



Dating Violence Prevention Policy 5010

Charter Staff Training

Module 2020-21

*For Staff without a BCPS Personnel #
teaching students in grades 6-12.*



AGENDA

During this course, you will learn these key factors in student dating violence, so you can effectively prevent and intervene with it.

- What is dating violence?
- How common is dating violence?
- How can we tell the difference between healthy and unhealthy relationships?
- What can you do to prevent dating violence?





WHAT IS DATING VIOLENCE?



DATING VIOLENCE

Dating violence is a pattern of emotional, verbal, sexual, or physical abuse or threat of abuse used by one student in a current or past dating relationship to exert power and control over another student.

Also:

- Dating violence is a learned behavior.
- Young men and young women are equally likely to be victims and perpetrators of dating violence.
- Both the victims and the abusers suffer short and long term damaged caused by the abusive behavior.

DAMAGE CAUSED TO THE TARGET OF ABUSE



Victims of abuse are more likely to do poorly in school, report binge drinking, suicide attempts, physical fighting, and unsafe sexual activity.

Short Term:

- Physically: medical problems up to and including death (anxiety, headaches, sleep disturbances, stomach aches).
- Emotionally: depression, fear, self-blame, low self-esteem, suicide attempts.
- Relationally: isolation.
- Behaviorally: drug/alcohol use and abuse, risky sexual behavior resulting in pregnancy, STDs and HIV.

Long Term:

- Interference with emotional and relational development.
- Distortion of “normal” relationship perceptions cause patterns to be carried into future relationships.
- Inability to succeed in school or at work (later in life).

DAMAGE CAUSED TO THE PERSON ABUSING



Dating violence can also have negative affects on the aggressor. Students who display abusive behavior may also experience trouble in school - have a drop in grades or attendance, be suspended, engage in fights, or be disruptive in class.

Unfortunately if abusive behaviors are not intervened with, students who engage in it may develop a distorted view of what a “normal” relationship looks like and carry these behaviors into later life. Sadly, they may never learn how to participate in and enjoy healthy, loving relationships.

Short Term: Alienation from friends and family, depression, substance use and abuse, and/or physical health problems.

Long Term: Expulsion from school, loss of employment, criminal record/imprisonment, and/or interference with emotional development.

ANSWER QUIZ QUESTION #1

Dating violence is a pattern of emotional, verbal, sexual, or physical abuse or threat of abuse used by one student in a current or past dating relationship to exert power and control over another student.

- A. TRUE
- B. FALSE



ANSWER QUIZ QUESTION #2

Victims of dating violence and/or abuse may:

- A. Do poorly in school.
- B. Be at a higher risk for substance abuse.
- C. All of the above.





HOW COMMON IS DATING VIOLENCE?

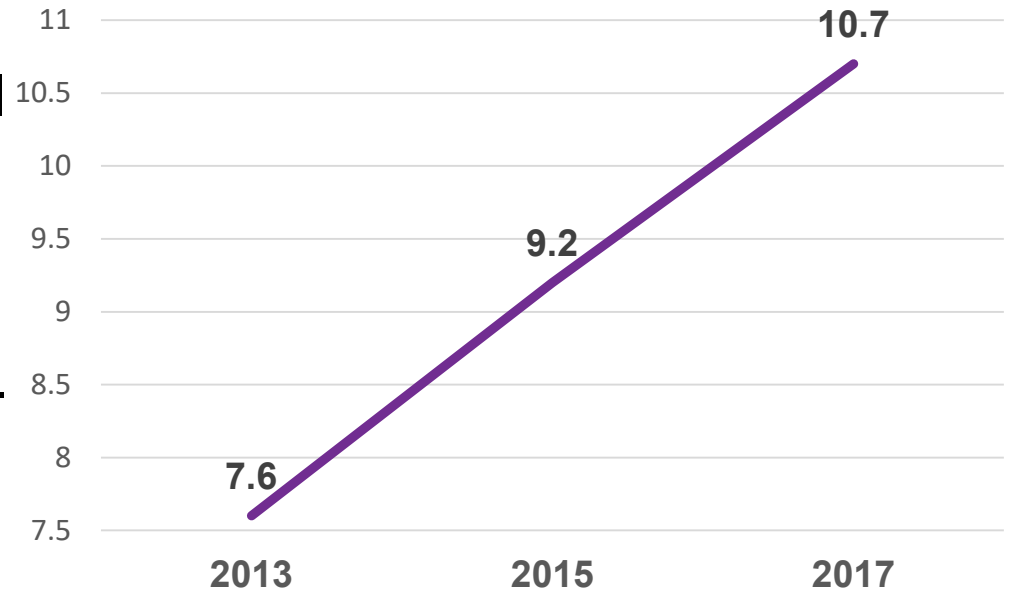
BCPS HIGH SCHOOL DATING VIOLENCE



We know problems ignored do not get better, they tend to get worse. So we have to know what is really happening with our students, to help improve their safety.

