

2010

# Latino Teens at Risk: The Effectiveness of Dating Violence Prevention Programs

Ruth N. Calvillo

*Claremont McKenna College*

---

## Recommended Citation

Calvillo, Ruth N., "Latino Teens at Risk: The Effectiveness of Dating Violence Prevention Programs" (2010). *CMC Senior Theses*. Paper 68.

[http://scholarship.claremont.edu/cmc\\_theses/68](http://scholarship.claremont.edu/cmc_theses/68)

This Open Access Senior Thesis is brought to you by Scholarship@Claremont. It has been accepted for inclusion in this collection by an authorized administrator. For more information, please contact [scholarship@cuc.claremont.edu](mailto:scholarship@cuc.claremont.edu).

**CLAREMONT McKENNA COLLEGE**

**LATINO TEENS AT RISK: THE EFFECTIVENESS OF DATING VIOLENCE  
PREVENTION PROGRAMS**

SUBMITTED TO

DR. KATHLEEN BROWN

AND

DEAN GREGORY HESS

BY

RUTH NATALIE CALVILLO

FOR

SENIOR THESIS

FALL 2010

NOVEMBER 29, 2010



## *Table of Contents*

<b>Acknowledgements</b> .....	<b>ii</b>
<b>Chapter I. Introduction: Dating Violence in Adolescence</b> .....	<b>1</b>
Defining Dating Violence	
Incidences of Dating Violence	
Risk Factors	
Consequences of Dating Violence	
Breaking the Cycle	
<b>Chapter II. Cultural Values and Norms in the Latino Family</b> .....	<b>9</b>
Cultural Norms	
<i>Familismo</i>	
<i>Respeto</i>	
Religion	
Patriarchy and <i>Machismo</i>	
Gender Socialization and Relationships	
Acculturation	
<b>Chapter III. Dating Violence Prevention Programs</b> .....	<b>21</b>
Essential Characteristics of Dating Violence Prevention Programs	
Gender	
Age of Participants	
Length of Program	
Appropriate Implementers and Setting	
Components and Activities	
The Youth Relationships Project	
Safe Dates	
<b>Chapter IV. Break the Cycle</b> .....	<b>34</b>
Education Programs	
Speak.Act.Change	
In-person Education and [Ending Violence]	
Policy Programs	
School Policy	
State Policy Project	
Federal Policy Project	
Respect WORKS!	
Legal and Help Services	
Latino Outreach Campaign	
Summary	
<b>Chapter V. Conclusion</b> .....	<b>48</b>
<b>References</b> .....	<b>52</b>

## **Acknowledgements**

I could not have completed this thesis without the support of my reader, Dr. Kathleen Brown. Her patience and guidance made this a manageable and exciting project. I would also like to thank everyone at Break the Cycle for giving me the opportunity to learn about their work and for giving me the inspiration for this thesis. Lastly, thanks to all my friends who encouraged me in unique ways throughout the process.

I dedicate this thesis with much love to my wonderful mother, Eulalia Aquino, who has supported me in all my decisions with my education and life in general. I would also like to dedicate this thesis to all young Latinas who are beginning their first relationships, you all deserve respect.

## **I. Introduction: Dating Violence in Adolescence**

On Monday, May 3, 2010 people across the country learned about the tragic death of a young woman, Yeadley Love. As more details about her death were released it became obvious that this had not been an alcohol overdose as had been first reported to police, rather a serious case of dating violence (Thompson & Abramson, 2010). It was later reported by people close to her that not long before her death there had been a violent encounter with her boyfriend, George Huguely that had been broken up by a group of people. At the time of her death Love and Huguely were broken up because she ended the relationships after he drunkenly attacked her and could not recall doing so later (Wertheim, 2010). In this case there were many red flags and it seems like she did the correct thing by leaving the relationship before it got worse, however, for Love the outcome was not the closest to ideal. Although the outcome of this incident was extreme, dating violence occurs more frequently than young people like to think it happens. In order to address issues such as this one we need programs and protection laws that effectively address the needs of young people.

This chapter will provide an overview of teen dating violence including how common it is, why it happens to some and not others, and what its effects are. The rest of this paper will focus on the problem of dating violence in the Latino youth community. Issues such as acculturation, gender role socialization and cultural norms and values will be analyzed to understand the role they play in this problem. The final purpose of this

paper is to evaluate existing dating violence prevention programs and evaluate whether they address teen dating violence amongst Latino teens. Suggestions on how prevention programs could better meet the needs of this population will be provided.

### **Defining Dating Violence**

Teen dating violence is a serious problem that until recently had not received enough attention. Dating violence or abuse can take on many forms. According to Break the Cycle, an organization that provides dating violence prevention education and intervention programs to young people, dating abuse can take place in three forms (<http://www.thesafespace.org/the-basics/relationships-101/types-of-abuse/>): physical, sexual, and verbal/emotional. Physical abuse includes any behavior that is purposeful and unwanted. The abuser uses some part of his or her body or object controlled by him or her to carry out violent behavior. Physical violence can include kicking, punching, biting, and throwing of an object. Sexual abuse includes any action taken on by the abuser that is against a partner's will or violates the partner's right to say "no." These behaviors can include the abuser preventing his partner from taking birth control to something as severe as rape. The last type of abuse is verbal/emotional and includes anything an abuser does to make his or her partner afraid, lower his or her self-esteem, or control his or her feelings and behavior. This type of abuse can include anything from yelling and screaming to making threats used to manipulate a partner. Unfortunately, these types of behaviors are not uncommon and teens are engaging in them daily.

