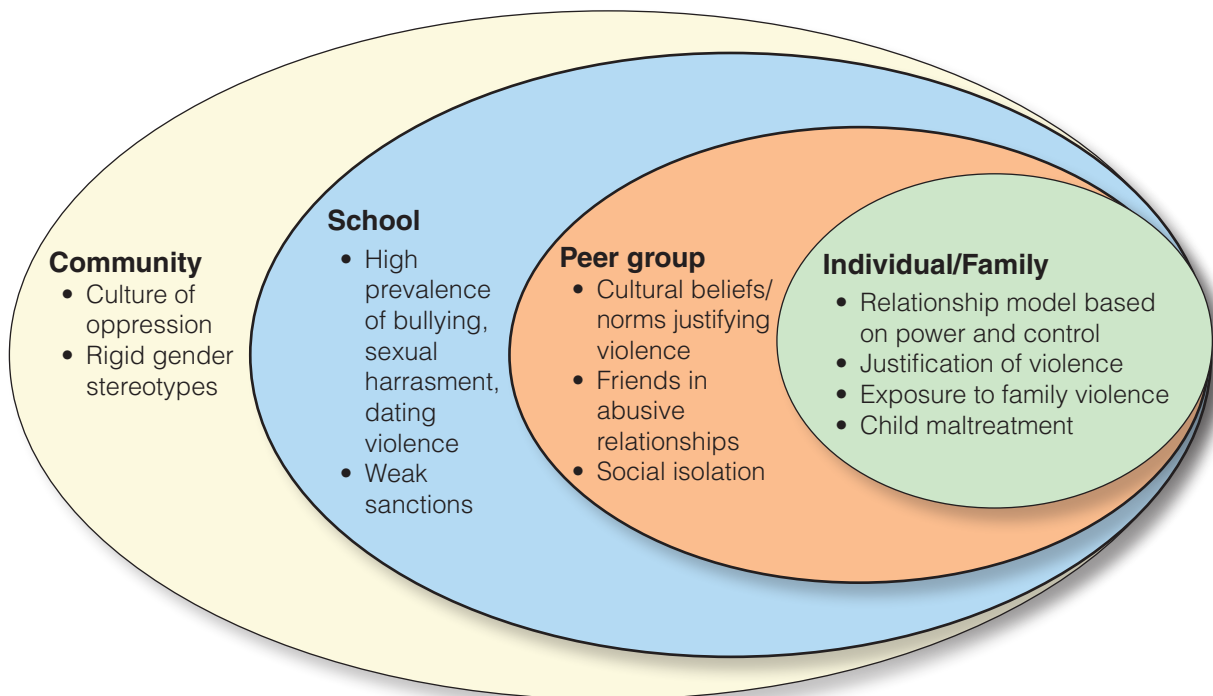
- Take a comprehensive, ecologically informed approach to engage all members of the school and community.
- Implement prevention programs in middle school and the early high school years when young people begin to date and experience dating violence.
- Involve boys and girls, perpetrators and victims. Be mindful that the majority of teen dating violence entails the reciprocal use of violence.
- Include significant contact with students, preferably multiple points of contact with reinforcing messages.
- Offer varied teaching methods that stimulate an active and involved learning process.
- Build skills for healthy relationships.
- Provide opportunities for youth to develop strong, positive relationships and incorporate mentoring and leadership opportunities.
- Focus on positive messages and reinforce healthy relationship skills.
- Provide culturally relevant and engaging programming.

(Flood, 2005-2006; Kerig, Ball, & Rosenbluth, 2006; Meyer & Stein, 2004; Nation et al., 2003; Thornton et al., 2002; Schewe, 2002)

# Rationale for Expect Respect: An Ecological Approach

Risks for dating violence include teens' own individual characteristics as well as factors in the community, at school, and among peers. As a result, effective prevention requires an ecological approach that addresses all these risk factors.

“Prevention efforts should ultimately reduce risk factors and promote protective factors. Additionally, prevention should address all levels that influence youth violence: individual, relationship, community, and society” (Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2006, September 7).



*Risk factors for dating violence*

Two major risk factors permeate all levels of the social environment and increase youths' vulnerability for dating violence: (1) exposure to violence in the home or community, and (2) cultural norms and beliefs that accept the use of violence in intimate relationships and model relationships based on power and control.

