



# Expect Respect

*A School-Based Program  
Promoting Safe and Healthy Relationships for Youth*

Developed by  
**SafePlace: Domestic Violence and Sexual Assault Survival Center**  
Austin, TX

Published by  
**National Resource Center on Domestic Violence**  
Harrisburg, PA



**SafePlace**

Envision a future without violence.

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Sexual Assault Survival Center**

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# **Expect Respect**

**A School-Based Program  
Promoting Safe and Healthy Relationships for Youth**

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**Director of School-Based Services**

**SafePlace: Domestic Violence and Sexual Assault Survival Center**

**Austin, Texas**

**Published by**

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# SAFEPLACE

SafePlace: Domestic Violence and Sexual Assault Survival Center is the primary provider of comprehensive sexual and domestic violence prevention, intervention, education and advocacy services in Austin, Texas. Since the inception of SafePlace's parent agencies in the mid-1970s, the organization has developed and provided domestic violence and sexual assault and abuse services in response to the needs of the community.

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## THE NATIONAL RESOURCE CENTER ON DOMESTIC VIOLENCE

The National Resource Center on Domestic Violence (NRC) was founded in 1993 as a key component in a national network of domestic violence resource centers established through the Violence Against Women Act and funded by the U.S. Department of Health and Human Services.

As a source of comprehensive information, training and technical assistance on community response to and prevention of domestic violence, the NRC supports the capacity of organizations and individuals working to end violence in the lives of women and their children. The NRC's first priority is to proactively support the work of national, state and local domestic violence programs. It also places an emphasis on increasing organizational responsiveness to the needs identified by communities of color and other traditionally underserved populations. The NRC is a project of the Pennsylvania Coalition Against Domestic Violence, a pioneering leader in policy development, training and technical assistance in the movement to end domestic violence.

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# ABOUT THE AUTHOR

## ***Barri Rosenbluth, LMSW-ACP***

Barri Rosenbluth, LMSW-ACP is the Director of School-Based Services at SafePlace. Over the past 12 years, Barri has developed and expanded a school-based intervention and prevention program, entitled **Expect Respect**, in the Austin Independent School District. The Expect Respect Program provides counseling, support groups and educational programs on the issues of dating violence, sexual harassment and bullying in grades K-12. Barri is also the author of **Expect Respect: A Support Group Curriculum for Safe and Healthy Relationships** and author of the curriculum guide for the video series: **Love—All That and More: A Six-Session Curriculum & Video Series on Healthy Relationships for Youth & Young Adults**, produced by the Center for the Prevention of Sexual and Domestic Violence.

Recognized as a model for school and agency collaboration, the **Expect Respect** Program has been featured on Good Morning America, ABC News Day One, World News Tonight, the Oprah Winfrey Show, Partnerships for Preventing Violence National Satellite Training, Parade Magazine, Teaching Tolerance, and in other local and national media.

A graduate of the University of Texas with a Master's degree in Social Work, Barri has sixteen years of experience as a counselor and program administrator in the fields of family violence and youth development.

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# PREFACE

*SafePlace* is the primary provider of comprehensive domestic violence and sexual prevention, intervention, education and advocacy services in Austin, Texas. Since the inception of *SafePlace's* parent agencies in the mid-1970s, the organization has developed and provided domestic violence and sexual assault services that address the needs of the community.

Responding to requests from local school counselors in the late 1980s, *SafePlace* staff began counseling students in school, beginning a nationally-recognized dating and sexual violence prevention and intervention program now known as **Expect Respect**. After more than a decade, **Expect Respect** continues to provide school-based counseling to children and youth who have experienced abuse, and educational programs on the prevention of dating and sexual violence, sexual harassment and bullying.

A second component of *SafePlace* is **Kid&TeenSAFE**, a project of *SafePlace's* *Disability Services ASAP* (A Safety Awareness Program). **Kid&TeenSAFE** provides abuse intervention and prevention services for youth who have disabilities. The focus of this project is to prevent and reduce the risk of abuse by educating children, parents, caregivers and professionals about personal safety issues for this population.

**Expect Respect** and **Kid&TeenSAFE** had their beginnings in separate agencies (Center for Battered Women and Austin Rape Crisis Center) that merged in 1998 to become *SafePlace*. Each has a unique history and evolution shaped by requests for services from the community. These programs operate independently with separate directors and staff. This publication details the **Expect Respect** program. A companion publication from the National Resource Center on Domestic Violence profiles the **Kid&TeenSAFE** project.

## ***Goal of this Document***

The primary goal of this document is to encourage local domestic violence agencies to join forces with their local school districts to provide comprehensive prevention and intervention services that address the problems of abuse in students' lives. It examines the issues of dating violence, sexual harassment and bullying, their interrelationship, and offers a rationale for school-based programs. It further describes the ways in which the **Expect Respect** program functions within Austin schools, its development, implementation and evaluations, and recommendations for replication. Included in the Appendix are sample forms, handouts and flyers, as well as additional resources for those interested in starting a similar program.

Even after 12 years, the **Expect Respect** program continues as a work in progress. This document represents a snapshot of the program at the time of publication. Additional materials for both **Expect Respect** and **Kid&TeenSAFE** may be obtained through *SafePlace* (see contact information on page 40).

## ***Audience***

The intended audience for this guide includes staff from domestic/sexual violence agencies who are interested in developing or expanding school-based programs. These agencies are valuable resources to school staff, students and families; however, they are often underutilized in schools. The need for greater collaboration with school districts is real. School personnel continue to face increasing demands on their time and expertise, yet children who have been hurt and those who are in danger require immediate, specialized and often on-going care. Agency counselors are vital for helping schools respond quickly and effectively to these children, and for providing educational programs for students and adults. By working together, agencies and schools can achieve systemic changes in the school environment that increase safety for all students and build expectations for respect in personal relationships.

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# TEENAGE DATING VIOLENCE

Dating violence may be defined as the perpetration or threat of an act of violence by at least one member of an unmarried couple on the other member within the context of dating or courtship (Fact Sheet on Dating Violence, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention: <http://www.cdc.gov/ncipc/factsheets/datviol.htm>). Abuse in teenage dating relationships can include insults, slapping, punching, shoving, threats, rape and other acts of violence and coercion, including the use of weapons. As in adult relationships, abusers use these behaviors to dominate and control intimate partners.

The often hidden nature of teenage dating violence increases the risk for young victims. A teenager may be reluctant to discuss an intimate relationship with a parent even when they have a close relationship and talk openly about other issues. Many adolescents want to handle these problems on their own without involving parents who may then restrict access to the abusive partner or monitor telephone calls. They may also conceal the abuse from friends and family members out of fear of retaliation from their abuser, or the desire to protect a partner from legal action or other consequences. Adults at school may also be unaware that a student is involved in an abusive relationship. When teen victims hide abuse from others, parents and school staff are limited in their ability to help assess danger and reinforce self-protective actions.

Numerous studies demonstrate that abuse in teenage dating relationships is common and even considered normal by many young people. Data indicate that this problem exists across lines of race, socioeconomic status, religion, sexual orientation, disability and other individual differences and is present in urban, suburban and rural communities. Children and youth in all communities, regardless of whether they are witnessing or experiencing abuse in their homes, are at risk for using and experiencing abuse in a dating relationship. For this reason, adults who are knowledgeable about issues of dating and sexual violence should be available to youth at school where they can discuss their experiences and concerns in a safe and comfortable environment.

## ***What the Research Shows***

- Approximately 1 in 5 female students (grades 9 through 12) reported being physically and/or sexually abused by a dating partner. Adolescent girls who report a history of, or are currently experiencing, dating violence are more likely to exhibit other serious health risk behaviors. (Silverman, J. G.; Raj, A.; Mucci, L. and Hathaway, J. E., 2001)
- A study of eighth and ninth grade male and female students in North Carolina indicated that 25 percent had been victims of non-sexual dating violence and 8 percent had been victims of sexual dating violence. (Foshee, Linder, et.al., 1996)
- A 1997 Massachusetts Youth Risk Behavior Survey, using a statewide, scientifically reliable sample of high school students, reported that 14 percent of all students experienced dating violence (7 percent males and 20 percent females); 11 percent had been physically hurt; and 7 percent had been hurt sexually by someone they were dating.

- In a survey of over 2,000 students from five different school districts in upstate New York, 16 percent of students from rural areas reported being slapped, kicked or hit by a boyfriend or girlfriend, compared with 9 percent of suburban and 8 percent of urban students. (Spencer and Bryant, 2000)
- Data from the **Expect Respect** program confirm the prevalence of dating and sexual violence in the Austin community. Of 319 students who participated in counseling and support groups during the 1999-2000 school year, 32 percent reported current or previous dating violence; 54 percent reported witnessing domestic violence; 20 percent reported sexual abuse or assault; and 3 percent

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reported experiencing both sexual and domestic abuse. Of 3,326 students who participated in the program's educational presentations that year, 11 percent reported past abuse by a dating partner; 8 percent reported having abused a dating partner; 30 percent had a friend who had been abused by a dating partner; 16 percent had a friend who had abused a dating partner; and 34 percent knew someone who had been raped or sexually assaulted. (*SafePlace*, 2000)

- In a study of gay, lesbian and bisexual adolescents, youths involved in same-sex dating were just as likely to experience dating violence as youths involved in opposite sex dating. (Elze, 2000)
- More than 18 percent of women responding to a U.S. Department of Justice and Centers for Disease Control and Prevention survey reported that they had been assaulted at some point during their lives. Over half – 54 percent – of these women had been assaulted before the age of eighteen, and 22 percent had been assaulted before the age of twelve. (Tjaden and Thoennes, 1998)
- Witnessing parents being abusive or experiencing child abuse increases the risk for dating violence for both boys and girls. (*Makepeace*, 1997)
- Research studies report that 51 percent of students who witnessed their parents being abusive to each other had been involved in an abusive relationship, and 57 percent of students who were abused as children had been in a violent dating relationship. (O'Keefe and Chew, 1986)
- Teen boys who abuse their dating partners are more likely to have experienced child abuse or neglect, witnessed domestic violence, use alcohol or drugs, have sexist attitudes that support male domination over females, and associate with peers that support these attitudes. (Peacock and Rothman, 2000)
- Adolescent relationships may be particularly prone to violence because of the dependency that partners have on each other for social acceptance and self-esteem. Normal adolescence is marked by a move toward peer groups, conformity to peer norms, and pressure to be involved in intimate relationships. (Levesque, 1997)

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# SEXUAL HARASSMENT AND BULLYING

The terms sexual harassment and bullying can be used to describe forms of peer-to-peer abuse that begin as early as elementary school. Sexual harassment is unwelcome behavior of a sexual nature that interferes with a student's ability to learn, study, work, achieve or participate in school activities. For students this often means teasing and taunting about gender and sexuality, but can also include physical and sexual assaults. An abundance of survey data and written accounts from youth illustrate that sexual harassment in schools is widespread. Moreover, according to Nan Stein of the Wellesley College Center for Research on Women, "Sexual harassment has become normalized as its public performance is tolerated, even expected, and allowed to flourish." These observations led Stein to assert that, "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, N., *Classrooms & Courtrooms: Facing Sexual Harassment in K-12 Schools*, New York, NY: Teachers College Press, 1999, p.11)

Sexual harassment in school also violates a student's right to receive an education free from discrimination under Title IX of the U.S. Education Amendments. The Supreme Court has ruled that in fact schools could be held liable for failing to respond effectively to persistent and severe incidences of student-to-student sexual harassment (Davis vs. Monroe County Board of Education, June 2000). This ruling has prompted schools to expand their efforts to reduce and prevent sexual violence and harassment on campus.

Like sexual harassment, bullying involves the misuse of power and creates an environment conducive to dating and sexual violence as well as other forms of violence. Bullying is the intentional use of hurtful and intimidating words, actions or gestures by one or more persons toward an individual or group. These behaviors can be direct and include physical violence, hurtful teasing or name-calling, threats of violence, extortion or theft; or indirect behaviors that include spreading rumors and exclusion from a peer group. As children progress into the upper elementary grades, teasing and bullying often take on a gendered content (remarks about gender, body parts or sexuality) that may be considered sexual harassment.

A major premise of the **Expect Respect** program is that bullying and sexual harassment behaviors condition students to accept mistreatment in their peer relationships, laying the foundation for abuse in future dating relationships. Without effective adult intervention, students learn to expect and accept mistreatment from and among their peers. Based upon available research on bullying, the most effective strategy involves preparing all members of the school community to respond consistently whenever a student is mistreated (Center for the Study and Prevention of Violence, 1999).

In addition to impacting expectations for dating relationships, bullying and harassment have other consequences that can be tragic. Students who are bullied or harassed often become anxious, fearful and depressed. Some withdraw and try to escape by skipping school, running away or committing suicide. Others respond with aggression, seeking revenge for the mistreatment they receive and the indifference of student and adult bystanders. A recent report from the U.S. Secret Service indicated that a primary factor contributing to school shootings over the last 20 years was the shooters' history of being targets of longstanding and severe bullying and harassment (U.S. Secret Service, 2000).

