Building Sustainable Relationships with Schools to Improve Intervention and Response to Dating Abuse: A Toolkit for OVW Rural Grantees

Break the Cycle
Empowering Youth to End Domestic Violence

This project was supported by Grant No. 2007-TA-AX-K024 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this program are those of the authors and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Table of Contents

Thank You

The tips and suggestions in this toolkit were informed by conversations with expert OVW Rural Grantees who work closely with schools to address dating abuse. Their stories are all unique to their communities and the students they work with, and their input is greatly appreciated. Their help grounded this toolkit in the real experiences of OVW Rural Grantees, and we thank them for their time, expertise, and powerful work they do. A special thank you to ***Jason Cowin*** and ***Courtney Brooks*** who acted as consultants on the project.

Abused Adult Resource Center in Bismarck, North Dakota
Tamara Untersher, Victim Services Director

Advocates Crisis Support Services in Craig, Colorado
Sharon Farquhar, Executive Director
Bruce Cummings, Men's Voices Against Violence Program Coordinator
Patty Maradiegue, Latina Outreach Coordinator
Kimberly Shreeve, Child & Family Advocate

Domestic and Sexual Violence Services in Red Lodge, Montana
Kelly Heaton, Executive Director
Ashley Strobel, Volunteer and Outreach Coordinator

Community Students Learning Center in Lexington, Mississippi
Beulah Greer, Executive Director
Lula Friar, HIPPY Coordinator and Housing Advocate

Power Up, Speak Out! in Red Lodge, Montana
Travis Burdick, Violence Prevention Educator
BaLeigh Harper, Violence Prevention Educator

Henderson House, Family Crisis Center in McMinnville, Oregon
Rhonda Fabreth, Executive Director
Cindy Stolp, Youth Advocate

Family Crisis Center in Bastrop, Texas
Sherry Murphy, Executive Director

Ponca Tribe in Niobrara, Nebraska
Andrea Rodriguez, Domestic Violence Program Coordinator

S.H.A.R.E., Inc. in Fort Morgan, Colorado
Gloria Rivera, Children and Youth Coordinator

SOS, Inc. in Emporia, Kansas

Missy Bane-Shelton, LSCSW, Crisis Services Director
Danielle Armitage, Outreach Prevention Coordinator
Julia Wilson, Chase/Morris County Coordinator
Lindsay Morales, Children's Advocate
Carrie Goss, Victim/Sexual Assault Advocate

Center for Survivors in Columbus, Nebraska

Abbie Tessendorf, Revolution Program Director

Muscogee (Creek) Nation, Family Violence Prevention, in Okmulgee, Oklahoma

Mitzi Pope, Youth Advocate

Introduction

Rural domestic and sexual violence agencies serve, on average, a lower percentage of young people between ages 12 and 24 than non-rural organizations. Only 11% of clients at rural agencies are youth ages 12-17, while 15% of clients at non-rural agencies are within this age range.[1] Collaboration with local schools can be one way for rural agencies, often stretched thin with resources, to efficiently reach more young clients and to begin to change the social norms of their communities. Rural youth may not otherwise have access to necessary dating abuse prevention, intervention, and response services due to barriers to access, including lack of transportation, little or no confidentiality, or limited financial resources. Schools in rural and frontier communities have a unique opportunity to be powerful community-oriented partners for agencies working with young people experiencing dating abuse.

This toolkit is a collection of resources and strategies to assist OVW Rural Grantees in developing sustainable relationships with schools. The first section examines the context of rural dating abuse and the value of working with rural schools for intervention and response. The second section is a collection of tips and ideas for managing and planning collaboration, covering assessment, stakeholder relationship building, and effective collaboration. Lastly, the third section delves into school-based advocacy, including policy change, intervention, and response, presenting two case studies of OVW Rural Grantees.

Important Note

At the writing of this toolkit, there is a major national focus on anti-bullying work in schools. While there is significant overlap in anti-bullying and dating abuse prevention efforts, and we encourage OVW grantees to strategically capitalize on these interests, OVW funds cannot be used to support anti-bullying work.

This document is not official guidance from The Office on Violence Against Women (OVW). Additionally, this document is not an evaluation manual, nor does it provide legal interpretation or legal advice.

Part 1: Educate

There is an unmet need for youth-oriented dating abuse programs and services in the rural and frontier United States. Though rural youth experience physical dating abuse at above average rates, rural domestic and sexual violence agencies are less likely to serve young clients than their non-rural counterparts.[2] Most domestic violence services are targeted to adult survivors and do not resonate with young people experiencing abuse in their relationships. Domestic violence and sexual assault service agencies who work with schools are better situated to provide education around healthy relationships and to provide youth-informed and youth-centered response services, prevention strategies, and awareness-raising activities.

This section provides tools for addressing and educating about dating abuse in the rural context. The resources address the prevalence and risk factors of dating abuse for rural young people and provide an overview of the trends and challenges many rural providers face. This information can support and guide the development of agency dating abuse programs, as well as educate partners and allies who are forging school-agency partnerships to improve prevention, intervention, and response to dating abuse.

Rural Schools

Understanding the climate of rural schools and districts will help inform strategic goals of a school-agency partnership focused on addressing healthy relationships. Rural schools face challenges that many non-rural schools do not face that influence student experiences and school capacity to address dating abuse. These tools provide facts and information about the importance of rural school climate and priorities when considering collaboration with rural schools.

In this Section

Background: Why Work with Schools?
Fact Sheet: Rural Schools

Background: Why Work with Schools?

The common goals of community safety and the health and success of young people bring together local rural providers and schools. Middle and high schools are structured and familiar environments where service providers can share information and services with students already primed to learn and to seek help.

> "The schools' staff saw the attitude changes in the students and the benefits of our programs, so it built credibility. They agreed that what we were attempting to do would create a safer learning environment and would have a positive impact in the schools and in the community."
>
> Community Students Learning Center, Lexington, MS

Schools Benefit

- Schools may not have staff available with training in dating abuse prevention and response, and may not be able to provide the highest quality services for their young people without expert guidance from outside organizations.
- Staff members at rural schools must cover a wide range of responsibilities and may not have the time or capacity to address dating abuse specifically. Partnering with an outside agency can bridge this gap.
- Physical and sexual victimization are associated with an increased risk for school dropout, lower grades, and less connectedness to school. Focused prevention, intervention, and response of dating abuse can limit these consequences.
- Outside agencies can educate schools and support compliance with local and state dating abuse policies, as well as bullying and harassment policies.

Agencies Benefit

- Without support from schools, community service providers working with young people may struggle with client retention and sustainability of their services.
- Service providers can fill gaps and reach large numbers of young people by gaining referrals from schools.
- Students are excellent leaders for challenging community norms of violence and can support agency efforts in the community and at school.
- Schools can be a gateway to a community an agency is not part of, and provide insight about local dynamics. They can also support and provide expertise on prevention, intervention, and response that is developmentally appropriate and youth-friendly.

Communities Benefit

- Schools are often central to rural and frontier communities and bring together families and networks over large geographic areas, making them strong intervention points.
- Schools shape community identities, and if a school sets the norms for healthy relationships and strong prevention and intervention efforts, these norms can support positive community norms.

- Connectedness of schools with all types of service providers reinforces strong networks of care for all community members.
- Awareness education in schools is a great way for families to have a meaningful conversation about healthy relationships and boundaries.

Youth Benefit

- Agencies hold schools accountable for creating safe spaces for students to learn and emotionally thrive.
- School-agency partnerships address gaps in services and make intervention and response to dating abuse more accessible for students.
- Youth involvement in healthy relationships activism in school develops community investment, leadership skills, and job training for young people.
- Dating abuse awareness enables young people to recognize warning signs of abuse amongst adolescent peers, and gives them tools to advocate for one another and prevent future violence.
- Dating abuse can impact a student's school success, graduation, and connectedness with the school – effective intervention and response can be vital to their academic success.

"We look at teen dating violence and bullying broadly. We focus on giving teens the skills for building healthy peer and dating relationships."

Violence Prevention Educator,
Power Up, Speak Out!
Red Lodge, MT

"The time that the schools have available is a roadblock…also, when we talk about sexual assault prevention, for some reason some of the other schools think we're talking about sex."

Youth Advocate,
Henderson House,
McMinnville, OR

Fact Sheet: Rural Schools

Student Dynamics

- Nearly 1 in 4 American children attend rural schools.[3]
- Rural schools show increasing rates of poverty, racial diversity, and students with special needs.[4]
- 1 in 4 students in rural areas is a student of color.[5]
- 1 in 8 students in rural areas has moved residence in the past year.[6]
- 41% of rural students live in poverty.[7]
- Rural LGBT students are more likely than their non-rural peers to fear for their safety at school.[8]
- Rural high school graduation rates are higher than the 2010 national average.[9]
- There has been a 150.9% percent increase in rural Hispanic enrollment between 2009 and 2012.[10]
- The growing rural Hispanic population is distributed unevenly, and racial minority populations often remain highly segregated in small towns.[11]

> "We would go into the schools and perform trainings and workshops for the teachers. We've always done that, and there's no cost to the schools. When we're doing training for our staff, we invite the school district and parents. A key piece of advice is that if you're doing something with your organization, invite the schools."
>
> Community Students Learning Center, Lexington, MS

School Dynamics

Challenges

- Rural schools have fewer financial resources than urban or suburban schools.[12] This can lead to a lack of upgrades for facilities and/or technology that needs improvement.
- Many rural schools have lost grade levels to consolidation.[13] This may mean students are in classes of various ages and social experiences, and curricula will need to be tailored to be developmentally appropriate.
- In general, rural teachers are paid less than non-rural teachers.[14]
- Mental health care staff in rural schools is available for fewer hours, have fewer hiring requirements, and less training on teen violence than their counterparts in urban schools.[15]
- Rural schools report fewer violence prevention policies and practices than urban schools.[16]

Strengths

- "The good will, the hard work, the commitment to its children, the proximity of residents to the school, and the fact that community and school are small enough for everyone to know each other. In a small setting each person's contributions matter."[17]
- Rural schools are less likely to have violent crimes occur on their campuses.[18]
- Rural school districts' share of national public school enrollment is increasing.[19]
- Rural schools are less likely to offer peer counseling and self help services, but just as likely to offer 14 other violence prevention and treatment services.[20]

Dating Abuse in Rural Communities

The dynamics and experiences of relationship abuse can be different for young people than for adults. Social norms within school, home, and peer groups can have a strong influence on dating and other relationship decisions, and youth experience tactics of power and control, seek help, and understand relationships differently than adults. Social relationships and access to services also often look different in rural communities than urban or suburban ones. The tools in this section provide baseline information about dating abuse, direct service provision for youth in rural areas, and the types of obstacles youth survivors of abuse face in seeking help. These tools can be used to support and guide agency initiatives as well as to educate partners and allies in forging school-agency partnerships.

In this Section

Fact Sheet: Dating Abuse Facts and Figures
Fact Sheet: Rural Agencies and Serving Youth
Background: Rural-Specific Obstacles for Survivors

Fact Sheet: Dating Abuse Facts and Figures

National Prevalence of Dating Abuse

- 9.4% of middle and high school students have been physically abused by a partner.[21]
- 8% of middle and high school students nationally have been victims of sexual violence.[22]
- Physical dating abuse victimization is more prevalent among American Indian (16.3%), Black (12.2%), and Hispanic (11.4%) than White (7.6%) students.[23]
- Lesbian and gay students were nearly 3 times more likely (27.5%) to report abuse than their heterosexual peers (10.2%).[24]
- Approximately 1 in 3 teens have experienced some type of psychological abuse by a partner.[25]
- A third (32%) of female homicides among adolescents between the ages of 11 and 18 are committed by an intimate partner.[26]
- First relationships are the most vulnerable to dating abuse. Among young people who experience dating abuse, 29% first experience dating abuse at age 12-13, 40% at age 14-15, and 29% at age 16-17.[27]
- Adolescent girls report the highest per capita perpetration of physical and psychological dating abuse.[28, 29]
- Girls are more likely than boys to be injured as a result of dating abuse and to be the victims of sexual violence.[30, 31]

Rural Prevalence of Dating Abuse

- The prevalence of dating abuse in 10 states with the highest percentage of residents living in rural areas was higher than the national average:
    - 11.5% of young people in these states reported a history of physical abuse by a partner.
    - 9% of young people in these states reported a history of sexual violence.[32]
- Other research supports that rural teens are more likely than urban teens to be victims of dating abuse.[33]

Rural Risk Factors

Peer Norms

- Knowing someone who has been the victim of or has perpetrated dating abuse can be a predictor of involvement in an abusive relationship. [34]
- Positive attitudes towards violence can be a predictor of abusive behavior, and rural students are more likely to recommend violence as a solution to certain problems than urban students.[35,36]

Violence

- Rural teens are more likely to be exposed to gun violence than non-rural teens.[37]

- Victims and perpetrators are more likely to carry weapons as well as engage in physical fighting and other high-risk behaviors. [38]
- Rural teens are more likely to carry a weapon than non-rural teens.[39]

Substance Use

- Beliefs that violence is caused by substance use or mental illness, as well as alcohol use in the past six months, are predictors of abusive behaviors. [40]
- Rural teens are at a greater risk of using drugs than non-rural teens.[41]

Sexual Behavior

- 1 in 4 young women in an abusive relationship said their male partner was trying to get them pregnant without their consent.[42]
- Adolescent girls in physically abusive relationships were almost 3 times more likely to fear the consequences of negotiating safe sex.[43]
- Adolescent girls in physically abusive relationships were 3.5 times more likely to become pregnant than non-abused girls.[44]
- The teen birth rate in rural counties has consistently been higher than urban or suburban rates.[45]

Fact Sheet: Rural Agencies and Serving Youth

There is little information about the provision and accessibility of services for youth in rural areas. Many rural agencies must respond to the needs of different communities over large geographic areas, and may not have an extensive referral network, large budget or staff, and access to targeted services that support specific client needs. To face challenges, rural service providers have had to be creative to provide services to clients. The following information is gathered from Break the Cycle and the National Dating Abuse Helpline's 2013 "Report on Youth Access to Rural Dating Abuse Services" and compares rural and non-rural dating abuse services for youth ages 12-24.