The Expect Respect Program is designed as an ecological model that addresses risks and incorporates protective factors. Consequently, the primary goals are to

- change social norms about dating relationships in the school, community, and peer group;
- create a positive and respectful school environment;
- develop teen leadership;
- provide support for at-risk students;
- teach skills for healthy relationships; and
- provide culturally relevant programming.

## **Change Social Norms About Dating Relationships**

Boys' and girls' acceptance of dating violence is associated with the use of violence toward a dating partner (O'Keefe, 1997; Price, Byers, & the Dating Violence Research Team, 1999). While most boys agree that "it is unacceptable to hit women," they say there are situations when "it is OK to keep a woman in check' with aggressive or violent behavior, for example if she is 'acting out' in some way" (Motivational Educational Entertainment (MEE), 1996, p. 6). Young men and women agree there are situations when a woman "brings it [abuse] on herself," most often when she is perceived as unfaithful and disrespectful. MEE also found there are no sanctions in the peer group when young men violate the "don't hit" rule.

Different standards apply for boys' and girls' use of violence. Both boys and girls are more accepting of violence by girls than by boys (O'Keefe, 1997; Price, Byers, Whelan, & Saint-Pierre, 2000; Rayburn et al., 2007). "Due to their smaller size, girls' use of physical violence may not be seen as a genuine physical threat to boys" (Price et al., 1999, p. 371). As such, when males are abused, they are ridiculed. On the other hand, girls' use of violence is justified as necessary for self-defense and self-respect. The result is a mixed message: A man's hitting a woman is prohibited, while a woman's slapping a man may be romanticized (O'Keefe, 1997). Such beliefs may contribute to the high levels of physical violence perpetrated by girls, which also places girls at higher risk of retaliation from boys. Therefore, prevention programs need to address attitudes and beliefs that accept or justify the use of violence and control in relationships.

## **Create a Positive and Respectful School Environment**

School environments may contribute to dating violence by providing weak sanctions against disrespectful behavior, bullying, sexual harassment, and peer aggression (Olweus, Limber, & Mihalic, 1999; Pellegrini, 2002). Stein (1995) points out that a lack of sanctions against sexual harassment and violence in the schools contributes to the perception that such behavior is acceptable and normal.

“Sexual harassment has become normalized as its public performance is tolerated, even expected, and allowed to flourish. A school culture has been created that gives, in effect, permission to proceed, potentially turning schools into practice fields and training grounds for dating/domestic violence and other forms of interpersonal gender violence” (Stein, 1999, p. 11).

A survey by the American Association of University Women (1993) documented that sexual harassment is widespread in schools, with 83% of girls and 79% of boys in grades 8-11 indicating they have been sexually harassed. The exact prevalence of dating and sexual violence in schools is unknown because of the paucity of survey data and the general difficulty of acquiring data on dating and sexual violence in schools (Stein, 2005).

Molidor and colleagues (2000) consider dating violence a form of school violence that needs to be addressed to maintain a safe and equitable learning environment for all students. In their study, 42% of boys and 43% of girls reported that the worst abusive incident they experienced occurred in a school building or on school grounds. Teens also stated that other people were present 40% of the time when the female experienced abuse and 49% of the time when the male experienced abuse.

The support of educators is critical to changing the school environment (Peacock & Rothman, 2001). “To address the issue, school systems need to create an environment of dating violence prevention by setting policies, developing intervention plans, and encouraging student input” (Molidor et al., 2000, p. 4).

Expect Respect engages school personnel in taking an active role in dating violence prevention. School policy development, a school climate survey, and school-wide awareness education are strategies that aim to decrease incidents of bullying, sexual harassment, and dating violence; increase healthy relationship behaviors; develop a positive school climate; and improve the safety of all students.

## Develop Teen Leadership

Adolescents are eager to separate themselves from their parents and to find a sense of belonging and identity within their peer group. Thus, the peer group can exert a powerful influence on adolescents' romantic relationships. Peer pressure can sometimes be problematic. Norms in the peer group may support rigid gender stereotypes: the expectation that boys are to be sexually forceful, aggressive, and in control of decisions in their relationship, while girls are to be supportive and responsible for the success of the relationship (Sousa, 1999). In addition, adolescents say the pressure to date "comes from your friends" and they feel pushed to date prematurely (Fredland et al., 2005). Girls may feel pressured to engage in sexual activity, not only by the boys wishing to be with them, but also by girlfriends who encourage increased sexual involvement (Fredland et al., 2005). Peer relationships also play a big role in modeling or justifying aggressive behaviors. Having a friend in a violent relationship appears to be one of the most important predictors for teen dating violence (Arriaga & Foshee, 2004).

