

# Rural Collaborations to End Teen Dating Violence



***“I want adults to understand that violence can occur in all relationships no matter the age or its perceived ‘seriousness.’”***

— McNay  
High School Student

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**“The voices we need to center are often from communities with the most significant barriers to engagement. It is essential to bring down these barriers of entry to allow everyone to engage in conversation about ending teen dating violence.”**

— Bukky Ogunrinola  
College Student

## Introduction

According to the last U.S. Census (2010), almost 20% of the population in the United States currently live in rural areas, with over 13 million young people under the age of 18 living in these communities. Moreover, while rural communities have been historically identified as homogenous and predominantly white, African Americans, Latinx, and Native American communities comprise a substantial portion of rural areas (Lichter 2012). Rural communities also have high poverty rates which impact the resources available to rural service providers (Flora 2018). Given this reality, one of the primary challenges expressed by service providers is their limited capacity to provide services to everyone in need. This perceived challenge can also impact the capacity to provide services or programming to teens who experience dating violence (Love is Respect 2017). Additionally, the majority of rural service organizations have been created for adult survivors and, with limited capacity to serve even adults, it can be challenging to increase services to younger demographics.

One pivotal innovation in confronting and addressing capacity challenges for individual organizations is pooling resources and collaborating with others (schools and other youth serving organizations and community groups) in developing teen dating violence interventions. This manual, created for use by rural service organizations, provides tools and resources, questions for reflection, and suggested protocols for action related to collaborative, community-based efforts in rural communities. Special attention is given to meaningful integration of young people into collaborative work.

## Teen Dating Violence in Rural Communities

Teen dating violence is defined as “physical, sexual, or psychological violence within a dating relationship” (CDC 2006). A dating relationship in contemporary youth culture includes various kinds of relationships that range from casual to serious and may or may not include a sexual component or a romantic coupling (Break the Cycle 2017). These relationships may also play out in various settings. For the purpose of providing the most effective and comprehensive support to young people, we understand that teen dating violence includes different kinds of relationships in settings such as schools and communities, online, or even in juvenile detention. Regardless of the kind of dating relationship, the structure of the relationship, or the setting, any young person can be at risk for dating violence.

Despite significant underreporting of victimization to law enforcement and service providers (Jouriles, McDonald, Garido, Rosenfield, and Brown 2005), the available data show high prevalence rates of teen dating violence across the country and in rural communities, in particular (Spencer and Bryant 2000). This section provides background information on the prevalence of and current interventions for dating violence, especially in rural communities. We place special emphasis on how these forms of violence impact historically marginalized or underserved populations in rural communities and current interventions and policies.

### Teen Dating Violence Prevalence

#### General Statistics

According to the Centers for Disease Control and Prevention (CDC), approximately 1 in 3 women and 1 in 4 men have experienced intimate partner violence (Black et al., 2011). In particular, teens report experiencing dating violence at alarming rates. For example, in a 2013 national study, researchers found that 1 in 3 high school students (1 in 5 female and 1 in 10 male) in dating relationships experienced some form of teen dating violence (Vagi, Olsen, Basile, & Vivolo-Kantor 2015). Such results



indicate that while the violence is more prevalent among female teens, male teens experience significant victimization as well (Finkelhor, Turner, Ormrod, Hamby, & Kracke, 2009; Vagi et al., 2015). Additionally, in a study including middle and high school students, researchers found that 41% of participants reported having been victims of teen dating violence (Yahner, Dank, Zweig, & Lachman 2015). Furthermore, among those who experienced teen dating violence, the majority experienced such violence more than once (Vagi et al., 2015).

Although only about 20% of adolescents in the United States live in rural areas, rural teens experience dating violence at higher rates than teens in urban areas (Martz, Jameson, & Page 2016). One study found that 60% of rural adolescents reported experiencing either physical or psychological victimization within the previous 3 months, which is greater than the reporting of victimization in national studies each year (Foshee, Reyes, Gottfredson, Chang, & Ennett 2013). Factors that increase the likelihood of experiencing dating violence in rural communities include aggression within families, strained relationships with parents, and limited neighborhood social relationships (Foshee, Chang, McNaughton Reyes, Chen, & Ennett 2015).

Youth are increasingly and continually interacting with each other online and this includes interacting with their dating partners. Some youth may even be in relationships that are primarily or exclusively online. Although a more easily accessible form of dating, especially for minority, rural youth, it is important to consider how online dating can impact youth's perception of intimate partner violence. For example, Baker and Helm (2010) found that youth who were from native Hawaiian, Samoan, and Filipino backgrounds were less likely to consider certain behaviors in cyber dating as emotional dating violence. Nonetheless, the different forms of dating violence can be interconnected with researchers and advocates finding that any form of teen dating violence, such as cyber, physical, psychological, or sexual, is likely linked to increased co-occurrence of other types of teen dating violence.

Survivors of dating violence may experience negative health outcomes. For example, they are more likely to participate in health-risk behaviors, such as considering and attempting suicide, alcohol and drug use, and extreme weight control. They may also exhibit antisocial tendencies and lower self-esteem (Vagi et al., 2015; CDC 2015; Exner-Cortens, Eckenrode, and Rothman 2013). Furthermore, teens experiencing dating violence in their youth are more likely to experience intimate partner violence in adulthood (Williams, Connolly, Pepler, Craig, and Laporte 2008).

Although the data show that teen dating violence is prevalent, the number of youth seeking help in these cases is limited (Ashlee and Foshee 2005). Additionally, when young people do seek help, they tend to turn to their peers for support (Ocampo, Shelley, Jaycox 2007). Research with youth indicates that reasons for this limited help-seeking include fear of how they will be perceived by adults or professional support organizations, skepticism about whether adults will understand and support them, and societal stigma that they may experience, especially if they are members of an underserved group within their community (Clement et al 2015; Hedge, Sianko, McDonell 2017). For example, in a study regarding help-seeking behaviors in the rural south, researchers found that youth who perceived that there was actual community support available, were more likely to seek help when experiencing dating violence (Hedge et al. 2017). This suggests that young people who experience teen dating violence would benefit from communities that provide clear and visible support to all their youth, regardless of identity.



### *Underserved Young People in Rural Communities*

High rates of dating violence occur among young people of various identities, cultures, and backgrounds. Due to specific cultural and contextual factors that can impact their experiences of and attitudes towards sexual and dating violence, it is crucial to examine the experiences of underserved and marginalized youth (e.g., LGBTQ, ethnic minorities, religious minorities, youth in juvenile detention).

Youth from minority communities experience teen dating violence at higher rates than their counterparts (Noonan and Charles 2009). For example, Asian and Native Hawaiian high schoolers have reported higher rates of dating violence than their white peers (Ramisetty-Mikler, Goebert, Nishimura, and Caetano 2006). Additionally, lesbian, gay, bisexual, and questioning (LGBQ) youth were found to be at a higher risk of teen dating violence than their non-LGBQ counterparts, with questioning youth at the highest risk (Dank, Lachman, Zweig, & Yahner 2014; Olsen, Vivolo-Kantor, & Kann 2017). Similarly, youth who identified as transgender were more likely to report different forms of victimization and perpetration (i.e., physical, psychological, and cyber) compared to their cis-gender counterparts (Dank, Lachman, Zweig, & Yahner 2014).

### **Juvenile Corrections**

Approximately 2.1 million youth are arrested in the United States every year and about 90,000 of those young people are placed in juvenile detention (Puzzanchera and Adams 2011). The majority of these young people are from underrepresented groups, with more than 38% of the total amount of youth in juvenile detention being African American. Young people in juvenile detention are more likely to have experienced dating or sexual violence at some point in their lives (Kelly, Cheng, Dieckmann, and Martinez 2009) and may be more likely to experience this kind of violence once in detention facilities. Furthermore, young people in juvenile detention are at a higher risk of violence within these facilities, and experience both physical and sexual violence (Smith & Yarussi 2013). According to data from the Bureau of Justice Statistics, female-only facilities were more likely to have sexual assault incidents perpetrated by other youth (Heaton, et al. 2016). Additionally, higher rates of sexual assault were more likely when there were fewer staff to monitor behaviors and where youth were less likely to report the violence due to shame or embarrassment (Heaton, et al. 2016).