Rural agencies are more likely than non-rural agencies to:

- Provide dual sexual assault and dating/domestic violence services.
- Provide dating abuse support groups for youth.
- Provide sexual assault services for youth.
- Provide transportation to services for youth.
- Provide legal advocacy or restraining orders for minors.
- Require parental consent for shelter, legal, or transportation services for minors.

Rural agencies are less likely than non-rural agencies to:

- Provide specialized services, particularly for: LGBT youth, deaf or hard of hearing youth, youth with disabilities or special needs, pregnant and/or parenting youth, non-English speaking and immigrant youth, or youth of a particular faith.
- Provide services in wheelchair accessible facilities.
- Provide services in Spanish.
- Provide legal representation for youth.
- Partner with mental health services for direct service work.
- Provide individual counseling for youth. [46]

> "A benefit of our school program is that it also creates awareness for our adult services."
>
> SOS, Inc.,
> Emporia, KS

Background: Rural-Specific Obstacles for Survivors

Social Norms

Rural communities often operate within tight-knit networks. While these networks can be empowering for young people, they may also influence community members to remain silent or not seek services for fear of exposing problems. Members may face pressure not to talk about abuse so as to not reflect poorly within the community. For young people, this element can be particularly intimidating.

> "The trouble with those rural communities is that everyone knows everyone but the good thing about rural communities is everyone knows everyone."
>
> Executive Director, Henderson House, McMinnville, OR

Social Isolation

Social isolation is a widely used tactic of abuse. This tactic is particularly powerful in isolated rural or frontier communities, where financial or transportation issues make it harder to consistently reach out to community or family members. For young people in rural areas this tactic of abuse is even more impactful because of a lack of access to financial resources, transportation, or contacts outside of the community. Additionally, small communities can intentionally isolate individuals who violate certain norms.

Physical Isolation

The physical isolation from centers of commerce can take a toll on law enforcement presence, access to services, and proximity to supportive friends and family. This can increase the level of danger in violent situations and discourage young people from revealing the abuse because of safety concerns. This may also impact the likelihood of seeking medical services or advocacy after an incident of physical or sexual violence.

> "Because we're a very isolated community there is a lot of support that just isn't here. People will say just go to your mental health providers, assuming they exist, but they just don't exist."
>
> Advocates Crisis Support Services, Craig, CO

Difficulty Accessing Transportation

Transportation access is a primary challenge for rural survivors of abuse seeking services or assistance. Though rural shelters and service providers work hard to provide access to transportation for survivors of violence, many survivors rely on their abuser, or their abuser's vehicle, to leave their home. Young people under the legal age to drive may rely on their abuser to drive, or on an unsupportive parent or guardian. Reliance on limited options of transportation can force a young person to disclose the abuse before they feel comfortable or safe.

Lack of Privacy

In small communities, changing a daily routine may be noticeable, which makes the confidentiality provided through counseling or services all the more important. In communities where people know each other and each other's history, people may know more about private

relationships. Unsolicited public opinions about the health of a relationship may encourage someone to stay in an unhealthy or abusive relationship because of embarrassment or lack of support. For young people who attend school with the same close group of peers, these privacy issues are heightened because of daily, constant interactions with a small group of people. This can lead to increased secrecy about the abuse and a fear of disclosure due to limited privacy and confidentiality.

Limited Financial Resources

Rural regions have a lower average income than non-rural regions, indicating more financial need and limited resources.[47] Young people may rely financially on their abuser or family members, making it difficult to find the financial means necessary to leave an abusive relationship. For pregnant and parenting youth this may be even more challenging, with the added concern of caring for children and legal costs of retaining custody in the case of a legal dispute.

> "There is only one local LCSW available who is specialized in trauma. They are overloaded with patients, so the waiting list is months long. Even if a young person were to get in with them, parents don't have transportation to get the kids from school and bring them to the therapist."
>
> Youth Advocate,
> Muscogee (Creek) Nation
> Okmulgee, OK

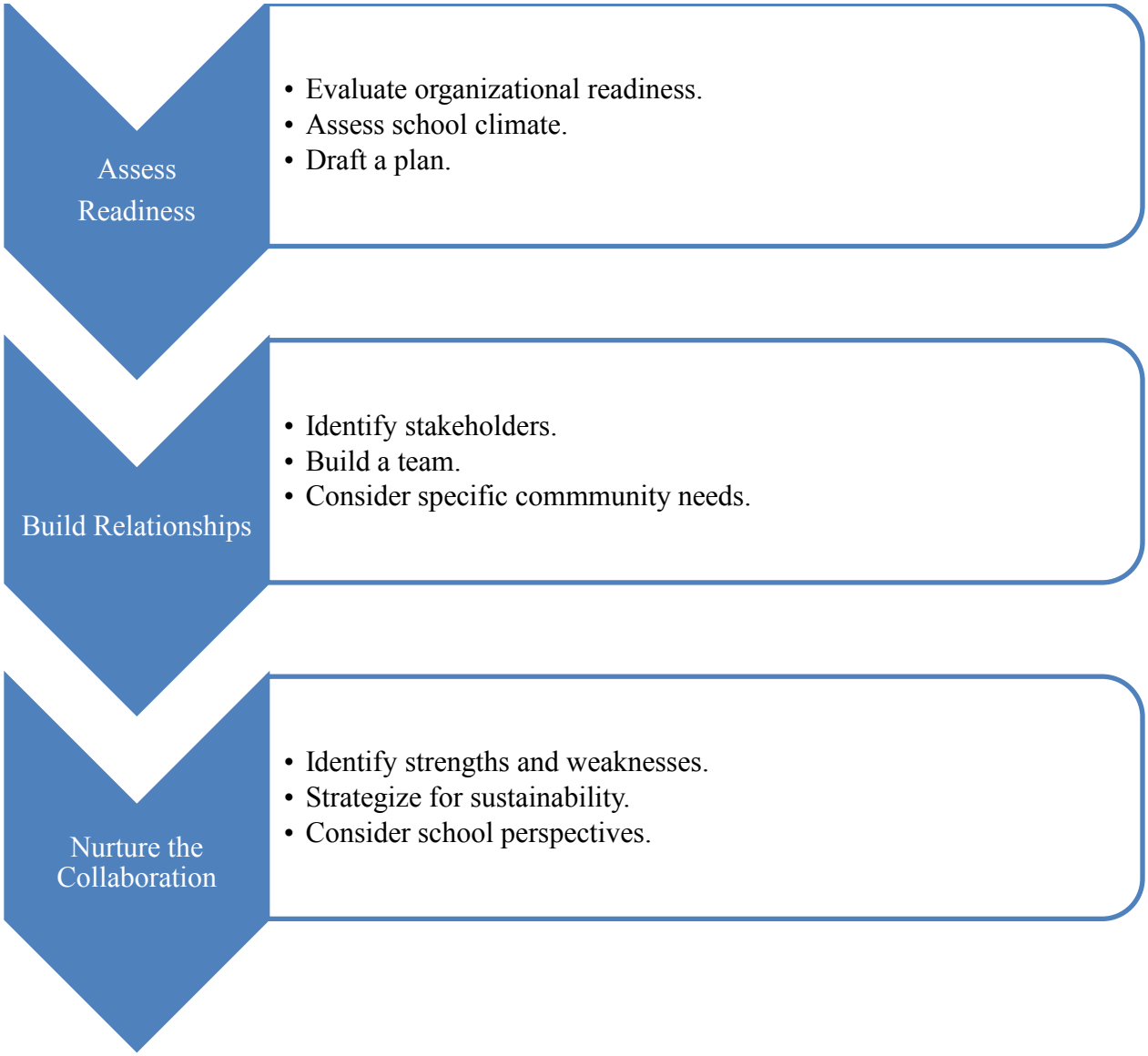
Part 2: Collaborate

The path to a successful collaboration with schools will vary by school, agency, and community. Every community has a unique history and dynamic, and building an effective collaboration takes time and patience. Sustainable collaborations rely on strong long term planning throughout the project. Part of this long term planning is taking time at the start of the project to consider the goals and objectives of the relationship and the infrastructure that should be in place to meet those goals. Determining agency organizational strengths and needs go hand in hand with assessing community readiness when building successful and sustainable collaborations.

Before seeking to build new relationships with schools, agency staff should identify existing relationships relevant to school and youth work. Activating different groups, including youth, parents and caregivers, or school support staff is one strategy for building new relationships. Once a collaborative has been built, it must be maintained. Sustaining collaborations cannot rest solely on the outside agency; students and student groups are keys to actively promoting healthy relationships and challenge school culture and social norms.

This section provides guidance on building collaboration through three stages: assessing readiness, building relationships, and nurturing the collaboration.

Worksheet: Collaboration Flowchart



Assess Readiness

Organizational readiness will impact the success and sustainability of a partnership. Agency policies and resources should be in place to respond to youth clients and to prepare for a change in service delivery. An assessment of both parties' readiness to engage in the partnership will provide insight into the school climate and potential for capacity building. This assessment should examine the history and current status of the relationship, relevant community dynamics, youth understanding of healthy relationships, and stakeholder perspectives. This work can establish the agency objectives for the collaboration and will lead to effective strategic planning.

In this Section

Worksheet: Organizational Readiness
Worksheet: School Climate and Collaborative Readiness
Tip Sheet: Draft a Plan

Worksheet: Organizational Readiness

An important first step to partnering with a school is to take stock of the agency capacity to support the relationship. Working with schools may dramatically increase the number of student referrals to an organization, therefore, it is critical to examine organizational policies and procedures for youth-friendliness.

> "The supervisor has to be committed if the staff is going to go to the school. Make sure you have enough staff that will deal with the crises…you need to make sure you have enough staff to cover."
>
> SOS, Inc.
> Emporia, KS

Assess Capacity

Staff Time

- How much time do staff have available to commit to working with the school?
- Does this include evenings or flexibility with changes of schedule for staff?

Travel Availability

- How far is the nearest school(s)?
- Is reimbursement for travel expenses possible?
- Do staff members have access to reliable transportation?

Policy Readiness

- Is staff knowledgeable of relevant laws around mandatory reporting and parental notification?
- Does the agency have a confidentiality policy that contemplates minors as clients?
- Does the agency have procedures around parental notification and consent for services?
- Does the agency require that young clients are informed about how their information will be shared or protected in a youth-friendly way?

> "The opportunity to shadow someone, get introduced, and get a feel for the school environment can be very helpful"
>
> Youth Advocate,
> Muscogee (Creek) Nation
> Okmulgee, OK

Assess Youth Friendliness

Expertise Working with Youth

- Does staff have experience working with schools and youth?
- Is there training around working with youth available for staff?
- Are staff familiar with unique dynamics of dating abuse, particularly technology, which may affect their youth clients?
- Does the space have images that represent youth that are LGBT-friendly and diverse?
- Are policies considerate of youth needs, such as school hours and transportation challenges?

Resource Availability

- Can the agency provide services to minors without parent/guardian consent or notification? If not, is there a protocol for safely involving parents/guardians?
- Does the agency provide youth services?
- Is there youth-specific outreach for these services?
- Does the agency have strong relationships with organizations that have youth-specific resources?
- Is there a vetted, updated list of other youth-friendly dating abuse resources?

Worksheet: School Climate and Collaborative Readiness

Assessing a school's climate and collaborative readiness for dating abuse work can highlight potential challenges and opportunities when seeking to build the relationship. A strengths and needs assessment focusing on these topics can shape the nature of the collaboration and support strategic planning throughout the process. This work encourages accurate consideration of school and student needs, as well as the strategies and steps for response a baseline for future evaluation.

Surveys, youth focus groups, parent interviews, and meetings with administrators and school staff can all help answer these questions about school climate. The assessment can be done in partnership with the school or independently, and should acknowledge and work with the pre-existing school-agency relationship.

> "Right now we're focused on middle school, and that's a reflection of what we learned in focus groups and from the schools."
>
> Violence Prevention Educator,
> Power Up, Speak Out!
> Red Lodge, MT

> "Find out what the schools need to meet their guidelines. Schools have guidelines they have to meet and we can help them with that. For instance, three schools we have don't have school counselors, so we can go in."
>
> SOS, Inc.
> Emporia, KS

Assess School Climate

- Have students had any type of dating abuse or bystander intervention programming?
- What do students have to say about dating abuse and healthy relationships at their school?
- What are the social dynamics that impact student relationships at the school?
- What access to support services do students have at the school?
- What training have administrators undergone on dating abuse?
- How are dating abuse, adolescent relationships, and sexuality talked about at the school?
- Has there been a highly publicized incident of dating abuse in the community?

Assess Collaborative Readiness

- What is the history of school-agency partnerships?
- What is the current level of collaboration between the school and agency?
- What is the relationship between this school and other schools the agency may work with?
- Are there other agencies or programs competing for the students' time?
- Does the school have dating abuse, bullying, or harassment policies?
- Are there staff members who have exhibited an interest in the issue?
- What school needs could be filled through this collaboration?