### **Incidences of Dating Violence**

According to statistics provided by Break the Cycle (<http://www.thesafespace.org/>

the-basics/relationships-101/about-teen-dating-violence), one out of three teens report experiencing some type of abusive behavior in their relationships. Amongst girls, between the ages of 14 and 17, about 40% know someone their age who has been hit or abused in some way by their dating partner. Most alarming is the fact that about 80% of girls who experience an episode of physical violence will remain with that person. It is alarming that so many girls remain with their abusive partner because it is likely that a similar if not worse incident will occur again. Although the majority of research focuses on dating violence against adolescent girls, boys are not immune to victimization and recent studies have found that males are victimized by their female partners as often if not more often than females are by their male partners. A study looking at various types of aggression in high school aged people, found that 44% of girls displayed aggressiveness toward their dating partner while only 16% of boys reported that they had exhibited violence against their female dating partner (Schwartz, O'Leary, & Kendziora, 1997). A similar study looking at predictors of dating violence, which included a racially diverse sample of students between the ages of 14 and 20, found similar results where more females (43%) expressed violent behaviors toward their dating partner than males (39%) (O'Keefe, 1997). In a more recent study conducted in a public high school examining risk factors associated to dating violence, girls were found to have much greater risk than boys of being victimized (Gover, 2004). Studies on whether males or females are more likely to be victimized by their partner have yielded mixed results and therefore both victimization of males and females are pressing issues. Schwartz et al. (1997) suggest that dating violence trends among teens might be changing due to society's alertness in that most of the burden has traditionally been placed on males and

the belief that females are the only ones victimized. It is hypothesized that males might be counteracting this notion by withholding their aggressiveness. In cases when they do aggress, females may be defending themselves more often than they had in the past, therefore they appear to be more violent than males (Schwartz et al, 1997). Because both males and females are victims of dating violence, it is important that both are addressed among teens.

Measuring incidences of dating violence for the general population has been difficult and studies have produced a wide range of numbers; for Latino populations the same is true. A self-report amongst Latino youth between the ages of 11 and 13 from Washington, DC found that about 13.5% of those young people had been victims of dating violence in the preceding year (Yan, Howard, Shattuck, & Hallmark-Kerr, 2010). For young girls the prevalence of dating violence was 14.4% and for young boys it was 12.9%. Although these numbers are much smaller than the numbers reported earlier for the general population, the study conducted by O'Keefe (1997) found that Latinos were significantly more likely to be violent in a relationship than Whites. Studies comparing Latinos to Whites have yielded mixed results with various studies suggesting that there is no difference in violence between partners (Alianza, 2010).

### **Risk Factors**

Because not all teens encounter dating violence it is critical to identify factors that cause some to be victimized but not others. In order to effectively address the issue of teen dating violence it is important to understand the reasons that cause this problem to exist in the first place. Although many factors have been identified, this section will cover some general risk factors and subsequently factors specifically affecting Latino

adolescents. In a study conducted by O'Keefe (1997), several risk factors related to incidences of dating violence were explored. Correlation analyses revealed that there was a relationship between predictor variables such that the amount of interparental violence witnessed during childhood, exposure to community and school violence, length of time dating and substance abuse were significantly related to a teen expressing violence toward their dating partner. Gover (2004) found that young women were more likely to be victims of dating violence when involved in risky behaviors such as drinking alcohol, illicit drug use, and sex. Although these behaviors do not directly predict higher chances of being victimized they are related to higher church attendance and life satisfaction, which are related to a young woman's risk of dating violence.

Some of the risk factors for dating violence that apply to the general population are also very common risk factors for Latinos. The Yan et al. (2010) study, looking specifically at psychosocial correlates of dating violence in Latino youth, found that many of these correlates were similar to those of the general population. The uses of illicit drugs such as marijuana and cocaine as well as alcohol consumption were associated with higher frequency of dating violence incidents. Other factors that were found to be associated to higher incidences of dating violence, and not considered in the studies conducted by O'Keefe (1997) and Gover (2004), were the carrying of a weapon, being involved in a physical fight, being a member of or involved in a gang, and having suicidal ideation or depression (Yan et al., 2010). Factors associated with low reports of dating violence were also considered. These included having high levels of self-esteem, coping skills, good parental monitoring, and being well connected to one's family. Similar to the results of the study conducted by Gover (2004), Yan et al. (2010) found

that Latino teens that spent time with a mentor or attended church regularly were significantly less likely to report being victims of dating violence. In terms of alcohol consumption, Latina girls were found to be an alarming 27 times more likely to report being victims of abuse if they had reported participating in binge drinking. If young Latinos are exposed to these risk factors or are actively taking part in them their chances of being involved in an abusive relationship are disheartening.

### **Consequences of Dating Violence**

Many of the factors that appear to lead to higher incidences of dating violence have been found to be consequences as well. Because studies used to determine risk factors are correlational, it is also possible that engaging in these risk factors leads to dating violence or that being victimized leads a person to engage in those behaviors, in turn, creating a vicious cycle. Banyard and Cross (2008) conducted a study looking at dating violence prevalence in youth, grades 7 through 12, and the effects of exposure to violence. Teens that were exposed to dating violence were found to be more detached from school and have negative school outcomes as a result of experiencing negative mental health symptoms. Concerns such as depression and substance use appeared to exacerbate the problem between being a victim, receiving low grades and thinking about dropping out of school (Banyard & Cross, 2008). Studies conducted on the effects of dating violence on young girls have found that it may lead to disordered eating and weight management problems, pregnancy, fears of pregnancy from forced sex, sexual risk behaviors, and inconsistent condom use which can lead to a greater likelihood of sexually transmitted diseases including HIV (Teitelman, Ratcliffe, Morales-Aleman, & Sullivan, 2008; Teten, Ball, Valle, Noonan, & Rosenbluth, 2009). Many of these

problems, including STDs and HIV, may not occur immediately after the victimization episode. Teten et al. (2009) found that girls who reported victimization during adolescence experienced many of these consequences after they turned 18. Factors that are associated with susceptibility to dating violence are also consequences of dating violence; the more risk factors present in one's life the more likely one is to be abused and experience the negative consequences, leading to a cycle that is difficult to break.