### **Culturally-Specific Groups**

For some minority youth, such as Iraqi American refugees, Native Hawaiian, Samoan, and Filipino Americans, dating can be considered a taboo experience and is not culturally accepted. For this reason, some youth keep dating behavior from their parents (Baker & Helm 2010; Black, et al. 2013). For example, Ravi, Mitschke, Black & Pearson (2017) suggest that the common occurrence of online dating among Karen refugee youth (an ethnic group from Myanmar) is due to parental disapproval of dating. It is important to consider these dynamics when designing and implementing prevention or intervention programs. For example, in talking with high school students from underserved communities, researchers found that youth did not consider speaking with parents a serious option as an intervention to teen dating violence because dating is not culturally acceptable. Instead, school-based prevention and intervention programs can be integrated in policies and curricula (Baker & Helm 2010). These interventions are crucial because some students report that they "didn't even think" about reaching out for support in personal cases of teen dating violence, as was reported in a sample of Latinx teens (Sabina, Cuevas, & Rodriguez 2014), or simply did not feel like they understood what was meant when describing healthy relationships, as was found in a sample of African American female adolescents (Raiford, Wingood, & DiClemente 2007).





### Tribal Youth

According to the Native American Communities Justice Project (2010), the Native American community indicated that there is insufficient work done to address teen dating violence among tribal youth. The experiences of historical intergenerational trauma, displacement, and poverty leave tribal youth vulnerable to teen dating violence perpetration and victimization (Hautala, Sittner Hartshorn, Armenta, & Whitbeck 2017). Tribal youth are more likely to report being victims and/or perpetrators of physical dating violence if they engage in risky behaviors, which include substance use and aggressive behavior, and report being a victim of prejudice (Hautala, Sittner Hartshorn, Armenta, & Whitbeck 2017). Prevention and intervention recommendations for working with tribal youth include accounting for historical and developmental contexts and engaging the community and the youth in the creation of programs (Crooks, Chiodo, Thomas, & Hughes 2010).

### LGBTQ

A majority of studies that examine teen dating violence experiences of youth neglect to differentiate between the experiences of LGBTQ youth and youth not identifying as LGBTQ (Dank, Lachman, Zweig, & Yahner 2014; Espelage, Merrin, & Hatchel 2018). In a large scale survey that included middle and high school students from suburban, rural, and small city schools in the Northeast region of the United States, Dank and his colleagues (2014) found that lesbian, gay, and bisexual youth who experienced physical dating violence were also more likely than heterosexual youth who also experienced physical dating violence to be from a racial-minority background. LGBTQ youth of color were also more likely to experience the social and health impacts associated with the violence. Furthermore, LGBTQ high school students who experienced teen dating violence had an even higher likelihood of seriously considering or attempting suicide than their peers (Espelage, Merrin, & Hatchel 2018).

### Non Citizens

The scarcity of research on non-citizen youth is alarming, especially due to the overwhelming stress that occurs before, during, and after transitions in the lives of asylum, refugee, and undocumented youth. The high level of stress in these populations may result in a higher likelihood of domestic violence occurrences (Ballard, Witham, & Mittal 2016), which can impact the way young people view and interact in their own intimate relationships (Jouriles, Wolfe, Garrido & McCarthy 2006). Among Iraqi and Karen refugee youth, for example, careful consideration of cultural contexts and acculturation levels may help providers determine strategies to approach the topic of teen dating violence (Ravi, Mitschke, Black & Pearson 2017).

### Current Interventions in Rural Communities

#### *Title IX and Other Suggested School Policies*

For over 40 years, Title IX, a portion of the education amendments developed at the federal level associated with discrimination on the basis of sex, has been used to address sexual violence on both college campuses and in middle and high schools. Schools must protect against sexual violence for all students in connection with all school-related locations or activities and may even be required to address sexual violence that impacts students even outside of school grounds or school-

sponsored events (Kimmel, n.d.). In order to be compliant with Title IX, schools must: 1) appoint a Title IX coordinator; 2) publish an anti-discrimination policy and grievance procedure; 3) conduct training on sex discrimination and sexual violence; and 4) have a qualified investigator in place.

For many schools, especially in rural communities, limited resources may be a barrier for comprehensive response and education around sexual violence in dating relationships and may place limits on the types of Title IX remedies available (Meyer et al. 2018). In fact, despite having this intervention in place, many middle and high schools do not respond to allegations of campus sexual assault well (Kimmel n.d.). For this reason, partnerships with local teen dating violence serving organizations may help support schools in building their capacity around these issues.

Schools and school districts may also decide to go even further than Title IX by moving away from simple compliance to developing comprehensive policies for reducing teen dating violence. One resource is Start Strong: Building Healthy Teen Relationships Initiative (Start Strong). This toolkit provides sample policies for both individual schools and school districts that can be used either independently or together (Schaeffer et al. n.d.). Regardless of the policy implemented, they are intended to “improve relationships among students and create a positive learning environment” (Schaeffer et al. n.d.).

### Prison Rape Elimination Act and Services to Youth in Juvenile Corrections

To address issues of sexual violence in both adult and juvenile corrections, the U.S. Congress passed the Prison Rape Elimination Act (PREA) in 2003, but the early years of PREA’s enactment focused more on adult than juvenile issues (Smith & Yarussi 2013). The National Prison Rape Elimination Commission (NPREC) found that juveniles experienced higher rates of sexual abuse than imprisoned adults and that specific, customized responses are needed to address the unique needs of young people. As a result, the Department of Justice (DOJ) included separate standards for youth drafted by NPREC in 2012 (Smith & Yarussi 2013). The standards include: 1) implementing a zero tolerance policy for sexual abuse and harassment, 2) ensuring that facilities are properly staffed for effective supervision and monitoring, and 3) collecting data regarding allegations of sexual misconduct (Smith & Yarussi 2013).

Accordingly, the creation of such standards has created guidelines to prevent and address abuse of youth in corrections facilities, increased scrutiny of such injustices, increased accountability for officials and employees, and yielded support for those that have been abused. The standards emphasize a need for improving training, reporting and responding to allegations, and implementing administrative sanctions (Smith & Yarussi 2013). Young people who experience sexual violence in correctional facilities should have access to both emergency and ongoing mental and medical care to address the impact of an assault,

**“Incarcerated youth are still youth and need to be able to have a space to express all of themselves, because they are still valid as any other entity.”**

— Jenefar Paul  
High School Student

which can include services from a rape crisis center (Smith & Yarussi 2013). These young survivors face unique barriers in their healing process (e.g., they have less opportunities to assert control in their lives). Partnering with juvenile correction facilities presents an opportunity for improving services to these youth.

## Barriers and Challenges to Service Provision in Rural Communities

In a 2017 survey of rural serving organizations in the United States, only about 45% of the organizations surveyed offered services to young people (Love is Respect 2017). Challenges identified in this report include limited transportation options and associated challenges of location and inclement weather in survivors accessing much needed services. Additionally, organizations had limited knowledge of how to effectively work with the youth in their local communities in order to address dating violence. The majority of the organizations expressed the desire to engage youth in their work to end domestic violence as well as providing advocacy and crisis support to youth actually experiencing dating violence in their lives. Even so, despite the desire to support youth, there is a lack of actual programming available.

The following sections of this manual take seriously the desires of rural-serving organizations to develop interventions around dating violence and provide guidance on working collaboratively within the local community in order to overcome some of the challenges identified.

## Working in Collaboration to Intervene and End Dating Violence

Collaboration is essential in order to effectively work to end teen dating violence. No single organization can work to end teen dating violence in a silo. Relatedly, as we discussed earlier in this toolkit, young people in rural communities represent various identities and cultures. They grow up in diverse rural communities across the United States, and this diversity should be represented in any collaborative work in your community.

Collaborative efforts are important and effective. However, it is critical to assess readiness in your community and develop a strong foundation for the collaboration to thrive. This includes reflecting on 1) the need for the collaboration; 2) the current state of the relationship between potential participants; and 3) the core principles behind your work.

Here is a list of questions to support initial reflections on the readiness and ability of your organization and potential partners to develop and sustain collaborative efforts addressing teen dating violence.