See also *Tip Sheet: Listen to Students* for other questions to ask young people about healthy relationships.

Tip Sheet: Draft a Plan

Before doing outreach to schools and allies, draft a collaborative plan. If the agency is doing a needs assessment, the plan can come out of the assessment results. A collaborative plan is a working document that includes an outline of the goals of the collaborative work, timeline, and strategies for outreach, and gives direction and value to day-to-day work and decisions.

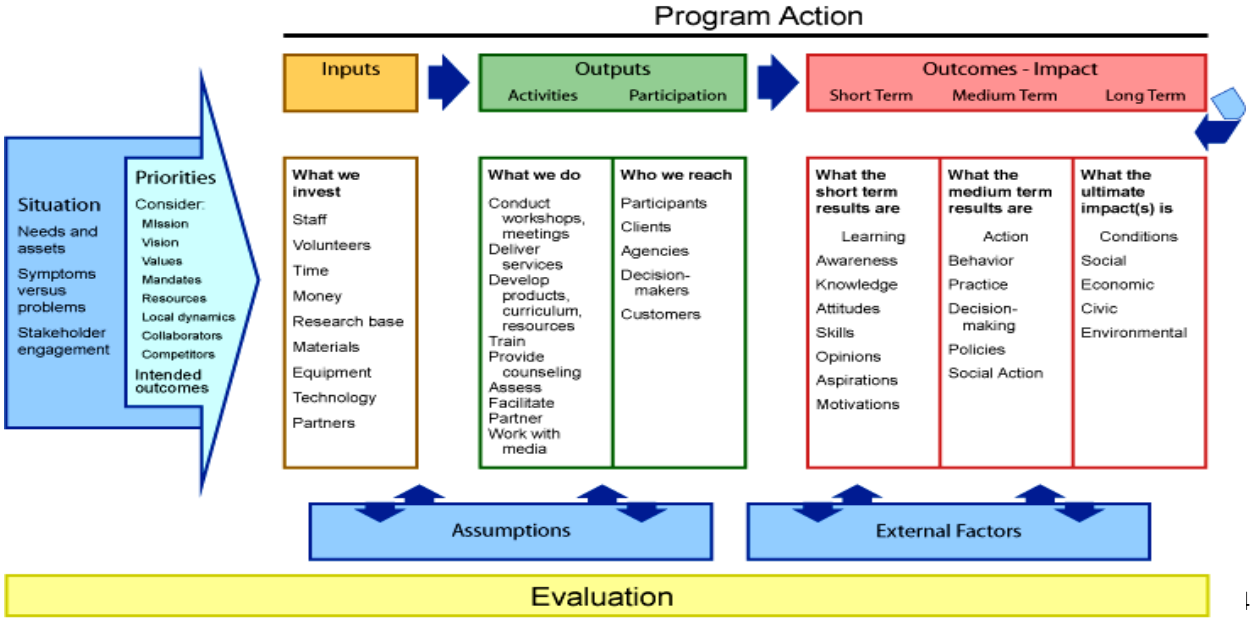
Think Strategically

- What needs are fulfilled by collaborating with schools?
- Where should the relationship be in three years? Ten years?
- What are the goals of this collaboration?
- What is the timeline for meeting those goals?
- Are there other programs that could help connect your agency to the school?
- What outcomes would you like to see from the collaboration?
- How could this collaboration impact long term funding of the agency?
- Are there funding factors that could impact that partnership in the future?
- Is there a plan for managing staff turnover in both the agency and school? Stakeholder turnover?

> "The schools were happy to have us because they don't have a lot of resources in some parts of our service area. The legislature is talking about mandating teen dating violence education; we're trying to get in there before it becomes mandated."
>
> Domestic Violence Coordinator,
> Ponca Tribe,
> Niobrara, NE

Connect Action to Planning

The following logic model template is specifically designed for small nonprofits interested in social change.[48] This template can support strategic planning by connecting inputs, outputs, and desired outcomes of the project.



Build a Team

Collaborative work requires the investment of a group of individuals. The group should have different perspectives and priorities and include youth, community partners, school staff and administrators, parents, school-based law enforcement, and other relevant stakeholders. Each partner will play a different role and provide different insight into the work of building and supporting a collaboration that meets the needs of youth. This section includes tips for identifying who you should be working with in the school community.

In this Section

Background: School Administrators and Staff
Tip Sheet: Parents and Caregivers
Tip Sheet: Community Partners and Allies

Background: School Administrators and Staff

Identify the roles and priorities of key decision makers, influencers, and allies on staff in schools or school districts. Assessing the roles and priorities of these staff will help outside agencies determine who will be receptive allies.

School Board

- The school board will often be in charge of approving school policies and will require testimony or input around major changes to school response to dating abuse. School boards can be strong allies, but be prepared to meet board members with handouts, available data, and youth advocates if possible.
- School board meetings can be a great place to find out what's going on at the school, the priorities of the year, and who makes decisions.
- If school board meetings are not open for public input, draft a letter to the board for review.

> "The key factor is to engage and involve the superintendent, because the superintendent is going to be the one who advises how to approach the school board. Also, if you can, get a representative from your State Department of Education and the State Attorney General's office to become involved. Ask them to attend a community meeting. The Department of Education and/or Attorney General will really convey to the community the seriousness and the need for this type education. It helps people in the community to take your work more seriously. Invite your local police department to be a part of the effort as well. They will have a wealth of knowledge about the problems in the community. "
>
> Community Students Learning Center, Lexington, MS

Superintendent

- The roles of superintendents can vary widely across districts. They are often very busy and have outlined certain priority areas that they hope to achieve while they are superintendent. These professionals answer to the community, the school, and the school board, all of whose goals may be shared or may be in conflict.
- A successful school superintendent can simultaneously be a gateway to changing school policies, improving school climate, and supporting effective community programming. Their disapproval of a partnership could also severely limit its future.

Principal

- Rural principals are faced with a wide range of responsibilities. They typically report to superintendents, but are more involved in the logistical decisions of the school.
- A supportive principal can win over reluctant teachers and parents, and can be helpful in managing the logistics of the relationships (scheduling challenges or confidentiality questions, for example).

Administration Assistants

- Administrative assistants have the power to schedule meetings to prioritize issues that come across a principal's desk.
- A close relationship with them can support the sustainability and growth of the relationship well into the future – and may be the gateway to the principal's ear.

Guidance Counselor

- Guidance counselors in rural and frontier schools often serve both academic and emotional support roles.
- Guidance counselors in rural communities are often responsible for working with students who have experienced dating abuse, though they may not have received formal training around dating abuse.
- Many agencies report guidance counselor support has been vital to successful collaboration – intervention and response support, as well as expertise from service agencies, has filled a gap counselor's are not equipped to fill. They can be advocates in getting principals and school boards invested.

> "Guidance counselors, especially in rural areas, must respond to every crisis. Many rural and frontier schools do not have school nurses, so guidance counselors even fill those responsibilities as needed. A helpful way for schools to understand the work we do is to explain that we support the work of the guidance counselors. In every school we are in, guidance counselors have been our advocates and primary contacts. We market our programs as a triage of sorts. We help the guidance counselors manage the crises related to domestic violence, dating violence, sexual assault or stalking that they often do not have the capacity or expertise to deal with."
>
> Revolution Program Director,
> Center for Survivors,
> Columbus, NE

School Nurse

- Nurses have a strong understanding of the needs of students, and often have a good feel for what students are experiencing in their dating relationships. They are also familiar with the potential warning signs and impacts of abuse.
- Students may have developed trust with a school nurse during previous visits, which could encourage disclosures of abuse.

> "School counselors were concerned about disclosures after our presentations. I ask them how they would like to handle it and defer to their experiences."
>
> Youth Advocate,
> Muscogee (Creek) Nation
> Okmulgee, OK

> "First I sent out emails, but didn't get responses. Then the tactic was to start going to the schools and leave our card and a packet of information about TDVAM. If there was someone there to talk to I just went in and spoke with them about what we do. With calling, the person you need to talk to is not the one picking up the phone."
>
> Youth Advocate,
> Muscogee (Creek) Nation
> Okmulgee, OK

Health Education Teachers

- Teachers who address health education – often PE teachers and coaches in small schools- do not always have expertise in dating abuse. They will often appreciate support, resources, and guest speakers for class time.
- Speak with a health educator about how they talk about sex and relationships and get a feel for what students in the school have learned.
- Be sure to bring in Special Education teachers for these conversations, as well. Include students in those programs in all prevention, intervention, and response work done at the school, and take care to make the materials and services accessible.

For more guidance, visit the Oregon Coalition Against Domestic and Sexual Violence product *Healthy Teen Relationship Act Toolkit: An Advocate's Guide to Engaging Local School Districts in Teen Dating Violence Prevention.* Available at http://ocadsv.org/sites/default/files/userfiles/file/Final_HTRAtoolkit_website_version.pdf.

> "Athletic coaches tend to have a closer relationship with their students and could tell personal stories. They were often proactive in responding because they may be expected to teach health classes without the expertise, and are excited to hand one class over to an expert"
>
> Youth Advocate,
> Muscogee (Creek) Nation
> Okmulgee, OK

Tip Sheet: Parents and Caregivers

Parents and caregivers are the link between students and the larger community. In small communities, parents are also often teachers, agency staff, or other local decision makers. They should be approached as powerful allies with significant opportunity for helping build common ground between agencies and schools.

Utilize Existing Networks

- Clients or staff may already be parents of students at rural schools, and many stakeholders – including school board members, principals, or local politicians – may also have children or family members at the school.

Go to Parents

- Reach out to organizations or networks that already have parents involved. Offer to come to them.
- This may be the PTA, Girl Scouts, or "room parents."
- These groups often seek speakers on topics to host events on, so collaborating with them to educate their adult members on dating abuse prevention and response can quickly build a supportive network.

Follow Up Consistently

- Stay connected with Facebook, listserv membership, or other social media.
- Keep interested parents/caregivers in the loop on the work you are doing in case you want to reach out to them in the future for their support or input.

Involve Parents

- Use parents/caregivers as volunteers and allies for meetings with school administrators.
- Ask what they care about and how they want to be involved, and support them in meaningfully leading their own initiatives.

Be Responsive

- Listen to parent concerns and perspectives about their children's safety and well-being. Work with them to holistically support young survivors and promote community change.
- The parents of students may not communicate in English. Work with schools or other local agencies to learn how and if they provide interpretation, and establish confidentiality agreements. Even if students are English-speaking, in crises parental notification may require quality interpreters who are trained in trauma.

> "A lot of what we do now is train teachers to deliver our program, so we do limited direct facilitation. Teachers can navigate the challenges that are in their schools that we wouldn't be able to foresee."
>
> Violence Prevention Educator,
> Power Up, Speak Out!
> Red Lodge, MT

Tip Sheet: Community Partners and Allies

Outside groups experienced in collaborating with a school are an excellent source of advice and support. Allied groups may also already do related work in the school and thus collaboration creates opportunities for efficiency and synergy rather than competition for limited time and resources.

Understand Community Networks

- What activities outside of school are youth involved in?
- Where do youth usually gather?
- What outside groups are represented at school events or meetings?
- What outside groups or programs have been brought to the school?
- Where do families gather?
- What groups or projects are available for single parents?
- What kind of programs and education has taken place around violence?
- How is information about these groups shared?

> "One way that I've gotten in is that my children are in schools so I've started there with their teacher. The relationship building is the biggest thing. My first call will be the school counselor but that doesn't always work. Just becoming familiar with the school staff, especially the office staff, is very helpful. Be on a first name basis with the school secretary. Start with a mass email to the health teachers letting them know we give free healthcare seminars."
>
> Youth Advocate,
> Henderson House,
> McMinnville, OR

Promising Allies

- Health departments
- Girl/Boy Scouts
- Local and tribal government
- Local organizations and groups
- Women's groups
- Church and other faith based youth groups
- Sports teams
- Community centers
- Local businesses
- Law enforcement that work with youth.
- Local clubs, such as Family, Career, and Community Leaders of America, with national networks

> "For a lot of people, church is an important part of their life, especially with youth groups. And if we consider them a strong member of the community and if we get them giving the same message about healthy relationships and prevention of violence, then they would be a great partner for us."
>
> Advocates Crisis Support Services,
> Craig, CO

Build Student Relationships

Student involvement is the crucial element to supporting school norms of healthy relationships. A partnership with a school without student involvement lacks insight and responsiveness to unique social dynamics that are important for understanding dating abuse. Students know their schools, their relationships, and their communities and there are many ways they can be involved in a school-agency partnership. This section also includes considerations for working with specific populations of students, whose needs should be considered in any youth activities.

In this Section

Background: The Value of Working with Students

Students are powerful allies for developing strong, sustainable relationships with schools. If students trust and appreciate the work being done, the work is more likely to be supported by parents, administrators, and other stakeholders. Students also intimately understand the needs of youth, and including them in strategically building the relationship is empowering.

Students have a unique understanding of their peer groups, particularly in rural communities where these groups may be smaller or have more continuity. They possess both the history and cultural norms of their peer group and an understanding of the school social order. Dating and breakups can be accompanied by significant peer pressure among students, and within rural student groups may take on a different element due to familial connections as well as class differences.

> "We've been doing violence prevention education for about 10 years and have had to use a bunch of different strategies. In the past we hosted teen summits for high schoolers that focused on teens and teen dating violence. For a while that was a really good strategy because we were working with youth and teen leaders which helped us get into schools."
>
> Violence Prevention Educator,
> Power Up, Speak Out!
> Red Lodge, MT

Technology use can also vary across communities. Understand the types of technology students use, how students access that particular technology, and estimate the frequency of use. Work to integrate this understanding into aspects of work with young people as much as possible. When involving student leaders, encourage them to inform their work with how students communicate and relate via technology. Technology is integral to dating relationships, and this should be reflected in any work done with youth.

