Indiana's Model Teen Dating Violence Educational Materials and Response Policies For Schools Guidance Document (IC 20---19---3---10)

March, 2011

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INTRODUCTION

During the 2010 legislative session, the General Assembly passed SEA 316, and the Governor signed IC 20‑‑‑19‑‑‑3‑‑‑10 into law. The legislation requires the Indiana Department of Education (IDOE), in collaboration with organizations that have expertise in dating violence, domestic violence, and sexual abuse to identify **or** develop and make available to schools; (a) Model dating violence educational materials, and (b) A model for dating violence response policies and reporting by July 1, 2011. To that end, the information included in this document represents the identification of available teen dating violence prevention and intervention materials, as well as suggested policy and reporting guidance; all for the purposes of assisting schools and corporations as they address this issue in the school setting.

Throughout Indiana, both school and community‑‑‑based practitioners are currently addressing the topic of teen dating violence through the provision of a variety of dating, intimate partner, and sexual violence prevention programs and curriculums in both school and out‑‑‑of‑‑‑school settings. These programs and curriculums have been developed in different ways, were obtained from a variety of sources, and are providing valuable assistance to schools. The IDOE has developed a set of guidelines and an assessment process to assist school personnel in the identification of those teen dating violence prevention materials whose contents and resources are accurate and based on sound prevention messages and principles. The materials identified through this process will assist schools – especially those serving grades six through twelve – with the implementation of student oriented dating violence education programs, as well as the process for developing response policies and procedures.

A. Legislation

IC 20‑‑‑19‑‑‑3‑‑‑10
Dating violence educational materials
   Sec. 10. (a) The department, in collaboration with organizations that have expertise in dating violence, domestic violence, and sexual abuse, shall identify or develop:
      (1) model dating violence educational materials; and
      (2)) a model for dating violence response policies and reporting.
Not later than July 1, 2011, the department shall make the models developed or identified under this section available to assist schools with the implementation of dating violence education programs in grades 6 through 12 and dating violence response policies.
   (b) The model dating violence policy identified or developed under subsection (a) may include the following topics:

(1) Warning signs of dating violence.
(2)) The basic principles of dating violence prevention.
(3) Methods of parental education and outreach.
As added by P.L.83---2010, SEC.1.

B. Definitions

A. Healthy Relationships:

A connection between people that increases well---being, is mutually enjoyable, and enhances or maintains each individual's positive self concept.
(Virginia Sexual and Domestic Violence Action Alliance)

B. Dating Violence:

The intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a current, former, or potential dating relationship.

- Verbal – name---calling, putdowns, yelling or shouting, threatening the partner or one of the partner's family members
- Emotional – excessive jealousy, trying to control the partner's activities, calling or paging frequently to "keep tabs" on the partner, telling the partner how to dress, stalking,
- Physical – hitting, slapping, punching, shoving, pinching, kicking, hair pulling
- Sexual – unwanted touching or kissing, forcing the partner to have sex or engage in any unwanted sexual activity, not allowing the partner to use birth control

(Section 71.0021, Texas Family Code)

A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner.
(Department of Justice)

C. Domestic Battery:

(a) Except as provided in subsections (b) through (f), a person who knowingly or intentionally:

(1) touches a family or household member in a rude, insolent, or angry manner; or

(2) in a rude, insolent, or angry manner places any bodily fluid or waste on a family or household member;

commits domestic battery, a Class A misdemeanor.

    (b) The offense under subsection (a)(1) or (a)(2) is a Level 6 felony if one (1) or more of the following apply:
> (1) The person who committed the offense has a previous, unrelated conviction:
>> (A) for a battery offense included in this chapter; or
>> (B) in any other jurisdiction, including a military court, in which the elements of the crime for which the conviction was entered are substantially similar to the elements of a battery offense included in this chapter.
>
> (2) The person who committed the offense is at least eighteen (18) years of age and committed the offense against a family or household member in the physical presence of a child less than sixteen (16) years of age, knowing that the child was present and might be able to see or hear the offense.
>
> (3) The offense results in moderate bodily injury to a family or household member.
>
> (4) The offense is committed against a family or household member who is less than fourteen (14) years of age and is committed by a person at least eighteen (18) years of age.
>
> (5) The offense is committed against a family or household member of any age who has a mental or physical disability and is committed by a person having the care of the family or household member with the mental or physical disability, whether the care is assumed voluntarily or because of a legal obligation.
>
> (6) The offense is committed against a family or household member who is an endangered adult (as defined in IC 12-10-3-2).

    (c) The offense described in subsection (a)(1) or (a)(2) is a Level 5 felony if one (1) or more of the following apply:
> (1) The offense results in serious bodily injury to a family or household member.
>
> (2) The offense is committed with a deadly weapon against a family or household member.
>
> (3) The offense results in bodily injury to a pregnant family or household member if the person knew of the pregnancy.
>
> (4) The person has a previous conviction for a battery offense:
>> (A) included in this chapter against the same family or household member; or
>> (B) against the same family or household member in any other jurisdiction, including a military court, in which the elements of the crime for which the conviction was entered

are substantially similar to the elements of a battery offense included in this chapter.

(5) The offense results in bodily injury to one (1) or more of the following:

(A) A family or household member who is less than fourteen (14) years of age if the offense is committed by a person at least eighteen (18) years of age.

(B) A family or household member who has a mental or physical disability if the offense is committed by an individual having care of the family or household member with the disability, regardless of whether the care is assumed voluntarily or because of a legal obligation.

(C) A family or household member who is an endangered adult (as defined in IC 12-10-3-2).

(d) The offense described in subsection (a)(1) or (a)(2) is a Level 4 felony if it results in serious bodily injury to a family or household member who is an endangered adult (as defined in IC 12-10-3-2).

(e) The offense described in subsection (a)(1) or (a)(2) is a Level 3 felony if it results in serious bodily injury to a family or household member who is less than fourteen (14) years of age if the offense is committed by a person at least eighteen (18) years of age.