## Questions for Reflection

<b>Need for the Collaboration</b>	<ul style="list-style-type: none"> <li>- What is the specific problem we are trying to address by forming this collaboration?</li> <li>- How does this collaboration address the problem and how would it potentially lead to a solution?</li> <li>- How is this work made better or what is the value added by forming the collaboration?</li> </ul>
<b>Current State of the Relationships</b>	<ul style="list-style-type: none"> <li>- Do we have authentic relationships with the people most impacted - youth, and specifically youth from historically marginalized communities?</li> <li>- What is the history between all of the partners in the collaboration?</li> <li>- What are some anticipated challenges with the different parties working together?</li> <li>- What specific partnerships or collaborations have worked in the past in our community?</li> </ul>
<b>Core Principles</b>	<ul style="list-style-type: none"> <li>- What do we always want to keep in mind as we collaborate together?</li> <li>- Why is this collaboration important?</li> <li>- Who is at the center of the work?</li> <li>- Who benefits from the work that the collaboration will do?</li> </ul>

Reflecting on possible answers to these questions prior to forming the collaboration can clarify your initial purpose, and answering them collectively can serve as a first activity for the collaboration once it is formed. Throughout the remaining part of this section, we will discuss what it takes to identify and engage stakeholders, how to think about and address power dynamics, and how to check biases and assumptions.

## How to Identify and Engage Key Stakeholders

*Which stakeholders need to be at the center of the collaboration?*

Youth are experts on their environment and culture and are essential to any collaborative in the development of relevant, engaging, and effective strategies. Keeping in mind that young people may not want to disclose their experience, consider engaging youth who have experienced teen dating violence, have a friend or family member who has experienced teen dating violence, or are from historically marginalized communities to be part of an intergenerational collaborative. This collaborative must include racially and ethnically diverse youth, Native American youth, LGBTQ youth, youth with disabilities, and youth from marginalized religions. Recruit youth who are passionate about impacting their peers in a positive way and who are opinion leaders across multiple and diverse social groups within their school or community.

Engaging with young leaders and building these partnerships requires active listening and meaningful relationship building. These relationships need to move beyond work-sharing partnerships and “projects” and into connected ways of



working together. Youth leadership takes a variety of forms, so consider the many ways in which young people with various interests and skills might be brought in to support and help guide the collaboration.

In addition to youth, involving a wide variety of stakeholders benefits the young people you want to serve. When considering who to invite to the collaborative, think about the people in your community who work with young people already or who might be good advocates for young people. Instead of only considering which organizations serve young people, in order to expand your scope, ask the following questions as you seek to identify potential partners:

- With whom do young people interact? Who do they trust?
- What spaces or organizations bring young people together?

These questions might lead you to collaborate with people or organizations that you would not immediately consider. Ultimately, you do not want to narrow your collaboration only to the most obvious or usual partners. As part of this strategy, consider stakeholders who might be impacted by their engagement with your organization, meaning that they can leverage the information, decisions, and partnerships of the organization to the benefit of young people in your community. You want to know that people who engage in your collaborative efforts are in a position to interact with young people in helpful ways.

There is no prescriptive list of partners to involve; however, you should invite partners based on the purposes and goals of your collaborative effort. Consider both who can help you achieve your purpose as well as who may potentially hinder your efforts if they are not given the opportunity for meaningful engagement; sometimes you need both types of partners at the table in order to achieve your goal.



Below are some examples of possible coalition projects and potential partners to involve in them:

Purpose	Partners
<b>Develop and implement an awareness raising campaign</b>	<ul style="list-style-type: none"> <li>→ Representatives from local media</li> <li>→ Local artists, especially youth artists</li> <li>→ Young people who are especially active in social media or other public venues</li> </ul>
<b>Develop dating violence and sexual assault policies for a high school</b>	<ul style="list-style-type: none"> <li>→ Faculty and administrators</li> <li>→ Title IX representatives</li> <li>→ Individuals who would be responsible for enforcement of policies</li> <li>→ Students active in campus-student groups</li> </ul>
<b>Coordinate dating and sexual violence comprehensive responses</b>	<ul style="list-style-type: none"> <li>→ Mental health counselors and social workers</li> <li>→ Health care providers</li> <li>→ Youth survivors of dating violence</li> <li>→ Restorative justice activists</li> </ul>
<b>Lobby for policy change efforts at the city level</b>	<ul style="list-style-type: none"> <li>→ Prominent business people, members of chambers of commerce</li> <li>→ Current or former staffers for council members</li> <li>→ Students with an interest in government</li> </ul>
<b>Implement a comprehensive prevention effort in the school district</b>	<ul style="list-style-type: none"> <li>→ School personnel</li> <li>→ Representatives from after-school programs</li> <li>→ Students from various schools with various interests</li> </ul>

*Capacity to Authentically Engaging Youth*

Youth have an integral role in ending teen dating violence. As mentioned above, this means it is important both to engage young people in developing collaborative interventions to address teen dating violence and to intentionally assess your organization’s and collaboration’s ability to engage youth meaningfully. That is, you need to identify what you can reasonably support and where you need to grow. Some things to consider include:

- How will you compensate youth for their work with this collaboration?
- How will you support a young person’s ongoing participation including providing transportation, flexible schedules, food, and other resources?
- How will you continue to facilitate authentic intergenerational relationships between the adults and the young people?

Roger Hart’s (2016) Ladder of Young People’s Participation is a good reference for assessing your organization’s and collaborative’s readiness to engage young people, as well as for reflecting on how the collaboration and youth involvement is evolving over time.

**“Centering and engaging marginalized youth is important not only because we need to be given a platform to express ourselves, but because we are needed to truly envision a future without teen dating violence.”**

— Charlotte Iradukunda High School Student

**“Don’t diminish, or utilize youth voices as secondary voices to older generations, as it is essential that all voices, however big or small, must be equally valued and respected.”**

— Jenefar Paul  
High School Student

<b>Intergenerationally, shared decisions with adults:</b> This occurs when projects or programs are initiated by young people and adults through an intergenerational process and decision-making is shared between young people and adults. This type of collaboration is full of opportunity to share expertise and learn across ages.
<b>Young people-initiated and directed:</b> This occurs when young people initiate and direct a project or program. Adults are involved only in a supportive role. This process can minimize the experience and wisdom of adults.
<b>Adult-initiated, shared decisions with young people:</b> This occurs when projects or programs are initiated by adults but the decision-making is shared with young people. Processes are developed to invite full youth participation. This process can minimize the experience and wisdom of youth.
<b>Youth are consulted and informed:</b> This occurs when young people give advice on projects or programs that are designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. This might embody utilizing youth advisory groups.
<b>Youth are assigned but informed:</b> This occurs when young people are assigned a specific role and informed about how and why they are being involved. This embodies talking to youth for one time purposes such as focus groups.
<b>Youth as token participants:</b> This occurs when young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.
<b>Youth as decoration:</b> This occurs when young people are used to help or “bolster” an initiative indirectly.
<b>Youth for marketing:</b> This occurs when young people are used in pictures and materials to show youth involvement when there is really none.

\*Adapted from Robert Hart’s, *Children’s Participation: The Theory and Practice of Involving Young Citizens in Community Development And Environmental Care.*

The goal is for your organization and collaboration to work its way up the ladder. In order to get to an intergenerational collaborative, adult allies need to create an environment that is conducive to helping youth find their voice, passion, and leadership style. Here are a few ways to facilitate this process:

- Build relationships among youth across diverse social groups in your school and community.
- Exchange skills and knowledge to increase the leadership of youth to lead local change efforts in their communities.
- Provide opportunities for youth to lead bold conversations to build youth power.
- Deepen young people’s knowledge around advocacy as a strategy for systemic change and strengthen their skills when engaging systems’ leaders and decision makers.
- View and treat historically marginalized youth as positive assets and community leaders.