## ***What the Research Shows***

- In the first national survey of 2,002 girls between the ages of 9 and 12, 89 percent experienced sexual comments, gestures or looks, and 83 percent experienced being touched, pinched or grabbed. When asked to report on the most serious incident at school in the past year, 96 percent said they had been harassed by a fellow student. Of these incidents, 97 percent were committed by male harassers, 2 percent were committed by male and female harassers and less than 1 percent were committed by female harassers. (Stein, Marshall and Tropp, 1993)
- A national survey of 2,064 public school students in grades 8 through 11 showed that 83 percent of girls and 79 percent of boys report having experienced sexual harassment. Additionally, 76 percent of students surveyed experienced non-physical harassment, while 58 percent experienced physical harassment. Peer-on-peer harassment is the most common type of harassment for both boys and girls, although 7 percent of boys and girls experiencing physical or nonphysical harassment report being harassed by a teacher. (American Association of University Women, 2001)
- This same survey also indicates that the number of boys reporting experiences with harassment “often” or “occasionally” has increased since 1993, although girls are still more frequent targets. The study also found that for many students sexual harassment is an ongoing experience: over 1 in 4 students experience it “often.” These numbers do not differ regardless of whether the school is urban, suburban or rural. (American Association of University Women, 2001)
- Sexual harassment often includes name-calling and insults about sexual orientation. A typical high school student hears anti-gay slurs as often as 25.5 times each day. Only 3 percent of faculty intervene in such incidents. As a result of lack of intervention, 19 percent of gay and lesbian students suffer physical attacks associated with sexual orientation, with 13 percent skipping school at least once per month and 26 percent dropping out all together. (Gay, Lesbian, and Straight Education Network, 1997)
- Approximately 15 percent of students are either bullied regularly or are themselves bullies. (Center for the Study and Prevention of Violence, 1999)
- Fear leads many victims to turn against school. Some 7 percent of America’s eighth-graders stay home at least once a month because of bullies. The National Educational Association estimates that 160,000 students miss school every day, or 28 million days per year, due to fear of attack or intimidation by a bully. (Fried and Fried, 1996)
- Nearly one-third (29.9 percent) of American students in grades 6 through 10 reported moderate or frequent involvement in bullying as: a bully (13.0 percent); one who was bullied (10.6 percent); or both (6.3 percent). Males were more likely than females to be both perpetrators and targets of bullying. (Nansel, T.R.; Overpeck, M.; Pilla, R. S.; Ruan, W. J.; Simons-Morton, B. and Scheidt, P., 2001)
- When bullying is allowed to continue, the antisocial behavior pattern often continues into young adulthood. Approximately 60 percent of boys who were characterized as bullies in grades 6 through 9 had been convicted of at least one crime by the age of 24. (Center for the Study and Prevention of Violence, 1999)

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Sexual harassment and dating violence, as well as the bullying behaviors that can precede or co-exist with them, are common in schools across the country. Teachers may be reluctant to intervene, particularly when they receive a report of an incident that they did not witness. Some adults minimize the impact of these behaviors on youth, or suggest that the bully and target resolve the problem on their own. Only 9 percent of students surveyed reported that their schools already deal effectively with this issue (American Association of University Women, 2001). After seeing a lack of action by school personnel, students also do not help targets, knowing they will not have the support of adults in charge.

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## THE NEED FOR SCHOOL-BASED PROGRAMS

The problem of intimate partner abuse is severe. In 2000, Austin police responded to over 13,000 domestic violence incidents. This form of violence not only affects the spouse or partner being directly victimized, but can have emotional and psychological effects on all family members. Children who witness domestic violence need specialized services at school to increase their immediate safety, provide social support and help them develop skills for non-violent relationships.

For young people already experiencing abuse in their dating relationships, early intervention is key to disrupting a pattern of abuse. School-based counseling and groups for both boys and girls can educate students and support them in achieving relationships based on personal safety, equality and respect. It is also important that youth with disabilities have access to services as this population is vulnerable to abuse, yet often excluded from receiving information and education pertaining to violence prevention, sexuality, healthy relationships and personal safety. (Abuse prevention strategies specially designed for youth with disabilities are discussed in the companion NRC publication from *SafePlace*, **Kid&TeenSAFE**.)

Even children who have not witnessed or experienced abuse are at risk for violence in dating relationships. No young person can escape the often violent images of romantic relationships and distorted views of masculinity and femininity they see and hear in advertisements, on television and in their communities every day. As children grow toward adolescence, friends and classmates become strong influences on expectations for romantic relationships. Schools can positively influence these expectations by offering training and education using age-appropriate curricula, activities and discussions. Moreover, school personnel who respond effectively to bullying and sexual harassment among students demonstrate their commitment to

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***...school personnel who respond effectively to bullying and sexual harassment among students demonstrate their commitment to ensuring safe and respectful relationships of all types on campus, laying the foundation for respect in future intimate relationships.***

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ensuring safe and respectful relationships of all types on campus, laying the foundation for respect in future intimate relationships.

As schools throughout the nation become increasingly aware of the potential for and dynamics of school violence, officials are looking for effective violence prevention programs and resources. The expertise that exists in local domestic violence agencies is particularly useful to schools in selecting and implementing successful programs. Like rape and battering, incidents of youth violence are often driven by the aggressor's desire to dominate and control a person or group that is perceived to have lesser power. Understanding violence within that framework, staff from domestic violence agencies are well-equipped to promote strategies that both increase safety for victims/targets while addressing broader social change goals. Individual interventions alone are not sufficient to change the social norms on campus. School-wide measures including policies, trainings, curricula, counseling and other activities are needed to reduce the social acceptance of abusive behavior among all members of the school community.

In particular, programs designed for violent or aggressive boys are frequently in demand by school personnel. When such services have been available in schools, they have traditionally focused on anger management and conflict resolution. While these are useful skills for any student, the dynamics of power and control in relationships are often overlooked in these approaches. **Expect Respect** groups engage young men in discussions about healthy relationships and support them in challenging the social norms that perpetuate male violence. The need is urgent to prepare school staff, along with students of all grade levels, to intervene immediately, appropriately and consistently; to make mistreatment clearly unacceptable; and to actively support respect in relationships as an expectation for all.

## EXPECT RESPECT PROGRAM HISTORY

**Expect Respect**, formerly the Teen Dating Violence program, began in 1988 in response to a local high school's request for specialized counseling for girls in abusive relationships. Two counselors from *SafePlace* established a weekly support group on campus, utilizing materials they adapted from their work with adult battered women. The first support group filled up quickly. Many of the girls had experienced multiple forms of abuse, including dating violence, sexual abuse/assault and family violence. These young women were particularly vulnerable to continued abuse for a variety of reasons, including their proximity to an abusive partner at school, exposure to guns, alcohol and/or drugs, violence in the home, and confusion about what is, and is not, appropriate relationship behavior. The *SafePlace* counselors identified existing dating violence intervention programs and resources and also began to develop new materials.

Many of the girls in the original support group previously had not told anyone about the abuse, even though some were experiencing severe acts of violence and coercion. They were followed by their partners around campus, threatened in the hallways, and spied on by their abusers' friends. They reported being pinched to the point of bruising, threatened with weapons, having food smeared on them, and being forced to have sex with others. The group's counselors believed that peer support would be key for helping these girls safely leave their abusive relationships.

Based on positive participation and feedback from students and school counselors, *SafePlace* sought and received funding the following year to expand the program to five additional schools. In 1991, the program began offering groups for young men who had used violence toward dating partners or had witnessed domestic violence at home. In 1992, a volunteer speaker's bureau was established to meet the growing demand for classroom presentations on the topics of abuse and respect in dating relationships. By 1995, the program had expanded to 16 weekly school-based groups (11 groups for girls and 5 groups for boys) and approximately 20 classroom presentations per month.

It was also during 1995 that the program changed its name to **Expect Respect**. The rationale behind this change came from a counselor (now the Director of School-based Services for *SafePlace*) for one of the girls' groups. As the 24-week program was coming to an end, the counselor was puzzled over the fact that, although the 12 group members had faithfully attended the group meetings throughout the school year and had become very knowledgeable about abuse, many continued to stay in their abusive relationships. Searching to understand what these girls needed to leave their abusive relationships and find healthy ones, she once asked them to raise their hands if they believed that all men were abusive or likely to become abusive to their partner. To her surprise, all hands went up. She realized that while the girls had gained considerable knowledge and insight about abuse, as well as received much-needed social support, their expectations for behavior and dynamics within romantic relationships had not changed.

It then became clear that offering the support and education provided within the groups was not enough. Increasing expectations for respect in dating relationships became the primary focus of the program from that point forward, and the program became known as **Expect Respect**. This shift would result in program revisions for the support groups and curricula

revisions for the classroom presentations. It was also the basis for recognizing the need to intervene earlier with younger children and the adults in their lives.

Later that same year, a United Way Community Initiatives Grant funded the development of the first edition of the *Expect Respect Support Group Curriculum for Safe and Healthy Relationships* (Rosenbluth, 2000) and training for local school counselors to use the curriculum in their own schools (see *Appendix A* for Curriculum Table of Contents ).

Following a pilot program in three elementary schools, *SafePlace* received a grant in 1997 from the Centers for Disease Control and Prevention to develop, implement and evaluate a primary prevention program for dating violence. The project, known as the *Expect Respect Elementary School Project*, implemented and evaluated a prevention model that involved students, school staff and parents at six Austin elementary schools. The project was based on the premise that bullying and sexual harassment among elementary school students, left unchecked, condition students to accept mistreatment in their peer relationships, laying the foundation for abuse in future dating relationships.

The goals of the project were to:

- increase awareness of bullying and sexual harassment among all members of the school community;
- increase the ability of school staff to ensure a safe and gender-equitable learning environment;
- increase students' skills for preventing and responding to bullying and sexual harassment as targets and bystanders; and
- increase the ability of parents to address bullying effectively among siblings and with children who may be experiencing bullying at school as a target, bully or bystander.

Five program components were provided simultaneously in six participating schools for two consecutive school years. All fifth grade students received 12 classroom sessions adapted from *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*, developed by Nan Stein. Four additional program components included campus policy development, staff training, parent education and counseling and support services.

The evaluation used a quasi-experimental design with spring and fall cohorts and matched comparison groups. Quantitative methods included baseline, pre-test, post-test, and follow-up surveys of fifth grade students and all school staff and training assessments. Qualitative methods included focus groups of students, focus groups of fifth grade teachers, students' class work, and interviews with administrators, counselors and students.

Results from the intervention schools demonstrated:

- a decrease in students' self-reported incidences of bullying others, being bullied and witnessing bullying;
- a decrease in students' acceptance of negative dating and gender role attitudes;
- an increase in students' willingness to intervene on behalf of other students who were being bullied or harassed;
- an increase in students' ability to identify sexual harassment;
- an increase in students' awareness of school sexual harassment policy; and
- an increase in students' willingness to tell parents and adults on campus about incidents of bullying and sexual harassment.

The results of the *Expect Respect Elementary School Project* demonstrated the effectiveness of a school-wide approach to bullying prevention. Of greatest significance was the increase in students' willingness to intervene when they witnessed someone being mistreated. The combined results suggest that by addressing bullying and student-to-student sexual harassment, schools can reduce bullying, positively influence the social climate on campus and increase students' expectations for healthy dating relationships. Additional research and evaluation will be needed to further explore the impact of these services on students' actual experiences when they begin dating.

During the 2000-01 school year, *SafePlace* staff members presented at more than 50 local and national training events and conferences to audiences that included educators, counselors, parents, and others. These sessions included research data on bullying, sexual harassment and gender violence in schools and how to start up, implement and evaluate school-based intervention and prevention programs. Growing awareness of the relationship between bullying, harassment and school violence has resulted in increasing numbers of requests for training to replicate this program. *SafePlace* is pursuing new sources of funding to build on the lessons learned from the Elementary School Project and continue its efforts toward making schools safer for all students.

The following section provides an in-depth look at the **Expect Respect** program.

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# EXPECT RESPECT OVERVIEW

## **Goals**

The **Expect Respect** program works to:

- support youth in healing from past abuse;
- raise expectations for equality and respect in relationships;
- enhance safety and respect on school campuses; and
- promote youth leadership in violence prevention.

## **Components**

- I. **Counseling and Support Groups.** Counseling and support groups serve children and youth in grades K-12 who have experienced sexual, dating or domestic violence or are involved in an abusive dating relationship.
- II. **Classroom Presentations.** Staff and volunteers provide a series of three classroom presentations for youth in grades 6-12 on the topics of dating violence, sexual assault, sexual harassment and healthy relationships.
- III. **The Summer Teen Leadership Program.** Through an eight-week paid internship experience for youth, teen leaders participate in intensive training on issues of social justice and violence prevention and provide interactive workshops on bullying prevention for younger children at summer care sites throughout Austin.
- IV. **Training for School Personnel.** Professional training for educators in grades K-12 addresses school-wide strategies for preventing bullying, sexual harassment and gender violence. Parent sessions are also provided.

# PROGRAM COMPONENTS

## ***I. Counseling and Support Groups***

Children and adolescents who have experienced violence or abuse in their families or in a dating relationship have special challenges facing them at school. They may have difficulty concentrating, completing assignments, staying awake or interacting with peers. They may appear anxious, depressed, angry, withdrawn or have no visible indications at all. In extreme cases, abused children may injure themselves to numb emotional pain, self-medicate with drugs and alcohol or attempt/commit suicide. When a victim of dating violence attends the same school as the abuser, s/he may be exposed to intimidation on a constant basis at school.

**Expect Respect** counselors focus on helping youth increase their personal safety and well-being at home and at school. Requests for counseling come from teachers and school counselors who are aware or suspect that a student is experiencing abuse or has been abused or assaulted in the past.

### **Referrals**

The school counselor makes the majority of referrals for *SafePlace* counseling. Parents can also request counseling for children who have witnessed domestic violence, been sexually abused or are involved in an abusive dating relationship. In secondary schools, youth are more likely to refer themselves after learning about the **Expect Respect** program from posters, classroom presentations or friends who have received counseling or participated in the support groups.

### **Intake Sessions**

When students are referred for counseling, they receive an intake session with the *SafePlace* counselor within one to five days. This initial session lasts approximately 45 minutes and is designed to let the student know that help and support is available on campus, determine the forms of abuse the student has experienced, and help the student identify ways to increase personal safety. Due to limited resources, groups are only provided on certain campuses; however, a student in any local K-12 school is eligible for individual counseling.

During the intake session, the *SafePlace* counselor:

- introduces and describes her/his role in the school;
- explains the confidentiality policy and its limitations. Makes sure the student understands what information can and cannot be kept confidential;
- shares the reason for the student's referral from the school counselor and asks the student about experiences of abuse;
- uses a safety planning activity to address ways the student can increase her/his safety;
- offers additional sessions, support groups or other referrals as needed;

- completes a brief intake form and makes any necessary reports concerning child abuse, homicidal or suicidal threats. Students who will be referred to **Expect Respect** groups in middle and high schools are also asked to complete a pre-group questionnaire during the intake session (*intake packets for elementary and secondary students are included in Appendix B*).

## Disclosure of Abuse

When a student makes a disclosure of physical or sexual abuse during the intake session, the *SafePlace* counselor reports the incident to the appropriate authorities and helps the student develop a safety plan. When the counselor reports an incident of child abuse, as mandated by state law, s/he notifies the student as soon as possible so that the student can be prepared for a parent's reaction to the report. A parent may become angry for having been contacted by a child abuse investigator, want to know who made the report, and the information that was disclosed. The student should have an opportunity to discuss any concerns about the report with a counselor in advance. When a *SafePlace* counselor reports child abuse, s/he requests that the investigator first come to the school to interview the child before contacting the parents so the student has an opportunity to speak with the investigator without the parents present. *SafePlace* believes that a victim of abuse is in the best position to know the potential risks for having reported the abuse and therefore should be involved in planning for her/his safety.