(f) The offense described in subsection (a)(1) or (a)(2) is a Level 2 felony if it results in the death of one (1) or more of the following:

(1) A family or household member who is less than fourteen (14) years of age if the offense is committed by a person at least eighteen (18) years of age.

(2) A family or household member who is an endangered adult (as defined in IC 12-10-3-2).

(IC 35---42---2---1.3)

D. Domestic Violence

A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner.
(Department of Justice)

E. Sexual Violence

"Sexual violence (SV) is any sexual act that is perpetrated against someone's will. SV encompasses a range of offenses, including a completed nonconsensual sex act (i.e., rape), an attempted nonconsensual sex act, abusive sexual contact (i.e., unwanted touching), and non---contact sexual abuse (e.g., threatened sexual violence, exhibitionism, voyeurism, verbal or behavioral sexual harassment, or taking nude photographs of a sexual nature of another person without his or her consent or

knowledge, or of a person who is unable to consent or refuse). All types involve victims who do not consent, or who are unable to consent or refuse to allow the act."
(CDC 2011)

F. Sexual Harassment

Conduct that threatens to cause harm or bodily injury to another person, is sexually intimidating, causes physical damage to the property of another person, subjects another person to physical confinement or restraint or maliciously and substantially harms another person's physical or emotional health or safety.
("A Guide to Addressing Dating Violence in Texas Schools")

G. Bullying

Overt, unwanted, repeated acts or gestures, including:
(1))verbal or written communications or images transmitted;
(2)) physical acts committed, aggression, or
(3)) any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment
(IC 20---33---8---0.2)

H. Perpetrator

A person who uses coercive tactics to establish and maintain power and control over a dating partner. An alleged perpetrator is an individual who has been accused of exhibiting harassing or violent behaviors towards another individual or an individual who has been suspected of such behaviors.
("A Guide to Addressing Dating Violence in Texas Schools")

I. Victim

The target of the alleged perpetrator's coercive and/or violent acts.
("A Guide to Addressing Dating Violence in Texas Schools")

PREVENTION AND INTERVENTION

A. Basic Principles of Prevention

Although programs and curriculums intended to prevent dating, domestic, and sexual violence generally have not been evaluated using longitudinal studies to assess long---term effects on self---reported or observed behavior (with the exception of Safe Dates), researchers have identified characteristics of effective prevention programs in other health behavior fields. Using a review---of---reviews approach across four areas (substance abuse, risky sexual behaviors, school failure, and juvenile delinquency), the authors of one study noted that nine characteristics were present in prevention programs that had proven to be effective:

- Comprehensiveness (providing an array of interventions and settings to address salient precursors or mediators of the target problem)
- Varied teaching methods (emphasizing the need for some type of active, skill---based component in prevention interventions)
- Sufficient dosage (quality and quantity of contact hours, session length, number of sessions, spacing of sessions, and duration of the total program)
- Theory---driven (scientific justification behind a prevention intervention—etiological theories and intervention theories)
- Positive relationships (providing opportunities for children to strengthen their relationships with peers and caring adults)
- Appropriately timed (interventions should happen at the appropriate developmental stage and before problem behavior is initiated)
- Socioculturally relevant (cultural tailoring of prevention programs)
- Outcome evaluation (engaging in continuous assessment of program effectiveness and making changes as needed)
- Well---trained staff (staff implementing the program should be sensitive, competent, and in receipt of sufficient training and support).[1]

Although these characteristics have been noted in prevention programs addressing health behaviors and outcomes other than dating, domestic and sexual violence, it is reasonable to infer that they apply to successful prevention programs in those areas, as well. As the study states: "These [reviews] suggest that there are some principles that transcend the individual programs or content areas. Prevention now has a sufficient knowledge base to begin a meta---

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[1] Nation, Maury, Crusto, Cindy, Wandersman, Abraham, Kumpfer, Karol L., Seybolt, Diana, Morissey---Kane, Erin and Davino, Katrina. "What Works in Prevention: Principles of Effective Prevention Programs". American Psychologist (58:6/7). (2003) 449---56

assessment of the characteristics of effective prevention programming and thereby assist practitioners in selecting programs that are likely to produce positive outcomes."

B. Community and School Assessment

Assessment is the process of gathering information to inform decisions. Once assessment information is gathered, it is suggested that this data be analyzed to assist in better understanding the causes underlying the data. For the purpose of this legislation, IC 20‑‑‑19‑‑‑3‑‑‑10, assessment data is important because it can help answer the following questions:
- *Is dating violence a problem within our school community?*
- *When and where does dating violence most often occur?*
- *Are we providing adequate prevention and education regarding dating violence (i.e. do students understand the relevant Guidance, Health, and Family and Consumer Sciences Standards?)*
- *Are we providing appropriate response and reporting options (i.e. an easy and confidential way for students to report dating violence and appropriate counseling services, if needed).*

An analysis of such data can provide valuable information that can, and should, be used in responding to student needs.

To gather information regarding dating violence, assessments may be administered to students, staff, and parents. Assessment data might include surveys, confidential self reports or reports by others, observations, etc. Assessment data may also include the collection of referrals made to the office regarding dating violence incidents. If using a student survey, it is important to remember that per IC 20‑‑‑30‑‑‑5‑‑‑17, a "student shall not be required to participate in a personal analysis, an evaluation, or a survey that is not directly related to academic instruction and that reveals or attempts to affect the student's attitudes, habits, traits, opinions, beliefs, concerning… **without the prior consent** of the student if the student is an adult or an emancipated minor or the prior written consent of the student's parent if the student is an unemancipated minor."