This chart depicts the percentage of Broward County Public School high school students reporting being physically hurt (hit, slammed into something, or injured with an object or weapon) by someone they were dating within the last 12 months.

Over 1 out of 10 BCPS high school students are experiencing severe abuse.



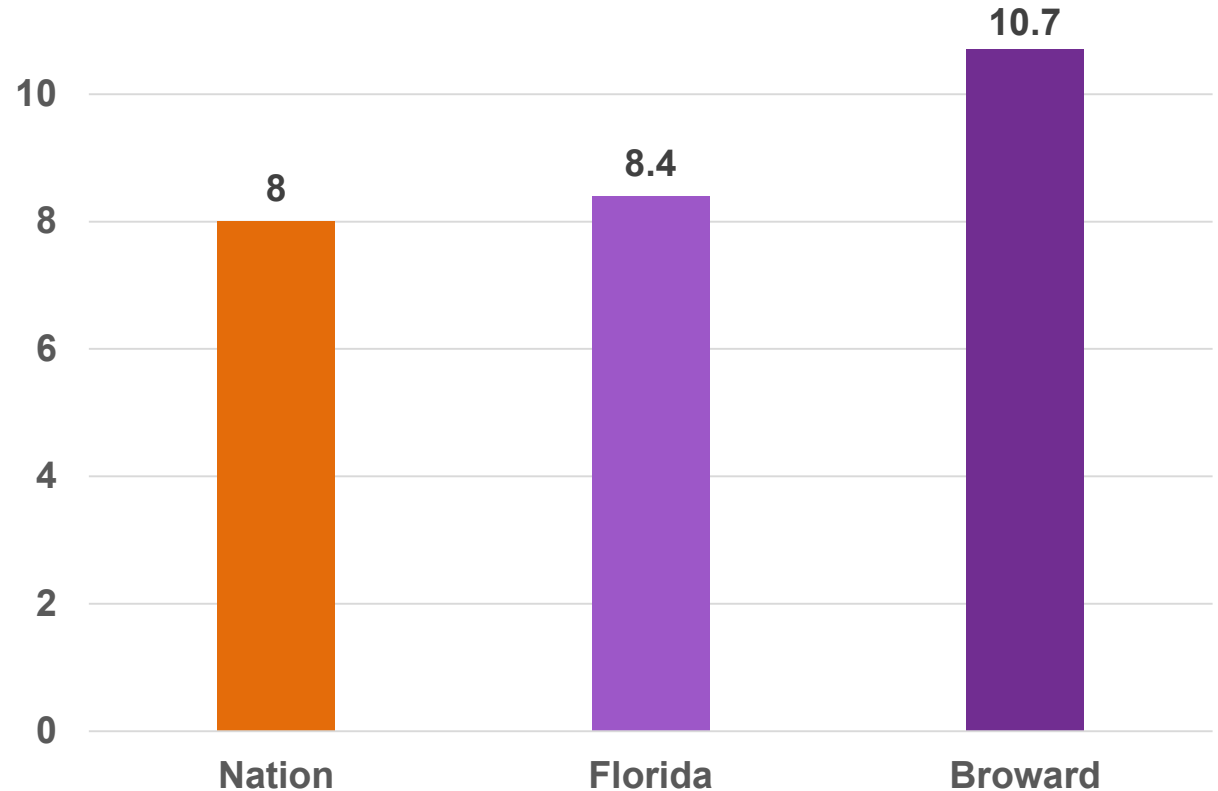
Source: The Center for Disease Control's 2017 Youth Risk Behavior Surveys (YRBS)

COMPARING DATING VIOLENCE RATES

Here you see BCPS high school students reports of physical dating violence compared to the state and nation.

We are 2.7% and 2.3% higher than the national and state percentages respectively.

You can play an important role in helping to reduce these percentages.




Source: The Center for Disease Control's 2017 Youth Risk Behavior Surveys (YRBS)

BCPS HIGH SCHOOL SEXUAL VIOLENCE RATES

Many adults might minimize or not understand the need for dating violence prevention with young people.

But as you can see from Broward's data, our high school students are experiencing dating violence of all kinds.