*Working across Power Dynamics in the Collaboration*

Working collaboratively also means that power dynamics will surface. In our society, we know that certain groups of people hold more power than others due

to institutional inequality. There may be many forms of power inequities in your community, but here are a few prevalent examples:

<b>Governmental System’s relationship with communities and youth of color</b>	The partnership between governmental systems and efforts to end gender based violence has been particularly complicated. This power dynamic can especially play out if your key community and youth partners have historical trauma and associated fear based on previous community experiences of state-sanctioned violence.
<b>Faith leaders’ relationship with LGBTQ youth</b>	While faith-based organizations can be important institutions, particularly in rural communities, many LGBTQ youth may have had traumatic experiences associated with their sexual orientation or gender expression and identity.
<b>Teachers’ relationship with students</b>	Educator/student partnerships can be a good way to bridge the gap between perspectives in order to make changes in school environments. However, the student-teacher dynamic and prevalent adultism within the school environment may create challenges to open and honest communication.

*When working with youth, both intergenerationally and in partnerships with institutions with complex relationships with youth, it is important to begin with setting clear expectations of the relationships.*

*Establishing Touchstone Practices can be helpful in addressing and counteracting power dynamics and bridging gaps between members in the collaborative. The following table describes each practice with the meaning behind each of them.*

Touchstone Practice	Statement/agreement
<b>Give and receive welcome</b>	In this circle, we support each other’s learning by giving and receiving kindness, reconnecting to abundance, and remembering there is more than enough for all of us to thrive.
<b>ALL of YOU are welcome here</b>	Be here with your purpose, gifts and strengths as well as your doubts, fears, and failings, your deep listening as well as your speaking, your full humanity.
<b>Speak your truths in ways that respect the truths of others</b>	Our views of reality may differ, but speaking one’s truth does not mean correcting or debating what others say. Speak using “I” statements that speak from your own experience.
<b>When the going gets rough, turn to wonder</b>	If you feel judgmental or defensive, ask yourself, “I wonder what brought them to this belief?” “I wonder what they are feeling right now?” “I wonder what my reaction teaches me about myself?” Set judgment aside to listen to others – and to yourself – more deeply.
<b>Learn to respond to others with honest, open questions</b>	With such questions, we can hear each other. “I’m curious, can you tell me more?”



Power dynamics also come with biases, assumptions, and stereotypes. In collaborative efforts, it is important to address them head on to create “**brave**” spaces for all involved. This includes initially discussing some of the **assumptions** adults make about young people and vice versa. It also includes thinking about **strategies** for addressing stereotypes as they come up.

The following protocol is one way a group might address issues as they emerge. Your collaborative may develop something slightly different based on the will of the group. However, the principle should be the same: **Above all, working together means continual fostering of relationships, even as issues emerge and mistakes are made.**

*Steps for Addressing Bias, Stereotypes, and Assumptions as They Emerge*

**Address the Issue Head On:** This may include bringing it up one-on-one with the person who has asserted a bias. If it is something occurring with more of the group as a group, it may be more effective to facilitate a discussion within a group meeting. It can be helpful to remind everyone that we all make mistakes and missteps and these are opportunities for growth so that we can continue to do the best work possible together. In order to do this effectively, keep in mind that building the relationship is essential.

**Correct the Wrong:** What does it mean to restore after a mistake? The group can decide together how they want to handle this, setting expectations when the group first forms for how they will move through and make right these tough moments.

**Keep a List of Running Lessons Learned:** Refer back to this list frequently as a group and reflect on certain lessons as needed. This list should focus on what the group has learned from the experience and what was effective and not effective in addressing the issue.

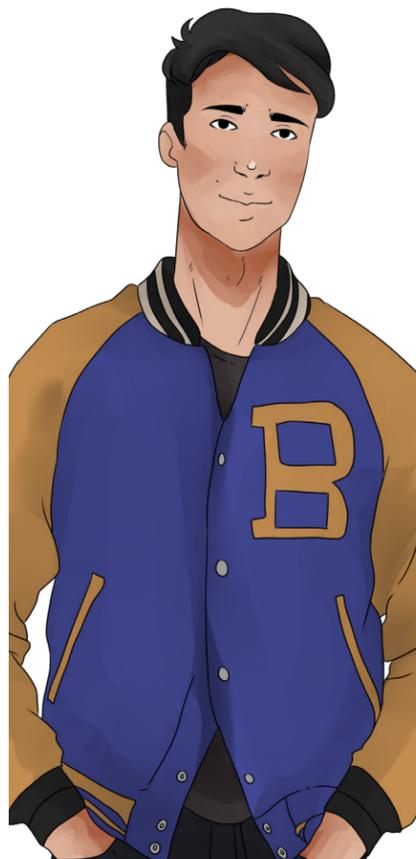
### Intervention Strategies

While the previous section focused on how to make collaborations work, this section is focused on the kinds of strategies that a collaboration may work on. This is not exhaustive of all the possible projects; in fact, the work to address teen dating violence should be open to new and compelling innovations as you continue to think about activities that can make a positive impact with the youth in your local community.

*Quick note:* A collaboration may be formed to do just one type of activity or multiple strategies. While it is important to work together for a particular event, the focus should be on the long term. In other words, **where does this one event fall into the long term plan of confronting and ultimately ending dating violence in your community?**

Intervention strategies that benefit from a collaborative approach include:

**1. Teen Dating Violence and Sexual Assault Response Teams:** Many communities, including rural communities, have developed collaborative response teams to address adult domestic and sexual violence and child sexual abuse. These response team have signed agreements to share information about cases and discuss either the appropriate response for each case or review the cases to determine lessons learned. The prevailing goal of these kinds of teams is to develop comprehensive responses to these crimes. For teen dating violence, this might also be school or district-wide in addition to community-wide.



**2. Dating Violence Prevention and Awareness Activities:** Prevention work consists of efforts to decrease rates of teen dating violence, including both preventing first time victimization/perpetration and subsequent victimization/perpetration. Most frequently, teen dating violence prevention efforts involve some level of educational programming offered to young people to help them learn healthy communication and other relationship skills. Other approaches include changing school and community policies, working with parents and teachers, or changing social norms supportive of violence. Many prevention resources and program models exist, though not all of them have strong research support, nor are many of them designed specifically with the needs of rural communities in mind. The best prevention approaches combine multiple types of interventions to form a comprehensive initiative that addresses the multiple influences in a young person's life. Collaborations focused on preventing teen dating violence can address critical, connected issues. By involving a variety of partners, you can position yourself to develop a prevention initiative that takes on local and school policy, reaches a range of teens in the community, and offers parent and caregiver components. This can happen either through new initiatives or through having partners in the collaboration infuse prevention content or theory into their ongoing work. For example, you might have a partner in the collaboration who teaches parenting classes. That person or organization does not need to offer a whole new set of parenting classes focused on preventing teen dating violence but could begin to infuse lessons related to talking to children about violence or modeling healthy communication. If you have representatives from the local newspaper or news media in the collaborative, they, too, could re-examine how they present particular stories so that they promote protective factors against violence or at least do not reinforce risk factors for violence.

**Things to keep in mind in developing your intervention strategy:**

- Are the projected meetings **accessible** to everyone involved in the collaboration?
- Are those **most impacted** by the decisions made about the kind of intervention represented in the decision-making group?
- Is the suggested intervention a solution to the **actual problem** identified?

### Overcoming Collaboration Challenges

Working collaboratively does not always align with the work styles of potential collaborators. Some institutions, organizations, and individuals are heavily invested in individualized or hierarchical work. When thinking about working through collaboration, these differences in fundamental understanding of working together may cause challenges, but addressing these issues from the beginning can alleviate some of those problems later on.

Language can be a challenge for a number of reasons. First, every service provider or stakeholder community may have different jargon terms that they use automatically but are not understood among all participants. Second, supporting the needs of marginalized communities also means understanding the language they use to talk about dating violence. Part of collaborating means that the group agrees to speak in ways that all can understand by explaining jargon and coming to agreements on how to use certain terms. Additionally, education should be an important component of any collaboration. Using opportunities to cross train with members of a collaboration benefits the group and means consistency across intervention strategies in the community.