Sample assessments might include:
- Student Guidance Standards Survey: http://cgi.asainstitute.org/cgi‑‑‑bin/schoolcounseling/login (Your school's counselor should have a login to this resource)
- Grade 9, 11 Learn More Survey: http://www.learnmoreindiana.org/counselors/Pages/StudentSurvey.aspx

For the purposes of this legislation, it may be necessary to develop a survey to be able to gather specific information regarding student relationships and dating violence. Surveys or assessments can also be created online using such websites as http://www.surveymonkey.com/.

Other data resources to consider:
- Indiana Youth Institute, Kid's Count Data Center: http://datacenter.kidscount.org
- YRBSS: Youth Risk Behavior Surveillance System:
  CDC YRBS Youth Risk Survey
- U.S. Census Bureau: www.census.gov

C. Model Dating Violence Materials Review Process and Results

As stated earlier in this document, nine characteristics of effective prevention education have been noted to consistently exist in prevention programs that address health behaviors and outcomes other than dating, domestic, and sexual violence. It was also noted previously that after study, researchers agree that it is reasonable to infer then that these same characteristics would also apply to successful prevention programs in the areas of dating, domestic, and sexual violence. In an effort to locate or develop a mechanism to help identify those model programs which are based on sound prevention messages and principles, "Virginia's Guidelines for the Primary Prevention of Sexual Violence and Intimate Partner Violence", and the "Assessment Tool"[2] from the same document, were identified to be the resource from which the mechanism would be developed. Links to these documents can be found in the Resources and References section of this document. The Virginia document provides the foundation for the development of Indiana's current plan to identify and make available, model teen dating violence materials to schools. The elements of the mechanisms are outlined further in the descriptions of the three items below.

I.Indiana's Guidelines for the Assessment of Teen Dating Violence Educational Materials

The Virginia document, the nine characteristics of effective prevention programs, and the "Health Education Curriculum Analysis Tool" (HECAT) – which was developed by the Division of Adolescent and School Health, a division of the Centers for Disease Control and Prevention – provided a basis for the formation of "Indiana's Guidelines for the Assessment of Teen Dating Violence Educational Materials".

Indiana's Guidelines are as follows:

❖❖ **Guideline #1: Develop prevention strategies that promote protective factors** (corresponds to the Positive Relationships principle).

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[2] Published by the Virginia Sexual & Domestic Violence Action Alliance, 2010. Available in Appendix.

❖❖ **Guideline #2: Develop prevention strategies that strive to be comprehensive** (corresponds to the Comprehensiveness principle).

❖❖ **Guideline #3: Develop prevention strategies that are concentrated, and can be sustained and expanded over time** (corresponds to the Sufficient Dosage principle).

❖❖ **Guideline #4: Develop prevention strategies that use varied teaching methods to address multiple learning processes** (corresponds to the Varied Teaching Methods principle).

❖❖ **Guideline #5: Develop prevention programs based on logical, purposeful rationale** (corresponds to the Theory Driven principle).

❖❖ **Guideline #6: Develop prevention strategies that are developmentally appropriate** (corresponds to the Appropriately Timed principle).

❖❖ **Guideline #7: Develop prevention strategies in consideration of the diverse cultural beliefs, practices, and community norms of program participants** (corresponds to the Socioculturally Relevant principle).

❖❖ **Guideline #8: Develop prevention strategies that include a systemic method to determine program effectiveness and promote continuous quality improvement** (corresponds to the Outcome Evaluation principle).

❖❖ **Guideline #9: Develop prevention strategies that have relevant supporting curriculum materials and adequate support for curriculum instructors** (corresponds to best practices outlined in the Health Education Curriculum Analysis Tool).

II. Teen Dating Violence Materials Review Rubrics and Review Procedures

The newly created Indiana Guidelines, and Vriginia's Assessment tool – both referenced above – form the foundation for the "Teen Dating Violence Materials Review Rubrics" and the Materials Review Committee process. This tool will be used to assist in the assessment and identification of available curricula and other program materials and resources.

Assessment Rubrics:

The rubrics – taken from Virginia's Assessment Tool and the HECAT – are designed to function as tools that will allow program providers and school personnel the ability to assess the extent to which the characteristics of effective prevention are present in the selected program materials. It is important to note that the National Sexual Violence Resource Center says of the Virginia Guidelines: "Due to the enormous amount of resources needed to achieve all of these ideals, it is not realistic that prevention initiatives could "checkoff" all of the programmatic components contained in these guidelines. Rather, the questions posed by the guidelines are meant to act as benchmarks, facilitating

constant improvement in primary prevention program development."[3] Therefore, evaluators should not be concerned with the inevitable fact that the program materials or curriculums do not meet every standard at the highest level – it is almost impossible. Rather, this process is meant to designate those programs and materials that are meeting these guidelines at a high level relative to others, and to make them available to all who may wish to use them in their schools and communities.

The nine assessment rubrics can be found in the Appendix section of this document.

Materials Review Committee Process:

As stated earlier, throughout Indiana, there are both school and community---based practitioners currently addressing the topic of teen dating violence through the provision of a variety of dating, intimate partner, and sexual violence prevention programs and curriculums in both school and out---of---school settings. Using the above mentioned assessment rubrics, these individuals and organizations will have an opportunity to submit their program materials to be reviewed by an appointed materials review committee. The review committee will be established using selected members of the dating, domestic violence, and sexual violence prevention program community. The purpose of the review panel structure is to provide an opportunity for a diverse group of stakeholders to assess how closely a program/curriculum aligns with a pre---determined set of guidelines attributed to successful prevention programs. A completed review will indicate how well the program/curriculum adheres to the guidelines of effective prevention programs, and therefore, the type of outcomes that are likely to result within the participant population.

***It is important to note that the submission to, and the identification of materials by the IDOE is just an option. The process does not preclude any individual or organization from continuing to work with schools as they have previously done. The identified list of materials is meant to be an additional assistance to schools for identifying resources which are available for their optional use in the classroom setting.