However, teens can also exert a positive influence on their peers and support each other. Teens are likely to listen to their peers for feedback, information, and advice, and they confide in their peers when they experience dating violence, sexual harassment, or sexual assault (Black & Weisz, 2003; Jaycox et al., 2006; Ball, 2006; Molidor et al., 2000; National Resource Center on Domestic Violence, 2004). "Young people ... pay more attention to messages and advice from their peers than from unknown adults" (National Center for Victims of Crime (NCVC) and National Crime Prevention Council (NCPC), 2006, p. 4).

"When your peers, when people close to you tell you something, you start to realize."

"Your peers are going to help you understand stuff and help you through the situation."

Teens have power in educating other teens about bullying, sexual harassment, sexual assault, and dating violence. Teens have power in being role models and leaders in their community, mobilizing their peers to take a stand against violence, and providing peer support. Thus, for teen dating violence prevention to be effective, youth need to be included in designing and implementing prevention activities. The SafeTeens youth leadership training empowers students to become role models and leaders in preventing teen dating violence, sexual harassment, and bullying.

## **Provide Support for At-Risk Youth**

Exposure to family and community violence increases teens' vulnerability for dating violence. Exposure to violence can fundamentally disrupt trust and emotional safety in relationships and impact adolescents' emotional and social development. A history of child maltreatment (sexual, emotional, or physical abuse) is a risk factor for male adolescents becoming perpetrators and victims of physical violence and for female adolescents becoming victims of such violence (Wolfe, Scott, Wekerle, & Pittman, 2001; Herrenkohl et al., 2007). Exposure to domestic violence in the family of origin may also predict violence in teens' dating relationships (O'Keefe, 1997, 1998). In addition, high rates of violence in the community appear to carry over into higher rates of violence in teen dating relationships (Malik, Sorenson, & Anehensel, 1997; National Institute of Justice, 2004).

The effects of violence on young people's lives are particularly serious when they occur repeatedly and across different environmental contexts. Teens who experience family violence observe unhealthy role models, are led to believe the use of violence is justified or acceptable, and endure trauma. In addition, they may lack supportive adults who model communication and conflict resolution skills and help them learn skills for healthy relationships.

Expect Respect support groups provide an intensive prevention program for youth who have been affected by violence. School-based groups eliminate some of the barriers these teens face in seeking services and "should be considered as a stepping stone to academic achievement for students who might otherwise tune out, fail, or drop out of school altogether" (National Center for Victims of Crime and the National Crime Prevention Council, 2005, p. 25).

Expect Respect support groups provide an emotionally safe environment, allowing members to experience a sense of belonging and acceptance that supports them in healing from past abuse and learning new skills for healthy relationships. Social support is critical for increasing resilience among this at-risk population (Holt & Espelage, 2005).

## **Teach Skills for Healthy Relationships**

"They [the adolescent focus group participants] also realized that awareness of behaviors that occur in abusive dating relationships is only one part of handling this problem. They specifically asked for assistance with developing skills that would help them identify and maintain healthy relationships and deal with relationship conflicts" (Sears, Byers, Whelan, & Saint-Pierre, 2006).



Learning about healthy relationships requires practicing healthy relationships. Expect Respect uses varied teaching methods including arts and theater-based activities, educational videos, interactive games, and discussion over an entire school year to involve youth in learning. The program focuses on positive messages and building healthy relationship skills. In particular, support groups provide a safe and intimate setting in which youth feel comfortable to practice new skills and to develop healthy and authentic relationships with each other. In their review of prevention programs Nation and colleagues (2003, p. 453) found that “providing opportunities for children to develop strong, positive relationships was consistently associated with positive outcomes.”

## **Provide Culturally Relevant Programming**

Because most youth interventions occur in a multicultural context such as school, they need to **address culture in general** and allow participants to provide meaning relevant to their own ethnicity or culture (Wright & Zimmerman, 2006). Perhaps even more important than youths’ ethnic culture is the influence of **popular youth culture**. As Wright and Zimmerman (2006) suggest, “the youth culture, ... , may provide a common denominator for multicultural contexts and may be the central focus for making an intervention culturally sensitive” (p. 242).