In *Hearts and Hands: Piecing Together Faith and Safety for Rural Victims of Sexual and Domestic Violence*, the authors write about the relationships between faith leaders and service providers: “[they] cannot wait for full agreement on every issue before they begin to work together. Rather, despite their differences they must take a ‘leap of faith,’ dive in, and commit to working with and learning from one another.” This goes for all forms of collaboration. Collaborating with those impacted, those who can support, and those who are invested or need to be invested in ending teen sexual and dating violence, means including people with different ideas and ways of understanding the world. Relationship building will be full of challenges, but ultimately it is a **leap of faith** that should be built on respect, trust, and a shared vision to the benefit of teen dating violence survivors and communities.

### Evaluating Collaborative Approaches to Ending Dating Violence from Beginning to End

Evaluating approaches to ending teen dating violence presents a variety of challenges in rural settings, including, for example:

- Lack of access to expert evaluators (e.g., consultants, university professors) to provide guidance or serve as external evaluators
- Hindrances to confidentiality when you have a limited number of young people as clients or participants
- Bringing people together in one accessible space for data collection such as focus groups and other methods that entail the participation of those most impacted

However, done well, evaluation can help you improve your work and show the impact you have on survivors and the community. Different types of evaluation require different processes and different level of resources and expertise. This brief section will focus on some basic guidance to help you frame an evaluation, but you can also consider hiring an evaluation consultant to support your efforts. Even if you do not have one in your local community, many consultants can work with you from afar. Additionally, if you have a college nearby, you might consider reaching out to see about partnership opportunities with students or professors in departments such as sociology, social work, psychology, or public health.

Begin thinking about evaluation right at the beginning of any of your efforts, because that will set you up to both better assess the ultimate results of your efforts and also because you can then design ways to check your progress toward your goals as you go. At the most basic level, for evaluation, you need to consider a few key things:

- What is success? Or, what is the ultimate result you hope to achieve with your efforts?
- How will you know success when it happens? Or how will you know that you have not yet achieved success?

#### What Does Success Look Like?

Conducting a meaningful and useful evaluation requires that you develop a clear sense of what success looks like for your collaboration. By “success,” we mean that you know what it will look like when your collaboration has helped individuals or your local community reach a positive result that they might not have achieved without you.

1. For a teen dating violence intervention using a response team, success might mean that a client receives all or most of their most pressing needs when engaging with all the institutions they come in contact with after seeking support at the local dating violence organization.

2. For a prevention initiative, success might mean that young people feel safer in their local community.
3. At the level of your collaboration itself, success might be an increase in collaboration members infusing consistent dating violence content or perspectives into their work.

#### How Will You Know You’re Successful?

Once you know what success looks like, you need to think about how you will know whether you achieved that success or not. What will you be able to observe that will show you that you’re on your way or have arrived at your destination? If you can list a few examples, called indicators in evaluation lingo, then you only need to figure out how you will collect and use those examples systematically.

An indicator is an approximate way to measure toward an outcome, a signal that the desired change is happening or has happened (Patton, 2014). You can have—and often need—more than one indicator per change. For example, if we take the third example of success in this section, a few indicators might be

- Partners engaged in education-based interventions add content to their curriculum focused on raising awareness of dating violence, supporting protective factors against violence, or addressing risk factors for violence.
- Partners engaged in media-related work revise content to reflect realities of teen sexual and dating violence or to alter perceptions of risk and protective factors.

You could then collect these indicators either through a simple survey that asks partners to indicate when they do these things or you could have a checklist that you use during meetings to check off times when partners report efforts toward infusion.

Infusing content into work products or processes	Yes	No	Details (What kind of content? What product or process?)
Townsville School District			
Townsville Head Start			
Townsville OUT For Youth Community organization			

\*The organizations above are simply used as an example and do not refer to any actual organizations in any local community, in particular.

#### Process Evaluation

In addition to evaluating successful results of your work, it might be important to evaluate the process as well. Evaluating the process helps to ensure that your efforts are moving along as planned both in terms of the activities you intended to complete (number of meetings, etc.) but also the principles you hoped would underlie that work.

For example, if your work is meant to be youth-centered, then you can evaluate your processes to make sure that youth are both present and an integral part of developing and implementing the collaborative. You might consider the following indicators that could be observed during meetings. You could track them during each meeting or assess a set of several meetings periodically and make changes if needed. Give the same chart to the youth involved in the collaboration and a few adult members to have them complete it so that you can get multiple



perspectives. Any discrepancies between what the young people say is happening and what the adult members say is happening should be directly addressed.

Indicator	Measure
Young people show up to meetings	# of young people who show up to meeting vs # of young people involved in the collaborative (can average for multiple meetings or list each meeting)
Young people speak up in meetings unprompted	Tick marks for each time a young person speaks unprompted and a few examples of what they said
Adults in the group actively solicit the opinion of young people at the table for information, opinions, etc.	Tick marks for each time an adult seeks young people's input and a few examples of what they said
Young people's ideas receive thoughtful consideration by the group rather than being quickly dismissed	# of collaborative initiatives or activities that came initially from a young person's ideas Examples of ideas and discussions

## Policies and Protocols for Serving Survivors of Teen Dating Violence or Sexual Assault

An important foundation for an organization or collaboration responding to teen dating violence is having the most effective policies and protocols in place. This also increases your organization's and your collaboration's readiness for the work that you are undertaking. Whether you are working together to provide comprehensive crisis and advocacy services, supporting prevention education, or developing outreach and awareness campaigns, solid policies around confidentiality, information sharing, and mandatory reporting will provide guidance as well as protection if needed. This section includes sample tools that you can use for any circumstance.

### Templates and Tools for Serving Youth

#### Confidentiality Policy Language

When working in collaboration to prevent and intervene in teen dating violence, confidentiality is paramount. A lack of confidentiality can be a serious barrier for young people continuing to seek support and/or sharing potentially supportive resources with their peers. For LGBTQ youth, for example, the stigma associated with their gender expression or orientation may increase the need for added safety and precautions.

Here is sample language for confidentiality policies for your collaboration:

***(Insert collaboration name) adheres to a strict confidentiality policy in line with (insert name of program). All members of this collaboration agree to indefinitely respect the privacy of survivors and others represented and/or discussed through the course of this collaboration, including the confidentiality of members and member organizations of this collaboration.***

***(List the kind of information that needs to be kept confidential here)***

***If information must be shared, e.g. in the case of mandatory reporting, youth clients or youth collaborative participants must be kept informed about what information must or will be shared as soon as possible.***

***Each organization represented in the collaboration must review their individual organization's policies for alignment with the policies of this collaboration.***

#### Interagency Information Sharing Flow Chart

Within your collaboration, there may be times when it is important to share information (potentially confidential) with members of the group. It is important to make sure that this sharing of information is in line with any confidentiality policies and to reflect on the potential benefits and consequences of this information.

1. Is sharing this information necessary for furthering the work of the collaboration? **If NO, do not share the information. If YES,**
2. Could an individual or group of people be harmed or potentially harmed if this information is shared? **If YES, consider alternatives. If NO,**
3. Has everyone that will be impacted by this information being shared been informed and given the opportunity to respond? **If NO, discuss this information with all those that may be potentially impacted. If YES,**
4. Is sharing this information in its current form in line with confidentiality and other current policies in place? **If NO, make adjustments for alignment with the policies of the collaboration. If YES, share the information.**

#### Mandatory Reporting Policy Sample

Every state in the United States has its own laws and policies regarding mandatory reporting of child abuse and neglect and which parties within the state are mandatory reporters. It is important for every organization working with and for youth, and any collaboration formed for this purpose, to be aware of the state-specific information. Additionally, you should talk to the youth involved in the work, either as clients, participants, or collaborators, about mandatory reporting and engage them in setting out youth-informed plans for addressing mandatory reporting requirements.

Any mandatory reporting policy should have a list of the categories of people within the state that are mandatory reporters, under what circumstances they are required to report, and how any young people involved will be informed of this requirement.