Submission Process:

1. Materials being submitted (e.g. curricula, videos, posters, etc.) will first be accepted and reviewed beginning **March 30, 2011**, and will continue to be reviewed as materials are submitted.
2. Program providers are encouraged to consider using the rubrics to review materials prior to submission. Some may wish to make modifications to the materials and submit at a later date.
3. A **"Indiana Teen Dating Violence Materials Submission Form"** must be provided with each set of items being submitted for review. If submitting a curriculum and

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[3]   http://www.nsvrc.org/publications/guides/guidelines-primary-prevention-sexual-violence-intimate-partner-violence

accompanying videos, only one form identifying all elements to be reviewed needs to be completed. If submitting individual items for review not connected to a curriculum (i.e. videos, DVDs, posters, brochures, etc.) a Material Submission Form must be submitted with each item. **The submission form can be found in the Appendix section of this document.**

4. Those submitting materials will be responsible for submitting **three (3)** copies of all items to be reviewed. This includes videos and any other supplementary items. These items will be forwarded to the three review committee members assigned to review the materials. Materials will not be forwarded for review until three copies of everything are provided.

5. Materials will be reviewed in the order in which they are received. Those materials that have been reviewed by **July 1, 2011** will be posted at that time. Reviews will continue after that date, and results will be posted as materials are reviewed. As the degree to which materials are being submitted for review becomes apparent, further review timelines and parameters will be developed and posted within this document.

6. Results of the review process will be posted within the "Identified Model Teen Dating Violence Materials" document. Scores that are posted will reflect the average of the review results from the three Materials Review Committee members assigned to review the materials. Scores for each of the nine review rubric guidelines, as well as an overall score for the submitted material will be made available within the document.

7. **Submit written materials to:**
   Indiana Department of Education
   Attn.: Sue Henry
   151 W. Ohio Street
   Indianapolis, IN 46204

   Submit electronic materials to: dvp@doe.in.gov

III. Identified Model Teen Dating Violence Curricular and Resource Materials

The links listed below provides access to the results of the identified teen dating violence curricular and resource materials which have been reviewed by the Materials Review Committee. As indicated earlier in this document, it is not realistic for all program resource materials or curricula to meet each guideline at the highest level due to the significant amount of resources needed. Rather, this process is meant to designate those programs and resource materials that are meeting these guidelines at a high level relative to others. The identified lists of materials are meant to be an additional assistance to schools for identifying curricula and resources which are available for their optional use in the classroom setting.

The Identified Model Teen Dating Violence _Curricular_ Materials can be found [HERE](#), as well as in the Appendix section of this document.

The Identified Model Teen Dating Violence _Resource_ Materials can be found [HERE](#), as well as in the Appendix section of this document.

D. Standards Alignment

Strategies that promote protective factors can be addressed in multiple places in a school's curriculum. Schools are encouraged to map their school wide curriculum in order to build a comprehensive and integrated approach to educating students about dating violence in a broader framework that fosters healthy relationships and builds students' skills in violence prevention. Standards which align with key concepts in educational programs that address dating violence prevention are found in Indiana's Guidance and Counseling Standards and in Health and Wellness and Family and Consumer Sciences courses at the middle school and high school level. Those standards that align with dating violence prevention concepts are presented here.

> ➢➢ **Indiana Academic Standards for Health and Wellness**

Grade 6:

Standard 1:
Students will comprehend concepts related to health promotion and disease prevention to enhance health
6.1.1	Compare how healthy behaviors and personal health are linked.
6.1.2	Identify the interrelationships of emotional and social health in adolescence.
6.1.3	Examine how one's surroundings impact health and wellness
6.1.5	List ways to reduce or prevent injuries
6.1.7	Identify the benefits of practicing healthy behaviors
6.1.8	Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.

Standard 2:
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
6.2.1	Identify how family practice influence the health of adolescents
6.2.2	Identify the influence of culture on health beliefs and practices
6.2.3	Explain how peers influence healthy behaviors
6.2.5	Illustrate how media messages influence health behaviors

6.2.7   Identify norms that influence health behaviors
6.2.8   List the influence of personal values on health practices
6.2.9   Identify how some health choices influence unhealthy behaviors

Standard 3:
Students will demonstrate the ability to access valid information and products and services to enhance health.
6.3.1   Indicate the validity of health products
6.3.2   Find valid health information from home
6.3.4   Recognize circumstances that may require professional health services

Standard 4:
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
6.4.1   Investigate effective communication skills to enhance health
6.4.2   Choose refusal skills to avoid or reduce health risks
6.4.3   Choose effective conflict management strategies
6.4.4   Choose how to ask for assistance to enhance the health of self

Standard 5:
Students will demonstrate the ability to use decision---making skills to enhance health.
6.5.1   Name conditions that can help or hinder healthy decision making
6.5.2   Explain when health---related situations require a thoughtful decision---making process
6.5.3   Explain when individuals or adult supported decision making is appropriate
6.5.4   Identify healthy and unhealthy options to health---related issues or problems
6.5.5   Describe the potential short---termed impact of each choice on self and others
6.5.6   Distinguish healthy options over unhealthy options when making a decision
6.5.7   Predict the results of a health---related decision

Standard 7:
Students will demonstrate the ability to practice health---enhancing behaviors and avoid or reduce health risks.
6.7.1   Identify the importance of being responsible for health behaviors
6.7.2   Indicate healthy behaviors that will maintain or improve the health of self and others
6.7.3   Identify practices to avoid or reduce health risks to self and others

Standard 8:
Students will demonstrate the ability to advocate for personal, family and community health.
6.8.2   Show how to support others to make positive health choices

Grade 7:

Standard 1:
Students will comprehend concepts related to health promotion and disease prevention to enhance health

7.1.1   Examine how healthy behaviors influence personal health
7.1.2   Summarize the interrelationships of emotional, social, and physical health in adolescents
7.1.3   Discover how the environment can impact personal health
7.1.5   Explain ways to reduce or prevent health risks among adolescents
7.1.7   Determine the barriers to practicing healthy behaviors
7.1.8   Predict the risk of injury or illness if engaging in unhealthy behaviors