Question	2011	2013	2015	2017	Positive Change 2015-2017
Percentage of students who experienced sexual dating violence (one or more times during the 12 months before the survey, including kissing, touching, or being physically forced to have sexual intercourse when they did not want to by someone they were dating or going out with)	---	9.5	10.5	8.7	
Percentage of students who were ever physically forced to have sexual intercourse (when they did not want to)	6.5	7.5	8.9	9.9	

Source: The Center for Disease Control's Youth Risk Behavior Surveys (YRBS)

BCPS MIDDLE SCHOOL DATING VIOLENCE RATES



Our work to prevent and intervene with dating violence has to start before high school. If you work with younger students, you might be surprised at how early these learned interpersonal violent behaviors begin. Data collected by the CDC from 12 BCPS middle schools shows middle schoolers are not only dating, but engaging in relationship violence at very high rates.

What percentage of our middle school students state they are dating?

6th grade: 52%

7th grade: 63%

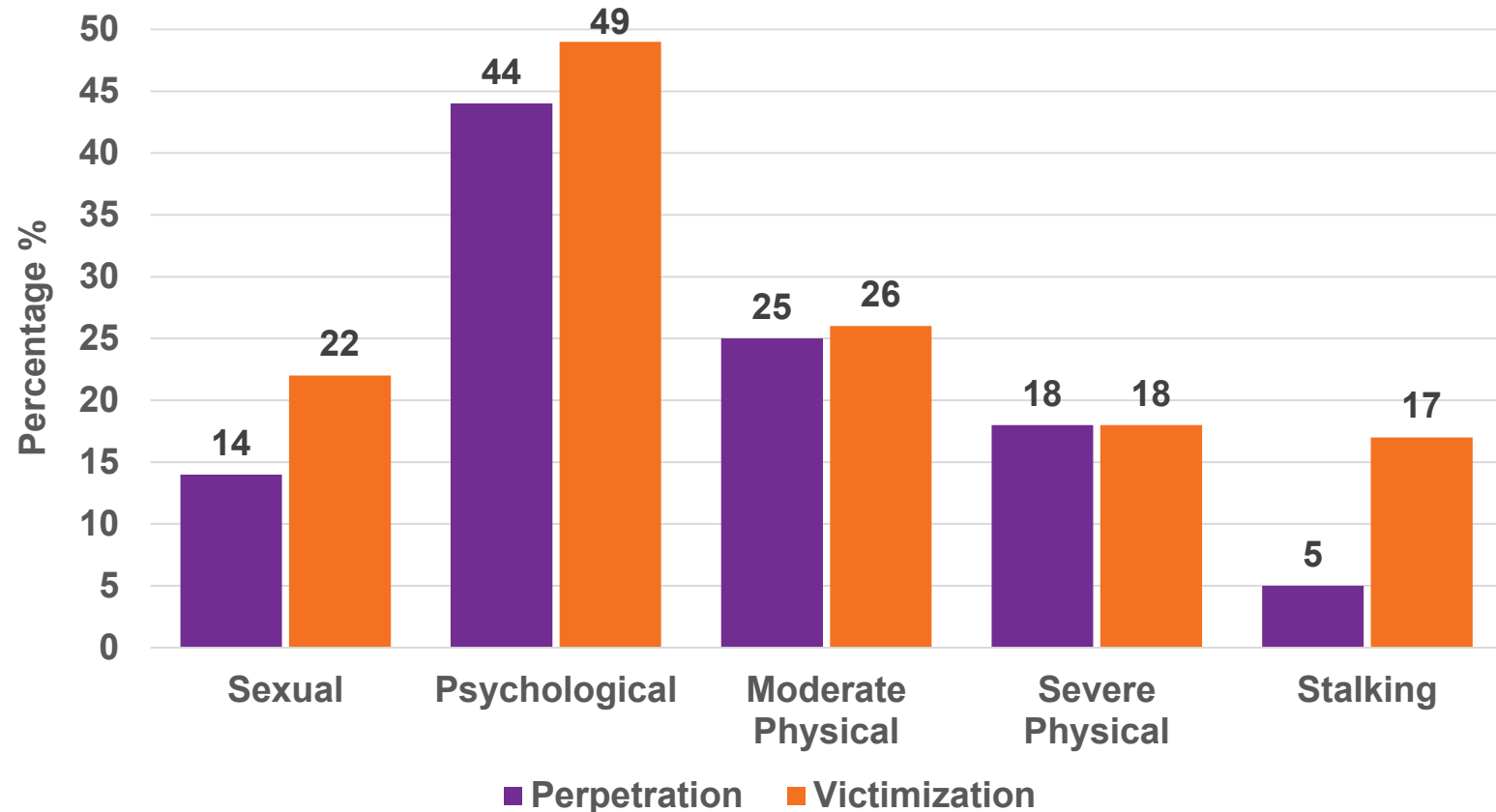
8th grade: 76%

Based on the students who reported dating, **more than 66%** experienced some form of dating violence.