## Parental Consent

When a school counselor refers a young child (elementary school) for counseling, the counselor may also notify a parent of the referral and provide additional information about *SafePlace* and other community services. School counselors are encouraged by program staff to notify a parent only when the abuser does not live in the home because the child and/or the abused parent could be at risk for retaliation for having told an adult at school about the family violence. In the event that a parent does not want the child to participate, the *SafePlace* counselor and school counselor consult on how to best help the child in accordance with the parent's wishes. They may ultimately decide to continue counseling the child under a provision of the Texas Family Code, authorizing treatment for abused children without parental consent.

Neither *SafePlace* nor the school district requires students in secondary schools to obtain parental consent specifically for the **Expect Respect** groups, counseling or classroom presentations. These services are considered by the school district to be part of its comprehensive guidance and counseling program. Consent to participate in the school district's overall program is obtained at the beginning of the school year in the general packet of information that parents receive, sign and return to their child's classroom teacher. This precludes *SafePlace* from having to send home consent forms when a student chooses to participate in the **Expect Respect** program. Many students have said they would choose not to participate, if required to get parental consent, out of fear for a parent's reaction over discussing family violence with an adult at school. A student could be at greater risk for further abuse simply for having brought home the consent form.

## Counseling Options

### A. INDIVIDUAL SESSIONS

Individual counseling sessions are provided by licensed, Master's-level counselors from *SafePlace* for those youth who have documented reports of abuse or who make a disclosure of abuse during the intake session. The majority of students receive 12 sessions, but longer-term counseling may be provided for students with special needs who do not have other means of receiving counseling outside of school. When there are several students at the same elementary school who have similar needs, the *SafePlace* counselor may work with these children in a group setting. For example, during the 1999-2000 school year, *SafePlace* counselors provided a sexual abuse survivors' group for girls during the spring semester at one elementary school (*see discussion on page 26*).

The goals of *SafePlace* school-based counseling are to:

- help the student increase personal safety and help-seeking behaviors;
- model a relationship with a supportive adult by providing empathetic listening and honest and respectful interactions;
- validate that the abuse experienced was not the fault of the child;
- help the student express feelings through words and play;
- provide opportunities for the student to gain a sense of control over her/his life and world through play and expressive arts;
- assist the student in identifying self-destructive behavior and developing healthy coping skills;
- educate the student about the right to be safe from physical and sexual abuse;
- educate the student on differences between abusive and healthy relationships;
- explore the effects of abuse on student's behavior toward others; and
- connect the student to other support services at school and in the community.

*SafePlace* counselors utilize a variety of counseling techniques to work with students toward meeting the above goals including:

- non-directive play therapy;
- activities using art supplies for self-expression;
- educational tools including books, activity sheets and handouts; and
- discussion about topics, including personal safety, boundaries, abusive and healthy relationships, self-care, peer relationships.

## **B. GROUP SESSIONS: MIDDLE AND HIGH SCHOOL**

In middle and high schools, the **Expect Respect** program provides separate male and female educational support groups for youth who have had personal experiences with abuse in their dating or family relationships. The groups provide an emotionally-safe environment for members to share feelings and experiences, give and receive supportive feedback and practice new skills. The trusting and affirming relationships that develop among group members are healing and provide an important source of emotional support and personal insight for the students throughout the school year.

*SafePlace* has found that young people who are already using or experiencing abuse in a dating relationship are eager to participate in support groups. The boys appreciate having a place where they can reveal their feelings without fear of being judged or ridiculed by peers or adults. Over time, the group develops a sense of identity based on respect and non-violence, an alternative to the peer norms that support abusive behavior. Girls report that the group interactions help them recognize that they are not to blame for their partners' abusive behavior and they have the power to make their own choices. For many young people, some of whom participate over successive years, the **Expect Respect** groups are an important part of their school experience. Many of these students have expressed to counselors that group participation increases their ability and desire to stay in school.

The group counselors utilize the curriculum guide, *Expect Respect: A Support Group Manual for Safe and Healthy Relationships*, to increase students' knowledge, attitudes and skills for healthy relationships. Groups meet on campus during school hours for 24 sessions. In addition to group sessions, members participate in special events including a Ropes Course and a visit to another school for a structured discussion with members of an opposite-gender group. The Ropes Course, located in a wilderness setting, provides a series of physically and emotionally challenging events in which students must take personal risks and rely on their group members for help and support. The Ropes Course is sponsored by corporate funds and is available to groups of youth and adults affiliated with the Austin Independent School District.

Each year, approximately 20 groups for both males and females are provided in 14 schools through 24 weekly sessions. The number of groups is limited by the number of staff in the program. Each counselor facilitates approximately five groups. In most cases, the groups are conducted in the same schools from year to year unless a school is unable to provide the necessary support for the program or does not generate an adequate number of referrals for participation. A different school is then chosen for the following year.

In most schools, group times rotate between several periods so that students do not miss the same class each week. Group sessions in the past have not been well-attended when they were held after school or during lunch. While it can be complicated at first, rotating group times during the day can work when the dates and times are determined at the beginning of the program and printed out for students and school staff. On days when group is scheduled, school staff send out passes, or have students pick up passes, excusing them from class for the group session.

## Promoting the Groups

In September of each year, *SafePlace* counselors publicize the **Expect Respect** program by putting flyers in teachers' mailboxes and posters in the schools that will host **Expect Respect** groups. *SafePlace* counselors also speak at school staff meetings to educate school personnel about the program and how to refer students for counseling and groups. A school contact person is designated on each campus to compile a list of initial referrals and to coordinate subsequent referrals throughout the year. The *SafePlace* counselor meets with each student individually for an intake session. Groups start in October and consist of 10 to 12 members per group. As additional students are referred throughout the year, the *SafePlace* counselor will conduct the intake session and place the student into the group when space is available. Individual sessions may be provided when groups are full.

## Selecting Support Group Members

The *SafePlace* counselor begins the intake session by introducing the program and explaining the confidentiality policy. The *SafePlace* counselor explains his or her responsibility to report disclosures of abuse or threats of homicidal or suicidal behavior to the school counselor and the appropriate authorities. If the student is interested in talking further, the *SafePlace* counselor may ask the student more direct questions about his or her experiences of abuse. If the student is eligible and interested in being in the group, the *SafePlace* counselor asks the student to complete a series of pre-group questionnaires during the session. These questionnaires are designed to measure the student's knowledge, attitudes and behaviors relating to dating violence (*copies are included in Appendix C*). The *SafePlace* counselor may collect additional information as needed for reporting disclosures of abuse to the appropriate authorities.

The female groups primarily serve girls who have been victims of abuse in their dating relationships and/or have witnessed or experienced abuse at home. The male groups primarily serve boys who have abused a dating partner and/or have witnessed or experienced abuse at home. Because some students choose not to disclose these experiences during their intake session, *SafePlace* counselors may also refer students because of their involvement in hurtful or unhealthy peer relationships at school.

## Confidentiality in Support Groups

Clear rules for protecting the confidentiality of group members are necessary for attracting group members. Students must trust that what they say in the group will not be spread around campus or be reported to an abusive partner. To build this trust, the facilitator conveys the importance of keeping confidentiality and explains the responsibility to report certain information to appropriate authorities. The facilitator also explains that the information will be shared with the school counselor when it concerns a student's health or safety. As new students join the groups, the facilitator reviews the confidentiality policy and emphasizes the group's responsibility for keeping the confidentiality of its members.

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## Facilitating Group Sessions

The role of the *SafePlace* counselor is to facilitate the 24 weekly sessions using the *Expect Respect Support Group Curriculum* as a guide. The facilitator models respectful behavior at all times and keeps the group safe for all members. The facilitator demonstrates respect for children and youth, listens more than talks and promotes empathy and communication among group members. In some schools, a school counselor co-facilitates group sessions. Co-facilitators model respect and equality in their relationships by sharing group tasks such as introducing activities, encouraging interaction, bringing snacks and cleaning up.

The facilitator begins each session with a “check-in” question designed to stimulate thoughts about the session’s topic. This activity provides members an opportunity to focus inward, articulate feelings and listen to others. After the check-in, the facilitator introduces the next activity for the session and encourages members to share time and show respect for one another as they interact. Over the course of the year, the group relies less on the facilitator and the curriculum for direction, as students become increasingly comfortable and eager to share their personal experiences. The facilitator uses the curriculum to guide each session while allowing time for related conversation among members.

## Group Evaluation Methods

Questionnaires are administered to students during their intake sessions and again at the completion of the 24-session curriculum. Students are assessed on their ability to recognize the forms and dynamics of abusive relationships, as well as the characteristics of healthy relationships. Group members also respond to questions about their likelihood to take self-protective actions in the event of abuse, along with questions concerning their attitude about using violence toward an intimate partner, and confidence in their relationship skills. These pre- and post-group questionnaires are designed to measure changes in knowledge, attitudes and predicted behaviors. Higher scores on the post-tests indicate positive movement toward program goals.

The questionnaires are administered before members have been exposed to any group activities or materials in order to get a baseline measurement of their knowledge, attitudes and dating behaviors. Students are assured that their answers are confidential and will not be graded. Students and school contact persons are also asked to provide comments about the program on feedback forms at the end of the school year (see *Appendices D and E*).

## Program Evaluation for 1999-2000

During the 1999-2000 school year, staff provided 19 support groups (24 sessions each) at 13 middle and high schools in the Austin area and one support group (7 sessions) for survivors of sexual abuse at one elementary school. Six schools had both boys’ and girls’ groups. A total of 319 students participated in individual and/or group sessions: 239 students participated in group and individual sessions, and 80 participated in individual sessions only. A total of 648 individual sessions were provided during the school year.

The separate gender groups, focusing on healthy relationships, met weekly, starting in September 1999 and ending in May 2000. During the spring, four of the groups participated in a mixed-gender discussion that provided students an opportunity to openly discuss their own questions and answers about relationships with opposite sex group members from a different school. Four groups also participated in a Ropes Course to build trust and teamwork among group members.

Students were primarily referred to counseling and support groups by school counselors and teachers, although referrals from parents, friends and self-referrals also occurred. During the intake session, 22 percent of students reported past involvement in abusive relationships; 5 percent reported current involvement in abusive relationships; 54 percent reported witnessing or experiencing abuse in their family; 20 percent reported previous sexual abuse; and 3 percent reported experiencing both sexual and domestic abuse.

Of the 239 group members, 72 percent were female and 28 percent were male. Group membership was diverse: 60 percent of group members identified themselves as Hispanic; 20 percent as Anglo; 13 percent as African-American; 6 percent as multi-racial; 0.3 percent as Native American; and 0.9 percent as Other. The ages of group members ranged from 9-19 years old. Two percent of students were ages 10 or younger; 10 percent were ages 11-12; 36 percent were ages 13-14; 31 percent were ages 15-16; and 20 percent were ages 17-19.

## **Summary of Results**

The pre- and post-group questionnaire results demonstrated that group participation positively influenced the majority of participants with regard to their knowledge about the forms and dynamics of abusive relationships, their likelihood to take self-protective actions, their attitudes about using violence toward a dating partner, and their relationship skills. The results showed little improvement in the students' knowledge of characteristics of healthy relationships – already high at the pre-test.

Comments on feedback forms indicated that students liked the confidential and respectful nature of the group, and the opportunity to talk freely and openly with others in similar situations. They also enjoyed the topics covered and the knowledge gained from group discussions. Students reported that group participation helped them learn about healthy relationships, including how to trust others, communicate with others, stand up for themselves and get support. When asked what they would change about group, many students responded that they would not change anything. Some suggestions included having group sessions be longer or meet more often, providing more opportunities to interact with the opposite gender, and doing more “fun” activities, such as field trips. Students reported that group sessions positively changed their lives in various ways, including improved relationships, healthier dating choices, improved coping skills and increased self-respect.

A large majority of students reported that participation in group enabled them to better communicate their thoughts and feelings, plan for their safety, cope with their problems in healthy ways, feel supported, realize they are not alone with their problems, and stand up for themselves.

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## Evaluation Results

### Form A

#### ***Knowledge of the Forms and Dynamics of Abusive Relationships***

##### **FEMALES: (86 COMPLETED PRE-AND POST-GROUP QUESTIONNAIRES)**

- 73.3 percent scored higher on the post questionnaire
- 15.1 percent scored the same
- \*11.6 percent scored lower

##### **MALES: (30 COMPLETED PRE- AND POST-GROUP QUESTIONNAIRES)**

- 66.7 percent scored higher on post questionnaire
- 20.0 percent scored the same
- \*13.3 percent scored lower

### Form B

#### ***Likelihood to Take Self-protective Action***

##### **FEMALES: (86 COMPLETED PRE- AND POST-GROUP QUESTIONNAIRES)**

- 50 percent scored higher on post questionnaire
- 16.4 percent scored the same
- \*33.6 percent scored lower

##### **MALES: (30 COMPLETED PRE-AND POST-GROUP QUESTIONNAIRES)**

- 56.7 percent scored higher on post questionnaire
- 16.7 percent scored the same
- \*26.7 percent scored lower

### Form C

#### ***Attitudes about Using Violence Toward Dating Partner***

##### **FEMALES: (86 COMPLETED PRE- AND POST-GROUP QUESTIONNAIRES)**

- 51.2 percent scored higher on post questionnaire
- 18.6 percent scored the same
- \*30.2 percent scored lower

##### **MALES: (30 COMPLETED PRE-AND POST-GROUP QUESTIONNAIRES)**

- 46.7 percent scored higher on post questionnaire
- 30.0 percent scored the same
- \*23.3 percent scored lower

## Form D

### ***Knowledge of Characteristics of Healthy Relationships***

#### **FEMALES: (85 COMPLETED PRE- AND POST-GROUP QUESTIONNAIRES)**

- 34.1 percent scored higher on post questionnaire
- 37.6 percent scored the same
- \*28.2 percent scored lower

#### **MALES: (30 COMPLETED PRE-AND POST-GROUP QUESTIONNAIRES)**

- 43.3 percent scored higher on post questionnaire
- 40.0 percent scored the same
- \*16.7 percent scored lower

## Form E

### ***Relationship Skills***

#### **FEMALES: (84 COMPLETED PRE- AND POST-GROUP QUESTIONNAIRES)**

- 56 percent scored higher on post questionnaire
- 4.8 percent scored the same
- \*39.3 percent scored lower

#### **MALES: (29 COMPLETED PRE- AND POST-GROUP QUESTIONNAIRES)**

- 44.8 percent scored higher on post questionnaire
- 6.9 percent scored the same
- \*48.3 percent scored lower

\* **NOTE:** For those individuals who appear to have scored lower on the post-tests, the authors offered the following explanation: To date, the evaluation forms have not been standardized which may provide for some unreliability of results. During 2001-02, *SafePlace* will be working with a coalition of researchers from the University of Texas to improve evaluation methods and instruments. In addition, students may also be providing more socially desirable responses initially and more genuine responses by the program's end.)