### **Breaking the Cycle**

Intervention programs to break this cycle do exist; however, avoiding the cycle to begin with would be ideal. Adolescence is the time when relationships are first being formed. During this time young people often do not know what to expect from a partner and therefore may believe that abusive behaviors are normal. If teens were given the knowledge, tools, and resources they needed, these problems could be eliminated.

Although some programs do exist, they are not always as successful as they could be. Programs could be improved by catering to the needs of teens and addressing their specific concerns. According to Black, Tolman, Callahan, Saunders, and Weisz (2008), teens rarely seek help for the issues they face during adolescence because they are wary of adult figures. The participants in their study attended an urban public high school and were from lower to middle class families. The majority that experienced dating violence talked to someone about it; usually that person was a friend. Out of all participants only five reported talking to an adult. Although there is nothing wrong with talking to a friend about the abuse, because it is better than not talking to anyone about it, teens do not usually have the tools and experience necessary to help a peer leave their abusive partner. Prevention programs, especially those that give young people the tools they need to not

only help themselves but also their peers, have an important role both in the prevention and intervention of dating violence.

## II. Cultural Values and Norms in the Latino Family

As explored in the previous chapter, incidences of dating violence in Latino communities appear to be fairly similar to those found in the general population. Many of the risk factors that contribute to this problem in the general population also affect Latino youth. Although there are many similarities between the general population and youth in Latino communities, cultural differences that contribute to this problem do exist. In this chapter, cultural norms, patriarchy and machismo, dynamics of relationships and acculturation will be explored to identify their relationship with dating violence prevalence and acceptance.

### Cultural Norms

According to Kasturirangan, Krishnan, and Riger (2004) culture is the set of characteristics that can include the beliefs, practices, values, norms, and behaviors that are shared by a defined group. As in each culture, in the Hispanic/Latino culture there is a common set of values that must be respected. Many of the values that are significant to Latinos have a deep ingrained history, brought over by the Spaniards and adopted by the Native Indian Americans (R. Buriel, Psychology of the Chicano Lecture, September 9, 2008). These values were consequently adopted by those who came to be known as “Hispanic” and have since been passed on from generation to generation. Some of these values are *familismo* and *respeto*. Religion, specifically Catholicism, and adherence to religious traditions are also extremely important values to Latinos. *Machismo* was also

brought over by the Spaniards and adopted by Native American Indians. Although not valued by the Latino culture, machismo still exists because it is reinforced through *familismo*, *respeto*, and religious beliefs and practices.

### ***Familismo***

*Familismo* refers to the concept that the family is central to one's life. It is arguably one of the most important cultural values for people of Latino origins (Santiago-Rivera, 2003). According to Raffaelli and Ontai (2004) *familismo* is more specifically defined as the emphasis that is placed on relationships and the value of bearing children as a part of family life and defining gender roles. Although some may argue that the family is important to everyone, no matter one's culture, in Latinos this takes on a distinct form. For Latinos, the family and needs of the family are more important than the self (Enriquez & Pajewski, 1996). Therefore, one makes decisions based on how they will affect the entire family. With this strong attachment it is implied that one will demonstrate loyalty, reciprocity, and solidarity to all members of the family (Santiago-Rivera, 2003). As with many other cultural values, *familismo* is something that children are instilled with early in their lives. Although there are many cultural values that may gradually disappear throughout generations, *familismo* is one that remains present across generations, despite the length of time one has been living in the United States (Santiago-Rivera, 2003).

In terms of *familismo*, women define themselves in relation to their children and family instead of an independent individual that is part of a couple (Raffaelli & Ontai, 2004). Under this cultural value women are also thought and expected to be submissive while making personal sacrifices that will benefit the entire family. Women are supposed

to be extremely dedicated to their family and do what is best for their children (Raffaelli & Ontai, 2004). Because of the other values (e.g., loyalty) implied in *familismo*, the role it plays in intimate relationships is very pronounced and important. A woman who is in an abusive relationship must base her decisions on what is best for the family. She must remain loyal to the family when deciding whether she wants to work through this difficult time or leave her abusive partner. If there are children as part of this relationship or if the families of the two partners have a strong relationship, which in many Latino relationships is the case, then it can be a very difficult decision to make. For a Latina, deciding to leave an abusive partner is looked down upon and thought to be a selfish decision.

### ***Respeto***

Garcia (1996) states that the literal English translation of *respeto* is respect. However, just like when translating *familismo* into English, this literal translation does not capture exactly what that term means in Spanish. The term *respeto* not only calls for people to be respectful but it implies that there is status associated with it such that there are certain people that must absolutely be respected (Garcia, 1996). *Respeto* is a value that is often communicated to others through language, where specific terms are used to refer to people to whom one wishes to show respect. Although both terms are the pronoun of “you,” the use of *tu* is informal whereas the use of *usted* is formal (Garcia, 1996). When a person wants to show *respeto* to another, the formal pronoun, *usted*, must be used. Language is such a powerful tool and the way in which *respeto* is incorporated in language signifies the importance it has in the daily lives of Latinos.

Latino children are raised in an environment where they are taught to respect their elders, including parents, grandparents, older siblings, and other family members, from a very early age. Though children are taught to respect all elders, there is a strong emphasis on respecting their father, no matter his actions (Perilla, 1999). The emphasis on respecting the father is associated with an important factor when looking at the role of patriarchy and *machismo* in intimate relationships. In her work with abused Latinas and Latino batterers, Perilla (1999) has found that the feelings and connection between respect and fear that Latinas have are closely associated with memories of their relationship with their father. This cultural value can be positive but also negative. It is important that children learn to respect their elders but there needs to be some clear boundaries. Respect and fear should not be associated with each other and it should not be something detrimental for future relationships (Perilla, 1999).