Why is this middle school rate of dating violence so much higher than the high school rate of approximately 10%?

BROWARD'S MIDDLE SCHOOL DATING VIOLENCE TYPES

It's because the questions to our middle school students included ALL forms of relationship violence, not just the extreme physical abuse question in the YRBS.

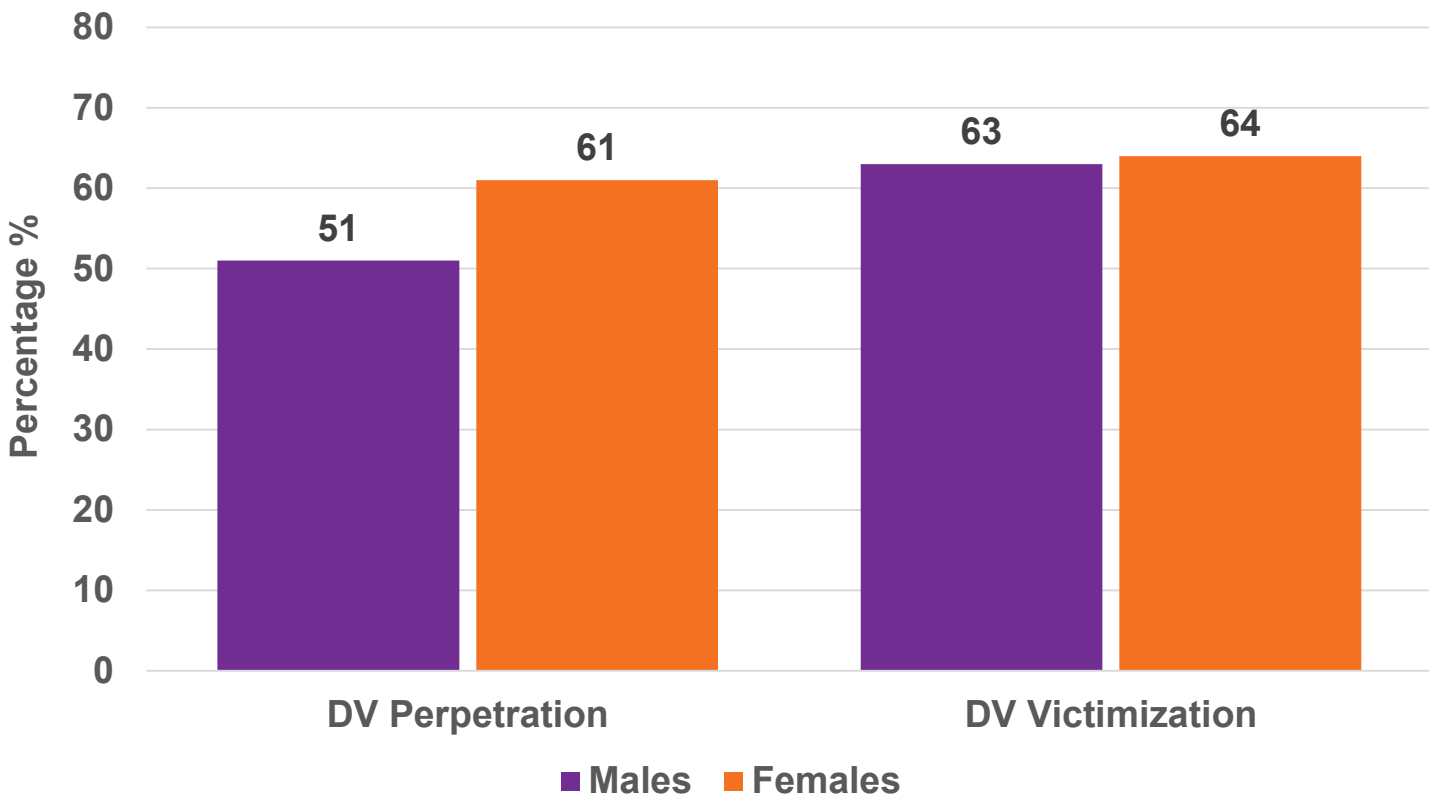


Source: The Center for Disease Control, Dating Matters Grant

DATING VIOLENCE GENDER EQUALITY

Sadly, when it comes to dating violence, anyone can be a perpetrator or a victim.

We must not let gender stereotypes keep us from seeing the warning signs and intervening. Relationship abuse can effect anyone, in any type of relationship.