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## Examples of Student Comments

### ***What did you like about group? (Girls)***

- I am able to talk about my feelings while others listen.
- The welcome and understanding feeling of it.
- The fact that the others are respectful and don't fake sympathy.
- Being able to talk to people without making problems worse.
- It helped me talk about my feelings and know more about how a relationship should work.
- That I could say things that my parents didn't know.
- That I can talk about stuff that I don't talk about to my friends and that I won't be thinking about it.
- The fact that I knew the girls had some sort of experience like me and I could really relate and know abuse in anyway done to me is NOT my fault.
- I like that it was confidential and it was real talk.

### ***What did you like about group? (Boys)***

- Relaxing.
- We were able to talk about our feelings.
- We got to talk about problems in relationships and talk with girls and ask them a lot of questions.
- That we talked about relationships and how to treat a girlfriend.
- We can talk without having to worry about what we said getting around.
- It opened new feelings into my life.
- I could talk about my problems openly and said what I needed to say.
- We talked about how to treat people; it kept me from getting into much trouble.
- Got to leave class and got free snacks.
- We got to talk about women.

### ***What is the most important thing you learned from group? (Girls)***

- How to take care of myself when it comes to boys.
- How to recognize a bad relationship.
- Everyone deserves to be in a healthy relationship.
- How to talk to people about how I feel.
- There's no right way to feel after sexual harassment or rape. Sometimes you have to end relationships.
- That it's not my fault what happened and that I have people to support me.
- To have confidence in myself and my decisions.
- To see when I need to let go.
- Just because you like or love someone doesn't mean you can be treated like shit.

***What is the most important thing you learned from group? (Boys)***

- Never to hurt your partner.
- How to make a relationship go right instead of turning into something wrong. My relationships in the past have been abusive.
- To have respect for women and how to have a healthy relationship.
- That in a relationship it's not all about having sex with a girl.
- That abuse is the worst thing you can do to anybody. Respect is the best thing.
- I learned to respect women.
- Things I never knew girls liked and disliked.

***Did your life change at all because you were in this group? (Girls)***

- Yes, I've learned to be more cautious and choose partners wisely.
- Yes, because me and my Mom talk more.
- Kind of, made me see things that are wrong in a relationship. The girls made me realize that I didn't need him anymore.
- Yes, I become more vocal about that I want.
- Yes, I learned to make good choices with my relationships and set boundaries.

***Did your life change at all because you were in this group? (Boys)***

- Yes, I stopped getting into so much trouble at home.
- Yes, it did because I stopped calling females bitch and talk to them with respect.
- My relationships are better.
- Yes, now I have only one girlfriend, and the group showed me how to make it last for 11 months (my longest relationship ever!!!)
- Yes, I started to point out stuff in my relationship and even though the relationship ended I feel better about it.

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## Selected Comments from School Contact Persons

Comments provided by the school contact persons on feedback forms reflected both their satisfaction with the professionalism of the counselors and the consistency of services. They reported noticing that students looked forward to group and benefited from their participation. When asked how the program might be improved, many said they would like to see an increase in both the type and frequency of services provided.

### ***Was this program beneficial to your students?***

- Yes, with the dedication and caring of the **Expect Respect** counselors for these students, many have stayed in school and concentrated more on their academics. Sometimes it is very difficult for them to concentrate on school when they have so much going on in their lives.
- Yes, the individual counseling the **Expect Respect** counselor provided gave me the opportunity to work with other traumatized children.
- Yes, it gave them an opportunity to talk with someone that does not work directly in the school. A neutral party.
- Absolutely – assists our students in improving their self-knowledge, interpersonal and communication skills, responsible behavior and decision-making and helps them focus on non-violent solutions in conflict situations.
- Yes, students have more self-respect and confidence. This is also apparent in their relations with others.
- Very! The girls all seemed to enjoy group and come away with a better understanding of relationship dynamics.
- Extremely! Students need this kind of support.

## Elementary School Sexual Assault Survivors' Group (1999-2000)

*SafePlace* provided a sexual assault survivors' group at one elementary school during the spring 2000 semester. The request for the group came from the school counselor who was aware of nine third- and fifth-grade girls who had experienced sexual abuse.

The group was co-facilitated by two *SafePlace* counselors. Prior to conducting the intake sessions, the *SafePlace* counselors met with the school counselor to discuss logistics, expectations for confidentiality and an overview of group goals and strategies. During the intake sessions, each of the girls expressed interest in the group and agreed to participate. The group met for seven weeks during school hours (each session lasted approximately one hour).

The goals of the group were to help these girls express feelings regarding their experiences of sexual abuse, increase their sense of social support, and increase their personal safety by identifying specific safety plans. The group was psycho-educational and included structured activities, discussion and time for free play. During the sessions, the girls increasingly shared their feelings and experiences with each other. An example of this is illustrated by their responses to a group activity in which the girls wrote their feelings about the perpetrator and the abuse.

Quotes from group members included:

- "I feel so mad and confused because he was nice, but I didn't like what he did to me and my sister."
- "I felt sad when I told my mom and she didn't believe me!"
- "I feel like hitting him in the head with a baseball bat. But then again I want to hang out with him because he's cool."
- "I feel mad because he was not supposed to be going in my room."
- "I feel sad and shy and hurt."

As a result of this group, the girls reported feeling supported by peers and relief in learning that their feelings were normal reactions to abuse. The school counselor reported that this experience helped the girls increase their sense of safety and well-being and their ability to make healthy friendships at school.

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## II. Classroom Presentations

The **Expect Respect** program provides a series of three classroom presentations for middle and high school youth on the topics of dating violence and sexual assault (Presentation One), sexual harassment (Presentation Two), and healthy relationships (Presentation Three). Sessions are provided by staff and trained volunteers during class time and are designed to engage students in activities and discussion with peers. The goals are to increase awareness, stimulate dialogue and help youth increase their confidence in taking action to prevent abuse and harassment on campus and in their personal relationships. Presenters identify relevant telephone hotlines, and provide information about the **Expect Respect** groups on their campus, when available. The content of these sessions changes over time as new methods and materials are developed.

Classroom presentations provide students needed information on ways to recognize abuse and get help for themselves and others, information that is generally not provided from other sources. The involvement of volunteers demonstrates community-wide support for dating and sexual violence prevention. These presentations are not a substitute for substantial education on gender violence prevention that is needed across all grade levels. The ideal approach is for teachers to also integrate curricula into the classroom at all grade levels, and for schools to provide training for all school personnel on responding to and preventing interpersonal violence. (*SafePlace's efforts in this arena are described in the section Training for School Personnel on page 33.*)

### Ground Rules

Classroom presentations should be designed to educate all students about healthy relationships and ways to help friends who may be involved in abusive relationships. The facilitator should establish ground rules or an agreement in the classroom to assure that the discussion remains respectful at all times. However, it is not necessary, nor advisable that confidentiality be an expectation of any discussion that happens in the classroom. Classrooms are not confidential settings and therefore students should not be given a false sense of security that what they say in the classroom will remain confidential. Disclosures of abuse in the classroom should be discouraged, and any student making a disclosure should be asked to wait until the session is over to meet with the counselor or teacher privately.

### Volunteers

The **Expect Respect** prevention educator recruits, trains and supervises a team of community volunteers who serve as speakers for youth in schools, church groups and other youth settings. New staff and volunteers attend a 40-hour training covering all aspects of sexual and domestic violence before assuming a position in the agency. Volunteers interested in providing classroom presentations then receive additional training and opportunities to observe other presenters in the classroom. Each month, a support meeting is held at *SafePlace* for classroom volunteers. This time is used for discussing problems or challenges in the classroom, making improvements to the curriculum, reviewing new materials and videos, and signing up for upcoming presentations. The volunteer team for **Expect Respect** includes a diverse group of men and women, many of whom have been with *SafePlace* for several years.

## Scheduling

Teachers and counselors contact *SafePlace* to request classroom presentations for their students. Presentations may be scheduled individually or in a series. School counselors can also schedule the series of presentations for an entire grade level on their campus. The *SafePlace* prevention educator is responsible for promoting the presentations and filling requests throughout the year. When a request is received, the prevention educator collects all of the pertinent information including location, time, grade level, and number of students in the class and then assigns a volunteer when available, or does the presentation herself. Students and teachers are asked to evaluate the program after each session.

## Program Evaluation of Classroom Presentations, 1999-2000

Over 150 classroom presentations (reaching 3,330 youth) were provided throughout the academic year by the **Expect Respect** prevention educator, an AmeriCorps/VISTA volunteer working at *SafePlace*, and 21 volunteers. In addition, information booths were staffed at six health fairs (reaching approximately 600 youth) at schools and community events.

## Evaluation Methods

Students and staff completed feedback forms after each presentation (see *Appendix E*). A random sample of 100 student feedback forms was selected for the evaluation of Presentation One. Only 25 student feedback forms were randomly selected for Presentations Two and Three, as there were fewer of these sessions provided. The students in the sample for Presentation One consisted of 48 percent male and 52 percent female, all between the ages of 13 and 19. Of the students sampled for Presentation Two, 56 percent were male and 44 percent were female, and between the ages of 13 and 19. The student sample from Presentation Three was made up of 40 percent male and 60 percent female, between the ages of 12 and 16.

## Summary of Results

The evaluation results for Presentation One demonstrate that this session helped youth identify abuse and recognize respect in dating relationships, identify sexual assault and understand a definition of the term “consent.” The students reported that the presentations provided them with information on getting help for themselves and/or someone else in an abusive relationship. Approximately 35 percent of students reported having had personal experience with dating abuse and/or sexual assault. The speakers and activities were rated highly by the majority of students.

The evaluation results for Presentation Two revealed that the majority of students found the information helpful. They reported having increased awareness of what constitutes sexual harassment and what to do if they were sexually harassed or if they witnessed sexual harassment. When asked about sexual harassment at school or on the school bus, 36 percent of students reported being sexually harassed and 76 percent reported witnessing sexual harassment. The speakers and activities were rated positively by the majority of students.

The evaluation results for Presentation Three demonstrate that students felt the activities helped them think about what is important to them in a relationship, understand the dynamics of power and control, and recognize the importance of communicating expectations to a dating partner. The students rated the speakers and activities highly, and expressed their appreciation for having had the opportunity to talk about healthy relationships in school. Feedback from teachers for all three presentations was favorable, noting satisfaction with the applicability of their content to students' lives, the interactive format of the sessions, and the effectiveness of the presenters.

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## **STUDENT FEEDBACK FORMS FOR PRESENTATION #1**

### ***Was the presentation helpful to you?***

- 87 percent checked yes

### ***I learned... (check as many as you like)***

- 75 percent learned what respect looks like in a dating relationship
- 73 percent learned what abuse looks like in a dating relationship
- 69 percent learned how to help someone who has been abused or how to get help for myself
- 67 percent learned what “consent” means
- 66 percent learned what the terms “rape” and “sexual assault” mean

### ***Has this ever happened to you? (check as many as you like)***

- 11 percent have been abused by a dating partner
- 8 percent have abused a person they were dating
- 30 percent have a friend who has been abused by a dating partner
- 16 percent have a friend who has abused a dating partner
- 34 percent know someone who has been raped or sexually assaulted

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## **STUDENT FEEDBACK FORMS FOR PRESENTATION #2**

### ***Was this presentation helpful to you?***

- 84 percent checked yes

### ***I learned... (check as many as you like)***

- 68 percent learned a definition of sexual harassment
- 76 percent learned what to do if I were harassed
- 76 percent learned what to do if I witnesses sexual harassment

### ***Have you ever been sexually harassed at school or on the bus?***

- 36 percent checked yes

### ***Have you ever witnessed someone else being sexually harassed at school or on the bus?***

- 76 percent checked yes

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## **STUDENT FEEDBACK FORMS FOR PRESENTATION #3**

### ***Was this presentation helpful to you?***

- 88 percent checked yes

### ***I learned... (check as many as you like)***

- 84 percent have a better idea about what’s important to me in a relationship
- 72 percent learned that someone who feels strong on the inside does not have to use violence to make him/herself feel more powerful
- 68 percent learned that it’s important to talk with my partner about what we want and expect from each other

## **SELECTED STUDENT COMMENTS**

### ***Comments***

- I'm glad that the speaker willingly came to Crockett to fill us in on abuse and respect. Hopefully, now a lot of the abuse will decrease and respect will increase in relationships. Thank You. Female, age 14
- It was a good way to know how to talk to a boyfriend or friend and I realized that I use a lot of verbal abuse words. Female, age 15
- I think this subject was very helpful to talk about. That way next time when we have a problem like this we know how to handle the situation. Male, age 16
- I especially liked the Monica and Lee activity because I feel it makes the students think and see what sexual assault is and how they can go about avoiding it or reporting it if it happens to them or someone they know. Female, age 17
- I thought that this activity/program was good because it helped me about learning about consent and abuse – all types, etc. It was very helpful and I actually listened because it interested me. Thanks a lot!!! Bye! Female, age 15

## **TEACHER FEEDBACK FORMS**

The teachers were asked to rate different aspects of the presentation on a scale of 1-5. The responses (shown below) are averaged for each item.

Evaluation Topics	1	→	5	Average Score
Program Organization	Poor		Excellent	4.53
Length of Program	Too short		Just Right	4.63
Trainer's Knowledge	Not Informed		Informed	4.68
Ideas Presented	Dull		Stimulating	4.60
Applicability to Students	Irrelevant		Relevant	4.76
Sufficient Time	Not Enough		Enough	4.33
Appropriateness of Handouts	Not Appropriate		Appropriate	4.68

## **SELECTED COMMENTS FROM TEACHERS**

Responses to what teachers liked most about the program and any additional comments:

- The way it related directly to the students' lives and experiences.
- Excellent information. Much needed at the Middle School.
- I like the fact that *SafePlace* is talking to teens to let them know what support is there for them.
- The interaction with the kids. It was an open discussion that the kids felt to express themselves without revealing too much.
- "Consent" handout and discussion about consent opened up discussion – students could apply to their lives.
- It was concrete, clear; it distinguished clearly respect and abuse; the scenario was good; good audience participation.