Standard 2:
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
7.2.1   Describe how family values and behaviors influence the health of adolescents
7.2.2   Discuss the influence of culture on health behaviors
7.2.3   Describe how peers influence unhealthy behaviors
7.2.5   Examine how information from the media influences health behaviors
7.2.7   Indicate how the perceptions of norms influence healthy and unhealthy behaviors
7.2.8   Describe the influence of personal beliefs on health practices and behaviors
7.2.9   Discuss how some risky choices can influence the likelihood of unhealthy behaviors

Standard 3:
Students will demonstrate the ability to access valid information and products and services to enhance health.
7.3.1   Explain the validity of health information
7.3.2   Locate valid health information from school and community
7.3.4   Determine situations that require health services

Standard 4:
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
7.4.1   Demonstrate effective communication skills to enhance health
7.4.2   Model refusal and negotiation skills that avoid or reduce health risks
7.4.3   Model effective conflict resolution strategies
7.4.4   Model how to ask for assistance to enhance the health of others

Standard 5:

Students will demonstrate the ability to use decision---making skills to enhance health.

7.5.1   Describe situations that can help or hinder healthy decision making

7.5.2   Recognize when health---related situations require a thoughtful decision---making process

7.5.3   Determine when independent or collaborative decision making is appropriate

7.5.4   Differentiate between healthy and unhealthy choices to health---related issues or problems

7.5.5   Examine the potential short---term impact of each option on self and others

7.5.6   Choose healthy choices over unhealthy choices when making a decision

7.5.7   Examine the consequences of a health---related decision

Standard 7:
Students will demonstrate the ability to practice health---enhancing behaviors and avoid or reduce health risks.

7.7.1   Show the importance of being accountable for personal health behaviors

7.7.2   Describe healthy practices and behaviors that will maintain or improve the health of self and others

7.7.3   Describe behaviors that avoid or reduce health risks to self and others

Standard 8:
Students will demonstrate the ability to advocate for personal, family, and community health

7.8.2   Demonstrate how to influence and support others to make positive health choices

Grade 8:

Standard 1:
Students will comprehend concepts related to health promotion and disease prevention to enhance health

8.1.1   Analyze the relationship between healthy behaviors and personal health

8.1.2   Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence

8.1.3   Analyze how the environment impacts personal health

8.1.5   Describe ways to reduce or prevent adolescent health problems and injuries

8.1.7   Describe the benefits of and barriers to practicing healthy behaviors

8.1.8   Examine the likelihood of injury or illness if engaging in unhealthy behaviors

8.1.9   Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors

Standard 2:
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

8.2.1	Examine how the family influences the health of adolescents
8.2.2	Describe the influence of culture on health beliefs, practices and behaviors
8.2.3	Describe how peers influence healthy and unhealthy behaviors
8.2.5	Analyze how messages from the media influence health behaviors
8.2.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors
8.2.8	Explain the influence of personal values and beliefs on individual health practice and behaviors
8.2.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
8.2.10	Explain how school and public health policies can influence health promotion and disease prevention

Standard 3:
Students will demonstrate the ability to access valid information and products and services to enhance health.

8.3.1	Analyze the validity of health information, products and services
8.3.2	Access valid health information from hone, school and community
8.3.4	Describe situations that may require professional health services

Standard 4:
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

8.4.1	Apply effective verbal and non---verbal communication skills to enhance health
8.4.2	Demonstrate refusal and negotiation skills to avoid or reduce health risks
8.4.3	Demonstrate effective conflict management or resolution strategies
8.4.4	Demonstrate how to ask for assistance to enhance the health of self and others

Standard 5:
Students will demonstrate the ability to use decision---making skills to enhance health.

8.5.1	Identify circumstances that can help or hinder healthy decision making
8.5.2	Determine when health---related situations require the application of a thoughtful decision---making process
8.5.3	Distinguish when individual or collaborative decision making is appropriate
8.5.4	Distinguish between healthy and unhealthy alternatives to health---related issues or problems
8.5.5	Predict the potential short---term impact of each alternative on self and others
8.5.6	Choose healthy alternatives over unhealthy alternatives when making a decision
8.5.7	Analyze the outcomes of a health---related decision

Standard 7:
Students will demonstrate the ability to practice health---enhancing behaviors and avoid or reduce health risks.

8.7.1	Explain the importance of assuming responsibility for personal health behaviors

8.7.2   Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others
8.7.3   Demonstrate behaviors to avoid or reduce health risks to self and others

Standard 8:
Students will demonstrate the ability to advocate for personal, family, and community health
8.8.2   Demonstrate how to influence and support others to make positive health choices

Grades 9---12:

Standard 1:
Students will comprehend concepts related to health promotion and disease prevention to enhance health
HW.1.1   Document how personal behaviors can impact health
HW.1.2   Explain the interrelationships of emotional, social and physical health
HW.1.3   Examine how the environment and health are connected
HW.1.5   Formulate ways to prevent or reduce the risk of health problems
HW.1.7   Summarize the benefits and barriers to practicing healthy behaviors
HW.1.8   Predict susceptibility to injury or illness if engaging in unhealthy behaviors

Standard 2:
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
HW.2.1   Examine how the family impacts the health of individuals
HW.2.2   Examine how society supports and challenges health beliefs, practices and behaviors
HW.2.3   Examine how adolescents influence healthy and unhealthy behaviors
HW.2.5   Analyze the effect of media on personal health
HW.2.7   Examine how norms influence health---related behaviors
HW.2.8   Determine the influence of personal values on health practices and behaviors
HW.2.9   Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors

Standard 3:
Students will demonstrate the ability to access valid information and products and services to enhance health.
HW.3.1   Assess how to determine the validity of health information, products and services
HW.3.2   Utilize resources from school and community that provide valid health information
HW.3.4   Examine when professional health services may be required