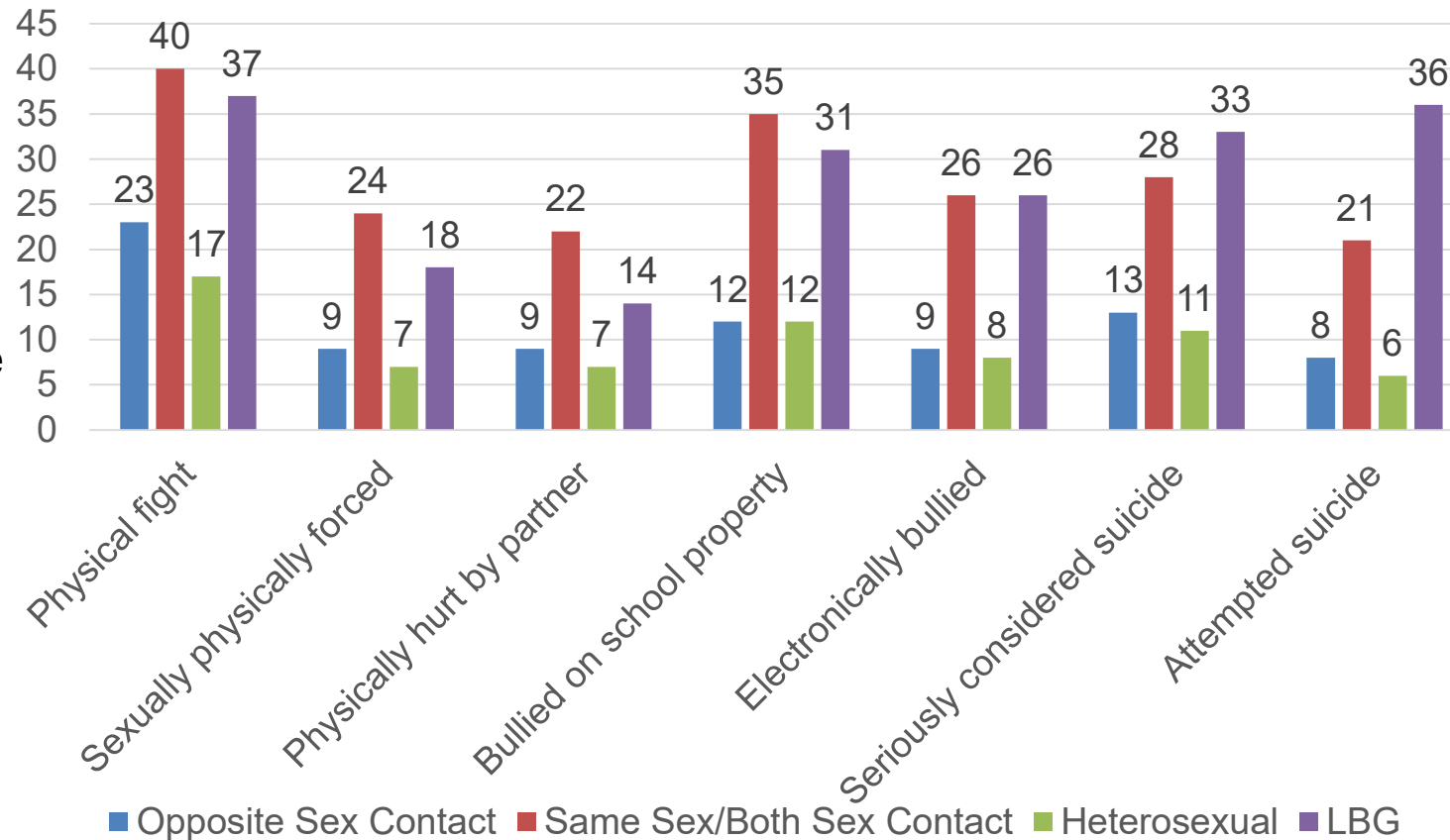


DATING VIOLENCE SEXUAL MINORITY INEQUALITY

One group of students are more likely to be victims of all forms of violence, including dating violence - our lesbian, gay, bisexual, transgender (LGBT) students. Proactively protect minority students and be ready to recognize any warning signs of abuse.

Although they may not choose to disclose it and staff may not “out” students:

- 12.2% of BCPS students identify as gay, lesbian, or bisexual.
- 3.3% of BCPS student identify as transgender.



ANSWER QUIZ QUESTION #3

Approximately ____% of Broward County high school students report being hurt (physical violence only) by a dating partner in the past 12 months.

- A. 5%
- B. 10%
- C. 15%



ANSWER QUIZ QUESTION #4

Which group is most likely to become victims of teen dating violence?

