

SLIDE 1

Welcome to the Connecticut State Department of Education “Preventing Teen Dating Violence and Promoting Healthy Relationships” presentation. I am Bonnie Edmonson, Education Consultant for the Connecticut State Department of Education, responsible for Health Education and Comprehensive Student Supports. Joining us today are three colleagues that will be sharing information and expertise in this critical area.

Hi and welcome. I am Kim Traverso from the Connecticut State Department of Education and I am the School Counseling Consultant. Hi I am Rosemary Nichols and I am an Education Service Specialist and Health Educator at the Capitol Region Education Council in Hartford. Hi I am Diane Aye and I am an Epidemiologist with the Connecticut Department of Health.

The Connecticut State Department of Education is excited to announce the launch of the “Preventing Teen Dating Violence and Promoting Healthy Relationships” webpage. Students need to be in physically, emotionally and intellectually safe and healthy environments where they receive the necessary supports to be successful and reach their greatest potentials.

This webpage will provide educators with information and resources on preventing teen dating violence and promoting healthy relationships.

SLIDE 2

The objectives of this presentation include:

1. Identify legislation that addresses teen dating violence.
2. Defining teen dating violence.
3. Reviewing data on teen dating violence and protective factors.
4. Providing an overview of the “Preventing Teen Dating Violence and Promoting Healthy Relationships” webpage.
5. Identifying implementation practices of the local level.

SLIDE 3

The following three state statutes mandate that teen dating violence be addressed in Connecticut’s schools.

The first is the Connecticut General Statute – Section 10-dash-16b – Prescribed Courses of Study in Public Health and Safety Education. This statute requires school districts to offer health and safety education in Grades kindergarten through twelfth grade inclusive of teen dating violence.

The second is the Connecticut General Statute – Section 10-dash-220-a – Requiring School-based Professional Development. This statute requires each local or regional board of education to provide in-service training programs for its teachers, administrators and pupil personnel on teen dating violence and domestic violence programs.

And finally, the third is the Connecticut General Statute – Section 10-dash-222-d-g-and h – Promoting a Safe and Healthy School Climate. This statute was developed to strengthen bullying laws and promote a healthy and safe school climate.

SLIDE 4

It is important to understand what Teen Dating Violence is. According to the Centers for Disease Control and Prevention. Teen Dating violence is a type of intimate partner violence. It occurs between two people in a close relationship. The nature of dating violence can be physical, emotional, or sexual including stalking.

SLIDE 5

To understand the extent of teen dating violence in Connecticut, one source of data available is the Connecticut School Health Survey. The Connecticut School Health Survey is a collaborative effort between the State Department of Education and the State Department of Public Health.

SLIDE 6

The Connecticut School Health Survey is comprised of two components – the Youth Tobacco Component, nationally known as The Youth Tobacco Survey, which is administered to randomly selected middle and high schools, grades six through twelve and the Youth Behavior Component, nationally known as the Youth Risk Behavioral Survey, which is administered to randomly selected high schools in grades nine through twelve.

I am going to be presenting data primarily from the Youth Behavioral Component and the risk and protective factors that are noted in that survey. The Connecticut School Health Survey is a paper and pencil survey administered in one classroom period to randomly selected classrooms in those randomly selected schools.

The questions are related to the primary causes of death and disability among youth. There are questions related to injury, substance use, diet, exercise, bullying, sexual behavior and protective factors. These are cross sectional data where we are asking all the questions at the same time and so we can't make inferences between cause and effect relationships.

SLIDE 7

The first slide presents the major factors that we are going to be presenting here today - whether students report that they have been verbally abused in a dating relationship or physically abused in a dating relationship and also whether or not they have been forced to have sexual intercourse. Almost 17 percent of high school students report that they have been in a verbally abusive dating relationship in the past year and approximately 8 percent in a physically abusive dating relationship in the past year. And approximately 7 percent were forced into sexual intercourse.

What girls were more likely to be in a verbally abusive relationship, boys were just as likely to be in one that was physically abusive.