Expect Respect aims to provide programming that is culturally relevant and engaging for diverse groups of teens. Ideally program facilitators are comfortable with youth culture and engaged in community activities involving youth. Effective facilitators augment the *Expect Respect Program Manual* with materials, news, or discussion topics that are specific and relevant to the school and community. In addition, facilitators are sensitive to the needs of diverse groups of participants, including students from minority and immigrant groups, students with disabilities, teen parents, and lesbian, gay, bisexual, and transgender youth. Program content and delivery are adapted as needed, and facilitators are careful to use inclusive language.

Included throughout the Expect Respect manual are arts activities to engage youth and offer opportunities for creative expression. The SafeTeens youth leadership training engages youth in designing their own awareness project using public service announcements, visual arts, spoken word, and theater. SafeTeens groups create messages that are culturally relevant and engaging for their peer group. Collaboration with local artists and arts organizations can significantly enhance this work.



# Program History, Evaluation, and Recognition

## **Program History**

The Expect Respect program began in 1988 in response to requests from school personnel for counseling girls in abusive dating relationships. The Center for Battered Women in Austin (which later merged with the Austin Rape Crisis Center to become SafePlace) responded to these requests by sending counselors to the schools to meet with girls in small groups. The counselors, experienced in serving adult battered women, researched the few existing approaches to preventing teen dating violence, adapted existing educational materials from their work with adults, and created new materials especially for teens. Over time the demand for these groups grew. Similar groups for boys were also developed. An earlier version of the *Expect Respect Support Group Curriculum for Safe and Healthy Relationships* was published in 1997 (Rosenbluth & Bradford Garcia, 1997).

## **Program Evaluation**

Evaluation has been an integral part of the Expect Respect program from its inception. Understanding the need to measure impact, program staff initially partnered with researchers from the University of Texas School of Social Work to develop and refine evaluation methods. This process has continued throughout the program's history with additional research partners and has informed the development of current program strategies.

In 1997 SafePlace received funding and technical assistance from the Centers for Disease Control and Prevention (CDC) for preventing dating violence by addressing bullying and sexual harassment in elementary schools. The results of this three-year project demonstrated that a school-wide approach was effective in raising awareness of sexual harassment and motivating youth to take a stand against bullying in their school (Meraviglia, Becker, Rosenbluth, Sanchez, & Robertson, 2003; Sanchez, Robertson, Lewis, Rosenbluth, Bohman, & Casey, 2001; Whitaker, Rosenbluth, Valle, & Sanchez, 2004).

In 2003 Expect Respect was selected by the CDC for a two-year, cross-site evaluation of promising primary prevention programs for sexual violence. Through this project Expect Respect received technical assistance for program development and evaluation from the CDC and its partners, RTI International and Bob Goodman at Indiana University. The initial evaluation focused on Expect

Respect support groups for at-risk youth. Results from the qualitative and quantitative evaluation (Ball, Kerig, & Rosenbluth, 2007; Ball, Hamburger, & Charles, 2007; Ball, 2007) indicated that support groups were effective in increasing knowledge about warning signs of abuse and skills for healthy relationships. Participants reported a decrease in insecurity in relationships and controlling behaviors. In focus group interviews, participants described the importance of strong and authentic relationships among group members. An emotionally safe and supportive environment and positive peer relationships in the group allowed the teens to practice new skills and strengthen expectations for respect in relationships. Based on these promising results, Expect Respect has continued to receive technical and financial assistance for program evaluation and dissemination. Currently data collection is underway on the school-wide impact of Expect Respect described in Part 3 of this manual. A survey measuring the impact of the SafeTeens youth leadership training is being piloted in 2007-2008. As results become available, they will be posted on the SafePlace website (*www.SafePlace.org*).

Expect Respect program staff and participants have also contributed to the development, piloting, and evaluation of the *Choose Respect* Initiative, CDC's national effort for preventing teen dating violence featured in Part 3. *Choose Respect* contains an educational video titled *Causing Pain: Real Stories of Dating Abuse and Violence*, public service announcements, and other materials for conducting school- and community-wide dating violence prevention activities.