### **Religion**

Religion is another very important aspect of the Latino culture. Social interactions are often centered on religious activity. These social interactions take place in one's life beginning as a child. For a child's baptism, family and friends all gather together to welcome the young child into the Catholic religion. As the child gets older they are required to have a first communion and then confirmation. All of these activities call for godparents. The godparents, preferably a married couple, commit to guiding the child throughout his or her life, making sure that the child behaves according to Catholic faith, and in theory the godparents become surrogate parents.

When a young Latina turns fifteen there is a special ceremony to celebrate this milestone, a Quinceañera. This celebration has many components similar to those of a

wedding, including “bridesmaids” and “groomsmen” (Galanti, 2003). Usually, there is a religious ceremony followed by a “fiesta.” The religious ceremony is a time when a young woman can thank God for guiding her to where she is today and to reaffirm her Catholic faith (Johnson, n.d.). The event as a whole affirms that she is no longer a young girl, but a young woman. According to Galanti (2003), nowadays parents do not necessarily expect their daughters to get married at such a young age but the amount of money spent on the feast and customs associated with the Quinceañera indicate the importance of marriage for a Latina.

After a Quinceañera the expectation is that the young woman will meet a young man, get married, and start a family. In the Catholic faith, marriage is very important; not only are both people making a commitment to each other but also a commitment to God. In this commitment both people agree to stay with their partner through the good and difficult times. When faced with a difficult time the agreement is that the issue will be worked out and the married couple will be able to come out stronger from that incident. However, this position seems to be flawed and inapplicable to some situations. If a woman who is being abused by her husband applies this thought process to her situation, then she might conclude that she should work through the difficulty because things will get better.

### **Patriarchy and *Machismo***

Patriarchy is a concept used to describe a system present in American culture and society. Patriarchy is a system that does not discriminate based on people’s background or culture. In a patriarchal society, men are viewed as the head of the family, the “boss,” and the sole decision makers (Galanti, 2003). Men do all the “dirty” work such as fixing

broken things in the home and dealing with problems with the car while women stay at home to take care of housekeeping, cooking, and the children's needs (Galanti, 2003). Patriarchy is the most obvious way in which cultures express hierarchy on the basis of one's sex (Gamache, 1991). According to Gamache (1991), patriarchy is the institutionalized male dominance over women that can exist in both the public and private spheres. In the home, men are given the privilege to decide what is right and to give orders to women while the women are given no choice but to accept that that is the way of life. In the public sphere this is played out by the fact that men usually hold high executive positions in which they have control over the women who have lower positions than they do.

*Machismo* is a concept that is closely related to patriarchy but is exclusively used to describe a certain type of male in the Latino culture. The history of this phenomenon is not certain, as there are a variety of explanations that stem from different parts of the world. In Spain, native populations were often overrun and controlled by people of other nations. During this time of foreign control, males were often humiliated, allowed little control over their own land, careers, and in general their daily life (Thompson, 1991). Because of the low status they were granted in society, Spanish men would return to their homes and exert control over the females in their households, the only place they could feel like "real" men (Thompson, 1991). In many Latin American countries similar experiences were recorded and have carried on into the present (Thompson, 1991).

From these different histories, the ideas and definitions that are used to interpret *machismo* have been derived from the word *macho*. According to Merriam-Webster Dictionary (<http://www.merriam-webster.com/dictionary/macho>), the term *macho* is

“characterized by machismo: aggressively virile” while the Cambridge Online Dictionary (<http://dictionary.cambridge.org/dictionary/british/macho>) defines *macho* as “behaving forcefully or showing no emotion in a way traditionally thought to be typical of a man.” With this in mind, *machismo* is a concept that has been defined in different ways; sometimes positively but more often negatively. When defined in a positive way machismo refers to the idea that a male is supposed to protect and support his family and be a responsible individual (Galanti, 2003). In a negative light this term is used to describe males who drink heavily, subjugate women, and engage in risky activities to prove their masculinity (Galanti, 2003). Santiago- Rivera (2003) states that the term *machismo* is often associated with its negative connotation.

A male who is thought to be *macho* does not take offensive comments lightly and does not back out of a fight. In relationships with women this type of male dominance is associated with chauvinistic behaviors where the woman is always the subordinate partner (Thompson, 1991). A woman is seen as a trophy that has been won by a man; she is only worth her looks and is not to be respected for her basic qualities (Thompson, 1991). These two concepts, patriarchy and *machismo*, are directly related to the interactions that women have with their male partners in relationships. They play a unique role in the acceptance of the way in which males exert control over women and also how women consequently become trapped in their domination.

### **Gender Socialization and Relationships**

From the values and norms that have been explored there emerges one common theme; males are the ones with power in the relationships of Latinos. The way in which children are brought up creates strict gender roles that the family expects will be

followed. According to Noble and Lacasa (1994) “girls are trained to be passive, sentimental, humble, and submissive” (p. 80). On the other hand, boys are raised in a very different way; they are allowed freedom that a little girl or young woman could never have (Noble & Lacasa, 1994). The emphasis placed on respecting the values of *familismo*, *respeto*, and religious practice combined with norms like *machismo* teach children what they should expect in their interpersonal and romantic relationships. When children grow up and express the behaviors associated with their particular gender, they have undergone the process of gender socialization.

Gamache (1991) explains that though in early adolescence neither boys nor girls possess the ability to dominate their significant other, once males reach the high school years the beginning of physical and social power advantages emerge. Females are usually not the ones to gain these advantages because a punch or slap delivered by a male usually has greater physical and emotional effect than vice versa. The way in which gender socialization takes place also teaches females that they should be subordinate to males in their intimate relationships (Gamache, 1991).