Here is a sample policy:

***Within the (insert collaboration name) the following individuals are responsible for reporting child abuse and neglect, including dating violence perpetration, to the (name of the reporting agency within the state).***

***(List individual roles that are mandatory reporters here)***

***Prior to a potential disclosure of abuse by a young person to a mandatory reporter, a young person will be informed of the mandatory reporting requirements and given the option of continuing to disclose or not. This choice will not impact the ability of a young person to participate and/or lead this project or collaboration.***



**“Recruit youth who are passionate about impacting their peers in a positive way and who are opinion leaders across multiple and diverse social groups within their school or community.”**

— Charlotte Iradukunda High School Student

## Conclusion

This short guide outlined important research around the prevalence of teen dating violence in rural communities, the experiences of particular youth in these communities, and some promising large scale interventions developed to address this violence. The second half of the guide offered practical tools and guidance around developing meaningful collaborations to address teen dating violence in your communities. The importance of comprehensive collaborative efforts that center the experiences of those most impacted by the violence cannot be understated. As we continue to work in ending teen dating violence in our communities across the country, we value the experiences, knowledge, and vision of the young people that will lead this work now and into the future.

## Acknowledgements

Thank you to Alesha Ignatuis Brereton, PhD, Collective Capacity and her team for their significant contributions to development of this guide as well as the Idaho Coalition Against Sexual & Domestic Violence youth activists Bukky Ogunrinola, Charlotte Iradukunda, Jenefar Paul, and McNay for their contributions.

Idaho Coalition Against Sexual & Domestic Violence  
For more information, go to [www.engagingvoices.org](http://www.engagingvoices.org).

## Appendices

### Annotated Bibliography

Anderson, D. N. (2014). *Addressing teen dating violence within a rural community: A participatory action research study* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3618420)

In this dissertation, the author examined how to address teen dating violence in rural communities. In doing so, the author developed and implemented a participatory action research (PAR) youth group. Through this, the author found how teen dating violence is addressed in rural communities, how people bring awareness of the issue to youth, and how could a school use effective interventions. Consequently, the author also made recommendations for addressing and reducing teen dating violence with the use of the entire rural community. Thus, this article provides information regarding how to address the specific needs of a community when trying to reduce teen intimate partner violence.

Baker, C. K., & Helm, S. (2010). Pacific youth and shifting thresholds: Understanding teen dating violence in Hawai'i. *Journal of School Violence, 9*(2), 154-173.

The authors of this paper conducted focus groups with 51 high school students between the ages of 13 and 19 of Native Hawaiian, Samoan, and Filipino descent to explore the youth's own threshold of what constitutes dating violence, cultural and gender-based factors that impact interpersonal violence, and recommendations for support. The authors found that youth were less likely to consider certain emotional teen dating violence behaviors as TDV, especially as it related to cyber dating. Additionally, the youth did not consider recommendations for support programs with parents seriously since dating is not culturally acceptable for many students and parents weren't aware of their dating behaviors. Authors briefly discussed the implications of their findings and discussed the importance of school-based prevention programs that can be integrated in the policies and curriculum.

Ballard, J., Witham, M., & Mittal, M. (2016). Intimate partner violence among immigrants and refugees. In J. Ballard, E. Wieling, & C. Soheim (Eds.), *Immigrant and refugee families*. (pp. 117–138). Minneapolis, MN: University of Minnesota Libraries Publishing.

In this chapter, the authors examine risk and protective factors related to intimate partner violence among immigrant and refugee populations, such as trauma, poverty, and acculturation, as well as cultural differences in the views of what constitutes IPV in various populations. They identify coping behaviors that IPV survivors engage in, including seeking support from family, friends, or religious leaders and/or attempting to minimize the trauma by accepting it or complying with the abuser. Different reasons that individuals choose not to terminate their abusive relationships in these populations include fears of safety, economic instability, and hope that their situation will change. The authors end the chapter by suggesting future research or interventions that consider competence around the target population's language, culture, and personal goals.

Black, B. M., Chiodo, L. M., Weisz, A. N., Elias-Lambert, N., Kernsmith, P. D., Yoon, J. S., & Lewandowski, L. A. (2013). Iraqi American refugee youths' exposure to violence: Relationship to attitudes and peers' perpetration of dating violence. *Violence against women, 19*(2), 202-221.

This paper explored predictors of dating violence attitudes and perpetration of TDV by peers in a sample of Iraqi American refugee middle and high school

students in Dearborn. Actual teens were not asked about their experience with dating violence due to the cultural taboo around dating. Authors found that number of friends who were secretly dating predicted dating violence attitudes and TDV perpetration by peers. Physical child abuse also predicted TDV perpetration by peers. Authors summarized implication of results in conclusion.

Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., ... Stevens, M. R. (2011). *National Intimate Partner and Sexual Violence Survey: 2010 summary report*. Retrieved from Centers for Disease Control and Prevention, National Center for Injury Prevention and Control: [https://www.cdc.gov/violenceprevention/pdf/nisvs\\_report2010-a.pdf](https://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf)

Black and coauthors discussed the impact that intimate partner violence has on victims/survivors. While the article discussed the prevalence and impact among adults; the outcomes of such abuse most likely extend to and apply to teens experiencing similar violence. This source includes implications for prevention of intimate partner and sexual violence. Within the document, the authors outlined the following prevention approaches: 1) promoting healthy, respectful relationships among youth and 2) addressing beliefs, attitudes and messages that condone and encourage or facilitate sexual violence, stalking, or intimate partner violence. The document also discussed how to ensure appropriate responses to violence, which includes 1) providing survivors with coordinated services and developing a system of care to ensure healing and prevent the recurrence of victimization and 2) ensuring access to services and resources. Lastly, the paper discussed the need to support efforts based on strong research data by 1) implementing strong data systems for monitoring and evaluation and 2) identifying ways to prevent first-time perpetration of sexual violence, stalking, and intimate partner violence.

Break the Cycle. (2017). Dating Abuse Statistics. *Break the Cycle*. Retrieved from [https://www.breakthecycle.org/sites/default/files/Dating%20Statistics%20Fact%20Sheet\\_National\\_updated%2012.4.2017.pdf](https://www.breakthecycle.org/sites/default/files/Dating%20Statistics%20Fact%20Sheet_National_updated%2012.4.2017.pdf)

This source was developed by Break the Cycle, an organization that seeks to support and encourage healthy relationships among youth. In short, it is a brief fact sheet regarding dating abuse. In the document, the writers emphasized that dating abuse is a public health crisis, that it starts early in one's life, and that its impact is severe. Thus, this document provides empirical support regarding the prevalence and impact of dating abuse on individuals.

Crooks, C. V., Chiodo, D., Thomas, D., & Hughes, R. (2010). Strengths-based programming for first nations youth in schools: Building engagement through healthy relationships and leadership skills. *International Journal of Mental Health and Addiction*, 8, 160-173.

The authors of this paper review the successes and challenges of a program that was implemented to engage First Nation Youth in Canada through healthy relationships and leadership skill building. In addition to using a youth engagement framework, they take a strengths-based approach to conceptualize the importance of this project, especially due to the historical and current trauma that Tribal youth experience. The specific programs included a peer mentoring program, leadership courses, and transitional

conferences for youth going from middle school to high school.

Cuevas, C. A., Sabina, C., & Bell, K. A. (2014). Dating violence and interpersonal victimization among a national sample of Latino youth. *Journal of Adolescent Health*, 55(4), 564-570.

The authors of this paper used a national data sample of Latino youth to explore rates of TDV, relationships between different forms of TDV, and relationships between TDV and other forms of victimization. The authors found higher rates of TDV in their sample than what is typically found in the literature. They also found that TDV is more likely to start in early teens and is more likely to occur with male participants. Different types of TDV (physical, sexual, stalking, and physical) all significantly co-occurred. Additionally, authors found high rates of polyvictimization. Authors discussed implications on policy efforts such as early identification and intervention.

Dank, M., Lachman, P., Zweig, J. M., & Yahner, J. (2014). Dating violence experiences of lesbian, gay, bisexual, and transgender youth. *Journal of youth and adolescence*, 43(5), 846-857.

This paper aims to expand the research on victimization of LGB youth to include TDV. Compared to their counterparts, LGB youth were more likely to report different types of victimization (physical, psychological, cyber and sexual) and perpetration (physical, psychological and cyber). Additionally, transgender and female participants were more likely to report different forms of victimization and perpetration (i.e. physical, psychological and cyber) compared to cis and male participants. Authors also explored risk factors and encouraged prevention programs to incorporate the results they found.