- A. Female students who identify as heterosexual.
- B. Male students who identify as heterosexual.
- C. Male or female students who identify as LGBT.



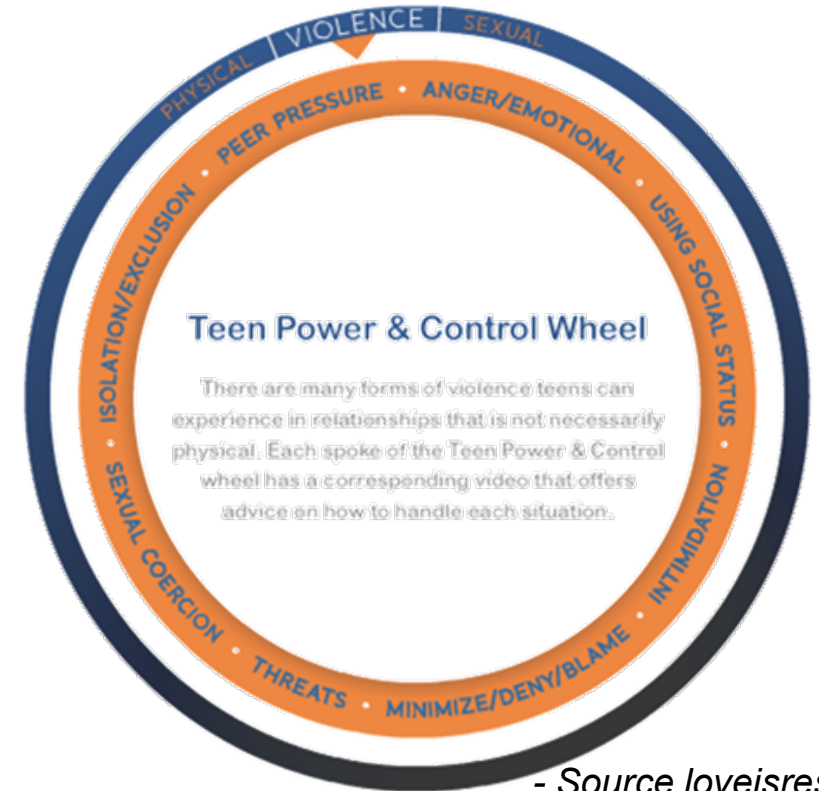


**HOW CAN WE TELL THE
DIFFERENCE BETWEEN
HEALTHY AND UNHEALTHY
RELATIONSHIPS?**

HEALTHY VS UNHEALTHY RELATIONSHIPS

Healthy relationships are based on equality and respect, not power and control.

Healthy	Unhealthy
Comfortable pace	Intensity
Trust	Isolation
Independence	Extreme jealousy
Respect	Belittling
Communication	Volatility
Partnership	Domination
Economic equality	Economic control
Emotional honesty	Emotional manipulation
Sexual respect	Sexual abuse
Support	Control



- Source loveisrespect.org.



**WHAT CAN YOU DO TO
PREVENT DATING VIOLENCE?**

MTSS

BCPS combats dating violence and promotes healthy relationships by using multi-tiered systems of support (MTSS). [View some of BCPS's MTSS at the universal \(Tier 1\), targeted \(Tier 2\), and individual \(Tier 3\) levels.](#)

You should also strategize your violence prevention and intervention efforts using tiers of support that increase in intensity as individual student and classroom needs dictate.

YOUR ROLE IN DATING VIOLENCE PREVENTION & INTERVENTION

1) Create a respectful classroom environment.

- Utilize proactive prevention classroom management.
- Make sure your students know it is OK to ask for help.
- Model healthy respectful behaviors, practice what you preach.

2) Implement age appropriate violence prevention curriculum.

- Look at SEL and research/evidence based programs.

3) Serve as a resource for students and be ready to act.

- Familiarize yourself with the resources within your school.
- Know your violence related school policies.
- Let your students know you are there for them and teach them how to report and get help.
- Know the warning signs.

It's not the role of a teacher to solve all the relationship problems of our students, but to help them feel they can come to us when in need of help.

CREATE A RESPECTFUL CLASSROOM ENVIRONMENT

Many of our students have never experienced healthy relationships. You can show them that healthy relationships are based on equality and respect, not power and control. Respectful classrooms and schools are created by adults who:

- Use proactive prevention classroom management.
- Make sure students know it's OK to ask for help and keep an open door policy.
- Model healthy respectful behaviors by practicing what they preach. Use the skills of negotiation and compromise when communicating.
- Teach students the characteristics of healthy versus unhealthy relationships.