Adolescence is a critical and sensitive time period when young people are starting to form their first relationships. When a young woman is first forming relationships she does not have previous experiences to base her decisions or actions on. Because of this, she might resort to the approach she learned throughout her life, how she was socialized due to her gender. Gamache (1991) concluded that a young girl might conform to the traditional gender role expectations because she believes that her status depends on her relationship and on her attachment to her male partner as well as on his status. Among many other reasons why young girls might follow traditional gender role expectations

included: being vulnerable because of the double standard of sexual morality that exists for women, the fear that she might earn a bad reputation from her peers, and believing that as a woman she is responsible for solving the problems in a relationship (Gamache, 1991).

The gender socialization that people experience as they are growing up shapes the attitudes that they have toward dating norms and behavior. In a study conducted with 9<sup>th</sup> grade Latino students in the Los Angeles Unified School District looking at the relationship between various personal characteristics and attitudes towards dating violence, Ulloa, Jaycox, Marshall, and Collins (2004) found that boys knew less than girls about dating violence but endorsed gender stereotypic views and held less positive norms and attitudes about dating violence. Ulloa et al. (2004) also found that gender role stereotypes were related to knowledge attitudes and norms about dating violence such that those with less stereotypic beliefs were less accepting of dating violence. A later study conducted by Ulloa, Jaycox, Skinner, and Orsburn (2008), looking at the relationship between level of acculturation, gender stereotypes, recent experiences of dating violence, and attitudes about dating violence among Latino/a youth, found that boys were less likely than girls to reject dating norms that were accepting of violence. While most girls believed that dating violence was not socially acceptable, boys tended to believe the opposite. In their study Ulloa et al. (2008) also found that Latino males were more likely to endorse gender roles where males held authority and females were submissive.

Due to the different cultural values and norms that Latino children are brought up with, their experiences with dating and dating violence are unique. In Latino culture

many of these cultural values, norms, and beliefs reinforce the use of violence because it establishes and maintains systems of power and control (Gamache, 1991). With the values of *respeto* and the norm of *machismo* it becomes easy to justify the violence. As Gamache (1991) states:

Violence in dating relationships and marriages is reinforced by cultural norms that support the need for a hierarchy of power in human relationships. The ideals of equality and nonviolence remain in conflict with persistent beliefs that domination is normal. Individuals who strongly adhere to this belief are most likely to see violence as acceptable behavior and use it to maintain their position and control over others (p. 71).

Because these beliefs are acquired at such an early age it is hard to unlearn them and learn that violence is an unacceptable way to communicate emotions or disagreements. It is important to remember that although many Latinos grow up with these beliefs, they do not all become victims or batterers. As explored in an earlier chapter, young people who use drugs, such as marijuana and alcohol, or who are involved in gang activity are more likely to become trapped in the cycle of violence. For Latino youth the level of acculturation to the dominant American culture is another important factor in determining the likelihood of being involved in an abusive relationship.

### **Acculturation**

Acculturation has been defined in different ways. As defined by Kasturirangan et al. (2004), acculturation is the process of adjustment that an individual goes through when adapting to a new culture. The process includes “the evolving relationship to traditional values and beliefs through exposure to the dominant culture” (p. 323). Ulloa et al. (2008) add that acculturation may also include the adoption of more egalitarian views. Studies that have analyzed the effect that the acculturation process and different levels of

acculturation have on a person and whether they affect relationships and dating violence have concluded that different levels of acculturation have an effect on the interpersonal relationships of youth.

Sanderson, Coker, Roberts, Tortolero, and Reininger (2004) conducted a study looking at the relationship between various measures of acculturation and dating violence victimization among Latino 9<sup>th</sup> grade students. In their study acculturation was measured by analyzing the following variables: parents' birthplace, identification with ethnicity, and experience of ethnic discrimination. Language, as a measure of acculturation, was a salient factor; for females, compared with those that spoke both English and Spanish in their homes, those who spoke only English were more likely to report dating violence while those who spoke only Spanish were less likely to report dating violence. Even after controlling for confounding variables, Sanderson et al. (2004), found that the more acculturated a young person was, the greater odds of experiencing dating violence, with victimization occurring more frequently with girls and perpetration by boys. The researchers concluded that because Latinas are more likely than Latinos to favor modern roles for women and make the transition from traditional to modern more quickly than males, this transition may place more acculturated Latinas at greater risk of violence if their partner still holds more traditional expectations. Ulloa et al. (2008) concluded that conforming to traditional Latino culture may be more important than transitioning to American mainstream culture when analyzing the effects the transition has on interpersonal relationships. They believe that when a young woman strays from what is traditionally expected there might be greater need for her male partner to violently assert power over her to maintain the role that is expected from him. This conclusion is

supported by the study of Perilla, Bakeman, and Norris (1994), which found that the more a woman contributed to her family's income, the more abuse she experienced. Contributing to a family's income is associated with being more acculturated because it means that the woman is doing something outside the home. By breaking away from traditional gender roles a woman may be interfering with a male's expected power and dominance. Although it appears that the majority of Latino youth are adapting to the American culture, others are not. It is therefore important that all young people receive the tools they need to better interact and communicate with each other, despite holding different views about relationships.

### **III. Dating Violence Prevention Programs**

Latino youth are brought up in a culture where many of its values may contribute to the issue of domestic violence. Although many of these values are not intentional in what they can create, they reinforce behaviors that all people have the chance of being exposed to. Dating violence prevention programs that address these values and norms are essential in ensuring that the problem is stopped before it even begins. However, like with many other programs, there are certain characteristics that make some programs more successful than others. Researchers have conducted studies on dating violence prevention programs, analyzing their characteristics and effectiveness. Two prevention programs will be discussed and then analyzed to determine whether they incorporate essential characteristics and whether those programs are effective in addressing the needs of Latino youth.