Finkelhor, D., Turner, H., Ormrod, R., Hamby S., & Kracke, K. (2009, October). Children's exposure to violence: A comprehensive national survey. *Juvenile Justice Bulletin*. Retrieved from the National Criminal Justice Reference Service: <https://www.ncjrs.gov/pdffiles1/ojdp/227744.pdf>

In this publication, the authors discussed the prevalence of children's exposure to violence and how it impacts their well-being. The authors defined children as individuals under the age of 17 and violence encompasses conventional crime, child maltreatment, victimization by peers and siblings, sexual victimization, witnessing and indirect victimization, school violence and threats, and Internet victimization. Examples of why violence against children is an issue include negative outcomes like trouble with attachment, aggressive behavior, mental health issues, and behavioral issues.

Foshee, V. A., Reyes, H. L. M., Gottfredson, N. C., Chang, L. Y., & Ennett, S. T. (2013). A longitudinal examination of psychological, behavioral, academic, and relationship consequences of dating abuse victimization among a primarily rural sample of adolescents. *Journal of Adolescent Health*, 53(6), 723-729.

In this longitudinal study, the authors investigated the consequences of teen dating violence among rural adolescents (middle and high school students; grades 8-12). The authors found some gender and type of violence (i.e., physical and psychological) differences in the outcomes. Examples of outcomes of dating abuse include increased alcohol, cigarette, and marijuana use. This article provides empirical support for the negative

impact of dating violence.

Hathaway, B. (2011, December 5). Past abuse leads to loss of gray matter in brains of adolescents. *Yale News*. Retrieved from <http://news.yale.edu/2011/12/05/past-abuse-leads-loss-gray-matter-brains-adolescents-0>

This popular press article discussed a study from the Yale School of Medicine about how trauma impacts adolescent brains. In short, exposure to abuse leads to a decrease in brain gray matter, which contains brain cells. The authors stated that the loss of matter can help explain issues with school performance and increased mental health and behavioral issues. Thus, this article speaks to how abuse, such as dating violence, can negatively impact teens.

Hautala, D. S., Sittner Hartshorn, K. J., Armenta, B., & Whitbeck, L. (2017). Prevalence and correlates of physical dating violence among North American Indigenous adolescents. *Youth & society*, 49(3), 295-317.

This paper examined the prevalence rates and risk factors for dating violence in a sample of tribal youth in American and Canada. The authors found that tribal youth are more likely to report being victims and/or perpetrators of physical dating violence if they engage in risky behaviors, mainly substance use and aggressive behavior, and report being a victim of prejudice. Additionally, these authors found in their sample of teen aged youth, the female participants were more likely to perpetuate physical dating violence behaviors, while the male participants were more likely to report being victims of physical dating violence.

Hedge, J. M., Sianko, N., & McDonell, J. R. (2017). Professional help-seeking for adolescent dating violence in the rural south: the role of social support and informal help-seeking. *Violence Against Women*, 23(12), 1442-1461.

In this article, authors discussed a longitudinal study of help seeking as it relates to teen (ages 10-18) dating violence in rural areas. In the study, the authors found that teens are more likely to seek out informal help (e.g., parents, friends) than professional help (e.g., teachers, counselors). Furthermore, when seeking help, teens were more likely to receive help for physical and sexual dating violence than emotional/psychological dating abuse. The authors proposed prevention and intervention efforts that should be implemented to improve social support. Lastly, the article briefly discussed the prevalence and impact of dating violence among teens and the lack of information regarding rural areas.

Hokoda, A., Galván, D. B., Malcarne, V. L., Castañeda, D. M., & Ulloa, E. C. (2007). An exploratory study examining teen dating violence, acculturation and acculturative stress in Mexican-American adolescents. *Journal of Aggression, Maltreatment & Trauma*, 14(3), 33-49.

This paper aimed to include other contextual experiences that may be related to TDV. The authors explored the relationship between acculturation, acculturative stress, and TDV among high school Mexican-Americans in an urban area. Unfortunately, they used language as a way to measure acculturation. However, they found that acculturative stress was related to more acceptable attitudes towards TDV and higher likelihood of perpetration. Authors discuss potential intervention strategies such as Family Effectiveness Training that incorporates discussion of acculturative stress.

Kimmel, A. (n.d.). Title IX litigation and enforcement for K-12 Sexual Assault Survivors [Word document]. Retrieved from <http://www.publicjustice.net/wp->

[content/uploads/2016/05/Title-IX-and-K-12-Sexual-Assault.pdf](http://content/uploads/2016/05/Title-IX-and-K-12-Sexual-Assault.pdf)

This document was written by Adele Kimmel, an attorney, regarding school bullying and Title IX issues. In this document, Kimmel discussed how Title IX applies to K-12 schools; however, many K-12 schools fail to address sexual harassment and violence. In doing so, Kimmel summarized what and who Title IX includes and protects and litigation and enforcement of Title IX. In short, the document expands our understanding of how it fails to protect teens experiencing teen dating violence.

Jouriles, E. N., Wolfe, D. A., Garrido, E., & McCarthy, A. (2006). Relationship violence. In Wolfe, D. A., & Mash, E. J. (Eds.). *Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment*. New York: Guilford Press. (pp. 621-641).

This chapter reviews violence that occurs in adolescent relationships. The author discusses prevalence rates, symptoms of trauma as it relates to teen dating violence, the influence of peers, and antecedents and consequences of teen dating violence. The authors also discuss various theories and models used to describe TDV such as "background-situational" model for courtship aggression, dyadic longitudinal model of adolescent dating aggression, and the rejection-sensitivity model for intimate relationships.

Martz, D. M., Jameson, J. P., & Page, A. D. (2016). Psychological health and academic success in rural Appalachian adolescents exposed to physical and sexual interpersonal violence. *American Journal of Orthopsychiatry*, 86(5), 594-601.

In this article, the authors investigated outcomes of exposure to interpersonal violence among rural youth (high school students). In the study, the authors found that the baseline rates of interpersonal violence experienced by the rural high schools were similar to the national data. Furthermore, the researchers found that experiencing interpersonal violence was associated with reports of unsafe sexual behavior, depression, suicidal behavior, and substance use. Therefore, this article speaks to the prevalence and impact of interpersonal violence among teens.

McDonell, J., Ott, J., & Mitchell, M. (2010). Predicting dating violence victimization and perpetration among middle and high school students in a rural southern community. *Children and Youth Services Review*, 32(10), 1458-1463.

In this empirical study, authors investigated predictors of dating violence victimization and perpetration among teens (middle and high school students) in a rural community. The authors found sex differences in predictors of dating violence victimization and perpetration. However, for both sexes analyzed in the study, common predictors included substance use and attitudes toward violence for perpetration and victimization. Thus, this source will be used to provide empirical evidence regarding the prevalence and predictors of dating violence in rural areas.

Native American Communities Justice Project (2010). *Beginning the Dialogue: Domestic Violence, Sexual Assault, Stalking & Teen-Dating Violence Research Report*, Judicial Council of California/Administrative Office of the Courts, available at <http://courts.ca.gov/documents/NACJPRResearchReport051310.pdf>

This report summarizes the results from a large study that brought tribal families in California together in over a dozen meetings to discuss the impact of family violence, support that they receive and ways that the court can assist them. As it relates to teen dating violence, the participants in this study reported that there is a lack of programs for tribal youth generally, which included the insufficient work done to address teen dating violence among tribal youth.

Olsen, E. O., Vivolo-Kantor, A., & Kann, L. (2017). Physical and sexual teen dating violence victimization and sexual identity among U.S. high school students, 2015. *Journal of Interpersonal Violence*. Advanced online publication.

Data from the Youth Risk Behavior Survey was analyzed to explore TDV experiences of LGB youth. LGB youth were found to be at a higher risk of TDV than their majority counterparts, while questioning youth were at the highest risk. Authors use the minority stress theory (Lewis, et al, 2012) to explain their findings. Authors discuss implications and intervention programs that schools, communities, and families can partake in utilizing this information.

Raiford, J. L., Wingood, G. M., & DiClemente, R. J. (2007). Prevalence, incidence, and predictors of dating violence: A longitudinal study of African American female adolescents. *Journal of Women's Health*, 16(6), 822-832.