IMPLEMENT VIOLENCE PREVENTION CURRICULUM

Universally build social and emotional learning (SEL) into your classroom. It involves the acquisition of the ability to:

- Identify and understand one's own feelings.
- Accurately read and comprehend emotional states in others.
- Manage strong emotions and their expression in a constructive manner.
- Regulate one's own behavior.
- Develop empathy for others.
- Establish and sustain relationships.



COMPLIMENT SEL WITH TARGETED CURRICULUM

When considering programs:

- Use research based proven curriculum.
- Universal interventions provide the greatest impact.
- Positive outcomes were related to levels of implementation fidelity.
- Positive outcomes were related to levels of interactive program techniques such as role play and class meetings.
 - Teachers implementing prevention programs report much lower use of role plays – although it is one of the most effective learning tools.

View the [BCPS Policy 5010 List of Dating Violence Prevention Curriculum Programs](#) to find recommended curriculum.



THE ROLE OF SCHOOL STAFF

State law and BCPS Policy 5010 mandate that all school employees are to report any suspected, witnessed or reported dating violence to the school's Investigative Designee.

Studies show 87% of DV takes place in a school building or on school grounds so the likelihood of you witnessing it is much greater than a parent.

- **Who can you tell?** Any school administrator/Investigative Designee.
- **When should you tell?** Anytime you suspect, are told or witness relational abuse.
- **What other actions can you take?**
 - Take preventative action by teaching SEL skills and relationship curriculum, like Dating Matters.
 - **Always follow up!**



KNOW AND TEACH THE DYNAMICS

Now that you understand the prevalence of TDV and the dynamics of it, what can you do as a staff member to prevent it? We begin helping our students build healthy relationships by knowing and teaching what healthy and unhealthy relationships look like.

- Do you remember the 5 markers/warning signs of unhealthy love?
- Do you know the opposite healthy ways to behave?
 1. Intensity vs a comfortable pace
 2. Isolation vs trust
 3. Extreme jealousy vs independence
 4. Belittling vs respect
 5. Volatility vs communication



KNOW AND TEACH THE WARNING SIGNS

Only 51% of tweens know the warning signs of a bad dating relationship.

Red Flags for the Victim

- Physical signs of being hurt
- Fear of the dating partner
- Free time dominated increasingly isolated from family and friends
- Changing behavior because of a partner's jealousy
- Feeling embarrassed, put down, ashamed or guilty
- Being threatened
- Frequent texts/calls
- Change in personality

Red Flags for the Aggressor

- Intimidating, verbally/physically threatening, or assaulting a girlfriend/boyfriend
- Dominating free time, angry if partner spends time with others
- Controlling, frequent calls/texts to monitor the partner
- Asks dating partner to change behavior because of jealousy
- Using “guilt trips” to get the dating partner to do something
- Perpetrators of domestic violence have often been identified as people who bully in school at a younger age



TEACH STUDENTS HOW TO HELP

Do: Friends should...	Don't: Friends shouldn't...
Listen, believe, and support.	Be judgmental.
Tell your friend he/she is not to blame.	Make him/her feel ashamed.
Talk in private and keep what he/she says confidential.	Put self in a dangerous situation with the abuser.
Let him/her know why you are concerned. Be specific, use incidents.	Ignore the signs of abuse.
Show you care. Tell him/her you are there whenever he/she wants to talk.	Give ultimatums, "leave or I'm telling!"
Encourage your friend to confide in a trusted adult (or go with them to tell).	Talk once and think it's over.
Tell adults yourself (principal, parent, counselor) if you suspect/witness abuse.	
Point out your friend's strengths.	

IF YOU SEE SOMETHING, SAY SOMETHING



Download and Use the SaferWatch App

Download the SaferWatch App at saferwatchapp.com/browardschools. This app provides real time safety alerts and gives users in BCPS a direct line to communicate with local law enforcement and SIU about incidents or concerns.



Contact Silence Hurts

Anonymous reports can be made to Broward County Public School's (BCPS) Special Investigative Unit (SIU):

- Call 754-321-0911
- Text to 274637 (CRIMES), enter 'SBBC' space with your text message
- Email school911@browardschools.com

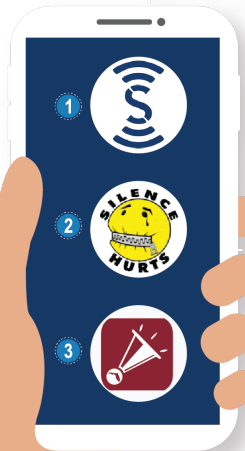


Download and Use the FortifyFL App

Download the FortifyFL App at getfortifyfl.com.