### ***III. Summer Teen Leadership Program***

The Summer Teen Leadership Program at *SafePlace* employed 13 teenagers for eight weeks during the summer of 2000 and provided them with intensive leadership training and work experience in the area of violence prevention. Now entering its fourth year, Teen Leaders for the program are recruited from local schools and paid by the city of Austin's Summer Youth Employment Program, with additional funds provided by *SafePlace*. The goal of the program is to give youth a deeper understanding of issues related to violence and oppression, and practical skills to prepare them for success at school and beyond. The Teen Leaders are considered interns and *SafePlace* employees strive to make their learning experience interesting, fun and meaningful.

During this past summer, the Teen Leaders learned how to facilitate a two-session, interactive workshop for younger children on bullying prevention. Each of the sessions lasted approximately 45 minutes, and the two sessions were presented on consecutive days.

- **Session One** focused on helping children recognize the difference between joking around and bullying, increasing their ability to identify the line between playful and hurtful behaviors.
- **Session Two** explored the concept of courage and how to use courage to intervene as a bystander when someone is being mistreated.

The workshop activities were interactive and based on lessons from *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*. Staff at participating sites of the Summer Program (e.g., church camps, City Parks and Recreation Centers, Boys and Girls Clubs, etc.) also received training on how to respond effectively to bullying and harassment among children at their facilities.

Throughout the summer program, *SafePlace* staff involved the teens in discussions, activities and projects to expand their knowledge and understanding of issues of oppression and violence and help them build leadership skills in this area. Staff delivered a comprehensive program that included guest speakers, videos, discussions, writing assignments and creative arts projects on topics that included disabilities, class, race, gender and sexuality. Teen leaders also participated in a Ropes Course, the creation of a puppet show and a two-night camping trip.

## **IV. Training for School Personnel**

*SafePlace* staff provides training to school personnel (teachers, counselors and administrators) that is designed to raise awareness and prevent the problems of bullying, sexual harassment and gender violence. Sessions include information on the incidence of these behaviors and their effects on individuals and the overall school climate. School personnel learn strategies for responding effectively to observed and reported incidents, and ways of preventing future incidents. Instruction is provided utilizing various curricula and activities in the classroom including:

- *Quit It!: A Teacher's Guide on Teasing and Bullying for Use with Students in Grades K-3* by Merle Frosche, Barbara Sprung and Nancy Mullin-Rindler with Nan Stein and Nancy Gropper, (1998).
- *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth & Fifth Grade Students* by Nan Stein and Lisa Sjostrom, (1996).
- *Flirting or Hurting?: A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (Grades 6-12)* by Nan Stein and Lisa Sjostrom, (1994).
- *Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences (Grades 7-12)* by Nan Stein and Dominic Cappello, (1999).

Training sessions are provided in a variety of settings, including individual schools, district-wide sessions designed for representatives from different schools, state and national conferences serving school personnel and board members, PTA representatives, and professionals from multi-disciplinary fields relating to violence prevention in schools. Training fees, paid to *SafePlace*, range from \$300 to \$1,000 per day, depending on the length of training and location.

In June 2001, *SafePlace* hosted two consecutive training events featuring Dr. Nan Stein from the Wellesley College Center for Research on Women. The training, designed for both school personnel and staff from domestic violence and sexual assault agencies, focused on building and expanding partnerships for school-based intervention and prevention programs. Dr. Stein provided the latest information and research on gender-based bullying, harassment and violence, the law addressing these issues in schools, the use of her curricula (listed above) and related issues. The director of school-based services at *SafePlace* and a panel of administrators, counselors and educators from the Austin Independent School District discussed successful partnering strategies to provide school-based counseling, groups and educational programs for youth and adults.

# IMPLEMENTATION AND REPLICATION ISSUES

## *Needs Assessment*

Many communities and schools already do some type of needs assessment to identify specific problem behaviors among youth, including substance abuse, smoking, gang activity or other health and safety concerns. Adding items to existing questionnaires asking youth about their experiences of abuse in dating relationships may be the first step to assessing the need for a school-based dating violence program. The wording of these questions must be considered very carefully. Questions must be phrased to describe the behavior itself such as: “Has a partner ever threatened to hurt you or someone you care about?” or “Has a partner ever driven fast to scare you?” It is not advisable to ask young people if they were abused in a dating relationship, as most young people do not initially define aggressive or controlling behaviors as abusive.

Participation in conducting a needs assessment could be an educational project for a group of young people in a school or community group. A committee comprised of youth, school personnel and staff from a domestic violence or sexual assault program might be established to develop the questionnaire, administer it anonymously on a campus, and report the results to the school community. Responding to the questionnaire would undoubtedly send a message to all students that dating violence is taken seriously by their school and, as a result, some students may reach out for help on campus. Therefore, follow-up plans should be in place, before administering the questionnaire, to provide counseling for youth who disclose abuse in their dating or family relationships. Similar needs assessment activities could also be utilized to assess the need for bullying and sexual harassment programs in elementary, middle and high schools.

The **Expect Respect** program collects information about students’ experiences of abuse during the intake session for counseling and groups, and from the feedback forms that students complete after each classroom presentation. The data illustrate the need for services and the impact of the services on students’ lives. The evaluation data are compiled each year into a report that is used for program development, grant-writing and reporting to a variety of groups including funders and the media.

## *Partners* *Schools*

The Expect Respect program began with two counselors from the Center for Battered Women in Austin and one counselor from a local high school. Starting in one school proved to be effective. The three original partners were able to identify girls who had been victims and offer them a confidential setting to talk about their experiences.

The top priority was to help these girls stay safe. The counselors worked quietly on campus because they knew attention to the program could scare away the girls they were trying to help. Beyond the school principal, approval for holding group meetings was not sought from parents, district administrators or the school board. The support group meetings were considered by the school as part of the regular guidance and counseling program.

Twelve years later this model continues to work in the Austin schools. A school counselor on each campus volunteers to be the designated school contact person for the year. The school contact person coordinates all referrals for counseling and groups, sends passes for students to be released from class to attend sessions, and secures a private space for group sessions. School counselors who have close relationships with students are more effective in making appropriate referrals to group and providing additional support to students in between group sessions. On some campuses, the school contact person also co-facilitates group sessions with the *SafePlace* counselor. The respective roles and responsibilities of the school contact person and the agency-based counselor should be clearly defined at the beginning of the program year (*see Appendix F for Guidelines for Participating Schools*).

## Community Groups

Gaining the support of other community groups can be helpful in establishing a dating violence program. Organizations that provide other kinds of school-based services (mentoring, for example) can be partners in many ways, including providing a source of referrals to groups. Students often have multiple issues. An agency providing grief counseling, for example, may be working with a student who has lost a sibling to family violence, or a gang intervention program may be working with someone who has experienced a date rape. Likewise, the issues of drug and alcohol abuse overlap frequently with dating and domestic violence, yet treatment providers may not address issues of dating or sexuality directly as part of their program. By partnering with other providers (sharing referrals and materials), a dating violence program can improve the overall community response to young people who have been abused.

The **Expect Respect** team participates in a variety of inter-agency groups, including the Travis County Family Violence Task Force, the Austin Independent School District's Safe and Drug-Free Schools Advisory Council and the District's Interagency Council, the Parenting Education Program, the Texas Association Against Sexual Assault Youth Conference, and PeaceWorks, a school and community partnership that conducts educational activities in local schools. It is important that dating violence issues be included in the dialogue on violence prevention so that this hidden, yet pervasive form of violence does not get overlooked and under-funded at the federal, state and local levels.

## Funding

The initial and continued source of funding for the Expect Respect program comes from the Travis County Crime Victims' Fund, which is comprised of restitution fees paid each year by offenders. This fund is managed by Travis County Counseling and Education Services, a program which provides treatment for offenders and grants to organizations that serve victims and survivors of drunk driving, child abuse, domestic and other forms of violence. The grant recipients meet as an advisory council on a quarterly basis to share successes and challenges, problem-solve and identify gaps in services. *SafePlace* also receives funding for Expect Respect from the Victims of Crime Act funds that are funneled to the State Criminal Justice Division of the Governor's Office. The remainder of funding is raised each year primarily from philanthropic sources including corporations, foundations and individual donors. It is advisable to have multiple funding sources so programs do not rely on a sole source of revenue.

## ***Staffing***

The **Expect Respect** program was begun by two counselors who worked with adult battered women on a daily basis. They frequently listened to their adult clients report histories of abuse that began in childhood and continued into adolescence and adulthood. Many of these women had married the same men who had abused them while dating. The counselors' vision was to intervene in the lives of young women, who were already experiencing abuse, in order to help them safely leave an abusive partner and to positively influence their future dating choices. The counselors' experiences of working with adult battered women significantly shaped and enhanced their subsequent work with teens.

Since that time, the **Expect Respect** program has employed many counselors who did not have previous professional experience with domestic violence but were skilled at working with youth in group sessions. Counselors without experience in the field of domestic violence should have the opportunity to receive training, ideally from a domestic violence agency, to prepare them for their work on dating violence issues. They should also bring to their jobs the ability to build rapport with youth and strong individual and group counseling skills. Young people respond best to counselors who present themselves with warmth, genuineness, humor and a sense of comfort with themselves. Having female counselors for girls' groups and male counselors for boys' groups has had some advantages, such as providing the groups with same-gender role models and perhaps making participants more comfortable talking about sexuality and dating issues. However, these benefits may be related more closely to the skills rather than simply the gender of the counselors.

One full-time counselor can provide as many as five groups and six to eight individual intake/counseling sessions per week. The remaining time in the counselor's schedule is filled with case management activities, including reporting child abuse, obtaining mental health or other services for students, providing crisis intervention, maintaining documentation and case notes, consulting with school counselors, and participating in group and individual supervision. The **Expect Respect** coordinator provides direct services and supervision for three school-based counselors and one prevention educator. The team begins months in advance to prepare for the Summer Teen Leadership Program. Many of the students in the support groups become Teen Leaders during the summer.

## ***Considerations for Marketing and Promotion***

The most important target groups for promotion are the students themselves. For marketing purposes there are two student groups to consider: The first are students who have experienced dating or domestic violence (as victims or perpetrators); the second group includes everyone else (e.g., students who have no personal experience with abuse as well as those who may be experiencing undisclosed abuse). The program should provide both prevention and intervention services, so that as students' awareness of the problem increases via classroom presentations or other curricula or activities, they can access counseling and support groups on campus as needed.

Intervention services should include counseling and support groups for males and females. These services should be promoted in ways that demonstrate to students that seeking help on campus is safe. Students need to know that their participation will not put them at greater risk for abuse or stigmatize them among their peers. Confidentiality is a critical component of

intervention services. For this reason, program staff should be very clear and direct with students about what information they can and cannot keep confidential so students can then make their own choices about disclosure.

It has been the experience of **Expect Respect** staff over the years that many youth will not disclose specific incidents of abuse until they feel they are in a safe, confidential, non-judgmental environment. Some students, boys in particular, disclose their experiences of family violence for the first time only after being in the group for several months. With that in mind, staff recommend casting a wide net for support group sessions to include any student who indicates a desire to be part of the program even without an initial disclosure of abuse.

Promotional materials should indicate that services are confidential. Because word-of-mouth advertising is most effective with this population, the students' actual experiences with the program are key to attracting new members. Everyone involved must work to protect the confidentiality of group members. This means keeping the nature of the group confidential, holding meetings in private rooms, and referring to the group by a generic name such as the "women's" or the "men's" group. Calling the group the *SafePlace Group*, for example, would identify its members as being involved in some way with sexual or domestic violence. Counseling and groups should be advertised with posters displayed in places where students can read about the services without fear of being seen by others, such as in bathroom stalls and in counselors' offices. The entire school population should be made aware of the program and how to join. (*See Appendix G for Promotional Brochures.*)

Promotion of the program should focus on the values of safety, equality and respect in intimate relationships. Rather than using extreme cases of violence to illustrate the problem of dating violence, program staff can educate about healthy relationships and identify the more common and subtler examples of abuse, such as possessive jealousy, put-downs and pressuring for sex. Videos that depict tragic examples of lethal violence are real and elicit strong emotional reactions; however, these images alone make it far too easy for young people to distance themselves from the problem. Girls who are only being slapped or bossed around by a boyfriend can easily feel that their situation is not that bad, not really abuse compared to a brutal killing, and therefore less likely to seek help.

Responsible media coverage of the issue raises awareness of dating violence among youth and adults. Toward this end, **Expect Respect** has participated in a variety of projects over the years that have included generating newspaper articles, participating in television news programs and producing educational videotapes. Some of these projects have included interviews with youth currently involved in the program. It is important to consider requests for student interviews very carefully before asking students to participate. It is advisable to fully understand the intent of the story, who else will be interviewed, and how the youth will be identified (i.e., as victims, perpetrators or students). Naturally, students should be encouraged to think carefully about their willingness to participate, discuss their feelings with parents and obtain written parental consent. Youth should be encouraged to ask for conditions that would help them feel safe and comfortable, for example, requesting that their real name not be used, or requesting that they appear in silhouette for television.

Educating others about dating violence can be an empowering and healing act when it is done with careful planning and consideration. Certain formats, however, should be avoided, including talk shows that are primarily concerned with entertainment or have a tendency to sensationalize violence. The **Expect Respect** program has had the most positive experiences with articles that appeared in educational journals, documentary videos and television news magazines that were thorough in their coverage of the issues and the program. These vehicles have been extremely valuable for subsequent use in training, grant proposals and promotion.

### ***Soliciting School Participation***

The **Expect Respect** program sponsors groups in schools that are chosen at the beginning of each school year. Currently, participating schools are given first priority to again host groups the following year. Some schools have both male and female groups. As noted earlier, the male groups are in greatest demand because schools have had limited options on their campuses for working with boys who are disruptive and aggressive toward peers. These boys have witnessed or experienced domestic violence and are at risk for repeating these behaviors toward their peers and girlfriends. In many schools throughout the country, services for these boys focus on anger management or conflict resolution, neither of which fully addresses the dynamics of power and control that is the motivating factor for people who abuse others. The **Expect Respect** program gives boys a safe place for talking about their dating and family relationships with peers and an opportunity to learn skills for violence-free relationships.