Most recently, Expect Respect program staff have been involved in supporting legislation related to promoting healthy and respectful relationships among teens. In 2006 Rep. Dawnna Dukes (D-Austin) introduced Texas H.B. No. 121 requiring all school districts in Texas to amend their school safety codes to include a definition of dating violence and to address related counseling, protection, education, and training issues. Texas Governor Rick Perry signed the bill into law in May 2007. A committee of state organizations in collaboration with SafePlace developed information and resources to assist school districts in developing their policies and addressing teen dating violence through training, curriculum, and other strategies.

*For a copy of Texas H.B. No. 121, see the Program Forms and Handouts section in Part 3 of this manual.*

## Program Recognition

Expect Respect has received recognition for its leadership in teen dating violence prevention from several state and national organizations:

The **Central Texas Counselors Association** named SafePlace Mental Health Provider of the Year for its Expect Respect Program in 2006-07.

The **Texas Association Against Sexual Assault (TAASA)** named Expect Respect Innovative Program of the Year for 2005.

The **National Teen Dating Violence Prevention Initiative of the U.S. Department of Health and Human Services** and the **American Bar Association (ABA)** invited an Expect Respect team member and a teen survivor to take leadership roles at the National Teen Dating Violence Prevention Summit in 2005 and in creating the *ABA Teen Dating Violence Prevention Toolkit* (2006). This initiative was successful in establishing a National Teen Dating Violence Awareness and Prevention Week (NTDVAP) designated by the U.S. Congress for 2006 and 2007.

The **National Center for Victims of Crime (NCVC)** selected SafePlace as a mentor site for its national Youth Outreach to Victims of Crime project. In addition, Expect Respect was featured as a model program in *Because Things Happen Every Day* (2005), produced by NCVC and funded by the U.S. Department of Justice. This video was developed to promote community partnerships for responding to teen victims of crime.

**National Resource Center on Domestic Violence (NRCDV)** designated Expect Respect as a promising practice in 2002 and commissioned the production of a replication manual titled *Expect Respect: A School-Based Program Promoting Safe and Healthy Relationships for Youth* (Rosenbluth, 2002). The manual continues to be distributed nationally by the NRCDV to school districts and domestic violence agencies.

In 1992 Expect Respect was selected as one of 22 violence prevention programs in the nation to be part of the **National Network of Violence Prevention Practitioners** led by researchers at the Harvard School of Public Health and Prevention Institute. The Expect Respect program was featured as a model program in one of the project's six satellite training broadcasts.

# References

- Abramson, W. & Mastroleo, I. (2002). *Kid&TeenSafe: An Abuse Prevention Program for Youth With Disabilities*. Harrisburg, PA: National Resource Center on Domestic Violence.
- American Bar Association (ABA). (2006). National Teen Dating Violence Prevention Initiative. Retrieved April 25, 2007, from [www.abanet.org/unmet/toolkitmaterials.html](http://www.abanet.org/unmet/toolkitmaterials.html).
- American Association of University Women Education Foundation (AAUW). (1993). *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*. Washington, DC: Author.
- Arriaga, X.B. & Foshee, V.A. (2004). Adolescent dating violence: do adolescents follow in their friends' or parents' footsteps? *Journal of Interpersonal Violence, 19*(2), 162-184.
- Ball, B. (2006). *Prevalence Rates for Sexual Harassment and Dating Violence in 4 Middle and High Schools*. Unpublished report, SafePlace, Austin, TX: SafePlace.
- Ball, B. (2007). *Preliminary Evaluation Results for 2006-2007 Expect Respect Support Groups*. Unpublished report, Austin, TX: SafePlace.
- Ball, B., Kerig, P., & Rosenbluth, B. (2007). "Like a family but better because you can actually trust each other." *The Expect Respect Program: Dating Violence Prevention With At-Risk Youth*. Manuscript submitted for publication.
- Ball, B., Hamburger, M., Charles, D. (2007). *Dating Violence Prevention for At-Risk Youth: Evaluation of Expect Respect Support Groups Implemented in 2005-2006*. Paper presented at the International Family Violence Research Conference, New Hampshire.
- Black, B. & Weisz, A. (2003). Dating Violence: Helpseeking behaviors of African American middle schoolers. *Violence Against Women, 1*, 187-206.
- Burcky, W., Reuterman, N., & Kopsky, S. (1988). Dating violence among high school students. *The School Counselor, 35*, 353-358.
- Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. (2006, September 7). *Youth Violence: Prevention Strategies*. Retrieved April 25, 2007 from [www.cdc.gov/ncipc/fastsheets/yvprevention.htm](http://www.cdc.gov/ncipc/fastsheets/yvprevention.htm).
- Centers for Disease Control and Prevention. (2006). *Choose Respect. Campaign to Promote Healthy Relationships and Prevent Dating Abuse*. Retrieved April 25, 2007, from [www.chooserespect.org](http://www.chooserespect.org).
- Currie, E. (1998). *Crime and Punishment in America*. New York: Henry Holt.