Authors used a longitudinal design to examine rates of verbal and physical abuse in TDV. Authors found that risk factors for experiencing TDV were "less understanding of a healthy relationship," self-reported drug use, and exposure to adult-rated films. Authors discuss the clinical implications of these results, which include better screening for TDV through the risk factors they found.

Ramisetty-Mikler, S., Goebert, D., Nishimura, S., & Caetano, R. (2006). Dating violence victimization: associated drinking and sexual risk behaviors of Asian, Native Hawaiian, and Caucasian high school students in Hawaii. *Journal of school health*, 76(8), 423-429.

This paper explored risk factors for DTV using the 1999 Hawaiian Youth Risk Behavior Study. Authors did not find a difference in TDV experiences between male and female participants, but found that rates were higher than with the youth's White counterparts. Additionally, youth 16 or older were more likely to report experiencing TDV. Early sexual experiences and early drinking patterns in early teens were found as risk factors for TDV. Authors discuss prevention and intervention strategies, which include screening for risk factors.

Ravi, K. E., Mitschke, D. B., Black, B. M., & Pearson, K. (2017). Exploring dating practices and acceptability of a dating violence program with Karen youth. *Journal of Ethnic & Cultural Diversity in Social Work*, 1-19.

Through a handful of focus groups conducted with Karen refugee youth, the authors were able to extract the main themes related to perceptions of a teen dating violence program. The youth reported that gender roles and parental factors would influence their views on dating norms. The authors suggest that online dating is common among Karen refugee youth due to parental disapproval of dating behaviors. The youth also discussed their openness to participate in a TDV program but engagement levels would vary depending on individual acculturation levels.

Robinson, R. A., & Ryder, J. A. (2014). 'Constant Violence from Everywhere': psychodynamics of power and abuse amongst rural and small-town youth. *Critical Criminology*, 22(4), 545-560.

The authors of this paper aim to distinguish between youth relational violence and adult domestic violence through focus groups and discussions with rural youth. The authors argue that teen dating violence does not necessarily only occur within committed dyadic relationships. They explain TDV to be a "dynamic process" that includes microsystems of power, attitudes towards abuse, vulnerability, and attachment.

Sabina, C., Cuevas, C. A., & Rodriguez, R. M. (2014). Who to turn to? Help-seeking in response to teen dating violence among Latinos. *Psychology of Violence*, 4(3), 348.

The paper examined the help-seeking behavior of Latino teens as it related to TDV in a national sample. The authors found that while most teens sought informal help through friendships, less than a fifth sought formal help, citing "I didn't think of it" as the main reason. The authors also found that female participants and those who are more likely to endorse familism were more likely to seek help. Authors expressed the importance of working on protective factors, such as familism and friends, while paying attention to obstacles to help seeking behaviors for this population.

Salcido, O., & Adelman, M. (2004). "He has me tied with the blessed and damned papers": Undocumented-immigrant battered women in Phoenix, Arizona. *Human Organization*, 63, 162-172.

The researchers examined domestic violence stories of undocumented Mexican women in Arizona. They discuss the importance of exploring the connection between "borderland economies and immigration policies" (p. 170) when working with this population. The authors recommend interventions that range from educational posters within communities so that victims can be aware of their rights to economic and legal resources, especially since experiencing intimate partner violence may increase the level of vulnerability in the system due to the separation of economic support they may be receiving from their partner.

Schaeffer, S., Lee, D., Gallopin, C., Rosewater, A., Vollandt, L., Rosenbluth, B., Ball, B., K., and Alex, C. (n.d.). School and district policies to increase student safety and improve school climate: Promoting healthy relationships and preventing teen dating violence. *Futures Without Violence*. 1-66. Retrieved from: [http://startstrong.futureswithoutviolence.org/wp-content/uploads/FWV\\_StartStrongPolicies\\_R4.pdf](http://startstrong.futureswithoutviolence.org/wp-content/uploads/FWV_StartStrongPolicies_R4.pdf)

In this document, authors outlined and explained two school policies that can be used independently or together by both middle and high schools or school districts to prevent teen dating violence. Both policies aim to improve school climate, improve relationships among students, and create safe learning environments. The policies utilize four strategies: 1) education occurs inside and outside of the classroom, 2) adults and older teens should be utilized as youth influencers, 3) creation and implementation of school policies to reduce and prevent dating abuse, and 4) use of innovate methods, such as media and social marketing, to promote healthy relationships among those 11-14 years of age. This provides information on policies that schools and school districts can implement to reduce dating violence among middle and high schoolers.

Silverman, J. G., Decker, M. R., & Raj, A. (2007). Immigration-based disparities in adolescent girls' vulnerability to dating violence. *Maternal and child health journal*, 11(1), 37-43.

Authors of this paper found that being part of different immigrant groups protected youth against TDV. Specifically, being an immigrant buffered against TDV, but only for those who did not engage in sexual intercourse and for those who were Hispanic female or immigrants girls in their late teens. Authors conclude by explaining the importance of examining intersectional identities and how they impact experiences of TDV.

Smith, B.V., & Yarussi, J.M. (2013). Addressing sexual violence against youth in custody: Youth workers' handbook on identifying and addressing sexual violence in juvenile justice settings. *The National Institute of Corrections*. 1-64.

In this handbook, the authors provide information regarding the prevalence and impact of sexual abuse or violence in juvenile centers and how to identify and prevent it from occurring. Also, included in the handbook is a brief summary of the Prison Rape Elimination Act (PREA) and how it is relevant to juvenile detention centers. Thus, this source aids in our understanding of policies that are used to prevent sexual abuse in youth and how they may be applicable to youth in educational settings experiencing teen dating violence.

U.S. Department of Education, Office for Civil Rights. (2015). *Title IX Resource Guide*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>

This is a resource is a guide to Title IX provided by the U.S. Department of Education's Office for Civil Rights. In this guide, the authors provide an overview and extent of Title IX, the authority and duties of Title IX coordinators, the application of Title IX to various issues (e.g. sex-based harassment), and lastly, Title IX information collection and reporting.

Vagi, K. J., Olsen, E. O. M., Basile, K. C., & Vivolo-Kantor, A. M. (2015). Teen dating violence (physical and sexual) among US high school students: Findings from the 2013 National Youth Risk Behavior Survey. *JAMA Pediatrics*, 169(5), 474-482.

The authors conducted a cross-sectional survey to 1) describe the changes made to the Centers for Disease Control and Prevention's national Youth Risk Behavior Survey, 2) examine the pervasiveness and frequency of teen dating violence, and 3) examine associations between teen dating violence experience with health risk behaviors. Using a sample of high schoolers (grades 9-12), they found that about 21% and 10% of female and male students, respectively, experienced some form of teen dating violence. Furthermore, teens that experienced abuse were more likely to participate in health-risk behaviors than those that have not experienced abuse.

## Additional Resources

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### **For developing school or district wide policies around teen dating violence**

[Futures without Violence: School and District Policies to Increase Student Safety and Improve School Climate](#)

[Break the Cycle: Building Sustainable Relationships with Schools to Improve Intervention and Response to Dating Abuse](#)

### **For developing organizational policies for serving youth**

[Idaho Model Policy Guide](#)

[Consolidated Youth Organizational Policy Guide](#)

### **For Working with Faith Leaders**

[Hearts and Hands: Piecing Together Faith and Safety for Rural Victims of Sexual and Domestic Violence](#)

### **For Program Evaluation**

[Love is Respect: An Introduction to Program Evaluation](#)

[National Sexual Violence Resource Center Evaluation Toolkit](#)

[Youth Research and Evaluation eXchange \(YouthREX\) Evaluation Toolkit](#)

### **For Learning More about Rural Services**

[Love is Respect: Bridging the Gap: Love is Advocacy Survey of Rural Services Report](#)

### **For examples of Rural Programs engaging in collaborative and youth-led work**

[Break the Cycle: Monsoon United Asian Women of Iowa Summer School of Youth Activism](#)

[Break the Cycle: Shifting the Framework: Berea College Builds on Kentucky's Community Strengths](#)

### **For Working with Underserved Youth**

[Break the Cycle: Tips for LGBTQ Inclusivity](#)

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