For programs just starting, it would be advisable to offer services in one or more schools where there are enthusiastic counselors and supportive principals. The first year should be considered a pilot project so that everybody involved, including the students, can provide input for improving and developing the program. It is also advisable to collect evaluation data from the beginning so that this information can be utilized to inform program development as well as in promotional efforts. Evaluation data should include responses from students who received classroom presentations as well as intake and pre-and post-test information from students participating in counseling and groups. **All of the data and responses should be stripped of any identifying information before being revealed to others at school or in the community.**

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## FUTURE DIRECTIONS

The *SafePlace* mission is to end sexual and domestic violence in the Austin community. Toward this goal, **Expect Respect** strives to be a resource to schools for specialized counseling and educational programs for youth and adults. A funding priority is to make these services available to all local schools. In addition, *SafePlace* will continue to work to build partnerships, develop new programs and participate in shaping a national agenda for violence prevention.

Beginning in the 2001-02 school year, *SafePlace* will offer a new video series and curriculum to students in high schools. The program, entitled *Love – All That and More*, was produced by the Center for the Prevention of Sexual and Domestic Violence in Seattle, WA, in conjunction with *SafePlace* staff and youth participants. The three-part videotape series uses pop-culture imagery, documentary interviews and dramatic vignettes to help students recognize gender stereotypes and their influence on dating relationships. In each videotape, young people of diverse identities (African American, Anglo, Hispanic, Asian American, Native American, Jewish, Christian, gay and lesbian) discuss their real-life dating experiences and show how traditional gender stereotypes are giving way to new expectations for equality and mutual respect. The series is designed to inform young people about the elements that make up healthy relationships, increase awareness and understanding about violence and abuse, and motivate youth and young adults to seek relationships based on equality and mutual respect. A *SafePlace* prevention educator and team of volunteers will present the videos and facilitate activities and discussion on three consecutive days in each class.

A new collaborative project in the planning stages involves the development of a school-based program for boys in the juvenile justice system who have committed assaults against girlfriends or family members. Many of these boys have also been victimized or have witnessed the abuse of a parent or sibling. At this time, services in the community are not adequate to fully address the experience of abuse in these boys' lives. The **Expect Respect** approach will help these boys gain the confidence and skills they need for non-violent relationships. A collaborative team involving members of the Travis County Family Violence Task Force will continue to pursue funding for this project.

The **Expect Respect** program is constantly evolving and creating new programs and services to meet community needs. Training on school and community partnerships in June 2001 brought together school personnel, state and community-based agency staff and policy-makers from across the United States. The overwhelming response to this event, as well as dramatic increases in requests for agency-wide training from other institutions, has demonstrated a need for *SafePlace* to further develop and expand its training services. Planning is underway for creating a *SafePlace Training Institute* to provide professional training on a variety of issues, including school-based programs, disability services, shelter services, fundraising and information technology relating to domestic and sexual violence. The expertise developed at *SafePlace* on these and other issues will be used to help other communities improve their services to children and families, and the fees generated will help support the ongoing work of *SafePlace*.

And finally, *SafePlace* is pursuing opportunities to continue its work in the area of primary prevention. Funding is currently being sought to establish bullying prevention programs in five schools to build upon the positive results of the *Expect Respect Elementary School Program*.

Of greatest significance was the impact of the project on increasing students' willingness to intervene to help a target of bullying and to seek help from an adult on campus. In light of the evidence of the harmful effects bullying can have on targets, bystanders and the bullies themselves, as well as overall school safety, it is imperative for schools to confront all forms of peer abuse on campus. In so doing, schools will become training grounds for healthy relationships.

For more information on *SafePlace* and the Expect Respect program, please contact:

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Director of School-based Services  
*SafePlace*  
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(512) 356-1628  
(512) 385-0662 Fax  
(512) 482-0691 (TTY)  
brosenbluth@austin-safeplace.org  
[www.austin-safeplace.org](http://www.austin-safeplace.org)

For information on other school-based domestic violence prevention initiatives,  
please contact:

Public Education Specialist  
National Resource Center on Domestic Violence  
6400 Flank Drive, Suite 1300  
Harrisburg, PA 17112-2791  
(800) 537-2238  
(717) 545-9456 Fax  
(800) 553-2508 (TTY)  
[www.vawnet.org](http://www.vawnet.org)

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# RESOURCES FOR DATING AND SEXUAL VIOLENCE PREVENTION

## ***Hotlines***

**NOTE:** Dial “9-1-1” or your local law enforcement agency if you or someone else has been hurt or is in immediate danger. Physical and sexual violence are against the law whether you are dating, living together or married.

Want to talk to someone about your relationship? The **National Domestic Violence Hotline** at **(800) 799-SAFE (7233)** or **(800) 787-3224 (TTY)** provides telephone counselors who will listen, help you clarify your thoughts and feelings, and give you information and referrals to services in your area. ([www.ndvh.org](http://www.ndvh.org))

The **National Runaway Switchboard** **(800) 621-4000** offers crisis intervention, message relay and conference calling to parents, and referrals to shelter and other services in your area. Telephone counselors will help you develop a plan of action so that you can stay safe. ([www.nrscrisisline.org](http://www.nrscrisisline.org))

**Rape, Abuse, and Incest National Network (RAINN)** **(800) 656-HOPE (4673)**. Need someone who understands how to help a survivor of sexual abuse or assault? RAINN provides crisis counseling, information and referrals and can transfer your call to a rape crisis center in your area. ([www.rainn.org](http://www.rainn.org))

**Child Help USA – National Child Abuse Hotline** **(800) 4-A-CHILD** or **(800) 422-4453** has professional counselors available for crisis intervention and referral to local child protective services and community agencies. This hotline has access to translators in over 100 languages! ([www.childhelpusa.org](http://www.childhelpusa.org))

## ***Books for Young People***

Abner, Allison, and Vallarosa, Linda. *Finding Our Way: The Teen Girl's Survival Guide*. New York: Harper Perennial, 1996.

Bass, Ellen, and Kaufman, Kate. *Free Your Mind: The Book for Gay, Lesbian, and Bisexual Youth and their Allies*. New York: Harper Collins, 1996.

Bateman, Py and Mahonely, Bill. *Macho: Is that What I Really Want?* Briarcliff Manor, New York: Youth Education Systems, 1989.

Dee, Catherine. *The Girls' Guide to Life: How to Take Charge of the Issues that Affect You*. New York: Little, Brown & Co., 1997.

*Feed Your Head: Some Excellent Stuff on Being Yourself*. Center City, MN: Hazelden, 1991.

Kuklin, Susan. *Speaking Out: Teenagers Take on Race, Sex, and Identity*. New York: Putnam, 1993.

Levy, Barrie. *In Love and in Danger: A Teen's Guide to Breaking Free of Abusive Relationships*. Seattle, WA: Seal Press, 1993.

*Tune into Your Rights: A Guide for Teenagers About Turning off Sexual Harassment*. University of Michigan, Ann Arbor, 1985. (734) 763-9910.

## **Books for Adults**

*A Parent's Handbook: How to Talk to Your Children About Developing Healthy Relationships.*

Liz Claiborne,

([www.lizclaiborne.com/lizinc/lizworks/women/handbook.asp#downloadparents.p](http://www.lizclaiborne.com/lizinc/lizworks/women/handbook.asp#downloadparents.p))

Fortune, Rev. Marie M. *Love Does No Harm: Sexual Ethics for the Rest of Us.* New York: The Continuum Publishing Group, 1995.

Kivel, Paul. *Boys Will Be Men, Raising Our Sons for Courage, Caring and Community.* New Society Publishers, 1999.

Levy, Barrie, editor. *Dating Violence, Young Women in Danger.* Seattle, Seal Press, 1991.

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Whitlock, K. *Bridges of Respect: Creating Support for Lesbian and Gay Youth.* American Friends Service Committee, 1989. 1501 Cherry Street, Philadelphia, PA 19102.

Wilson, K.J., *When Violence Begins at Home: A Comprehensive Guide to Understanding and Ending Domestic Abuse.* Hunter House, 1997.

Wolfe, David A., et al. *Alternatives to Violence: Empowering Youth to Develop Healthy Relationships.* Sage Publications, 1996.

## **Curricula and Resources for Educators and Counselors**

Creighton, Allan and Kivel, Paul. *Young Men's Work: Stopping Violence & Building Community.* Center City, MN: Hazelden, 1995. ([www.hazelden.org](http://www.hazelden.org))

*Drawing the Line: A Guide to Developing Effective Sexual Assault Prevention Programs for Middle School Students.* The American College of Obstetricians and Gynecologists, 2000. 409 12th Street SW, PO Box 96920 Washington, DC 20090-6920, (202) 638-5577. ([www.acog.org](http://www.acog.org))

Elliott, Delbert S. editor, Olweus, D. and Limber, S., *Blueprints for Violence Prevention: Book Nine: Bullying Prevention Program,* Center for the Study and Prevention of Violence, Institute of Behavioral Science University of Colorado at Boulder, Campus Box 439, Boulder, Colorado 80309-0439, (303) 492-8465, 1999.

Foshee, Vangie, *Safe Dates Program,* North Carolina, 1996, (919) 966-6616.

Froschl, M, Sprung, B., and Mullin-Rindler, N., *Quit It! A Teachers Guide on Teasing and Bullying for Use with Students in Grades K-3,* Educational Equity Concepts Inc. and

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([www.wellesley.edu/WCW/crwsb.html](http://www.wellesley.edu/WCW/crwsb.html))

*Getting What You Want: A Peer Guide into Healthy Relationships.* Young Mothers for Young Women, 1999. 20 Merivale St. South Brisbane Qld 4101, (0738444866)

*In Touch with Teens: A Relationship Violence Prevention Curriculum.* Los Angeles Commission on Assaults Against Women, 1993. ([www.lacaaw.org/prevention/teens.html](http://www.lacaaw.org/prevention/teens.html))

Kivel, Paul & Creighton, Allan. *Making the Peace: A 15-session Violence Prevention Curriculum for Young People.* Hunter House Inc., 1997.

Myhand, Nell and Kivel, Paul. *Young Women's Lives: Building Self-Awareness for Life.* Center City, MN: 1998. ([www.hazelden.org](http://www.hazelden.org))

*Protecting Students from Harassment and Hate Crimes Guidebook for Schools.* U.S. Department of Education, 1999. ([www.ed.gov/pubs/Harassment/](http://www.ed.gov/pubs/Harassment/))

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Voelkel-Haugen, Rebecca and Rev. Fortune, Marie M. *Sexual Abuse Prevention: A Course of Study for Teenagers.* Cleveland, The United Church Press, 1996.

## ***Educational Videotapes***

*It Ain't Love.* Olmos Productions, 18034 Ventura Blvd., Encino, CA 91319, (310) 557-7010  
Fax (310) 557-6276.

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*Twisted Love: Dating Violence Exposed*. In The Mix Thirteen/WNET. (<http://www.pbs.org/inthemix/educators/>)

*Young Asians Rising/Breaking Down Violence Against Women*. Asian Domestic Violence Prevention Collaborative, Nihonmachi Legal Outreach, (415) 567-6255. ([www.youngaznlife.org](http://www.youngaznlife.org))

## **Websites for Young People**

**Cyberangels Inc.** – Promoting itself as the largest Internet safety organization, this site provides information and resources for teens as well as parents and educators. ([www.cyberangels.org/index.html](http://www.cyberangels.org/index.html))

**Girl Power!** – This site is part of a national public education campaign of the U.S. Department of Health and Human Services to help and encourage 9-14 year-old girls to make the most of their lives. ([www.girlpower.gov](http://www.girlpower.gov))

**Information for Students and Young People** – This section of the National Clearinghouse on Families and Youth site offers information for and about young people, including ways to get involved in the community and help others. ([www.ncfy.com/students.htm](http://www.ncfy.com/students.htm))

**Love Doesn't Have to Hurt Teens** – This colorful site created by the American Psychological Association provides information for teens about abuse and respect in dating relationships and how to get help for self and friends. ([www.apa.org/pi/pii/teen/homepage.html](http://www.apa.org/pi/pii/teen/homepage.html))

**National Crime Prevention Council** – The Teen Page of this site provides links for teens relating to violence prevention, school safety, date rape, hotlines and other resources. ([www.ncpc.org/teens/index1.htm](http://www.ncpc.org/teens/index1.htm))

**Out Proud** – This site, provided by the National Coalition for Gay, Lesbian, Bisexual & Transgendered Youth, offers information about community role models, resources to increase safety and school support, and opportunities for youth to communicate with each other about sexual orientation. ([www.outproud.org/](http://www.outproud.org/))

**SafeNetwork Project** – The Teens and Abuse section of the this site, operated by the California District Attorney's Association, provides information about the impact of abuse on teens, legal remedies and related resources and Internet sites. ([www.safenetwork.net/teens/teens.html](http://www.safenetwork.net/teens/teens.html))

**SafePlace Teen Site** This site is hosted by SafePlace: Domestic Violence and Sexual Assault Survival Center in Austin, Texas, and provides information on dating and sexual violence, sexual harassment, and healthy relationships. ([www.austin-safeplace.org](http://www.austin-safeplace.org))

**Smartgirl.com** – This site provides an on-line forum specifically for teenage girls to communicate with each other about issues that are important to them, including love and friendship. ([www.smartgirl.com](http://www.smartgirl.com))

**Teen Voices** – This on-line and print magazine challenges the mainstream media’s image of girls and provides a forum for discussions about self-esteem, racism, sexism, pop culture and health issues. ([www.teenvoices.com/](http://www.teenvoices.com/))

**When Love Hurts** – This site provides a complete guide for girls on love, respect and abuse in relationships. The Domestic Violence and Incest Resource Centre, Melbourne, Australia. ([www.dvirc.org.au/whenlove/](http://www.dvirc.org.au/whenlove/))

## ***National Organizations***

American Association of University Women (800) 326-AAUW (2289) ([www.aauw.org/](http://www.aauw.org/))

Center for the Prevention of Sexual and Domestic Violence ([www.cpsdv.org](http://www.cpsdv.org))

Centers for Disease Control and Prevention (404) 639-3311 ([www.cdc.gov/](http://www.cdc.gov/))

Education Wife Assault (Canada) (416) 968-3422 ([www.womanabuseprevention.com/](http://www.womanabuseprevention.com/))

Family Violence Prevention Fund (415) 252-8900 ([www.endabuse.org](http://www.endabuse.org))

National Coalition Against Domestic Violence (303) 839-1852 ([www.ncadv.org](http://www.ncadv.org))

National Gay/Lesbian/Straight Education Network (GLSEN) (212) 727-0135 ([www.glsen.org/](http://www.glsen.org/))

National Organization for Women ([www.now.org/index.html](http://www.now.org/index.html))

National Resource Center on Domestic Violence—National Electronic Network on Violence Against Women (VAWnet) ([www.vawnet.org](http://www.vawnet.org)) (800) 537-2238, (800) 553-2508 (TTY)

National Sexual Violence Resource Center (NSVRC) (877) 739-3895 ([www.nsvrc.org](http://www.nsvrc.org))

National Violence Against Women Prevention Research Center (843) 792-2945 ([www.vawprevention.org](http://www.vawprevention.org))

U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office (202) 307-6026 ([www.ojp.usdoj.gov/vawo/](http://www.ojp.usdoj.gov/vawo/))

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# APPENDICES

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## APPENDIX A

### ***Cover/Table of Contents from Expect Respect: A Support Group Curriculum for Safe and Healthy Relationships***



SafePlace: Domestic Violence and Sexual Assault Survival Center  
P.O. Box 19454  
Austin, TX 78760  
(512) 385-5181



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## EXPECT RESPECT

A Support Group Curriculum for  
Safe and Healthy Relationship

Developed by  
Barri Rosenbluth LMSW-ACP  
Director of School-based Service

and

Renee Bradford Garcia LMSW  
School-based Counselor

Special recognition to the Expect Respect program staff who, by using these materials in their work with youth, were able to provide guidance and creativity throughout the development of this manual.