> "Bigger schools in our area tend to be a step ahead on technology. Across the 11 counties there are different uses of social media and what is more popular."
>
> Youth Advocate,
> Muscogee (Creek) Nation
> Okmulgee, OK

Tip Sheet: Listen to Students

Real conversations about eliminating dating abuse should be youth driven. Youth perceptions of dating, what healthy relationships look like, and how adults can support youth will be unique to each community and should be incorporated in all the collaborative work done with a school. Remember that students may also disagree, so seek out diverse opinions and experiences. Capitalize on the strengths and identity of rural communities by supporting youth to visual what they would like their community to look like, and who they can involve in the process of change.

> "I always try to have our own pocket card to give out to the students or to leave around the school. This kind of persistence and making myself present and available tends to work, and once you get in there, the schools are so thankful and the kids are excited to hear what I have to say."
>
> Youth Advocate,
> Muscogee (Creek) Nation
> Okmulgee, OK

Ask Questions

- What is dating?
- What is a healthy relationship?
- What is dating like in this school and community? Are relationships healthy?
- How would you like to see your friends and community grow?
- What elements of social media, text, and other technology are important you? How do they play a role in relationships?
- How would you promote healthy relationships in your school?
- Where would you go for help about an abusive relationship if you needed it? Where would you direct a friend?
- What would you like to learn in school about healthy relationships?
- What would you like to see change at school in how other students talk about dating abuse? How the school responds to dating abuse? How would you make that change?
- How do people talk about relationships in your community?
- What do you think keeps people from talking about dating abuse or violence in your community?
- What do you think encourages them to talk about dating abuse or violence in your community?
- Do you think other students or people in your community would disagree with you about what dating is? What a healthy relationship is?
- Who at your school or community would students listen to about healthy relationships?

Foster Engagement

- Listen to student experiences and ideas and allow them to shape the priorities of the work being done at school.
- Be willing to try ideas even if they were tried before and didn't work then.
- If working with a group of students:

    - Depend on all group participants. Foster responsibility and investment in all members.
    - Develop group spirit and positive group identity.
    - Maintain an open mind and work to involve a diverse group of students.
- Encourage and support efforts through empowerment.
- Focus on building strengths and sustainability.
- Guide the group in their own creation of goals, objectives, and timelines.
- Be a resource of information, advocacy, and support for the group.
- Maintain confidentiality as much as possible within agreed upon guidelines.
- Be transparent about initiatives and work being done at the school, and include students as much as possible.

.

Tip Sheet: Involve Student Leaders

Meaningfully include young people in any projects or advocacy work being done at the school that is appropriate. This may include inviting a youth advocate to a task force or staff meetings, conducting focus groups, or developing a youth advisory board. Inspiring these students to grow and implement their own ideas can dramatically support and improve the work of the collaboration, and supporting their current or ongoing work can be valuable to its success. Students know their schools, know their communities, and know the experiences of youth best. Formal student mentorship sponsors long-term community allies and values sustainable community change and collaboration.

Levels of Student Mentorship

1. Preparation

Become familiar with the scope and stakeholders of the project before including a student in the work. Have a good sense of what type of work will be done in the school, and what projects a student could be involved in. Also take time to understand the work students already have done.

2. Partnership

Allow the students to join meetings and other applicable projects to see what is being done in the school. Share with them relevant materials such as current policies, logic models, or timelines.

3. Coaching

Begin to delegate some work– this may be writing or editing documents or providing feedback on policy edits. The key at this level is to avoid taking control but to provide encouragement and feedback.

4. Empowerment

Give the student responsibility for decision-making. Be empowering and supportive – learn what the student is interested in doing in the school, and support them in making that happen. Provide consistent mentorship throughout the project.

Tip Sheet: LGBTQ Youth

Students who identify as lesbian, gay, bisexual, transgender, and/or questioning and queer may require certain considerations and safety precautions in cases of sexual and dating abuse. Efforts should also be made to promote their inclusion in all activities at the school.

Show Support

- In all interactions with students, regardless of their dating history, it is important to keep in mind they are exploring their sexuality and many may be questioning if they are LGBTQ.
- Inquire about the pronouns young people use. Make it a practice to respond and refer to their gender and sexual identities with the language they use to you.
- Students will be looking for small indicators of support, and the following will alienate them:
    - Assumptions about a student's gender or the gender of their partner
    - Supporting non-LGBTQ friendly policies or speech implicitly
    - Assuming sexuality based on the gender of their partner.

Know Risk Factors

- LGBTQ students in rural and frontier schools report feeling less safe and less supported by their schools than their non-rural peers, and may already be targets for abuse.[49]
- These students are at an increased risk of suicidal ideation and substance use and abuse, as well as dating abuse, often because of experiences of social isolation and stigma.
- Strong community in rural and frontier schools can also provide safety and support for young people coming out.

Value Their Identity

- LGBTQ students may stick together, and have their own close relationships and social norms for dating and communication. Even for students who are out, support group settings may be uncomfortable for them to talk about their sexuality amongst non-LGBTQ peers.
- Support groups separated by gender may be uncomfortable for LGBTQ (particularly transgender or gender non-conforming) students. Understand their perspective and be as flexible as possible.

Be Responsive to Unique Needs

- Confidentiality and support for LGBTQ students may not only protect them from an abusive partner, but can also be vital for community and familial safety. If parental notification is subjective or flexible, keep this in mind.
- Allow student survivors to complete a safety plan for both leaving an abusive relationship as well as coming out.
- If intake forms require sex/gender or assume opposite-gender relationships, edit them to provide options for LGBTQ students. Communicate whether records of their sexuality may then be available to parents through their school records.

Be a public ally! Even for students who do not come forward about abuse or as LGBTQ, this can have significant positive impacts. This looks different within different communities, and can range from putting a rainbow flag on fliers, having LGBTQ students in materials, or simply using gender-neutral language.

For more information, definitions, and LGBTQ-supportive activities, check out the Gay, Lesbian, and Straight Education Network at www.glsen.org.

Tip Sheet: Youth with Disabilities

Youth with cognitive, emotional, and physical disabilities date and have relationships in high school with a similar frequency to youth without disabilities.[50] However, they may require certain considerations and safety precautions in cases of sexual and dating abuse.

Youth with Disabilities Experience Abuse

- Youth with disabilities are at a higher risk for various forms of violence including sexual violence, bullying, and physical violence compared to those without disabilities.[51]
- Youth with disabilities are systematically denied basic information about health and relationships, and sex education is rarely provided in special education classrooms.[52]
- Few studies have been done on dating abuse and youth with disabilities, but those that have been done show they are more likely to experience it than youth without disabilities.[53]
- Youth with developmental disabilities are four to ten times more likely to be sexually victimized than individuals without disabilities.[54]
- Youth with disabilities face an elevated risk than youth without disabilities of multiple health concerns resulting from dating abuse.[55]

Advocate for Accessible Dating Abuse Services

- Promote accessibility in all services. Youth with disabilities are highly unlikely to make it to victim services organizations and when they do, they encounter significant barriers.[56]
- Treat youth with disabilities as people, not as their disabilities, and promote self-agency.
- Build working relationships between local disabilities advocacy and victim services organizations.[57]
- Include youth with disabilities in programs that teach about healthy sex and relationships. Inclusion has several beneficial effects: youth are better able to recognize and report abuse, and are better prepared to have healthy, fulfilling relationships.[58]
- Provide youth with disabilities early education about the risks of abuse and how to avoid it in a way they can understand.
- Train teachers, school administrators, victim service providers, attorneys to have an awareness of the needs of youth with disabilities.
- Encourage teachers of youth with disabilities to routinely ask about abuse so the victim has more than one chance to respond and disclose abuse.[59]
- Teach adults to watch for signs of abuse including physical wounds on the body, physical changes such as unexplained sore throats, gagging, and abdominal pain, behavior changes or difficulties, changes in mood or sudden emotional problems.[60]
- If abuse is discovered, act promptly and decisively. Consider the youth's immediate safety needs and ensure they have access to all necessary services. Contact your local disabilities advocate organization. Ensure that any counselors the child is referred to have experience and training working with youth with disabilities.[61]

Tip Sheet: Youth from Immigrant Communities

Students who belong to certain immigrant groups may require additional considerations to their safety in cases of sexual and dating abuse. Remember that the experiences of all young people are unique, and to not assume these considerations apply to all youth from all immigrant communities.

Mistrust or Unfamiliarity of Systems

- There are very different laws (if any) around dating and sexual violence in different countries. It may be important to educate immigrant youth and their caregivers on what constitutes dating and sexual violence and their rights in the United States.
- Immigrant youth may distrust or be unfamiliar with systems, so it is important to explain how the police, "911", social services, and court systems can be a resource, along with any limitations.
- Many immigrants distrust the police both because of the police brutality and corruption that existed in their home countries and/or because of specific policies and police behavior in the United States (such as over-policing of minority communities, racial profiling, and local police agreements with U.S. Immigrations and Customs Enforcement.) It is important to take these concerns seriously and be aware of local and national policies and laws when advocating for immigrant youth.
- Additionally, many immigrant and minority youth may be resistant to involving "outsiders" such as the police and hesitant to bring "public shame" to the family or "negative attention" to their racial or ethnic community (e.g. the Muslim community after the September 11th attacks).

Cultural and Community Influences

- Young people from some immigrant communities have difficulty reporting dating abuse because dating may not be permitted. Abusive partners can use this as leverage and it is usually most damaging to females' reputations. This disclosure may put youth at risk to further violence from family or community members.

> "We have a large Hispanic community, but in the schools there aren't a lot of interpreters which is a barrier to getting parents involved."
>
> Advocates Crisis Support Services, Craig, CO

- It may be important to incorporate community reactions into the safety plan.
  Some young people are forced into marriages when the reports of abuse bring to light that they were sexually active or were dating an "inappropriate" partner not aligned with the family's choice.
- In smaller tight-knit communities, where there is pressure to date within the community, the lack of seemingly eligible partners may create an environment for abusive partners to continue their behaviors without repercussions or community accountability.

- Dating an "outsider" also poses challenges and may add an additional layer to the secrecy around dating. In order to defend the relationship or keep it secret, youth may minimize the abuse and not reach out for help.
- Close connected communities can be both a source of strength as well as an additional safety risk. While extended family and networks can be great resources, they can also be perpetrators of violence and/ or used as surveillance for policing young people's sexual behavior.

Language Barriers

- Remember that people who speak English have the privilege of telling their side of the story. Often it is the abusive partner that has a better handle of the English language and can create rapport with the reporting police officers or court officials.
- It is always important to assess the need for an interpreter. Some people may seem very comfortable with English, but may not understand legal jargon in stressful and formal settings like the courts.
- In smaller communities, it is possible that the court interpreters may know one or both parties. This could be a conflict of interest and also could compromise confidentiality within community.
- Recognize that interpreters of less common languages may have to meet a lower standard to qualify as a professional interpreter and with less outside accountability. Poor interpreting could impact the outcome of the case.
- Interpretation services can be expensive; Phone interpretation is an alternative. It may be important to create creative partnerships such as with hospitals, legal firms, etc. who may have the funds to access language lines. Community-based organizations might be able to provide informal interpretation.

Intersection of Immigration Status and Domestic Violence

- Immigrant youth may be afraid to report abuse because of concerns about their immigration status/ that of their families and the impact it will have on the family unit (e.g. a parent who is a dependent spouse once divorced can be forced to leave the country without his/ her U.S. born children)
- Reporting abuse can affect the immigration status of the abusive family member which in turn could affect the immigration status of the whole family.
- Immigration status might be used as a tool of control by an abusive family member (e.g. threatening not to file for a green card for a dependent or keeping them ignorant about their legal status are common tactics.)
- It is important to remember that undocumented youth or youth on dependent visas might not have access to the same resources as their peers.
- It may be necessary do additional safety-planning for a young person who is undocumented or has a guardian that is undocumented when involving the police.

- Immigrant youth or their caregivers may also need legal advice from an immigration lawyer when confronted with abuse. The Violence Against Women Act (VAWA) has provisions to offer relief to some class of immigrants under certain circumstances. Consult an immigration lawyer familiar with the latest version of VAWA.

Important Note

It is important to recognize that generalizing about immigrant communities can be problematic as it represents hundreds of groups from different places all over the world as well as complex identities intersected by race, class, ability, gender, sexuality etc. When advocating for an individual the most important tool is always to listen, build trust, and approach each case as unique.

Nurture the Collaboration

After first reaching out to current and potential stakeholders, the process of nurturing the collaboration begins. There are elements of effective collaboration that can help all team members get the most out of the work, and keep the project on track with the strategic plan and logic model.