- Dutton, D.G., Ginkel, C., & Landolt, M.A. (1996). Jealousy, intimate abusiveness, and intrusiveness. *Journal of Family Violence, 11*(4), 411-423.
- Elze, D. (2002). Against all odds: The dating experiences of adolescent lesbian and bisexual women. *Journal of Lesbian Studies, 6*(1), 17-29.
- Flood, M. (2005-2006). Changing men. *Women Against Violence, 26-36*.
- Foshee, V. (1996). Gender differences in adolescent dating abuse prevalence, types and injuries. *Health Education Research, 11*(3), 275-286.
- Foshee, V.A., Bauman, K.E., Linder, F., Rice, J., & Wilcher, R. (2007). Typologies of adolescent dating violence: Identifying typologies of adolescent dating violence perpetration. *Journal of Interpersonal Violence, 22*, 498-519. Thousand Oaks, CA: Sage Publications.
- Fredland, N., Ricardo, I., Campbell, J., Sharps, P., Kub, J., & Yonas, M. (2005). The meaning of dating violence in the lives of middle school adolescents: A report of a focus group study. *Journal of School Violence, 4*(2), 95-114.
- Freedner, N., Freed, L.H., Yang, Y.W., & Austin, S.B. (2002). Dating violence among gay, lesbian, and bisexual adolescents: Results from a community survey. *Journal of Adolescent Health, 21*, 469-474.
- Herrenkohl, T., Mason, W. A., Kosterman, R., Lengua, L., Hawkins, J. D., & Abbott, R. D. (2007). Pathways from physical childhood abuse to partner violence in young adulthood. *Violence and Victims, 19*(2), 123-136.
- Holt, M. & Espelage, D. (2005). Social support as a moderator between dating violence victimization and depression/anxiety among African American and Caucasian adolescents. *School Psychology Review, 34* (3), 309-328.
- Jackson, S., Cram, F., & Seymour, F. (2000). Violence and coercion in high school students' dating relationships. *Journal of Family Violence, 15*, 23-36.
- Jaycox, L.J., McCaffrey, D., Eiseman, B., Aronoff, J., Shelley, G., & Collins, R. et al. (2006). Impact of a school-based dating violence prevention program among Latino Teens. *Journal of Adolescent Health, 39*, 697-704.
- Jewkes, R., Sen, P., & Garcia-Moreno, C. (2002). Sexual violence. In: E.G. Krug, L.L. Dahlberg, J.A. Mercy, A.B. Zwi, & R. Lozano (Eds.). *World Report on Violence and Health* (pp. 149-181). Geneva (Switzerland): World Health Organization.
- Kerig, P.K., Ball, B., & Rosenbluth, B. (2006). *Expect Respect: Process and Outcome Associated With a Successful Dating Violence Prevention Program*. Unpublished manuscript, Department of Psychology, Miami University, Ohio.
- Malik, S., Sorenson, S., & Anehensel, C. (1997). Community and dating violence among adolescents: Perpetration and victimization. *Journal of Adolescent Health, 21*, 291-302.