#### **Essential Characteristics of Dating Violence Prevention Programs**

Because the issue of dating violence can have various causes and reinforced by different beliefs, there are various approaches can be taken in terms of prevention programs. For the purpose of this paper, where gender inequalities, socialization and male dominance and control have been identified as causes, it is important to change Latino youth's attitudes toward the use of violence, their adherence to traditional gender roles, and their expression of power and control in intimate relationships (Avery-Leaf & Cascardi, 2002). Besides tackling attitude and belief changes, other essential

characteristics that should be considered include the following: the gender the program targets, the age of the participants, the duration of the program, the appropriate implementers and settings and more importantly the actual components and activities of the program.

**Gender.** Because young women tend to experience dating violence more often than males some believe that dating violence prevention programs should target this group. On the other hand, because males tend to be perpetrators more often than females it may also be important to provide males with the knowledge and tools they need in order to resolve conflict without violence. However, there is no strong evidence that supports the belief that programs should focus on one gender or the other. There is research on how the issue should be addressed with youth of each gender (Foshee & McNaughton Reyes, 2009). Some feminists argue the importance and advantages of both groups taking part in preventative education together (Avery-Leaf & Cascardi, 2002). These mixed programs allow boys to learn what girls think and feel and vice versa and also allow for a healthy dialogue, where the groups can discuss and analyze gender stereotypes and norms (Avery-Leaf & Cascardi, 2002). If both groups are engaged in the same program it is important that gender-neutral materials are used. This is important because if the materials use the model that males are perpetrators and females are victims, there may be defensiveness from male participants and backlash, such that their attitudes about dating violence worsen (Avery-Leaf & Cascardi, 2002). Alternatively, some feminists believe that although both males and females should receive preventative education it should be conducted separately. When violence prevention education programs are conducted to include both males and females some feminists believe that

programs can blame the victim and convey the message that the violence is due to the victim's poor communication, safety, and anger management skills and that it is not the responsibility of the perpetrator to change their behavior (Avery-Leaf & Cascardi, 2002). Because young Latinas are often socialized to be submissive and accepting and young Latinos to be in control and express power, it is important that programs address gender socialization. It is also worth considering providing young Latinas with a separate program where they feel like they can express themselves without fear, shame, or embarrassment (Avery-Leaf & Cascardi, 2002). When deciding to conduct a dating violence prevention program addressing Latino youth implementers should keep in mind the way that the materials might affect the different genders and then decide if a mixed gender or separate gender program would be most appropriate.

*Age of Participants.* Ideally, a prevention program should be implemented before a person experiences the target behavior, which in this case would be before a young person begins to form his or her first relationships. According to Foshee and McNaughton Reyes (2009), the appropriate time to begin a prevention program addressing dating violence is around the age of 13 or in the eighth grade. Grasley, Wolfe and Wekerle (1999) agree that starting a prevention program with young people in early to mid- adolescence is crucial because it is a time when topics related to dating are most relevant to young people, it is the most appropriate time to establish a pattern of healthy relationships and most young people have not experienced dating violence at that age (Foshee & McNaughton Reyes, 2009). In contrast, some believe that starting prevention programs with even younger children seems to be most appropriate in order to prevent other behaviors such as bullying and sexual harassment, which can be precursors to

inflicting dating violence (Foshee & McNaughton Reyes, 2009). Avery-Leaf and Cascardi (2002) have even proposed that interventions should begin as early as 4<sup>th</sup> grade. Overall, there seems to be agreement that the earlier a prevention program is implemented the better the chances of preventing violence.

***Length of Program.*** The length of time that a program is implemented may also be important in determining what is best in order for young people to retain important information. Avery-Leaf and Cascardi (2002) analyzed several dating violence prevention programs and concluded that the longer the program lasted the more students benefited from it. In one study, the students who participated in prevention programs across two years had considerable benefits compared to those who did not receive any preventative education or even a year of education. As a result of their findings, Avery-Leaf and Cascardi (2002) propose that those implementing prevention programs should consider expanding their programs to three or more years. Avery-Leaf and Cascardi (2002) believe that the optimal length of the program depends on the goals the program is trying to achieve. If the program is a skills-based one, including hands-on activities, then it must be longer but if the purpose of the program is to raise awareness, then it may only be necessary to have an assembly or to dedicate one class session to the topic.

***Appropriate Implementers and Setting.*** As described earlier in this paper, youth usually do not seek help from others for the problems they face, especially not from adults (Black, Tolman, Callahan, Saunders, & Weisz, 2008). When they do seek help they usually tend to talk to their peers and friends. Although teens prefer to talk to their peers about these issues, there needs to be an adult who decides to implement a program and guides the students through it. Avery-Leaf and Cascardi (2002) argue that one of the

student's teachers should be the person implementing the program and not an outsider. They believe that a teacher is more effective because teachers have better classroom management skills and better ongoing relationships with their students. A teacher also has the ability to incorporate the program to their curriculum where appropriate and continue to implement the program for a longer period of time without any additional costs (Avery-Leaf & Cascardi, 2002). However, there are some drawbacks from using a teacher rather than an expert. An expert is a person who has studied this issue for a long period of time, has experience working with people who have dealt with dating violence, and has extensive resource contacts. This person has better insight and may be more resourceful than a teacher.