In this Section

Tip Sheet: Elements of Effective Collaboration
Tip Sheet: Strategies for Sustainability
Tip Sheet: Prepare a Written Agreement

Tip Sheet: Elements of Effective Collaboration

Effective

- Commitment to building a strong relationship and shared goals.
- Clear structure and allotment of responsibility.
- Mutual authority and accountability.
- Sharing resources and awards.
- Commitment to common objectives.
- Shared values and vision.
- Appropriate cross section of members.
- Involvement of staff at all levels across the organization.
- Clear roles and responsibilities.
- Open and frequent communication.
- Clear decision-making authority and process.
- Ability to manage conflict and compromise.
- Mutual respect, understanding, and trust.
- Sufficient resources.
- Skilled leadership.
- Sustainability through multiple representatives or contacts from each partner.
- Consistency in meetings and events to build trust and establish presence.[62]

> "Networking is the biggest thing. Do it right away (when you know you will receive a grant), don't wait until a year after."
>
> Domestic Violence Coordinator, Ponca Tribe, Niobrara, NE

Ineffective

- Lack of awareness and support of the issue and/or collaboration.
- Exclusion of survivors and youth.
- Failure to make meetings accessible.
- Limited community/stakeholder buy-in.
- Limited or no financial resources.
- Ignored geographic, demographic, or cultural differences relevant to community dynamics.
- Limited resources for immigrant families or ESL families.
- Lack of communication.
- Ignored differences in values or ideology.
- Lack of clear goals, objectives, or timelines.
- High staff turnover.

> "I call in September and ask for a meeting. Then take the material in to talk with the principal or the school counselor."
>
> Children and Youth Coordinator, S.H.A.R.E., Inc., Fort Morgan, CO

List excerpted and modified from the Vera Institute of Justice, Center on Victimization and Safety (2011). "Forging New Collaborations: A Guide for Rape Crisis, Domestic Violence, and Disability Organizations."

Tip Sheet: Strategies for Sustainability

Lay the Groundwork

- Be explicit about agency goals. Take time to understand the goals and priorities of the school.
- Shared goals may not mean an agreement on how to get there. Talk through the objectives that can make those goals a reality.
- Though members don't need to agree on all values, agreement on values that are central to the project is important.
- Develop objectives with a mutual understanding of the available resources, and clarify on how those resources are distributed.
- Seek out staff experienced in task forces, partnerships, and collaboration to bring their expertise to the group.

> "We tell the schools that we don't do schools like any other. We let them know that we are flexible and can meet their needs and schedules. One of the biggest fears that schools have is that we'll want to go in and want lots of time each week and they don't have that time to give. And so that helps relax them."
>
> SOS, Inc., Emporia, KS

Foster Investment

- Clearly articulate the logistics of the partnership, including agreed upon meeting schedules, using neutral space for meetings, and designating roles of partners.
- Take minutes and create agendas to maintain this structure.
- Establish mutual authority for projects and mechanisms of accountability.
- Practice consensus decision-making to foster partnership trust and buy-in.
- Create an equitable distribution of all tasks.
- Share publicity and credit for events, publications, and successes.
- Ask for invitations to relevant school staff/task force meetings.
- Involve representatives from all levels of the school community-- including clients and students.

Communicate Clearly

- Decide and communicate the roles of each partner, in writing if needed. Revisit the roles if staff turnover occurs.
- Maintain open lines of communication, even when there are lulls in the timeline.
- Conflict is best managed in person to prevent misunderstanding.
- In conflict, focus on shared goals and values, and do "check-ins" at meetings to assess how members are feeling about conflict and the group environment.
- Model healthy relationships in collaborative work.

- Provide as much information as possible to administrators about the logistics or content of the project. For example, bring sample curricula, intake or confidentiality forms, or activities for them to approve.

Be Creative

- Listen to opposing points of view, and seek common ground.
- Try different venues – individuals may be more open for conversation in private, or not in a professional capacity.
- Be patient. Building trust and history with a school may take years. Focus on the potential and sustainability of the relationship.
- Become familiar with other programming at the school, including health education, communication skills, and presentations done by other outside agencies. Seek ways to integrate agency programming into curricula. .
- Become active in the community. Participate in community coalitions, committees, and boards either as individuals or as an agency.
- Use other schools or partners as references when seeking to build a relationship from scratch.

> "Ultimately it has been our experience that sustainability means having support from the upper echelon of any system, whether it is an individual school or a school system or a superintendent. That support we believe would be most successful in the form of some type of mandate."
>
> Victim Services Director,
> Adult Abuse Resource Center,
> Bismarck, ND

Tip Sheet: Prepare a Written Agreement

Prior to implementation, a written agreement such as a contract or Memorandum of Understanding (MOU) is an excellent way to formalize a partnership. For all types of relationships, contracts can prevent misunderstandings and strictly define the terms of the relationship, as well as promote the sustainability and longevity of the work.

- Request and establish a formal point of contact at both the school and the agency. These people will be in charge of communications about planning, logistics, setting up meetings, and introductions.
- If advocates are regularly traveling to the school, sharing cell numbers may assist in communicating schedule changes or emergencies.
- Request a formally shared school calendar.
- Establish responsibility for shared resources, such as a sound machine for counseling or dry erase board for group sessions.
- Clearly communicate mandatory reporting and internal reporting guidelines that both parties are held to.
- Formally establish space, as well as access to keys or the building in off hours if needed.
- Explain and follow school requirements, such as bathroom passes or keeping bags in lockers.
- Be explicit about the timeline of the agreement, as well as any grant limitations.
- Communicate that written agreements are important for sustainability efforts, in cases of turnover, and for preventing misunderstandings of needs and responsibilities.
- Clarify funding details articulately, including time limitations and supporting materials.

Part 3: Advocate

Collaborations, partnerships, and community networks are built with the goal of better serving the community. This section examines the logistics of enacting the collaborative work and serving young people in the school context. Once the partnerships are made, there are logistical considerations of doing different types of advocacy work at schools. Part 3 addresses both policy and advocacy, and focuses on the logistical differences of doing this work within a school-agency partnership.

Advocates working with rural schools need to know what school policies may impact victim rights and safety. Supporting compliance with state or local teen dating abuse laws, bullying laws, or federal sexual harassment laws can be an excellent entry point to build a relationship with a school as they move to more responsive and compliant policies. Research the local laws that schools may be required to follow, and if it seems schools may not be compliant, reach out to support their work with the understanding they may not have the bandwidth or knowledge base to initiate policy change alone. Advocates and community members can become involved in the change process while simultaneously building relationships and awareness with school administrators.

To illustrate what community-specific policy change can look like, two case studies of OVW Rural Grantees are included. These grantees advocated for local policy change and were met with unique and dynamic challenges for implementing these changes. Each grantee is an excellent example of how local politics and needs can play a dramatic role in the passage of policy changes.

Service providers can work with the schools through providing direct services. These tips focus on logistical considerations when providing elements of school intervention and response, including developing school-based support groups, enforcing protection orders, providing individual counseling and medical advocacy, and assisting with safety planning. Providing these services in schools eliminates the many barriers to service young rural survivors of dating abuse face, but require different logistical considerations for confidentiality, safety, and response. As a reminder, doing prevention education and awareness in schools will encourage student disclosures. Be sure to set in place response services or referrals prior to doing dating abuse education in a school, and make school administrators aware this may happen.

Advocacy through Policy Change

School policy change can often be a first step to building a relationship and promoting community awareness of dating abuse. Before getting started, formulate a strategy or plan for moving policy change forward. Because every school and school district functions differently, this plan must reflect the unique climate of the school or district and the local community. Beyond the school climate, there are also nuances in how a school board will respond to a policy versus a procedure or a protocol. These nuances will affect the timing and stages of the strategy. Additionally, the process of drafting or revising a policy and then advocating for policy change does not need to be linear; advocacy for policy change can occur prior to, or during, the drafting or revision process. Unique circumstances suggest there are some key policies that rural and frontier schools should have in place to respond to dating abuse, and the following section aims to reflect the context of rural school communities.

In this Section

Background: The Value of School Policy

Dating abuse policies in schools create a structure for providing information about dating abuse and a system for empowering student survivors. Many schools do not currently have policies addressing prevention of and response to incidents of dating abuse, and rural schools are less likely than urban schools to have violence prevention policies.[63] Many students have little information from which to model healthy relationships and may not be able to parse out healthy and unhealthy dating behaviors on their own. School policies or procedures prohibiting dating abuse send a message to students that a school will not tolerate abuse and helps provide a foundation for developing a culture of respect. This section will address the key components of strong school policies around prevention and response to dating abuse.

> "We have to have that conversation about policy and protocols. If a kid reports or self-discloses, the counselor says they will need permission from the principal, but as a social worker we don't have to get that permission, we have to report. So we have to have those conversations and work that out in the beginning."
>
> SOS, Inc.
> Emporia, KS

Policy change will only be effective with student, staff, and parent input and support. Students can play a role in writing school policy, advocating for policy change, and ensuring that policies are ultimately successful. While they may not be on school grounds, parents are often most able to detect the changes in the behavior of their child. Parents and caregivers can support the development and implementation of school policies around abuse; parents who understand what dating abuse is and what schools are able to do to protect their children are a greater resource to their children. Including parents in both the development and implementation process can deeply strengthen the responsiveness and sustainability of the policies.

An effective dating abuse policy mandates staff training on dating abuse and the school's policy. Teachers spend a great deal of time with students, so giving them the tools to identify abuse early, to approach a student with sensitivity, and to provide relevant, youth-specific resources is vital to successful intervention and prevention. For agencies, offering annual staff trainings free of charge can be a consistent relationship-building activity. Knowing the legal obligations, like mandated reporting of child abuse and whether dating abuse must be reported, allows teachers and school staff to consistently respond to dating abuse. Policy empowers consistent disciplinary responses and outlines an administrative protocol for dealing with the specifics of dating abuse, as well as insures that victims can petition for disciplinary action against their abuser. Clearly stated and widely understood policies or protocols on confidentiality, parental consent and notification, and mandated reporting that align with state requirements protect the rights of all involved parties.

Worksheet: School Policy Fundamentals

Create Clear, Inclusive, and Accessible Policies

- Can students and parents easily access all policies and related protocols or guidance?
- Is dating abuse and sexual violence explicitly forbidden in school policies? Are these terms defined in the policy?
- Is dating abuse policy not gender-specific, and inclusive of same sex couples?
- Are policies available in different languages, as relevant to your community?
- Are policies available in print and online?

> "One of the challenges that comes up frequently, and one of the things we need to know with school districts, is what their policy of sexual education and abstinence is. Because often they think we're promoting sex when we're really just trying to promote safety. So we really need to know what their curriculum and policy are so we can work with it."
>
> Advocates Crisis Support Services, Craig, CO

Provide Accommodations to Survivors

- Is there a policy or protocol that provides accommodations for survivors of abuse?
- Are there creative ways to meet the needs of a student who requests an accommodation?
- Is there a list of possible creative accommodations?
- Is there a procedure that guides the school response to a request for an accommodation?
- Does the policy ensure that students in need of accommodation are referred to an advocate?

Respect Confidentiality

- Is there a policy or procedure that addresses how to refer young people to community services and what information can be shared between staff? With outside agencies? With parents and caregivers?
- Is there a policy that defines confidentiality and explicitly forbids staff members from sharing confidential student information?
- Are there clear procedures regarding the handling of information amongst school administrators that minimize the number of disclosures and maximizes confidentiality?
- Does all staff know limits of confidentiality they can provide if students disclose abuse and need assistance? Is all staff trained on mandatory reporting of child abuse?

Response is Survivor-Centric

- Do disciplinary policies consider the interests and safety of the survivor?
- Do disciplinary policies prepare for different responses to in school violence, out of school threats and controlling behavior, social media, verbal abuse, and outside of school physical violence?
- Do policies or procedures contemplate the role of staff in supporting protection or restraining orders? Do they include how staff should respond if they are notified about a civil protection order?

- Is positive discipline and offender support available, while maintain a survivor-centered framework?

Require Staff Training

- Do school policies require dating abuse training? If so, does this requirement apply to all school staff?
- How often are staff members required to attend training? Administrators?
- Does training include education about the dynamics of dating abuse as well as information about the school response to incidents of abuse?

Tip Sheet: Advocacy for School Policy Change

The logistics of advocating for school policy change are often varied and complicated for organizers who have not done this work before. A benefit of doing school policy advocacy in rural or frontier communities is that it may be easier to get questions answered about the policy process – though a challenge may be that this process can be more informal.

Do the Research

Research the school policies and procedures that are currently in place and learn the history of how they were developed. Explore why certain policies exist, don't exist, or are worded the way that they are to avoid any pitfalls when attempting to change language or add policies. If the school district has a general counsel or legal staff that can be consulted, do so as early as possible in the policy drafting process. This will also help to avoid drafting a full policy and being told later by the legal staff that the policy language cannot be used.

> "When we talked to people on a local level, there wasn't really recognition of dating violence being an issue. Schools thought that since they had really basic bullying or sexual harassment policies, teen dating violence didn't need to be addressed."
>
> Volunteer Outreach Coordinator, Domestic and Sexual Violence Services, Red Lodge, MT

Know the Process

Understand and be familiar with the process that the local district and school board follow when passing a new or revised policy. Do school board members want to be involved in drafting policies? Do they want to be involved in the decision to review or revise a policy? Often, policies are not required to be reviewed or revised in any specific timeframe. There may also be set time periods in which policies are required to be revised. If this is the case in your district, seek to align the plan for policy changes with the policy review period. If there is no set timeline for revising or reviewing a policy, or if there is no policy as of yet, advocate for policy development or review.

Let Youth Lead

Schools exist to educate and protect students. If students decide that school policy change is a priority, the school will listen. It is possible that young people in the school have already thought about policy change. Spreading the message that you will support students or student organizations in developing policies around dating violence can be the spark that students need to start the process.

Include Parents and Caregivers

While schools exist to educate and protect students, school administrators have a responsibility to parents and caregivers of these students to let them know how they are protecting and educating their students. If parents decide that school policy change is a priority, the school will listen. Meet with the PTA or other parent groups and discuss plans for policy change.