SLIDE 8

The first slide here shows that students are subjected to verbal abuse whether they are male or female, Hispanic, white, and at any age range. And again, females are more likely to report verbal abuse than males are. This question was brought to us by a group of students from the Center for Youth Leadership in Norwalk. They were aware that we asked about physical abuse but thought that it was important for us to also ask about verbal abuse.

SLIDE 9

The next slide shows cross tabulations between verbal abuse and some of the other questions that we asked at the survey. Students who report that they are verbally abused are more likely to have missed school because they felt unsafe, more likely to be threatened at school, more likely to experience physical abuse and be hit by their boyfriend or girlfriend and more likely to be forced to have sexual intercourse. All these differences are statistically significant.

SLIDE 10

The next slide shows that students that report they have been verbally abused were more likely to report that they have felt sad during the past two weeks, have hurt themselves on purpose which this would include activities such as cutting, have considered suicide during the past year and have actually attempted suicide in the past year.

SLIDE 11

The next slide shows that students who have experienced verbal abuse through a boyfriend or girlfriend are less likely to sleep more than six hours a night, are less likely to report that their health is good or excellent, are less likely to report that their grades are As and Bs and are less likely to report that they have post high school plans in comparison to students who are not verbally abused.

SLIDE 12

The students that have reported verbal abuse are more likely to be bullied on school property and less likely to get help when they are sad. They do report that they can seek help from non-parent adults as easily as those who are not verbally abused. And one good thing to note is that family environment seems to have a protective effect in preventing verbal abuse by a boyfriend or girlfriend and that students who report having eaten meals with families on three or more of the past seven days are less likely to experience verbal abuse.

SLIDE 13

Students who report verbal abuse are more likely to report that they have ever had sexual intercourse, more likely to report that they had sex before age thirteen and more likely to report that they have sex with four or more persons.

SLIDE 14

This next slide shows verbal abuse in comparison to other risk factors. Students who report verbal abuse are more likely to be current smokers, to smoke marijuana, drink alcohol and binge drink. And those

were all during the past thirty days. And at some point in time they were more likely to try cocaine in their lifetime.

SLIDE 15

The next grouping of slides report on students experiencing physical violence from a boyfriend or girlfriend. In this slide shows that while lower levels than verbal abuse, it is prevalent in all types of students whether ninth through twelfth grade and whether you are female, male, black, Hispanic or white.

SLIDE 16

Students who experience physical violence are more likely to have miss school because they felt unsafe, threatened at school and experienced verbal abuse from their boyfriend or girlfriend and are more likely to have experienced forced sexual intercourse.

SLIDE 17

The next slide, similar to the earlier slides on verbal abuse, shows that students who experience physical violence are also more likely to have been sad for two weeks during the past year, have hurt themselves on purpose, considered to commit suicide and actually have attempted to commit suicide.

SLIDE 18

Students who have experienced physical violence from a boyfriend or girlfriend are less likely to sleep more than six hours a night, are less likely to report that their health is good or excellent, less likely to report that they have grades that are As or Bs and less likely to report that they have post high school plans which would include military training, technical school training, an apprenticeship or going to college.

SLIDE 19

Again, consistent with our earlier results on verbal abuse, those students who report physical violence are more likely to have been bullied on school property and less likely to get help when they are sad. They also are as likely to be able to seek help from non-parent adults and they are also students who report physical abuse are less likely to be eating meals with their families and those that are not experiencing physical abuse are more likely to be eating meals with their families.

SLIDE 20

Students who experience physical violence are more likely to ever have had sexual intercourse, had sex before age thirteen and had sex with four or more persons.

SLIDE 21

Students who have physical violence from a boyfriend or girlfriend are more likely to be current smokers, to smoke marijuana, to drink alcohol, to be binge drinkers and to have tried cocaine at some point in time in their life.