In relation to the implementer, it is implied that dating violence prevention programs should be implemented in a school environment. Avery-Leaf and Cascardi (2002) believe that the school is the most optimal setting because it is able to reach a large number of young people with different backgrounds. However, they also suggest that implementing such programs in smaller settings such as correctional, mental health, and after school programs has advantages. Programs implemented in non-school settings might allow for extended programs, which as previously discussed might be more effective at preventing incidences of dating violence (Foshee & McNaughton Reyes, 2009). As of now, it seems that school-based programs are the most widely used and most effective in reaching as many young people possible.

***Components and Activities.*** Foshee and McNaughton Reyes (2009) propose that family-based dating violence prevention programs seem to be very promising. These types of programs may have better outcomes because families play an important role in

many risk factors for dating violence and they also have a persistent influence on the young people. Family is the primary source in which adolescents acquire information as well as their sense of values. Family-based programs allow for change to occur on a larger scale because both parents and children change their attitudes and learn better communication skills. When both parents and children have similar beliefs it is easier for parents to adequately support their children. When dealing with Latino youth, this is one of the most important factors because Latino's values and norms revolve around the family. To create long-lasting change the whole family should be invested in changing their attitudes about dating norms and gender roles.

Family-based programs should also incorporate components of skills-based programs, which allow young people to fully engage with the material. A skills-based program is a different type of program that is encouraged because it teaches young people the skills they need to solve problems without the use of violence. Skills-based programs include teaching young people effective communication, safety, and anger management skills (Avery-Leaf & Cascardi, 2002). One of the skills that is highlighted most in skills-based programs is communication. Through the use of communication young people are able to solve their problems without putting themselves in danger because they are not only able to avoid violence but they also become better critical thinkers (Black et al., 2008). Furthermore, Foshee and McNaughton Reyes (2009) believe that it is not only important for young people to learn different problem solving skills but to also think about how dating violence fits into their society. Programs involving others and ones that look at the problem in terms of the social context are highly encouraged. In the following

sections, two dating violence prevention programs will be evaluated based on the various essential factors.

### **The Youth Relationships Project.**

The Youth Relationships Project (YRP) is a program created in 1996 by Wolfe, Gough, Reitzel-Jaffe, Grasley, Pittman, Lefebvre, and Stumpf. The program is based on a manual that can be easily implemented by teachers or other adults. The overarching goal of the YRP is to help “young people to understand the abuse of power and control in their own relationships, so they may choose egalitarian relationships” (Wolfe et al., 1996, p. 3). As a youth-centered program, more specifically, their goal is for young men to be able to identify and express their feelings in an assertive manner, to recognize and respect the rights of their partners, and to take ownership for their behaviors. For young women, the program aims to help them understand their rights, how to maintain their safety, and learn to express themselves assertively. Furthermore, the authors state that their program is:

a proactive, competency-enhancement approach rather than a “treatment.” This program was designed to build strengths, resilience, and coping skills among youth as a way of enhancing interpersonal functioning. Every aspect of the program, from the material presented to the relationships between facilitators and participants, is designed to model appropriate use of power and support youth empowerment (p. 4).

In order to accomplish their goals, the YRP has incorporated many components and activities for young people to engage in. The program is based on the belief that young people’s developmental course can be altered by including the following components: (a) having cognitive awareness of the foundations of abusive behavior and the attitudes and beliefs surrounding the use of violence; (b) developing skills that help adolescents recognize and respond to abuse in their own relationships as well as those of their peers;

(c) applying the use of problem solving in the wider context of the community in order to increase community involvement and social action.

According to Wolfe et al. (1996) the program is intended to reach both young boys and girls between the ages of 14 and 16. The program was created to reach young people that had experienced violence in their homes in the past but was not exclusive to that group. The program is a lengthy one, lasting for approximately eighteen weeks. It is to be conducted once a week for about two hours in groups of 8 to 15 teens. The program requires an adult to oversee the activities to make sure all parts of the program are covered but should give the participants as much autonomy as possible. Student co-facilitators should run the program. Ideally, the co-facilitators would be a male and a female who are both knowledgeable about dating violence, power dynamics, and the program in general. The YRP was designed as an after-school program but can also be carried out in a school setting and incorporated into the traditional curriculum.

The Youth Relationships Manual is divided into the following sections:

**Section 1: Violence in Close Relationships: It's All About Power**

Youth learn to identify how power dynamics underscore different types of interpersonal violence; investigate alternatives to violence; identify and explore their rights; and learn how to express their feelings in a positive and assertive manner.

**Section 2: Breaking the Cycle of Violence: What We Can Choose to Do and What We Can Choose Not to Do**

This section is composed of three sessions where power dynamics continue to be explored. Youth have the opportunity to identify how a person can break out of a cycle of violence and to rehearse the use of nonviolent relationship skills such as active listening and empathy. The overarching goals of this section are for teens to be able to “express their feelings, opinions, and behaviors on the values of equality, respect, and sharing or power, and to solve problems with a nonviolent win-win outcome” (Wolfe et al., 1996, p. 70). For Latino youth this is an important component because it teaches them how to better express themselves and learn how to make decisions that will benefit them even if those decisions will not benefit the entire family.

**Section 3: The Context of Relationship Violence**

In this section, composed of five sessions, youth explore the issue of dating violence in relation to larger societal and cultural contexts such as gender socialization. Throughout these sessions, youth are encouraged to think critically about how violence is encouraged in society, to understand that everyone is at risk for dating violence because the American culture reinforces the use of violence, and to examine the definitions of masculinity and femininity and how their definition relates to developing healthy relationships. The goal of this section is for young people to recognize and understand the societal and cultural obstacles that make it difficult to change attitudes about violence in relationships.

**Section 4: Making a Difference: Working Toward Breaking the Cycle of Violence**

This final section devotes seven sessions to providing young people with opportunities to engage in their communities and take action against dating violence on a larger scale.