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Second edition (copyright 2000)

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# APPENDIX B

## *Intake Packets for Elementary and Secondary Students*

### EXPECT RESPECT ELEMENTARY INTAKE COVERSHEET

I am \_\_\_\_\_ and I am a Counselor from SafePlace. I visit students who may have been hurt by someone else or have seen someone else in their family get hurt. Sometimes talking with a counselor can help students understand their feelings, think of ways to solve problems and hopefully feel better too.

#### CONFIDENTIALITY POLICY

I want you to know that what you say to me is confidential. That means that I will not tell other people what you said. However, there are three things that I cannot keep confidential because they have to do with safety. If I am concerned that someone has hurt you, that you are going to hurt yourself, or that someone else is in danger, then I will talk to your school counselor and other adults about what you said so that together we can help keep you and other people safe. Your school counselor and I may also talk about ways to help you at home and at school. If this happens, I will let you know what I'm going to tell and to whom I will tell it.

#### STUDENT ASSENT

I would like to talk to the SafePlace Counselor at my school. I understand that the SafePlace Counselor may tell others what I say in order to help me and other people stay safe.

---

Signature of Student

Date

---

SafePlace Counselor

Date

If you think you have been treated badly by the SafePlace counselor, you may talk to your school counselor or you may call:

- Barri Rosenbluth, Director of School-based Services at SafePlace at 512-356-1628 or
- The Texas State Board of Social Work Examiners at 800-232-3162 or
- The Texas State Board of Examiners of Professional Counselors at 512-834-6658.



---

## EXPECT RESPECT TEEN INTAKE COVERSHEET

### EXPECT RESPECT PROGRAM

The Expect Respect Program has counselors who work in schools with young people who have been in an abusive relationship, experienced sexual abuse/assault, or have witnessed abuse in their homes. The Expect Respect counselors lead support groups on campus so that young people have a safe place to talk about their feelings and experiences with each other and hopefully learn some new ways to have safe and healthy dating relationships. The counselors can also come to your school to meet with you individually. This program is part of SafePlace, an agency in Austin that helps people who have experienced family violence or sexual assault.

### CONFIDENTIALITY POLICY

What you talk about to the Expect Respect counselor is confidential, that means the counselor will not repeat it to others at school including your teachers and counselors or your parents. However, there are three exceptions to this policy, that is there are three kinds of information that the counselor cannot keep confidential. Counselors, like all adults, are required by law to report child abuse to the Department of Protective and Regulatory Services or the Austin Police Department:

If you tell the counselor about the following kinds of information, he or she may have to report what you said to the authorities in order to help you and others stay safe:

- 1) If you have been abused by an adult or if you tell about abuse of another child.
- 2) If you are in serious danger because someone is hurting you or you are hurting yourself. (This includes violence and sexual assault from one youth toward another.)
- 3) If you are going to hurt someone else or you believe that another person is in danger.

Whenever an Expect Respect counselor has to make a report to the authorities, he or she will tell you first and ask you to help in making the report if you want to. Please ask the counselor if you have any questions about this policy.

### STUDENT ASSENT

I want to participate in the Expect Respect Program and I understand the confidentiality policy.

---

Signature of Student

Date

---

SafePlace Counselor

Date

# INTAKE FORM

## SAFEPLACE SCHOOL-BASED SERVICES

School/Organization \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

### PERSONAL DATA

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Gender (M/F) \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Home Zip Code \_\_\_\_\_ County \_\_\_\_\_

Ethnicity:  White  Hispanic  Black

American Indian/Native/Alaskan  Asian/ Pacific Island

Multi-Racial  Other \_\_\_\_\_

Disability:  Yes  No

### REFERRAL INFORMATION

Referral Source:  School Staff \_\_\_\_\_

Parent \_\_\_\_\_

Friend \_\_\_\_\_

Self \_\_\_\_\_

Other \_\_\_\_\_

Referral Reason:

Sexual abuse/assault  Witnessed/experienced domestic violence

Other \_\_\_\_\_  Abuse in a dating relationship

Brief Description of Abuse: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

CPS Involvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Information provided by student (including description of mood/affect): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



---

## SERVICES PROVIDED

*(Check as many as apply)*

- Crisis Counseling
- Assistance in filing compensation claims
- Safety Plan
- Personal Advocacy
- Information and Referral
- Follow-up Counseling
- Other \_\_\_\_\_
- Justice Support/Advocacy
  - Report to law enforcement agency
  - Report to CPS
- Referred to SP individual counseling
- Referred to SP support groups
- Not referred for SP services

---

SafePlace Counselor

---

# APPENDIX C

## *Pre-group Questionnaire*

### EXPECT RESPECT TEEN QUESTIONNAIRE

On the next few pages are questions about experiences you may have had in relationships. We are very interested in your most honest answers so that we can learn about your experiences, thoughts, and feelings. There are no right or wrong answers and these questionnaires will not be graded. Your responses are strictly confidential and will only be used by SafePlace for evaluating the support group program. Please answer each question on the questionnaire. If you need help, the facilitator will assist you.

Name----- Date \_\_\_\_\_

School----- Grade \_\_\_\_\_

Gender: Male or Female (Please circle one)\_\_\_\_\_ Ethnicity \_\_\_\_\_

## FORM A

Consider each of the following actions. (Please indicate whether or not you believe they are forms of abuse.)

	Not abuse	Uncertain	Abuse
When someone...			
1) Slaps you	1	2	3
2) Drives fast to scare you	1	2	3
3) Tries to control you	1	2	3
4) Pressures you to dress a certain way	1	2	3
5) Follows or spies on you	1	2	3
6) Pushes or shoves you	1	2	3
7) Accepts when you choose to spend time alone or with family	1	2	3
8) Keeps you from leaving	1	2	3
9) Pressures you for money	1	2	3
10) Pressures you to have sex	1	2	3
11) Calls you names or uses put-downs	1	2	3
12) Threatens you	1	2	3
13) Accepts your opinions	1	2	3
14) Destroys your property	1	2	3

## **FORM B**

Please consider each statement below and imagine yourself in the situation. Circle whether the behavior is something you would or would not do.

	Would Not	Un-certain	Would
1) If I knew my partner slashed my tires, I would call the police	1	2	3
2) If my partner wanted me to stay away from certain friends, I would avoid those people	1	2	3
3) If my partner hit me, I would end the relationship	1	2	3
4) If my partner threatened me with a weapon, I would tell an adult	1	2	3
5) If my partner threatened to omit suicide if I ended the relationship, I would try harder to make the relationship work	1	2	3
6) If I heard my parents fighting and it sounded like someone was getting hurt, I would call someone for help	1	2	3
7) If I knew someone had hit their last partner, I would still go out with this person	1	2	3
8) If I saw a person beating up on their partner at school, I would go and get help	1	2	3
9) If my partner were very jealous, I would avoid other people	1	2	3
10) If I were afraid of my partner, I would get help from an adult	1	2	3

## FORM C

Please consider the person you are currently dating or imagine that you are currently in a dating relationship. Read the statements below and circle whether you agree or disagree with each one.

	Agree	Un-certain	Disagree
1) My partner should spend all his or her free time with me	1	2	3
2) I would tell my partner to change his or her clothes if I didn't like what he or she was wearing	1	2	3
3) My partner has the right to choose his or her own friends	1	2	3
4) I would ask my friends to watch my partner if I didn't trust him or her	1	2	3
5) My partner has the right to make his or her own decisions	1	2	3
6) My partner should let me know where he or he is at all times	1	2	3
7) I would call my partner names if he or she made me really mad	1	2	3
8) I would hit my partner if he or she provoked me	1	2	3
9) My partner and I have equal power in our relationship	1	2	3
10) I would hold my partner down if he or she refused to listen to me	1	2	3

## **FORM D**

Consider each of the following actions. (Please indicate whether or not you believe they are characteristics of a healthy relationship.)

	Not healthy	Uncertain	Healthy
<b>When someone...</b>			
1) Asks your opinions	1	2	3
2) Is very jealous	1	2	3
3) Respects your friends	1	2	3
4) Asks how you're feeling	1	2	3
5) Wants you to spend all your time with him or her	1	2	3
6) Trusts you	1	2	3
7) Tells you when he or she is angry	1	2	3
8) Says he or she will commit suicide if you break up	1	2	3
9) Accepts when you choose to spend time alone or with family	1	2	3
10) Lets you make your own decisions	1	2	3
11) Accepts when you say "No"	1	2	3
12) Wants to control you	1	2	3

## FORM E

These next questions ask how confident you are in YOUR ability to do each of the following. If you have had a girlfriend or boyfriend, complete the questionnaire with that person in mind. If you have not had a girl or boy friend, please complete this questionnaire while thinking of another close relationship (i.e. family member, close friend, etc.)

	Not good	OK	Very Good
How good are you at...			
1) dealing with important disagreements openly and directly	1	2	3
2) openly talking about what you want	1	2	3
3) telling your partner when you feel hurt or upset with him or her	1	2	3
4) showing respect to your partner when you disagree with his or her opinions	1	2	3
5) controlling your temper when your partner is angry at you	1	2	3
6) offering criticism to your partner without hurting his or her feelings	1	2	3
7) accepting criticism from your partner without attacking or challenging him or her	1	2	3
8) comforting your partner when he or she is "down" or "depressed"	1	2	3
9) controlling your temper when you are angry or frustrated with your partner	1	2	3
10) controlling feelings of jealousy	1	2	3
11) working out "everyday" problems with your partner	1	2	3

# APPENDIX D

## *Post-group Evaluation Forms*

### EXPECT RESPECT SCHOOL CONTACT PERSON FEEDBACK FORM

Thank you for your participation in the Expect Respect Program for the 2000-01 school year. Please give us your responses to the questions below and return this form to Barri Rosenbluth, Director of School-based Services, at SafePlace. A self-addressed envelope is provided. Your feedback is important and will be used to improve this program.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

1) Was this program beneficial to your students? Please describe \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) How would you assess the strengths and weaknesses of this program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Do you have any suggestions for improving this program (i.e. content, administration, staffing, services, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Are you interested in having Expect Respect for the 2001-02 school year. (If yes, please circle one)                      Young Men's Group                      Young Women's Group

5) Please provide the name and telephone number of the appropriate person for us to contact to confirm plans for the fall.

Name of Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone number: \_\_\_\_\_ Best month/week to call: \_\_\_\_\_



## GROUP FEEDBACK FORM

I am a boy or girl (please circle one) I am \_\_\_\_ years old. (please write in your age.)

1) What did you like about group? \_\_\_\_\_

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

2) What was the most important thing you learned from group? \_\_\_\_\_

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

3) What would you want to change about the group? \_\_\_\_\_

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

4) Did your life change at all because you were in this group? \_\_\_\_\_ If so, how?

Being in group has made me more able to (check as many as you like)

- communicate my thoughts and feelings
- plan for my safety
- cope with my problems in healthy ways
- feel supported
- realize I am not alone
- stand up for myself
- none of the above
- other \_\_\_\_\_

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

Thanks for your help in improving this program!

# APPENDIX E

## *Evaluation Forms for Classroom Presentations*

### EXPECT RESPECT SESSION ONE: DATING AND SEXUAL VIOLENCE

### TELL US WHAT YOU THINK!

Date \_\_\_\_\_ Program/School \_\_\_\_\_

1) Female \_\_\_\_\_ Male \_\_\_\_\_

2) Age \_\_\_\_\_

3) Was this presentation helpful to you?  Yes  No

(If yes, check as many as you like)

a) I learned what respect looks like in a dating relationship.

b) I learned what abuse looks like in a dating relationship.

c) I learned how to help someone who has been abused and how to get help for myself.

d) I learned what consent means.

e) I learned what the terms "rape" and "sexual assault" mean.

4) Has this ever happened to you? (check as many as you like)

a) I have been abused by a dating partner.

b) I have abused a partner I was dating.

c) I have a friend who has been abused by a dating partner.

d) I have a friend who has abused a dating partner.

e) I know someone who has been raped or sexually assaulted.

Other (Please explain) \_\_\_\_\_

5) Please rate the following activities: (circle the number)

	Not Good	Good	Great
a) Speaker(s)	1	2	3
b) Abuse and Respect List	1	2	3
c) Monica and Lee Activity	1	2	3
d) Handouts	1	2	3

6) What would improve this session? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7) Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## EXPECT RESPECT SESSION TWO: SEXUAL HARASSMENT

### TELL US WHAT YOU THINK!

Date \_\_\_\_\_ Program/School \_\_\_\_\_

1) Female \_\_\_\_\_ Male \_\_\_\_\_

2) Age \_\_\_\_\_

3) Was this presentation helpful to you?  Yes  No

(If yes, check as many as you like)

a) I learned a definition of sexual harassment.

b) I learned what to do if I'm sexually harassed.

c) I learned what to do if I witness sexual harassment.

4) Have you ever been sexually harassed at school or on the bus?  Yes  No

5) Have you ever witnessed someone else being sexually harassed at school or on the bus?

Yes  No

6) Please rate the following activities: (circle the number)

	Not Good	Good	Great
a) Speakers	1	2	3
b) Video	1	2	3
c) Discussion	1	2	3
d) Handouts	1	2	3

7) What would improve this session? \_\_\_\_\_

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

8) Comments \_\_\_\_\_

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

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## EXPECT RESPECT SESSION THREE: HEALTHY RELATIONSHIPS

### TELL US WHAT YOU THINK!

Date \_\_\_\_\_ Program/School \_\_\_\_\_

1) Female \_\_\_\_\_ Male \_\_\_\_\_

2) Age \_\_\_\_\_

3) Was this presentation helpful to you?  Yes  No

(If yes, check as many as you like)

a) I have a better idea about what's important to me in a relationship.

b) I learned that someone who feels strong on the inside does not have to use violence to make him/herself feel more powerful.

c) I learned that it's important for me to talk with my partner about what we both want and expect from each other.