SLIDE 22

The Connecticut School Health Survey data are available on the websites presented here – at the Department of Public Health website – [w-w-w-dot-c-t-dot-g-o-v-backslash-d-p-h-backslash-c-s-h-s](http://www.ct.gov/dph/cshs).

At that website you will see a full report on our results, fact sheets and individual results to each of the questions that we have on the survey.

The next website that can be useful is [w-w-w-dot-c-t-dot-g-o-v-backslash-h-e-a-l-t-h-y-c-o-n-n-e-c-t-i-o-n-s](http://www.ct.gov/halt).

The third website listed on this slide is [w-w-w-dot-c-d-c-dot-g-o-v-backslash-y-r-b-s-s](http://www.cd-c.gov/y-r-b-s-s).

SLIDE 23

The last page shows our website – the Department of Public Health website – and if you go there you will be able to see we have the copy of the survey and all the individual results. Thank you.

SLIDE 24

After reviewing Connecticut’s State Statutes and Connecticut data, we are pleased to introduce “Preventing Teen Dating Violence and Promoting Healthy Relationships” webpage. On this webpage you will find valuable information and resources. For example, under the Resource Section, you will notice many of our resources come from Centers for Disease Control and Prevention.

If you click on C-D-C Intimate Violence section, you will find the National Data Fact Sheet link, and also national data. The C-D-C is our primary resource as it is credible and research based. These resources address teen dating violence and promote healthy relationships at local, school and district level.

SLIDE 25

Another resource is the Connecticut “Preventing Teen Dating Violence and Promoting Healthy Relationships” Fact Sheet. The Fact Sheet provides an overview of teen dating violence, Connecticut data, who is at risk, health hotlines and initiatives to prevent teen dating violence and promote healthy relationships. This fact sheet can be used by school based professionals, youth serving professionals, as well as families.

SLIDE 26

Another area that is important to highlight is Professional Development. These professional development resources are evidence based and are available at no cost from the Centers for Disease Control and Prevention. Centers for Disease Control and Prevention offers online, interactive training module called “Dating Matters”, a video for parents on how to talk to teens and about healthy relationships, and a CD on Preventing Partners and Sexual Violence Program Activity Guide – again – all at no cost!

SLIDE 27

Connecticut continues to be a leader in promoting the health and safety of all students by developing guidance documents for school districts that promote effective policy, programs and practices in school communities. We would like to highlight three of these resources.

The first are the *Guidelines for the Sexual Health Education Component of Comprehensive Health Education* which provides evidence-based guidelines to districts on developing and implementing policies, practices and programs on sexual health education including preventing teen dating violence and promoting healthy relationships.

The second resource are the *Guidelines for a Coordinated Approach to School Health*. These guidelines also provide guidance on health and education policies and practices including building school health teams, and safe and healthy learning environments.

Finally, the third resource that we are going to highlight is the *Sexual Violence Prevention Initiative* which has developed an Educator's Tool Kit and Resource Guide that includes national, state and local resources. Each of these are available on this website.

SLIDE 28

A comprehensive systematic approach to preventing teen dating violence and promoting healthy relationships allows for optimizing valuable resources and enhancing educational outcomes for students and should be integrated into district school improvement efforts. Students need to be physically, emotionally and intellectually safe and healthy environments where they receive the necessary supports to be successful and reach their greatest potential.

The following are implementation practices for all school districts. The first call to action is to provide a physically and emotionally safe and healthy learning environment for all students. The second practice is to establish and implement, with fidelity, evidence-based systematic policies, practices and procedures and a mechanism to evaluate the effectiveness of each. And finally, the third is to build and sustain capacity of all staff by providing evidence-based, on-going professional development.

SLIDE 29

For additional information and to review some of the resources listed in this presentation, please visit "Preventing Teen Dating Violence and Promoting Healthy Relationships" webpage at w-w-w-dot-c-t-dot-g-o-v-backslash-s-d-e-backslash-t-e-e-n-d-a-t-i-n-g.

SLIDE 30

This webpage is collaboration between the Connecticut State Department of Education and the Capitol Region Education Council.