Build Momentum

With all of the competing priorities that schools face, it can be difficult to build momentum for a new initiative, especially one like policy that can be perceived as dry or boring. Build a team of school staff, administrators, youth, and parents who care about policy change and want to help move it forward. Help the school host a town hall meeting or other public forum about policy change. By creating backing for the idea of policy change, the actual process of drafting and passing revised policies will be that much more possible.

Be Patient

Policy change is rarely a quick process. There are many variables and external factors that can frustrate the policy process. For example, the Superintendent may have a different top priority for the school year, which may take away from efforts to promote a policy change, or there may be a funding issue that consumes the focus of the community. It can take multiple tries to successfully change policy, but with patience you can support that change.

Try, Try Again

In the case that you cannot change a policy, there are always district and school procedures or protocols that may be changed to improve survivor safety. If one strategy is not working, try another plan that may meet similar objectives.

Don't Recreate the Wheel

Adapt existing policies and be aware of which laws are relevant and will impact the work, such as tribal laws, state health and education codes. Seek out collaborative partners in delivering services as well – if crisis response or counseling services are already being offered by an outside agency at the school, take steps to work together.

> "Just do it one person at a time just like one day at a time. Don't react to their opinions."
>
> Executive Director,
> Henderson House,
> McMinnville, OR

Rural School Policy Initiative: Case Studies

The Rural School Policy Initiative was a partnership between selected Rural OVW Grantees and local schools with the goal to implement dating abuse policies in their schools or school districts. The Domestic and Sexual Violence Services of Red Lodge, Montana and The Community Students Learning Center of Lexington, Mississippi were involved in the Initiative and faced uniquely local challenges. The Community Students Learning Center successfully passed the Dating Violence Prevention Policy with the Holmes County School District in the Fall of 2013.

In this Section

Domestic and Sexual Violence Services of Red Lodge, MT

Domestic and Sexual Violence Services' (DSVS) mission is to serve individuals, families and communities impacted by physical, sexual and emotional abuse, and to promote healthy, equitable, violence-free relationships. The organization was founded in 1999 when a community member, shocked by the dearth of regional resources available to survivors of intimate partner violence, started a helpline from her home. Over the past 15 years, DSVS has grown to an organization of 8 staff members and over 35 volunteers who provide direct services. While DSVS takes pride in the organization's ability to provide help and hope to survivors of abuse, the staff firmly believes that the best way to address domestic violence in their area is through education.

DSVS began violence prevention efforts in South Central Montana in 2003, focusing on educating local youth on teen dating violence and advocating for policy changes to compliment these efforts. While this approach was crucial to the growth of its education programming, the organization found that this strategy was often met with resistance. Many schools were hesitant to allow outside speakers to talk about violence or dating relationships. Meanwhile, the staff struggled to implement policy changes, as local and state political officials were also reticent about this subject matter. In 2009 DSVS worked with the Office on Violence Against Women's Rural School Policy Initiative to further push for dating abuse policy change in their district, but continued to face resistance.

Informed by these experiences, the organization's approach to violence prevention education shifted dramatically in 2010 when DSVS was nominated for and received a Local Funding Partnership Grant from the Robert Wood Johnson Foundation. This funding was used to create ***Power Up, Speak Out!,*** a 9-lesson healthy relationships education program that educators are trained to facilitate in their own classrooms. These lessons reflected a stark shift in DSVS' approach: rather than trying to convince youth that violence and bullying are wrong, ***Power Up, Speak Out!*** began encouraging students to develop critical thinking skills to evaluate their own relationships. By contrasting subtle examples of healthy and unhealthy relationships, the organization created a fun, interactive and effective program that helps students recognize early signs of abuse.

By changing the language of the program to talk about "healthy relationships" rather than "teen dating violence," the demand for DSVS' education programming grew rapidly. Over 100 youth serving adults across Montana have received training to facilitate ***Power Up, Speak Out!*** DSVS educators have been invited to multiple state-wide workshops, speaking at the Montana Counselors' Association, Montana Educators' Association and Montana Behavioral Initiative's annual conferences. ***Power Up, Speak Out!*** recently trained Montana State Superintendent Denise Juneau's Student Advisory Board on its healthy relationships curriculum.

DSVS hopes that with the rapid growth of ***Power Up, Speak Out!***, substantial policy changes will become more approachable. Montana does not currently have a state-wide dating abuse policy, and remains the only state in the union that does not have an anti-bullying policy. The program's educators believe that if youth are encouraged to build healthy peer and dating relationships, over time the state will see a significant change in public sentiment regarding such issues.

To learn more please visit: www.powerupspeakout.org

Community Students Learning Center of Lexington, MS

Community Students Learning Center is based in Lexington, Mississippi and often works in partnership with the Holmes County School District and the Mississippi Department of Education (MDE). CSLC offers services and programs focused on effective family engagement strategies, reducing obesity in youth, and providing prevention, resources, and counseling to victims of domestic violence. CSLC has used the Safe Dates curriculum in three high schools and two middle schools in the Holmes County Public School District. The organization grew from the heart's desire of two parents and has grown from a grass-roots effort in 2003 into an organization that is impacting the lives of the greater community. CSLC is located in Holmes County, Mississippi (756 square miles) which has a population of 20,866 equaling 28 people per square mile. Because of its location, CSLC is making a difference not only in the lives of people in what has been noted as one of the poorest counties in the state, but also impacts the local economy through its dedicated workforce, consultants and its purchase of goods, products and services.

At the start of the Rural Policy Initiative, CSLC had a strong relationship with the local school board and three MOU's with the school district. CSLC founders and staff have connections with the school district as allies and employees going back as far as 50 years. For the Policy Initiative, these long term relationships and the successful prevention work being done in schools were a significant advantage. At the start they requested meetings with stakeholders, including students, faith leaders, parents, and a state representative. To gain an understanding of the legal and enforcement implications of the policy, CSLC also reached out to local law enforcement and the state attorney general's office, which each sent representatives to work on the Initiative. Other support was given by the superintendant, department of education, and other nonprofits in the area that could represent the geographic diversity of the county. The shared goal was to establish a school dating violence policy.

For skeptical board members, CSLC had to show there was a need in the community. They came up with a survey appropriate for all the students and took the results to the board of education. The survey illustrated the students' need and desire to have a dating violence policy in their schools, and the policy was ultimately supported. The process of approval edits by the school board and district took some time, but the Dating Violence Prevention Policy was passed in fall of 2013.

In the schools and community, CSLC plays many roles. These include being a mediator between schools and parents, providing anger management support groups, after-school support staff and staff trainers. CSLC offers staff trainings to the schools for free and its own staff members will even volunteer and provide donations when funding has been low for their other programs. To enter the schools, an agreed upon outline and schedule has been important to get buy-in and approval from principals and superintendants. After approval, parental consent opt-out forms are

provided as well. A big boost to school interest was two years ago, when the state mandated sex education, and many schools reached out to CSLC for training and support to those new programs. The funding is abstinence only or abstinence plus, which has been complemented by the teen dating violence curricula.

School-Based Intervention and Response

Confidential intervention and response require flexibility and expert knowledge. Domestic and sexual violence response agencies with the capacity to serve youth in schools can provide this expertise and eliminate barriers to service for dating abuse survivors. This section provides tips on addressing the logistical barriers to providing intervention and response in schools or in partnership with schools, with an eye towards confidentiality and student safety.

Important Note

These resources are not comprehensive guides to developing these models in schools. These tips focus on the logistics of transferring existing intervention and response services to the school setting, but do not address the advocacy skills rural sexual and domestic violence advocates will have already received in training.

In this Section

Tip Sheet: Support Groups

If an agency has the expertise to provide youth support groups, consider providing a support group on campus. These tips apply to a very broad definition of support group and focus on the logistics of managing the group and supporting confidentiality, consistency, and trust.

Work With the School

- Listen to scheduling concerns of teachers and administrators; if possible, rotate the time. Avoid meeting during lunch or before/after school, because that will limit accessibility[64]. Be mindful of transportation issues for students.
- Attempt to get buy-in from as many administrators and staff as much as possible. If reaching all teachers is not an option, provide group members with materials (for example, email address and website) to provide teachers who are concerned with missed class time.
  Work with administrators, particularly guidance counselors, to recruit interested students.
- Find ways to advertise to the larger student body and through current group members to reach students who may not already be utilizing school services. For example – table at an event, introduce the program over the PA system, or ask an interested student to write an article in the newspaper.[65]
- Establishing a single administrator to be the formal group contact person at the school can be particularly beneficial for support groups.
- Divide up the responsibilities for managing the group explicitly, particularly with regard to scheduling and space.
- Though there may not be as many options among the school staff at rural and frontier schools, someone who is familiar with the dynamics of dating abuse and is well liked by students is ideal.

Prioritize Confidentiality

- Cap group size at a low number, and offer more than one group if possible. This provides leeway if confidentiality challenges arise.
- Space should be private and reliably available. Avoid putting a sign on the door or calling attention to the nature of the meeting in the room.[66]

> "What ends up happening is we use referrals from one high school to go to another high school to identify students that are in abusive relationships. Counselors will give names of students to invite to our group meetings. We frame it so it feels like an honor to be invited. If there are students that are currently in a group who have a friend who is also dealing with an abusive relationship, they may bring that friend in as long as the group doesn't get too big. And if there are enough they can start a second group. I like to cap the group at 8 because if you get more than that it increases risk of breach of confidentiality."
>
> Youth Advocate,
> Henderson House,
> McMinnville, OR

- Require students to sign confidentiality forms at the start of the group, and begin with trust-building activities.
- Be explicit and up front about reporting requirements and the confidentiality of what is said in the group. Address concerns about advocate confidentiality in the larger community explicitly, with particular attention to parents or adults in their lives.
- Allow space and time for members to air their confidentiality concerns with other members in a moderated environment. Ask them not to discuss what goes on in the room outside of it, even with each other.
- Find a name to call the group that is positive and vague. An innocuous acronym, or a name such as "Healthy Relationships Club", can be a good start.
- Set ground rules about saying names of other students and community members who are not in the group.

Be Responsive and Inclusive

- Separate gender groups are ideal for many students, and often foster a space for more open communication. Keep in mind how this may impact interested LGBTQ students, however, and be flexible. Regardless, avoid putting both partners in the same group.
- Do an intake with students prior to their involvement in the group, if possible. This will allow a chance to address confidentiality and mandatory reporting concerns, answer questions about the group, build trust, and get a background on their dating history and safety concerns, if relevant.
- Provide safety planning resources at intake or first meeting – if members are in an abusive relationship, their involvement in the group could trigger abuse.
- Young people often are not aware of their legal rights or how to learn about them, so be prepared to provide access to this information.
- Be consistent with scheduling, agenda, enforcement of ground rules, as well as staffing.

> "Everybody knows everybody which can be an issue with opening up in group, especially if they dated the same person."
>
> Youth Advocate,
> Henderson House,
> McMinnville, OR

Developed with support of the Expect Respect Program Manual 1, Burcky, W., Reuterman, N., & Kopsky, S..

Tip Sheet: Civil Protection Orders

Most states allow minors to obtain Civil Protection Orders (also called restraining orders or protection from abuse orders) for abuse that has occurred within a dating relationship. These orders can prohibit all contact, including via technology, by an abusive partner against the protected individual. While a school may have a policy that requires enforcement of protection orders, that school may not provide training on the process for enforcing an order. For advocates familiar with protection orders, implementing them in the closed space of a school comes with unique challenges.

The school may receive a copy of a protection order directly from a student, a parent, or the student's attorney, or may be notified by an agency from which the student has been receiving services. Regardless of how or when the school receives notice of a protection order, the obligation to aid in enforcement attaches upon such notice. With the consent of the student, an advocate should consider working with parents and other community members to enforce the order and prioritize the safety of the student.

Upon Receipt of the Order

- The school employee first receiving notice of the protection order should notify the appropriate school administrator, provide them with a copy of the order, and schedule a meeting with the protected student and the student's parent or guardian (if appropriate).
- The school should refer the protected student to an advocate who can help the student create a safety plan and determine how to proceed with the order, regardless of whether the restrained individual is a student at the same school.
- Provide the student with information about reporting violations of the protective order and assist them with a list of resources.

During the Order

- If the restrained individual is not a student, the safety plan should focus on how to restrict his/her access to the school and how to protect the student's safety traveling to and from school.
- If the restrained individual is a student, the school should first make changes to the restrained student's schedule or enrollment in order to satisfy the requirements of the protection order.
- Advocate for the school to make necessary changes to the restrained student's enrollment first, and if needs cannot be met by this alone then changes to the protected student's enrollment can be suggested.
- Students may need a personal advocate to accompany them to meetings with law enforcement or administrators regarding the order or a systems advocate to guide the implementation of the order.
- Support processes and decision-making that empowers the student.

- The student will know the best safety strategies for their experience, so encourage their voice to be heard in discussion about the order's enforcement. As with accommodations, encourage school policies that maintain confidentiality while informing all parties necessary to the safety and empowerment of the student.
- Court-ordered civil protection orders are granted after a hearing where the restrained individual is granted all the protections of due process. It is not necessary to subject the protected student to another hearing, which would require further contact with their abusive partner. The school may allow a restrained student to dispute changes to his/her schedule or enrollment by filing a complaint in the school judicial system.