4) Please rate the following activities: (circle the number)

	Not Good	Good	Great
a) Speakers	1	2	3
b) Activities	1	2	3
c) Discussion	1	2	3
d) Handouts	1	2	3

5) What ideas do you have to improve this presentation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## SAFEPLACE

### EXPECT RESPECT PRESENTATION INSTRUCTOR EVALUATION FORM

Presenter \_\_\_\_\_ Place \_\_\_\_\_

Number of Participants \_\_\_\_\_ Date \_\_\_\_\_

Presentation \_\_\_\_\_

Thank you for completing this evaluation form. Your comments and suggestions will be helpful in improving and developing future programs.

*Please circle the appropriate number for each.*

#### **Program Organization**

Inappropriate      1      2      3      4      5      Appropriate

#### **Length of Program**

Too Short      1      2      3      4      5      Just Right

#### **Trainers Knowledge of Subject**

Not Informed      1      2      3      4      5      Informed

#### **Ideas Presented**

Dull      1      2      3      4      5      Stimulating

#### **Applicable to Students**

Irrelevant      1      2      3      4      5      Relevant

#### **Sufficient time for Questions/Participation**

Not enough      1      2      3      4      5      Enough

#### **Appropriateness of Handouts**

Inappropriate      1      2      3      4      5      Appropriate

What did you like most about the program? \_\_\_\_\_

\_\_\_\_\_

What do you suggest to improve the program? \_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

If you have any further comments or questions please call Laura Osborne, School Based Services Prevention Educator, at 356-1580.

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# APPENDIX F

## *SafePlace Guidelines for Participating Schools*

### EXPECT RESPECT GUIDELINES FOR PARTICIPATING SCHOOLS

The Expect Respect Program provides individual counseling and support groups on campus for students who have experienced domestic violence, sexual abuse or assault, and abuse in dating relationships. The following guidelines are to clarify the roles and responsibilities of Expect Respect Counselor and School Contact Person at participating schools.

#### EXPECT RESPECT COUNSELOR

- Provides orientation to school personnel about the Expect Respect program to aid staff in making appropriate referrals.
- Provides posters to advertise the Expect Respect program on campus.
- Visits each campus one day per week to provide intakes, support groups, and individual counseling. (Also available for crisis intervention as needed)
- Meets with the school counselor upon arriving and before leaving the school to share information and discuss any issues of concern.
- Records group attendance and submits a copy to the school counselor following each group meeting.

#### SCHOOL CONTACT PERSON

- Coordinates the identification and referral of students to the Expect Respect Counselor.
- Assists in promoting awareness of and support for Expect Respect services among school personnel by displaying posters and arranging for faculty orientation.
- Sends passes to release students from class for intake, group, and individual sessions.
- Provides a consistently available and private space for group and individual sessions.
- Provides private access to a telephone as needed.

#### CONFIDENTIALITY POLICY

- The Expect Respect counselor will maintain confidentiality of students with the following exceptions: child abuse, homicidal, or suicidal threat. Students will be informed of the confidentiality policy prior to their participation in any counseling or group sessions and asked to sign that they understand the policy and wish to participate in the program.

- Disclosures of abuse, homicidal or suicidal threat will be reported to the appropriate authorities and to the School Contact Person. Reports will be made by the person to whom the information was disclosed.
- If a student discloses child abuse to the Expect Respect counselor, she or he will notify the Department of Protective and Regulatory Services (DPRS) by telephone. The student will be invited to make the telephone report or to be present when the report is made.
- If the suspected abuse occurred outside the family or did not occur as a result of a caretaker's failure to protect the child an oral report will be made to the local law enforcement agency (either the Austin Police Department's Child Abuse Division or the Travis County Sheriff's Department.)
- If a student discloses a homicidal threat, the Expect Respect counselor will notify campus police and the School Contact Person immediately after the counseling session. The Expect Respect counselor will work with campus staff to protect the safety of the student and provide continued emotional support.
- If a student discloses a suicidal threat, or the Expect Respect counselor is concerned for the student's safety, the Expect Respect counselor will notify the School Contact Person. The School Contact Person will follow standard campus procedures for notifying a parent and appropriate authorities. The Expect Respect counselor and School Contact Person will work together to protect the safety of the student and provide continued emotional support.
- Whenever a report to an outside agency is made, the Expect Respect counselor will notify the School Contact Person in order to provide continued emotional support to the student throughout the investigation process.
- If parents of students receiving services wish to speak with an Expect Respect counselor or wish to learn more about Expect Respect services, please refer them to Barri Rosenbluth, Director of School-Based Services at SafePlace 356-1628.
- If you have a complaint about the Expect Respect counselor, you may call:
  - Barri Rosenbluth, Director of School-based Services at SafePlace at 512-356-1628 or
  - The Texas State Board of Social Work Examiners at 1-800-232-3162 or
  - The Texas State Board of Examiners of Professional Counselors at 512-834-6658.

\_\_\_\_\_ (School Contact Person) of \_\_\_\_\_ (Name of School)  
*and*

\_\_\_\_\_ of SafePlace agree to the responsibilities listed above for Expect Respect Counselor participation in the Expect Respect Program for the 2000-2001 school year.

Date \_\_\_\_\_

# APPENDIX G

## SafePlace Promotional Brochures

**Curricula Description**

**Quit It!** - A teacher's guide on *Teasing and Bullying for use with Students in Grades K-5* by Mark Frosch, Barbara Spring and Nancy Miller-Budler with *New York and Texas* (1996). Contains ten lessons focusing around three sequential themes. Each lesson is divided into sets that point to the developmental needs of students in kindergarten through grade five. Each discussion, role play, activity, drawing, free tag and writing activity, physical games and exercises, and connections to children's literature give children a vocabulary and a conceptual framework that allows them to understand the distinction between teasing and bullying. Ideas for communicating with parents are also included.

**Bullyproof** - A teacher's guide on *Teasing and Bullying for use with Fourth & Fifth Grade Students* by Sue Stone and Lisa Systems, (1996). The guide contains eleven sequential lessons. Class discussions, role plays, case studies, writing exercises, reading assignments, art activities, and nightly homework activities to give students the opportunity to explore and determine the fine distinctions between "teasing" and "bullying." Children gain a conceptual framework and a common vocabulary that allows them to find their own links between teasing and bullying and eventually avoid harassment.

**Flirting or Harling?** - A teacher's guide on *Student-to-Student Sexual Harassment in Schools (Grades 6-12)* by Sue Stone and Lisa Systems, (1994). The curriculum includes 6-10 classroom lessons, suitable for social studies, English, psychology, or health classes. It includes student handbook lesson studies, anthropometry assignments, quizzes, a survey, definitions, and legal information, as well as teacher materials. Background teaching notes, troubleshooting, and supplemental readings including Supreme Court cases and articles from peer magazines and the popular education press.

**Gender Violence/Gender Justice** - An *Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Science (Grades 7-12)* by Sue Stone and Christine Cappella, (1996). The purpose of this teaching guide is to explore peer harassment and violence in relationships as well as friendship, romantic love and courage in relationships. The large subject of gender violence, which includes dating sexual harassment, and sexual assault can be explored, considered, and strengthened by connections to and influence on social studies and literature courses.

Widening College Center for Research on Women  
Publications (781) 283-2530

A Member of the University Research Institute of the Austin Rape Crisis Center  
 Resource Center/Administration  
 P.O. Box 76054  
 Austin, Texas 78758  
 Phone: (512) 385-5181 Fax: (512) 385-0862  
 (512) 462-0691

**For Information Contact:**  
 Brent Russell-Hall, School-Based Services (512) 385-1629  
[brussellh@owrc.utexas.edu](mailto:brussellh@owrc.utexas.edu)

# EXPECT RESPECT

## Bullying and Sexual Harassment on Your Campus

SafePlace  
School-Based Services  
Training Services

**Violence at School Begins with Bullying**

**Bullying is...**

- name calling, put-downs, racial slurs
- hectoring to hurt someone
- pushing, hitting, cornering
- telling mean jokes, rumors
- excluding or isolating

Almost all American students experience some form of bullying during their school careers. These aggressive behaviors interfere with learning. Students who are repeatedly bullied may become anxious, have difficulty concentrating, or lose interest in school altogether. Bullying can make school a hostile place for students who are targets and others around them who fear becoming the bully's next victim.

**Sexual Harassment is bullying about gender, body parts, or sexuality**

**Sexual Harassment...**

- is unwanted and unwelcome sexual behavior
- can be physical, verbal, gestures, displays
- can happen once, several times, or on a daily basis
- interferes with the target's academic and social life
- is prohibited in public schools by state and federal laws

Bullying and sexual harassment deprive children of their right to be educated in a safe and secure environment. Without effective adult intervention, these behaviors progress into more serious forms of sexual harassment, sexual assault and gender violence as students reach middle and high school.

**Research shows that taking a whole-school approach is most effective in preventing bullying and sexual harassment on campus.**

The **Expect Respect** program at SafePlace provides training on your campus to help your staff:

- **Raise awareness of bullying, sexual harassment, and gender violence among all members of the school community.**
- **Learn strategies for ensuring a safe and gender-equitable learning environment for all students.**
- **Develop students' skills for preventing and responding to bullying, sexual harassment, and gender violence.**
- **Establish support services for those students who bully or harass others and for students who are often targeted.**
- **Assist parents in helping their children respond effectively to bullying and sexual harassment in and out of school.**

**Training and Fees** (based on one per campus)

Elementary	Middle School	High School
<b>Taking a Whole-School Approach to Preventing Bullying and Sexual Harassment</b>		
All Staff Orientation (6)		
<b>Quit It!</b> K-5 <sup>th</sup> grade teachers	<b>Flirting or Harling?</b> 6-12 <sup>th</sup> grade teachers	
<b>Bullyproof</b> 4-5 <sup>th</sup> grade teachers	<b>Gender Violence/Gender Justice</b> 7-12 <sup>th</sup> grade teachers	

**All Staff Orientation** - (7 hours) This session provides up-to-date information on bullying and student-to-student sexual harassment. Staff will increase their ability to intervene effectively and implement school-wide prevention strategies.  
Fee: \$300.00

**Curriculum Training** (6 hours) This session includes content addressed in the All Staff Orientation in addition to training for using selected prevention curricula in the classroom.  
Fee: \$600.00 per participant.

**Technical Assistance**: Expect Respect staff can provide assistance and materials for conducting a student survey, developing campus policy guidelines, offering a parent seminar, and resource materials for school counselors.

## Expect Respect Participants Speak Out

### On Dating Violence

"I have changed so much - towards my family, towards my relationships, towards my friends AND girlfriends." *male, 18*

"It was definitely a relationship refresher, when I needed it most. Thanks! I know it's not my fault." *female, 18*

### On Sexual Harassment

"Our groups have been very successful and have provided much needed support. Our sexual harassment workshops and classroom visits were tremendous." *High school counselor*

### On Bullying

"I have learned to not bully people and to respect them, their bodies and that we shouldn't laugh . . . It changed others, too. They don't bully as much or don't talk about people's bodies as much either." *male, 12*



*The Expect Respect program is part of the continuum of services SafePlace provides to the Austin/David County community in an effort to end the threat of sexual and domestic violence.*



## SafePlace

Domestic Violence & Sexual Assault Services Center

A Member of the Center for Battered Women & the Abuse-Free City (1999)

Domestic Violence Administration  
222 West 194th Austin, Texas 78760  
Telephone: 512-462-5140; TDD: 462-5695

Domestic Violence 24-Hour Helpline  
111-462-6070; TDD: 111-462-5120

Sexual Assault 24-Hour Helpline  
312-462-5277; TDD: 462-5120

World Wide Web  
[www.austin-safeplace.org](http://www.austin-safeplace.org)

SafePlace complies with the Americans with Disabilities Act and provides reasonable accommodations upon request to people with disabilities.

*Photography courtesy of Debra Newcomb*



## SafePlace School-Based Services

### Promoting Safe & Healthy Relationships for All Youth

## Expect Respect:

- Enhances safety and respect on campus
- Raises expectations and skills for healthy relationships
- Supports youth in healing from abuse
- Promotes youth leadership in violence prevention

Since 1989, the SafePlace Expect Respect Program has worked to create a model program for school-based violence prevention. Expect Respect has received national recognition for its services which include counseling for sexual abuse and domestic violence survivors, support groups on healthy dating relationships, bullying and sexual harassment prevention education, and staff and parent trainings.

### A Closer Look at Youth Violence

Much of the violence young people experience occurs in their families and personal relationships. Students may themselves be survivors of physical or sexual abuse, witnesses to domestic violence, or actively involved in an abusive dating relationship. Almost all students have either witnessed or experienced bullying and sexual harassment at school. Expect Respect helps schools address these issues and promote safety and respect on campus.

## Program Components

- Classroom Education
- Staff and Parent Training
- School Policy Development
- Counseling and Support Groups
- Summer Teen Leadership Program
- Professional Training & Presentations

### In Elementary Schools:

Expect Respect involves students, school staff and parents in promoting a school climate free from bullying and peer sexual harassment. The goal is to support children in developing skills and expectations for safe and healthy relationships.

### In Middle and High Schools:

Expect Respect works with youth to prevent dating and sexual violence and promote equality and respect in dating relationships. This program is designed to educate and support teens in their effort to heal from past abuse, learn healthy relationship skills and increase their ability to prevent abuse and harassment on campus and in their personal relationships.

## Find Out More!

To get more information about SafePlace and the Expect Respect Program:

- Look us up on the Internet at [www.austin-safeplace.org](http://www.austin-safeplace.org)
- Contact the Expect Respect Program offices at 512-385-5181
- Fill out the order form below to receive either an information packet or the Expect Respect Support Group Curriculum for Safe and Healthy Relationships, and return via:

Mail: SafePlace  
attn: Expect Respect  
P.O. Box 19454  
Austin, Texas 78760

Fax: 512-385-8662

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Please send me:

- Expect Respect Curriculum \$35  
 Information Packet Free!  
 I have enclosed a check to SafePlace  
 Please charge my  MC  Visa

Card #: \_\_\_\_\_

Exp. Date: \_\_\_\_\_

Signature: \_\_\_\_\_