HW.3.5   Select valid and reliable health products and services

Standard 4:
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
HW.4.1   Model skills for communicating effectively with others to enhance health
HW.4.2   Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks
HW.4.3   Apply strategies to manage or resolve interpersonal conflicts without harming self or others
HW.4.4   Illustrate how to offer assistance to enhance the health of self and others

Standard 5:
Students will demonstrate the ability to use decision---making skills to enhance health.
HW.5.1   Determine barriers to healthy decision making
HW.5.2   Outline the value of applying a thoughtful decision---making process to a health---related situation
HW.5.3   Assess when independent or collaborative decision making is appropriate
HW.5.4   Propose alternative choices to health---related issues or problems
HW.5.5   Analyze the potential short and long---term outcome of each alternative on self and others
HW.5.6   Determine the health---enhancing choice when making decisions
HW.5.7   Assess the potential success or consequence of health---related decisions

Standard 7:
Students will demonstrate the ability to practice health---enhancing behaviors and avoid or reduce health risks.
HW.7.1   Examine individual responsibility for improving health
HW.7.2   Illustrate a variety of healthy practices that will maintain or improve health
HW.7.3   Model behaviors to reduce health risks

Standard 8:
Students will demonstrate the ability to advocate for personal, family, and community health
HW.8.2   Model how to influence and support others to make positive health choices

➢➢ Indiana Academic Standards for Family and Consumer Sciences

Middle School

Middle School Family and Consumer Sciences standards intersect those concepts that help students build skills to prevent dating violence, including: Defining Caring Relationships,

Reducing Stereotyping, Positive Communication, Preventing Sexual Abuse, Thinking and Reasoning, and Working with Others.

Standard 1
MIDDLE SCHOOL LIFE AND CAREERS
Integrate multiple life roles and responsibilities in school, family, career, and community settings.
- Exploring Self, Family, and Community: Analyze factors that impact self formation
- Exploring Work: Explore factors that impact personal image and feelings of personal worth

Standard 4
MIDDLE SCHOOL HUMAN DEVELOPMENT
Demonstrate skills that promote positive growth and development across the life span.
Growing and Changing: Integrate factors that impact development of self---concept, including;
- Physical, emotional, and social development for early adolescents
- Coping with developmental changes
- Roles and responsibilities
- Dealing with a changing world

Standard 5
MIDDLE SCHOOL RELATIONSHIPS
Demonstrate respectful and caring relationships in school, family, career, and community settings
Leadership for Life: Demonstrate teamwork and leadership skills, including;
- Leadership skills and styles
- Assuming responsibility for choices and actions
- Taking risks, overcoming adversity
- Character/citizenship, service
- Diversity and multiculturalism
- Working in a group

Communication and Personal Presentation: Examine factors that contribute to positive relationships, including;
- Communication skills and styles
- Behavior, etiquette, and personal appearance for the occasion
- Conflict prevention and resolution

Quality Friendships: Analyze factors that contribute to positive relationships with peers, including;
- Choices and responsibilities
- Appreciating diversity
- Peer pressure
- Changing relationships

- Male/female relationships

Positive Family Relationships: Analyze factors that contribute to positive relationships with family members, including;
- Roles and responsibilities
- Family change
- Setting rules, compromising, cooperating

Personal Safety: Demonstrate skills needed for self responsibility and self protection, including;
- Refusal skills
- Physical, emotional, and sexual abuse
- Unexpected situations

High School

High School Family and Consumer Sciences courses help students continue to build skills that lead to prevention of dating violence. Some examples from selected courses are presented here.

Interpersonal Relationships

Standard 1

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills.

IR‑‑‑1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.

IR‑‑‑1.2 Evaluate effective communication processes in school, family, career, and community settings.

IR‑‑‑1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

IR‑‑‑1.4 Apply management, decision‑‑‑making, and problem solving processes to accomplish tasks and fulfill responsibilities.

IR‑‑‑1.5 Examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues.

Standard 2

Students will analyze functions and expectations of various types of relationships.

IR‑‑‑2.1 Examine processes for building and maintaining various types of interpersonal relationships.

IR‑‑‑2.2 Analyze ways relationships among family members influence interpersonal relationships with others.

IR‑‑‑2.3 Explore characteristics and consequences of healthy and unhealthy relationships.

IR‑‑‑2.4 Determine strategies for managing stress in school, family, career, and community settings.

Standard 3

Students will evaluate personal needs and characteristics and their impact on interpersonal relationships.

IR---3.1	Examine ways relationships are influenced by personal characteristics and stages of physical, intellectual, emotional, social, and moral development.
IR---3.2	Evaluate influences of personal wants and needs on relationships.
IR---3.3	Consider effects of self---esteem and self---image on relationships.
IR---3.4	Analyze impacts of personal standards and codes of conduct on interpersonal relationships.
IR---3.5	Apply standards of ethical behavior when making judgments or taking personal actions.

Standard 4

Students will demonstrate communication skills that contribute to positive relationships.

IR---4.1	Evaluate types, styles, and functions of communication and their effects on relationships.
IR---4.2	Explore ways of expressing attitudes through verbal and nonverbal behaviors and ways these behaviors influence communication.
IR---4.3	Demonstrate effective listening and feedback techniques.
IR---4.4	Analyze barriers to communication in school, family, career, and community settings.
IR---4.5	Analyze principles of ethical communication in school, family, career, and community settings.
IR---4.6	Examine opposing points of view regarding current societal issues.
IR---4.7	Assess impacts of technology on communication and interpersonal relationships.

Standard 5

Students will evaluate effective conflict prevention and management techniques.