- McKenry, P., Serovich, J., Mason, T., & Mosack, K. (2006). Perpetration of gay and lesbian partner violence: A disempowerment perspective. *Family Violence, 21*, 233-243.
- Meraviglia, M., Becker, H., Rosenbluth, B., Sanchez, E., & Robertson, T. (2003). The Expect Respect Project: Creating a positive elementary school climate. *Journal of Interpersonal Violence, 18* (11), 1347-1360.
- Meyer, H. & Stein, N. (2004). Relationship violence prevention education in schools: What's working, what's getting in the way, and what are some future directions. *American Journal of Health Education, 35*(4), 198-204.
- Molidor, C., Tolman, R., & Kober, J. (2000). Gender and contextual factors in adolescent dating violence. *The Prevention Researcher, 7*(1), 1- 4.
- Motivational Educational Entertainment (MEE) Productions. (1996). *In Search of Love: Dating Violence Among Urban Youth*. Philadelphia: Center for Human Advancement.
- Nation, M, Crusto, C., Wandersman, A., Kumpfer, K. Seybolt, & Morissey-Kane, E. et al. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*, 449-456.
- National Center for Victims of Crime (NCVC). (2005). *Because Things Happen Every Day*. Produced by CastleWorks Production. Educational Video available at [www.ncvc.org/ncvc/main.aspx?dbID=DB\\_EducationalVideos287](http://www.ncvc.org/ncvc/main.aspx?dbID=DB_EducationalVideos287).
- National Center for Victims of Crime (NCVC) and the National Crime Prevention Council (NCPC). (2005). *Reaching and Serving Teen Victims: A Practical Handbook*. Retrieved January 10, 2007, from [www.ncvc.org](http://www.ncvc.org).
- National Center for Victims of Crime (NCVC) and the National Crime Prevention Council (NCPC). (2006). *Youth Reaching Youth Victims: An Owner's Guide for Youth Outreach for Victim Assistance*. Available from National Crime Prevention Council, 1000 Connecticut Avenue, NW, 13<sup>th</sup> floor, Washington, DC 20036-5325. (202) 466 6272; [www.ncpc.org](http://www.ncpc.org).
- National Institute of Justice. (2004). *Research in Brief. Violence Against Women: Identifying Risk Factors*. Washington, DC: National Institute of Justice.
- National Resource Center on Domestic Violence (NRCDV). (2004). *Teen Dating Violence: Overview*. Retrieved from April 25, 2007, from [www.nrcdv.org](http://www.nrcdv.org) and [www.vawnet.org](http://www.vawnet.org).
- O'Keefe, M. (1997). Predictors of dating violence among high school students. *Journal of Interpersonal Violence, 12*, 546-568.
- O'Keefe, M. (1998). Factors mediating the link between witnessing interparental violence and dating violence. *Journal of Family Violence, 13* (1), 39-57.
- O'Keefe, M. (2005). Teen dating violence: A review of risk factors and prevention efforts. *VAWnet Applied Research Forum*. National Electronic Network on Violence Against Women. Retrieved January 7, 2006, from [www.vawnet.org](http://www.vawnet.org).



- Olweus, D., Limber, S., & Mihalic, S.F. (1999). "Blueprints for Violence Prevention." Fact sheet with excerpted information provided by the Center for the Study and Prevention of Violence. Boulder, CO. Retrieved May 22, 2007 from [www.colorado.edu/cspv/blueprints/model/programs/details/BPPdetails.html](http://www.colorado.edu/cspv/blueprints/model/programs/details/BPPdetails.html)
- Peacock, D., & Rothman, E. (2001). Working with young men who batter: Current strategies and new directions. *VAWnet Applied Research Forum*. National Electronic Network on Violence Against Women. Retrieved January 7, 2006, from [www.vawnet.org](http://www.vawnet.org).
- Pellegrini, A.D. (2002). Bullying, victimization, and sexual harassment during the transition to middle school. *Educational Psychologist*, *37*(3), 151-163.
- Price, E., Byers, E., & the Dating Violence Research Team. (1999). The attitudes towards dating violence scales: Development and initial validation. *Journal of Family Violence*, *14*(4), 351-375.
- Price, E., Byers, S., Whelan, J., & Saint-Pierre, M. (2000, January). *Dating Violence Amongst New Brunswick Adolescents: A Summary of Two Studies*. University of New Brunswick, Canada, Muriel McQueen Fergusson Centre for Family Violence Research, Research Paper Series, Number 2.
- Rayburn, N., Jaycox, L., McCaffrey, D., Ulloa, E., Zander-Cotugno, M., Marshall, G., & Shelley, G. (2007). Reactions to dating violence among Latino teenagers: An experiment utilizing the Articulated Thoughts in Simulated Situations paradigm. *Journal of Adolescence*, *30*(6), 893-915.
- Rosenbluth, B. (2002). *Expect Respect: A School-Based Program Promoting Safe and Healthy Relationships for Youth*. Harrisburg, PA: National Resource Center on Domestic Violence.
- Rosenbluth, B. (2004). *Expect Respect: A Support Group Manual for Safe and Healthy Relationships*. Austin, TX: SafePlace.
- Rosenbluth, B., & Bradford Garcia, R. (1997). *Expect Respect: A Support Group Manual for Safe and Healthy Relationships*. Austin, TX: SafePlace.
- Sanchez, E., Robertson, T., Lewis, C., Rosenbluth, B., Bohman, T., & Casey, D. (2001). Preventing bullying and sexual harassment in elementary schools: The Expect Respect model. In R. Geffner, M. Loring, and C. Young (Eds.). *Bullying Behavior: Current Issues, Research, and Interventions*. Haworth Maltreatment & Trauma Press, co-published simultaneously as *Journal of Emotional Abuse*, *2* (2/3), 157-180.
- Schewe, P. (2002). Guidelines for developing rape prevention and risk reduction interventions: Lessons from evaluation research. In P. Schewe (Ed.), *Preventing Violence in Relationships: Interventions Across the Life Span* (pp. 107-136). Washington, DC: American Psychological Association.
- Sears, H.A., Byers, S., Whelan, J., & Saint-Pierre, M. (2006). "If it hurts you, then it is not a joke": Adolescents' ideas about girls' and boys' use and experience of abusive behavior in dating relationships. *Journal of Interpersonal Violence*, *21*, 1191-1207.