Tip Sheet: Individual Counseling

Rural youth may struggle to access individual advocacy at their schools or in their communities. The option of providing services on campus for survivors of dating abuse is often ideal, but comes with its own set of challenges. A relationship with a school created through individual counseling services can lead to broader conversations about improving school response to dating abuse, sexual violence, and stalking. Consider the following tips when establishing individual counseling services in the school setting:

- Be creative about where you provide counseling and other services to ensure utmost privacy and confidentiality. If at all possible, avoid holding office hours in high traffic areas of the school or during times when it is obvious when students seek services.
- Ensure that staff and administrators understand counseling schedules and the process for requesting services.
- Help schools fill gaps in counseling services that are offered to students. This may include staffing gaps, or gaps in expertise around dating abuse. Evaluate the needs of the school and community through conversations or formal surveys.
- If invited to provide services on campus, work with the school to find an appropriate school space that takes into consideration student schedules and if the abusive partner is also a student, how those schedules overlap.
- Establish a set schedule that is agreed upon by all stakeholders – including teachers and relevant staff- as early as possible.
- Explicitly communicate confidentiality requirements and address concerns.
- Encourage timeliness and accountability by all parties, and advocate for that as needed.
- Be consistent with paperwork processes, scheduling meetings, and staffing.
- Be prepared with youth friendly resources.

> "We are currently MOU ("memorandum of understanding") partners with 11 schools. We provide healthy relationship groups and crisis intervention in those schools. Included in the MOU is the opportunity for advocates to recruit the entire school-not just the "troubled kids"- and the school agrees to provide a confidential space for group to meet. This ensures that all students have the opportunity to take part in group and not just the students who guidance counselors are overwhelmed with."
>
> Revolution Program Director,
> Center for Survivors,
> Columbus, NE

Tip Sheet: Crisis Intervention

Incidents of dating abuse do happen on school campuses. This violence puts students and communities in physical danger and the public nature of the incidents can be traumatizing for survivors. Advocates working with schools, particularly those that do direct service in the school, should expect to be called on if a crisis occurs on campus.

Other violent events on campus may also involve dating partners, and may be triggering for witnesses who have experienced relationship violence. Make clear with school administrators that the agency is available for crisis support and advocacy in all instances of violence, and reach out if these incidents occur in the school or local area. Because many schools may not have access to mental health or crisis intervention services, or may be not be able to meet demand for services at this time, being a consistent support system for the community is important.

Additionally, because services in the area may be limited, students may reach out for mental health issues beyond experiences of dating abuse. As relationships and trust build with students at the school prepare for other types of crisis calls as well, and prepare local advocates with resources and training on youth-specific issues. Quick and warm referrals to suicide hotlines, pregnancy and sexual health resources, and support for LGBTQ youth are valuable for effective hotline response. Make the agency and other hotline numbers easily available for students, as well as links to youth friendly resources on dating abuse and other youth-specific issues.

Implement a Continuum of Crisis Response

- Separate the victim from the perpetrator of abuse.
- Speak with the victim, the alleged perpetrator, and any witnesses separately.
- Notify the parent(s) or guardian of the victim and perpetrator (if permissible), and schedule a meeting to discuss the incident and school response.
- Inform the victim of this policy and his/her rights under the policy, including accommodations and grievance process.
- Provide the victim with a list of local resources, including on and off campus services, and refer him/her to appropriate services.
- If desired by the victim, create a safety plan that addresses on and off campus protection.
- Administer appropriate immediate consequences to the perpetrator, including disciplinary procedures.

> "We feel it's imperative to be honest and upfront, particularly with young people. When the time comes where we have to report, that is never done without the student's involvement. We explain exactly who we are reporting to and what the possible outcomes may be. In situations where the parents have been contacted, we provide advocacy to both the parents and/or caregivers and the student to provide the best possible support and advocacy for the young person."
>
> Revolution Program Director,
> Center for Survivors,
> Columbus, NE

- Be knowledgeable about resources for students who have perpetrated abuse, including counseling services and batterer intervention programs.
- Assist with the enforcement of protection orders as defined by this policy.
- Offer ongoing assistance and advocacy to the victim and increase supervision of the perpetrator as necessary[67].

Safety Plan at School

- Include school personnel in the safety plan to the degree that the student is comfortable and is necessary. Consider the minimum amount of information these personnel need to know in order to keep the student safe, and always get the student's written permission to break confidentiality.
- Many safety planning strategies for young people may require the help of a trusted adult. Help them think through who that adult can be, but also include strategies that do not require adult intervention.
- Include technology in the safety plan. For example, chargers, spare phones, and important numbers can be kept separately for an emergency.
- Discuss whether passwords have been shared with an abusive partner, and change them to protect private information.
- Discuss the role of social media in safety for the student, and support modifying use for safety. Remember to ask about friends' social media use and if it poses a risk of revealing information that the student wishes to keep private.
- Transportation to and from school can be a time of vulnerability for a survivor, so include this in the safety plan.
- Consider privacy and confidentiality in smaller communities, as well as how the student can meet with an advocate privately, take a different route home, or distance themselves from unsupportive peers and family.
- Talk about sexual health, drugs, and alcohol as part of the safety plan with a young person.

Tip Sheet: Medical Advocacy

Rural service agencies are often dual domestic violence and sexual violence response providers, and typically will be knowledgeable about medical advocacy. Dating abuse can include sexual assault, and the option of a forensic or medical exam should be offered to minor survivors. Schools may not be knowledgeable about these options, particularly in cases of dating abuse, so educating administrators that these services should be offered in the case of disclosure is important.

Educate Schools

- Understanding the dynamics of sexual violence within dating relationships is an important and often not talked about element of healthy relationship education. Include resources about the dynamics of sexual violence and reproductive coercion when working with a school.
- Explain and emphasize the role of an advocate in medical advocacy to school administrators, particularly school nurses. This will help all school staff know who they will call if a disclosure of recent sexual assault occurs, and be familiar with the process.
- Medical advocacy is also important in cases of physical violence. Educate schools on the value of medical advocacy in student health and safety. Don't forget to include education around developing and maintaining legal evidence.
- The relationships that an outside agency has built for crisis response can be enormously helpful to schools as well as their students. Do not hesitate to refer to, or include, partner agencies in resources, outreach, and networking conversations with school.

Support Youth

- Empower youth to make their own decisions about disclosure and medical advocacy by addressing minor-specific confidentiality and access concerns on any agency materials about medical advocacy that are shared with schools. This can include information on the agency's website, palm cards, or other publications. Make sure that any medical advocacy information is available for youth without requiring disclosure.
- Include education about reproductive coercion in dating abuse materials and presentations with youth if possible.
- Help school staff understand the specific challenges that face minors in rural areas when they seek medical advocacy. Challenges may include support for transportation, availability of youth-specific forensic exams, and parental notification laws.
- Minors may not be as likely to seek out information on emergency contraception, protective orders, or HIV post-exposure prophylaxis or STD testing. Do not assume young people know to ask for or advocate for these resources, and empower them with information. Provide information to schools and make it publically available online or in publications.
- Provide youth-specific resources about the legal process, including making a criminal complaint for a sexual assault and/or filing for a CPO. Make resources on these issues available for schools.

Citations and Resources

American Bar Association, National Teen Dating Violence Prevention Initiative (2006). *Teacher's Guide: Interesting, Fun, and Effective Classroom Activities to Influence Teen Dating Violence Awareness and Prevention.* Accessed at http://www.americanbar.org/content/dam/aba/migrated/unmet/teendating/teachersguide.authcheckauth.pdf on Sept. 18, 2013.

Arriaga, X. B., & Foshee, V. A. (2004). "Adolescent Dating Violence: Do Adolescents Follow in Their Friends', or Their Parents', Footsteps?" Journal of Interpersonal Violence, 19, 162-184.

Break the Cycle (2013) Analysis of Centers for Disease Control and Prevention (June 2012) "Youth Risk Behavior Surveillance – United States, 2011." Morbidity and Mortality Weekly Report, Surveillance Summaries, Vol. 61 No. 4.

Break the Cycle (2013) "Framework for Developing School Policies to Address Domestic Violence, Dating Violence, Sexual Assault and Stalking" Available upon request and at www.breakthecycle.org in 2014.

Break the Cycle and the National Dating Abuse Helpline (2013) "Report on Youth Access to Rural Dating Abuse Services". Available upon request and at www.breakthecycle.org in 2014.

Burcky, W., Reuterman, N., & Kopsky, S. (1988) Expect Respect Part 1 Program Manual.

Centers for Disease Control and Prevention (June 2011) "Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12- Youth Risk Behavior Surveillance, Selected Sites, United States, 2001-2009." Morbidity and Mortality Weekly Report, Early Release, Vol. 60.

Centers for Disease Control and Prevention (June 2012) "Youth Risk Behavior Surveillance – United States, 2011." Morbidity and Mortality Weekly Report, Surveillance Summaries, Vol. 61 No. 4.

Chimonides, K. M., Frank, D. I. (1998). "Rural and Urban Adolescents' Perceptions of Mental Health". Adolescence, Vol. 33, No. 823.

Coyne-Beasley, T., Moracco, K. E., & Casteel, M. J. (2003). "Adolescent Femicide: A Population-based Study". Archives of Pediatrics & Adolescent Medicine, 157(4), 355-360.

Foshee, V. A. (1996). "Gender Differences in Adolescent Dating Abuse Prevalence, Types and Injuries". Health Education Research, 11, 275-286.

Gay, Lesbian & Straight Education Network (2012) “Strengths and Silences: The Experiences of Lesbian, Bisexual, Gay, and Transgender Students in Rural and Small Town Schools”.

Halpern, C. T., Oslak, S. G., Young, M. L., Martin, S. L., & Kupper, L. L. (2001). “Partner Violence Among Adolescents in Opposite-Sex Romantic Relationships: Findings from the National Longitudinal Study of Adolescent Health”. American Journal of Public Health, 91, 1679-1685.

Holt, M. & Espelage, D. (2005) “Social Support as a Moderator Between Dating Violence Victimization and Depression/Anxiety Among African American and Caucasian Adolescents”. School Psychology Review, Vol. 34, No. 3. 309-328.

Lambert, R. (May 2013) “Violence in U.S. K-12 Schools, 1974-2013: Patterns in Deadly Incidence and Mass Threat” The Rural School and Community Trust.

Lichter, D., Parisi, D.,Grice, S., Taquino, M.(2007a) “National Estimates of Racial Segregation in Rural and Small-Town America.” Demography 44:563–81.

McDonell, J., Ott, J., Mitchell, M. “Predicting Dating Violence Victimization and Perpetration among Middle and High School Students in a Rural Southern Community”. Children and Youth Services Review 32 (2010) 1458–1463.

Miller, E., Decker, M. R., Reed, E., Raj, A., Hathaway, J. E., & Silverman, J. G. (2007). “Male Partner Pregnancy-Promoting Behaviors and Adolescent Partner Violence: Findings from a Qualitative Study with Adolescent Females” Ambulatory Pediatrics, 7(5), 360-366.

Mink, M., Moore, C., Johnson, A., Probst, J., Martin, A. (2005) “Violence and Rural Teens: Teen Violence, Drug Use, and School-Based Prevention Services in Rural America”. South Carolina Rural Health Research Center.

Mitra, M. (2012). “Dating Violence and Associated Health Risks Among High School Students with Disabilities”. Maternal and Child Health Journal.

Molidor, C., Tolman, R. (1998) “Gender and Contextual Factors in Adolescent Violence”. Violence Against Women Vol 4, No 2

Oregon Coalition Against Domestic and Sexual Violence (2013). *Healthy Teen Relationship Act Toolkit: An Advocate’s Guide to Engaging Local School Districts in Teen Dating Violence Prevention.* Accessed at http://www.ocadsv.com/sites/default/files/userfiles/file/Final_HTRAtoolkit_website_version.pdf on Sept. 18, 2013.

Roberts TA, Auinger P, Klein JD. (2005). “Intimate Partner Violence and the Reproductive Health of Sexually Active Girls.” Journal of Adolescent Health. 2005;36(5):380-385.

Rural Education News and Insight (January 10, 2012) Accessed at http://blogs.edweek.org/edweek/rural_education/2012/01/rural_schools_grow_enrollment_divers div_poverty.html on Sept. 8, 2013.

School Superintendant's Association (May 2010) "School District Consolidation: The Benefits and Costs". Accessed at http://www.aasa.org/schooladministratorarticle.aspx?id=13218 on Sept. 16, 2013.

Slovak, K. (2002) "Gun Violence and Children: Factors Related to Exposure and Trauma. Health & Social Work" 27(2): 104-113.

Smith, N. & Harrell, S. (March 2013). "Sexual Abuse of Children with Disabilities: A National Snapshot". Retrieved from http://www.vera.org/sites/default/files/resources/downloads/sexual-abuse-of-children-with-disabilities-national-snapshot.pdf on Sept 16, 2013.

Spencer, G., Bryant., S. (2000) "Dating Violence: A Comparison of Rural, Urban, and Suburban Teens". Journal of Adolescent Health, 27(5):302-305.

Strange, M., Johnson, J., Showalter, D., Klein, R. (January 2012) "Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States". The Rural School and Community Trust.

Swahn, M. H., Simon, T. R., Hertz, M. F., Arias, I., Bossarte, R. N., Ross, J. G., Hamburger, M. E. (2008). "Linking Dating Violence, Peer Violence, and Suicidal Behaviors Among High-Risk Youth". American Journal of Preventive Medicine, 34(1), 30-38.

The Arc of the United States (2006) "The Arc's Justice Advocacy Guide: An Advocates Guide on Assisting Victims and Suspects with Intellectual Disabilities" Accessed at www.thearc.org/docu on Jan. 6, 2014.

The National Campaign to Prevent Teen and Unplanned Pregnancy (Jan 2013) "Teen Childbearing in Rural America".

The Rural School and Community Trust (2005). "Why Rural Matters 2005".

The Rural School and Community Trust (Jan 2012). "Why Rural Matters 2011-12 Press Release".