Use any electronic smart device to anonymously report unsafe, potentially harmful, dangerous, violent or criminal activities, or the threat of these activities to the appropriate law enforcement agency and school official.

Teach your student that for non-emergencies, there are many ways to make anonymous reports.





ACCESSING HELP

At School:

- Dating Violence Investigative Designee.
- Counselors, School Social Workers, Administrators.
- BCPS Special Investigative Unit 754-321-0911.

In Our Community:

- Women In Distress, provides a confidential shelter, counseling , support groups, and a 24-hour crisis line 954-761-1133.
- 211 First Call for Help, a 24 hour resource hotline. Just dial 211.

Nationally:

- National Center for Victims of Crime Hotline 800-FYI-CALL.
- National Youth Crisis Hotline 800-422-HOPE.
- Love is Respect, a peer to peer support call 866-331-9474 or Text 'loveis' to 22522.
- National Domestic Violence Hotline 800-799-SAFE(7233).

ACCESS RESOURCES AT BROWARDPREVENTION.ORG

- Curriculum
- Observances
- Training Modules
- Videos

The screenshot shows the website for Broward County Public Schools' School Climate & Discipline Department. At the top, there is a navigation bar with links for 'Parents & Families', 'Students', and 'Staff'. The main header includes the school's logo and a navigation menu with items like 'ABOUT US', 'ACADEMICS', 'DIRECTORY', 'SCHOOL BOARD', 'COMMUNITY', 'CAREERS', and 'CONTACT US'. A search icon is also present. Below the header, a breadcrumb trail reads 'Home » BCPS Departments » School Climate & Discipline » Overview'. The main content area features a sidebar on the left with a 'SCHOOL CLIMATE & DISCIPLINE' header and a list of menu items: Overview, About, Calendar of Observances, Data & Surveys, Free Resources, and several expandable sections (+ Diversity, + Health & Wellness, + Instructional Strategies, + Substance Abuse Prevention, + Violence Prevention, + MTSS Academic and Behavioral Supports, + Code of Conduct). The main content area has a large graphic with the department's logo (a circle containing 'SC & D' and 'Broward County Public Schools') and the text 'Welcome to The School Climate & Discipline Department (formerly Diversity, Prevention & Intervention)'. Below the graphic is a 'Download Adobe Acrobat Reader to view or print PDF' link. To the right, a 'CONTACT INFORMATION' box provides the department's address (1400 NW 14th Court, Ft. Lauderdale, Florida 33311), phone (754-321-1655), fax (753-321-1691), and the location of the 'Lauderdale Manors Early Learning and Resource Center'. Below this is an 'EMAIL US' section with an envelope icon. At the bottom right, a 'FOLLOW US' section shows a 'Tweets by @DiversityBCPS' widget with a tweet from 'School Climate & Discipline (former...'.

ANSWER QUIZ QUESTION #5

What is your role as a staff member to prevent and intervene in dating violence?

- A. Report it whenever you suspect or are told it might be happening.
- B. Educate students about the warning signs, healthy vs. unhealthy relationships, and how friends can help.
- C. Handle dating violence and/or abuse on your own and to the best of your ability.
- D. Both A and B.



ANSWER QUIZ QUESTION #6

How can you establish a respectful classroom or school environment?

- A. Keep an open door policy.
- B. Model negotiation and compromise.
- C. Let students know you support them.
- D. All of the above.



ANSWER QUIZ QUESTION #7

Most teens acknowledge dating violence and abuse is a problem, but most don't know what to do about it.

- A. TRUE
- B. FALSE



ANSWER QUIZ QUESTION #8

Teach students to do the following when a friend is in an abusive relationship:

- A. Tell their friend they're being silly and overly sensitive.
- B. Force their friend to leave their partner.
- C. Listen non-judgmentally and go to an adult for help.





ANSWER QUIZ QUESTION #9



- What are markers/warning signs of unhealthy love?
- A. Comfortable pace, trust, independence, respect, communication.
 - B. Intensity, trust, independence, volatility.
 - C. Intensity, isolation, extreme jealousy, belittling, volatility.

ANSWER QUIZ QUESTION #10



What are markers/signs of healthy love?

- A. Intensity, trust, respect, communication.
- B. Comfortable pace, trust, independence, respect, communication.
- C. Comfortable pace, isolation, independence.



QUESTIONS? NEED MORE INFORMATION?

Contact us at: BrowardPrevention.org

School Climate & Discipline Department

Lauderdale Manors Early Learning and Resource
Center

1400 NW 14th Court

Fort Lauderdale, FL 33314

754-321-1655