- Silverman, J., Rai, A., Mucci, L., & Hathaway, J. (2001). Dating violence against adolescent girls and associated substance abuse, unhealthy weight control, sexual risk behavior, pregnancy, and suicidality. *Journal of the American Medical Association*, *286*(5), 572-579.
- Sousa, C. (1999). Teen dating violence: The hidden epidemic. *Family and Conciliation Courts Review*, *37*(3), 356-374.
- Stein, N. (1995). Sexual harassment in school: The public performance of gendered violence. *Harvard Educational Review*, *65*(2), 145-162.
- Stein, N. (1999). *Classrooms & Courtrooms: Facing Sexual Harassment in K-12 Schools*. New York: Teachers College Press.
- Stein, N. (2005). A rising pandemic of sexual violence in elementary and secondary schools: Locating a secret problem. *Duke Journal of Gender Law & Policy*, *12*, 33-52.
- Thornton, T., Craft, C., Dahlberg, L., Lynch, B., & Baer, K. (2002). *Best Practices of Youth Violence Prevention: A Source Book for Community Action*. Atlanta: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- UC Davis Health System: Newsroom. (2007). Teen girls report abusive boyfriends try to get them pregnant. Retrieved October 15, 2007 from [www.ucdms.ucdavis.edu/newsroom/releases/archives/childrenshospital/2007/teen\\_preganancy902007.html](http://www.ucdms.ucdavis.edu/newsroom/releases/archives/childrenshospital/2007/teen_preganancy902007.html).
- Whitaker D.J., Rosenbluth, B., Valle, L.A., & Sanchez, E. (2004). Expect Respect: A school-based intervention to promote awareness and effective responses to bullying and sexual harassment. In D.L. Espelage and S.M. Swearer, (Eds.), *American Schools: A Social-Ecological Perspective on Prevention and Intervention*. (pp. 327-350). Mahwah, NJ: Lawrence Erlbaum Associates.
- White, G.E., & Mullen, P.E. (1989). *Jealousy: Theory, Research and Clinical Strategies*. New York: Guilford.
- Wright, J. & Zimmerman, M. (2006). Culturally sensitive interventions to prevent youth violence. In N. Guerra and E. Smith (Eds.), *Preventing Youth Violence in a Multicultural Society* (pp. 221-248). Washington DC: American Psychological Association.
- Wolfe, D., Scott, K., Wekerle, C., & Pittman, A. (2001). Child maltreatment: Risk of adjustment problems and dating violence in adolescence. *Journal of the American Academy of Child Adolescent Psychiatry*, *40*(3), 282-289.
- Wolfe, D., Wekerle, C., Scott, K., Straatman, A., Grasley, C., & Jaffe, D. (2003). Dating violence prevention with at-risk youth: A controlled outcome evaluation. *Journal of Consulting and Clinical Psychology*, *71*(2), 279-291.