The Rural School and Community Trust (June 2013). "Everyone a Stakeholder: D.P. Cooper Elementary Leverages Rural Assets for Students and Community". Rural Policy Matters.

United States Department of Agriculture, Economic Research Service. "Income and Nonfarm Earnings" Accessed at http://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/income-nonfarm-earnings.aspx#.UaTfi9gV-dc on Sept. 8, 2013.

University of Wisconsin-Extension Program Development and Evaluation. Logic Model Template. Accessed at http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html on Jan. 3, 2014.

Vera Institute of Justice, Center on Victimization and Safety (2011). "Forging New Collaborations: A Guide for Rape Crisis, Domestic Violence, and Disability Organizations."

Wingood, G. M., DiClemente, R., McCree, D. H., Harrington, K., & Davies, S. L. (2001). "Dating Violence and the Sexual Health of Black Adolescent Females". Pediatrics, 107(5), 1-4.

[1] Break the Cycle and the National Dating Abuse Helpline (2013) "Report on Youth Access to Rural Dating Abuse Services".
[2] Break the Cycle and the National Dating Abuse Helpline (2013) "Report on Youth Access to Rural Dating Abuse Services".
[3] The Rural School and Community Trust (Jan 2012). "Why Rural Matters 2011-12 Press Release".
[4] The Rural School and Community Trust (Jan 2012). "Why Rural Matters 2011-12 Press Release".
[5] The Rural School and Community Trust (Jan 2012). "Why Rural Matters 2011-12 Press Release".
[6] The Rural School and Community Trust (Jan 2012). "Why Rural Matters 2011-12 Press Release".
[7] The Rural School and Community Trust (Jan 2012). "Why Rural Matters 2011-12 Press Release".
[8] Gay, Lesbian & Straight Education Network (2012) "Strengths and Silences: The Experiences of Lesbian, Bisexual, Gay, and Transgender Students in Rural and Small Town Schools".
[9] Rural Education News and Insight (January 10, 2012) Accessed at http://blogs.edweek.org/edweek/rural_education/2012/01/rural_schools_grow_enrollment_diversity_poverty.html on Sept. 8, 2013.
[10] Strange, M., Johnson, J., Showalter, D., Klein, R. (January 2012) "Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States". The Rural School and Community Trust.
[11] Lichter, D., Parisi, D.,Grice, S., Taquino, M.(2007a) "National Estimates of Racial Segregation in Rural and Small-Town America." Demography 44:563–81.
[12] The Rural School and Community Trust (2005). "Why Rural Matters 2005".
[13] The Rural School and Community Trust, "Everyone a Stakeholder: D.P. Cooper Elementary Leverages Rural Assets for Students and Community". Rural Policy Matters: June 2013.
[14] Strange, M., Johnson, J., Showalter, D., Klein, R. (January 2012) "Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States". The Rural School and Community Trust.
[15] Strange, M., Johnson, J., Showalter, D., Klein, R. (January 2012) "Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States". The Rural School and Community Trust.
[16] Strange, M., Johnson, J., Showalter, D., Klein, R. (January 2012) "Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States". The Rural School and Community Trust.
[17] Strange, M., Johnson, J., Showalter, D., Klein, R. (January 2012) "Why Rural Matters 2011-12: The Condition of Rural Education in the 50 States". The Rural School and Community Trust. .
[18] Lambert, R. (May 2013) "Violence in U.S. K-12 Schools, 1974-2013: Patterns in Deadly Incidence and Mass Threat" The Rural School and Community Trust.
[19] Lambert, R. (May 2013) "Violence in U.S. K-12 Schools, 1974-2013: Patterns in Deadly Incidence and Mass Threat" The Rural School and Community Trust.
[20] Mink, M., Moore, C., Johnson, A., Probst, J., Martin, A. (March 2005) "Violence and Rural Teens: Teen Violence, Drug Use, and School-Based Prevention Services in Rural America". South Carolina Rural Health Research Center
[21] Centers for Disease Control and Prevention (June 2012) "Youth Risk Behavior Surveillance – United States, 2011." Morbidity and Mortality Weekly Report, Surveillance Summaries, Vol. 61 No. 4.

[22] Centers for Disease Control and Prevention (June 2012) "Youth Risk Behavior Surveillance – United States, 2011." Morbidity and Mortality Weekly Report, Surveillance Summaries, Vol. 61 No. 4.
[23] Centers for Disease Control and Prevention (June 2012) "Youth Risk Behavior Surveillance – United States, 2011." Morbidity and Mortality Weekly Report, Surveillance Summaries, Vol. 61 No. 4.
[24] Centers for Disease Control and Prevention (June 2011) "Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12- Youth Risk Behavior Surveillance, Selected Sites, United States, 2001-2009." Morbidity and Mortality Weekly Report, Early Release, Vol. 60.
[25] Halpern, C. T., Oslak, S. G., Young, M. L., Martin, S. L., & Kupper, L. L. (2001). "Partner Violence Among Adolescents in Opposite-Sex Romantic Relationships: Findings from the National Longitudinal Study of Adolescent Health". American Journal of Public Health, 91, 1679-1685.
[26] Coyne-Beasley, T., Moracco, K. E., & Casteel, M. J. (2003). Adolescent Femicide: A Population-based Study". Archives of Pediatrics & Adolescent Medicine, 157(4), 355-360.
[27] Burcky, W., Reuterman, N., & Kopsky, S. (1988) Expect Respect Part 1 Program Manual.
[28] Arriaga, X. B., & Foshee, V. A. (2004). "Adolescent Dating Violence: Do Adolescents Follow in Their Friends', or Their Parents', Footsteps?" Journal of Interpersonal Violence, 19, 162-184.
[29] Foshee, V. A. (1996). "Gender Differences in Adolescent Dating Abuse Prevalence, Types and Injuries". Health Education Research, 11, 275-286.
[30] Foshee, V. A. (1996). "Gender Differences in Adolescent Dating Abuse Prevalence, Types and Injuries". Health Education Research, 11, 275-286.
[31] Swahn, M. H., Simon, T. R., Hertz, M. F., Arias, I., Bossarte, R. N., Ross, J. G., Hamburger, M. E. (2008). "Linking Dating Violence, Peer Violence, and Suicidal Behaviors Among High-Risk Youth". American Journal of Preventive Medicine, 34(1), 30-38.
[32] Break the Cycle (2013) Analysis of Centers for Disease Control and Prevention (June 2012) "Youth Risk Behavior Surveillance – United States, 2011." Morbidity and Mortality Weekly Report, Surveillance Summaries, Vol. 61 No. 4.
[33] Spencer, G., Bryant., S. (2000) "Dating Violence: A Comparison of Rural, Urban, and Suburban Teens". Journal of Adolescent Health, 27(5):302-305.
[34] McDonell, J., Ott, J., Mitchell, M. "Predicting Dating Violence Victimization and Perpetration among Middle and High School Students in a Rural Southern Community". Children and Youth Services Review 32 (2010) 1458–1463.
[35] McDonell, J., Ott, J., Mitchell, M. "Predicting Dating Violence Victimization and Perpetration among Middle and High School Students in a Rural Southern Community". Children and Youth Services Review 32 (2010) 1458–1463.
[36] Chimonides, K. M., Frank, D. I. (1998). "Rural and Urban Adolescents' Perceptions of Mental Health". Adolescence, Vol. 33, No. 823
[37] Slovak, K. (2002) "Gun Violence and Children: Factors Related to Exposure and Trauma. Health & Social Work" 27(2): 104-113.
[38] McDonell, J., Ott, J., Mitchell, M. "Predicting Dating Violence Victimization and Perpetration among Middle and High School Students in a Rural Southern Community". Children and Youth Services Review 32 (2010) 1458–1463.
[39] Mink, M., Moore, C., Johnson, A., Probst, J., Martin, A. (March 2005) "Violence and Rural Teens: Teen Violence, Drug Use, and School-Based Prevention Services in Rural America". South Carolina Rural Health Research Center
[40] McDonell, J., Ott, J., Mitchell, M. "Predicting Dating Violence Victimization and Perpetration among Middle and High School Students in a Rural Southern Community". Children and Youth Services Review 32 (2010) 1458–1463.
[41] Mink, M., Moore, C., Johnson, A., Probst, J., Martin, A. (March 2005) "Violence and Rural Teens: Teen Violence, Drug Use, and School-Based Prevention Services in Rural America". South Carolina Rural Health Research Center
[42] Miller, E., Decker, M. R., Reed, E., Raj, A., Hathaway, J. E., & Silverman, J. G. (2007). "Male Partner Pregnancy-Promoting Behaviors and Adolescent Partner Violence: Findings from a Qualitative Study with Adolescent Females" Ambulatory Pediatrics, 7(5), 360-366.
[43] Wingood, G. M., DiClemente, R., McCree, D. H., Harrington, K., & Davies, S. L. (2001). "Dating Violence and the Sexual Health of Black Adolescent Females". Pediatrics, 107(5), 1-4.

[44] Roberts TA, Auinger P, Klein JD. (2005). "Intimate Partner Violence and the Reproductive Health of Sexually Active Girls." Journal of Adolescent Health. 2005;36(5):380-385.
[45] The National Campaign to Prevent Teen and Unplanned Pregnancy (Jan 2013) "Teen Childbearing in Rural America".
[46] Break the Cycle and the National Dating Abuse Helpline (2013) "Report on Youth Access to Rural Dating Abuse Services".
[47] United States Department of Agriculture, Economic Research Service. "Income and Nonfarm Earnings" Accessed at http://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/income-nonfarm-earnings.aspx#.UaTfi9gV-dc on Sept. 8, 2013.
[48] University of Wisconsin-Extension Program Development and Evaluation. Logic Model Template. Accessed at http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html on Jan. 3, 2014.
[49] Gay, Lesbian & Straight Education Network (2012) "Strengths and Silences: The Experiences of Lesbian, Bisexual, Gay, and Transgender Students in Rural and Small Town Schools".
[50] Mitra, M. (2012). "Dating Violence and Associated Health Risks Among High School Students with Disabilities". Maternal and Child Health Journal.
[51] Mitra, M. (2012). "Dating Violence and Associated Health Risks Among High School Students with Disabilities". Maternal and Child Health Journal.
[52] Smith, N. & Harrell, S. (March 2013). "Sexual Abuse of Children with Disabilities: A National Snapshot". Retrieved from http://www.vera.org/sites/default/files/resources/downloads/sexual-abuse-of-children-with-disabilities-national-snapshot.pdf on Sept 16, 2013.
[53] Smith, N. & Harrell, S. (March 2013). "Sexual Abuse of Children with Disabilities: A National Snapshot". Retrieved from http://www.vera.org/sites/default/files/resources/downloads/sexual-abuse-of-children-with-disabilities-national-snapshot.pdf on Sept 16, 2013.
[54] The Arc of the United States (2006) "The Arc's Justice Advocacy Guide: An Advocates Guide on Assisting Victims and Suspects with Intellectual Disabilities" Accessed at www.thearc.org/document.doc?id=3669 on Jan. 6, 2014.
[55] Mitra, M. (2012). "Dating Violence and Associated Health Risks Among High School Students with Disabilities". Maternal and Child Health Journal.
[56] The Arc of the United States (2006) "The Arc's Justice Advocacy Guide: An Advocates Guide on Assisting Victims and Suspects with Intellectual Disabilities" Accessed at www.thearc.org/document.doc?id=3669 on Jan. 6, 2014.
[57] The Arc of the United States (2006) "The Arc's Justice Advocacy Guide: An Advocates Guide on Assisting Victims and Suspects with Intellectual Disabilities" Accessed at www.thearc.org/document.doc?id=3669 on Jan. 6, 2014.
[58] Smith, N. & Harrell, S. (March 2013). "Sexual Abuse of Children with Disabilities: A National Snapshot". Retrieved from http://www.vera.org/sites/default/files/resources/downloads/sexual-abuse-of-children-with-disabilities-national-snapshot.pdf on Sept 16, 2013.
[59] The Arc of the United States (2006) "The Arc's Justice Advocacy Guide: An Advocates Guide on Assisting Victims and Suspects with Intellectual Disabilities" Accessed at www.thearc.org/document.doc?id=3669 on Jan. 6, 2014.
[60] The Arc of the United States (2006) "The Arc's Justice Advocacy Guide: An Advocates Guide on Assisting Victims and Suspects with Intellectual Disabilities" Accessed at www.thearc.org/document.doc?id=3669 on Jan. 6, 2014.
[61] The Arc of the United States (2006) "The Arc's Justice Advocacy Guide: An Advocates Guide on Assisting Victims and Suspects with Intellectual Disabilities" Accessed at www.thearc.org/document.doc?id=3669 on Jan. 6, 2014.
[62] Vera Institute of Justice, Center on Victimization and Safety (2011). "Forging New Collaborations: A Guide for Rape Crisis, Domestic Violence, and Disability Organizations."
[63] Molidor, C., Tolman, R. (1998) "Gender and Contextual Factors in Adolescent Violence". Violence Against Women Vol 4, No 2
[64] Molidor, C., Tolman, R. (1998) "Gender and Contextual Factors in Adolescent Violence". Violence Against Women Vol 4, No 2
[65] Molidor, C., Tolman, R. (1998) "Gender and Contextual Factors in Adolescent Violence". Violence Against Women Vol 4, No 2

[66] Burcky, W., Reuterman, N., & Kopsky, S. (1988) Expect Respect Part 1 Program Manual.
[67] Break the Cycle (2013) "Framework for Developing School Policies to Address Domestic Violence, Dating Violence, Sexual Assault and Stalking" Available upon request and at www.breakthecycle.org in 2014.