IR---5.1	Explore origins and development of individual and group attitudes and behaviors regarding conflict.
IR---5.2	Evaluate conflict prevention, resolution, and management skills.
IR---5.3	Analyze controlling and aggressive behaviors, including bullying, violence, and abuse.
IR---5.4	Implement strategies to increase tolerance of individual or group differences; prevent bullying, violence, and abuse; and encourage peaceful resolution of conflict.
IR---5.5	Assess community resources, services, and agencies that support conflict prevention, resolution, and management.

Adult Roles and Responsibilities
Standard 2

Students will analyze personal standards, needs, aptitudes, and goals and their impact on family, career, and community interactions.

ARR---2.1.	Examine effects of self---esteem and self---image on family relationships, community

service, success in the workplace, and personal fulfillment.

ARR---2.2.   Determine personal standards and their effects on life choices.

ARR---2.3.   Examine impacts of needs and aptitudes on family and community interactions, choices, and personal fulfillment.

ARR---2.4.   Demonstrate strategies for goal setting and goal achievement.

Standard 3
Students will integrate multiple life roles and responsibilities in family, career, and community settings.

ARR---3.1.   Demonstrate communication, leadership, and teamwork skills.

ARR---3.2.   Analyze impacts of multiple life roles and responsibilities on various types of relationships.

ARR---3.3.   Evaluate responsible ways of behaving and relating to others in family, career, and community settings.

ARR---3.4.   Analyze interrelationships among family, career, and community roles and responsibilities.

Human Development and Family Wellness

Standard 5
Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

HDFW.5.1   Demonstrate awareness of multiple diversities and their impact on individuals and families.

HDFW.5.2   Examine the impact of cultural diversity and global interaction on individuals and families.

HDFW.5.3   Examine the impact of empathy for diversity on individuals in family, work, and community settings.

HDFW.5.4   Demonstrate respect for multiple diversities with sensitivity to anti---bias and equity in gender, age, race, culture, ethnicity, socio---economic status, and exceptionalities.

Standard 6
Determine strategies that promote human development and family wellness throughout the life cycle.

HDFW.6.1   Locate and evaluate products and information related to nutrition and wellness.

HDFW.6.2   Examine issues and options related to child care and elder care.

HDFW.6.3   Demonstrate communication skills that contribute to individual and family wellness.

HDFW.6.4   Demonstrate techniques for prevention and management of illness and disease.

HDFW.6.5   Create plans for individual and family safety and for emergency response.

HDFW.6.6   Utilize family and community resources to meet individual and family nutrition, health, and wellness needs throughout the life cycle.

HDFW.6.7   Construct a safe and healthy environment for individuals, families, and

communities.

Citizenship Development:

Grades 6---8

6---8.3.3	Discuss responsibility for reporting bullying incidents to an adult.
6---8.3.4	Describe ways in which students can support those who are being bullied.
6---8.3.5	Describe how assertiveness can be used to help prevent bullying.
6--8.3.10	Identify their current strengths and weaknesses in the areas of self---management
6--8.3.11	Monitor a goal in one or more areas of self---management
6--8.3.13	Identify stressors common to adolescents and describe appropriate stress management techniques.
6--8.3.14	Identify conflicts common to adolescents and describe appropriate conflict management techniques.
6--8.3.15	Identify appropriate resources available to adolescents to help them address stressors and conflicts common to adolescents (e.g., parents, crisis hotlines, school counselors).
6--8.3.16	Demonstrate refusal skills applied to adolescent peer pressure.

Grades 9---12

9-12.3.2	Describe challenges that are typical for young adults and successful methods for addressing them.
9-12.3.7	Identify at---risk behaviors that challenge young adults and set healthy goals in those areas.
9-12.3.8	Identify stressors common to young adults and describe appropriate stress management techniques.
9-12.3.9	Identify conflicts common to young adults and describe appropriate conflict management techniques.
9-12.3.10	Identify appropriate resources available to young adults to help them address stressors and conflicts common to young adults (e.g., parents, crisis hotlines, school counselors).

RESPONSE AND REPORTING

A. Introduction

A requirement of the Indiana Department of Education (IDOE) in the "Dating Violence Educational Materials" law (IC 20‑‑‑19‑‑‑3‑‑‑10) is to "identify or develop: (2) a model for dating violence response policies and reporting". After research and consultation, the department has developed a model for dating violence response policies and reporting which is based on recommendations from both national and state level experts. The information and recommendations provided below are made available to assist school personnel in the development of guidelines and policies which will be specific and appropriate for their school corporation; and will contribute to a safe environment where students will have the opportunity to benefit fully from the school's programs, activities and instruction.

B. Definitions

A. Sexual Violence:

"Sexual violence (SV) is any sexual act that is perpetrated against someone's will. SV encompasses a range of offenses, including a completed nonconsensual sex act (i.e., rape), an attempted nonconsensual sex act, abusive sexual contact (i.e., unwanted touching), and non‑‑‑contact sexual abuse (e.g., threatened sexual violence, exhibitionism, voyeurism, verbal or behavioral sexual harassment, or taking nude photographs of a sexual nature of another person without his or her consent or knowledge, or of a person who is unable to consent or refuse). All types involve victims who do not consent, or who are unable to consent or refuse to allow the act." (CDC 2011)

B. Dating Violence

The intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a current, former, or potential dating relationship.

- Verbal – name‑‑‑calling, putdowns, yelling or shouting, threatening the partner or one of the partner's family members

- Emotional – excessive jealousy, trying to control the partner's activities, calling or paging frequently to "keep tabs" on the partner, telling the partner how to dress, stalking,
- Physical – hitting, slapping, punching, shoving, pinching, kicking, hair pulling
- Sexual – unwanted touching or kissing, forcing the partner to have sex or engage in any unwanted sexual activity, not allowing the partner to use birth control

(Section 71.0021, Texas Family Code)

A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner.
(Department of Justice)

C. Perpetrator

A perpetrator is a person who uses coercive tactics to establish and maintain power and control over a dating partner. An alleged perpetrator is an individual who has been accused of exhibiting harassing or violent behaviors towards another individual or an individual who has been suspected of such behaviors.
("A Guide to Addressing Dating Violence in Texas Schools")

D. Victim

A victim is the target of the alleged perpetrator's coercive and/or violent acts.
("A Guide to Addressing Dating Violence in Texas Schools")

C. Model Policy

I.   Policy Purpose

The purpose of this policy is to maintain a safe learning environment where all students have an equal opportunity to learn, and one that is free from a hostile environment that may come as a result of dating violence and related behaviors. Dating Violence of any kind is inconsistent with the educational goals of the school corporation and is prohibited at all times.

II.   General Statement of Policy:
- No student, teacher, administrator or other school corporation employee, contractor or volunteer shall plan, direct, encourage, aid or engage in dating violence.

- No student, teacher, administrator or other school corporation employee, contractor or volunteer shall permit or condone dating violence.
- Apparent permission or consent by a person being perpetrated against does not lessen the prohibitions contained in this policy.
- Teen Dating Violence is prohibited:
    a. On school grounds during school hours, immediately before or after school hours, or at any other time when the school is being used;
    b. Off school grounds at a school activity, function, or event;
    c. When traveling to or from school or school activity, function, or event; and
    d. When using property or equipment provided by the school

D. School Response

I. Filing Complaints of Teen Dating Violence

Anyone may file a complaint regarding teen dating violence. A school has a responsibility to respond promptly and effectively. If a school knows, or reasonably should know about dating violence---related behaviors and activities, the school must take immediate action to address the consequences of the violence that occurred, and prevent its recurrence to the extent possible.

A criminal investigation into allegations of sexual harassment or sexual violence does not relieve the school of its duty to investigate and take immediate steps to protect the student in the educational setting. Therefore, if school personnel have knowledge of, or reasonably should know about possible violence or other behaviors connected with dating violence, they must take prompt action to investigate, make a report to local authorities, coordinate with the local police department, and take the appropriate steps to the extent possible within the school environment to ensure the safety and well---being of the complainant and the school community. These actions and steps must be taken regardless of the intentions that the impacted student(s) and their parents might have regarding the filing of a complaint.

All complaints should be in writing. Complaints shall set forth the specific acts, conditions and circumstances alleged to have occurred that may constitute dating violence. Based on the report of the complainant, the compliance officer may draft a complaint for the complainant to review and sign. When the investigation is completed, the compliance officer shall compile a full written report of the complaint and the results of the investigation which should describe all of the actions taken by the school to resolve the complaint. All parties should receive, in written form, a report of the outcome of the investigation as allowable under FERPA regulations.

II. Remedies and Enforcement

As described, once a complaint is made, the school must take immediate corrective action. All necessary interim and final steps should be taken by the school to protect the complainant. The school should notify the complainant of their options to avoid the alleged perpetrator; including any changes to the academic setting or placement. The school should, to the extent possible, prohibit the alleged perpetrator from having contact with the complainant until the investigation is complete. When taking steps to separate the individuals involved, the school will take steps to minimize the burden on the complainant.

Remedies and enforcement may include any or all of the actions listed below.

The school may:
- Change class schedules to ensure that the complainant and alleged perpetrator do not attend the same classes;
- Change locker assignments, if applicable;
- Move the complainant or alleged perpetrator to another school within the corporation;
- Provide counseling services, including mental health referral and evaluation;
- Provide support services;
- Take disciplinary action, including suspension and/or expulsion of the appropriate individual, if warranted;
- Make a referral to Child Protective Services, law enforcement or legal agencies for additional investigation; and/or
- Develop a safety plan for the affected student(s).

Safety Plan:

Victim safety is a top priority, therefore an individual safety plan may be developed to increase the safety of students who are, or have been victims of violence. When responding to a report of violence, school personnel should develop a safety plan in collaboration with the victim and the victim's family. Safety plans may include any or all of the following elements:

- Identify a staff member to provide support and provide a schedule of that individual's availability;
- Identify safe routes to and from school;
- Identify safe routes to and from classes;
- Identify a peer to provide support;
- Identify areas of concern; extracurricular events, field trips, meals, dances, etc.;
- General safety tips such as locking doors at home, never walking alone, screening phone calls and other electronic media;
- Provide a list of local resources that may include; hotlines, safe places, shelters, agencies, advocates, law enforcement and other necessary services;

Follow up dates and times to make any necessary changes or adjustments to the plan

III.   Additional Important Information

In response to an episode and complaint of dating violence related activities, schools should review their overall school safety plan in light of the newly released Title IX guidance from the federal government ("Dear Colleague" letter; United States Department of Education, Office of Civil Rights; April 4, 2011). The review should be done to determine if the school safety plan, and any response(s) to the complaint, is in compliance with the plan and was implemented with fidelity. For further information, see the "Dear Colleague Letter" and accompanying documents, which provide further guidance for compliance with Title IX. The information can be found through the following link.

[United States Department of Education: Dear Colleague Letter](#)

RESOURCES AND REFERENCES

- Indiana Academic Standards (i.e. Health, Family and Consumer Science, and Guidance): http://www.doe.in.gov/standards

- "Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence, Virginia Sexual and Domestic Violence Action Alliance": http://www.communitysolutionsva.org/index.php/resources/item/guidelines-for-the-primary-prevention-of-sexual-violence-and-intimate-

    o "Virginia's Guidelines for the Primary Prevention of SV/IPV Assessment Tool" is located in **Appendix D**

- [Dating Violence Resources: Identification of Existing Services at National, State and Local levels](#)

Appendix/Sample Forms

- [Indiana's Teen Dating Violence Educational Materials](#)

- [Identified Model Teen Dating Violence Curricular Materials](#)

- [Identified Model Teen Dating Violence Resource Materials](#)

- [Indiana Teen Dating Violence Documentation Forms](#)

ACKNOWLEDGMENTS

Indiana's Student Services & School Safety Specialist Staff