The hope is that with these different activities these young people will feel empowered to deal with violence effectively in their lives and the lives of others. Young people should also feel confident they can make a difference and contribute to ending interpersonal violence in their communities.

The Youth Relationships Project is very extensive program. The YRP deeply explores many of the issues contributing to dating violence, helps young people develop better communication skills, and then propels them to take everything they have learned and apply it to their communities as an approach to societal change. All of the goals of the program are important and address many of the values and norms that contribute to the acceptance of dating violence in Latino youth. Latino youth learn how to counteract traditional gender roles, to change power dynamics, to escape abusive relationships by putting their own safety first.

## **Safe Dates**

Safe Dates is a program that was created by Foshee and Langwick in the early 1990s in order to change attitudes and behaviors associated with dating violence (Hazelden, 2010). Specifically, it is designed to prevent young people from engaging in emotional, physical, and sexual abuse. The initial funding for the development of the program came from the University of North Carolina and later from the Centers for Disease Control and Prevention. The program is currently sold and distributed by Hazelden Publishing, a company that publishes an array of prevention and intervention programs.

The Safe Dates program is intended for both girls and boys, middle and high school aged 12 to 18 (Hazelden Publishing, 2010). However, the content of the program seems more appropriate for younger, middle school-aged, audiences. In relation to the essential components, this program fulfills one of the components in that it is appropriate for younger audiences, which is important since the earlier a child learns about dating violence the better. Safe Dates was created with the intention of being implemented in a school setting but it can also be implemented in after school programs, community enrichment programs, faith-based programs, juvenile detention programs, or support groups. Safe Dates differs from The Youth Relationships Project in that Safe Dates is carried out primarily by an individual adult, usually a teacher or an outside facilitator. According to a summary by the Substance Abuse and Mental Health Services Administration ([http://endsexualviolence.oregonsatf.org/resources/docs/Safe\\_Dates.pdf](http://endsexualviolence.oregonsatf.org/resources/docs/Safe_Dates.pdf)), although the program was initially created and evaluated with African American and White populations, it can be used with diverse populations because the

names used for the students throughout the program are ethnically diverse. Additionally, the program provides suggestions on how to adapt and incorporate the content in order to address issues specific to certain cultural groups. Unlike The YRP, the Safe Dates program takes into account the role of the parents and the importance of their involvement. Parents are provided a letter outlining different ways of addressing dating violence with their children. On top of that, the program encourages the implementer to offer an education program for parents. For Latinos this is extremely important because there is great value placed on the family and the role of the family in other interpersonal relationships. As previously discussed, many decisions that Latinos make are based on how the decision will affect the family. Educating both parents and children about what young people should expect from a dating partner may make the decision of a young person to leave an abusive partner an easier one, if the teen believes their parents support them.

The Safe Dates program is composed of ten sessions lasting under an hour each.

The sessions of the program are as follows (Hazelden Publishing, 2010):

**Session 1: Defining Caring Relationships**

Through a bingo game and class discussions, students are introduced to the *Safe Dates* program and they evaluate how they would like to be treated in dating relationships.

**Session 2: Defining Dating Abuse**

Through the discussion of scenarios and the review of statistics, students clearly define dating abuse.

**Session 3: Why Do People Abuse?**

Through large and small group discussions and the review of scenarios, students identify the causes and consequences of dating abuse.

**Session 4: How to Help Friends**

Through a decision-making exercise, a dramatic reading, and the introduction of the "Friend's Wheel," students learn why it is difficult to leave abusive relationships and

how to help a friend if she or he is in an abusive relationship.
<p><b>Session 5: Helping Friends</b></p> <p>Through stories and role-playing, students practice effective skills for helping friends who are victims of abuse or confronting friends who are perpetrators of abuse.</p>
<p><b>Session 6: Overcoming Gender Stereotypes</b></p> <p>Through a writing exercise, small-group discussions, and scenarios, students learn about gender stereotypes and how these stereotypes can affect dating relationships.</p>
<p><b>Session 7: How We Feel, How We Deal</b></p> <p>Through the use of a feelings diary and a discussion of "hot buttons," students learn effective ways to recognize and handle their anger, so it doesn't lead to abusive behavior.</p>
<p><b>Session 8: Equal Power through Communication</b></p> <p>Students learn the four SAFE skills for effective communication and practice these skills in a variety of role-plays.</p>
<p><b>Session 9: Preventing Sexual Assault</b></p> <p>Through taking a quiz and holding a caucus and a panel of their peers, students learn about the issue of sexual assault and how to prevent it from happening.</p>
<p><b>Session 10: Reviewing the Safe Dates Program</b></p> <p>Through discussion, evaluation, and a poster contest, students will review the Safe Dates program.</p>

As noted in some of the session descriptions, the program teaches students how to identify abusive behaviors, seek help if they experience abuse, and help their friends find useful resources. By participating in the program students also develop anger-management, communication, problem-solving, and general positive social skills. In relation to Latino youth, the session exploring gender stereotypes is extremely important because many of the values and norms of Latinos are based on the roles of males and females. However, although gender roles are explored in the program, the session lacks an in depth analysis of the intersection of gender roles and power dynamics or how to change these existing views.

Overall, the Safe Dates program meets the needs necessary for young people in the general population. This program also meets the needs of Latino youth and addresses concerns of gender roles, power dynamics (like *machismo*), and the role of the family better than The Youth Relationships Project. Safe Dates is the better choice especially if the purpose is to reach young people before they begin to form relationships. However, because the program is most appropriate for middle school-aged people there should be follow-up that is appropriate once they grow older and are in more serious relationships. In the following chapter, I will discuss a number of programs, including one designed specifically for Latino youth, that were developed and are implemented by the organization Break the Cycle.

#### **IV. Break the Cycle**

Break the Cycle is a non-profit organization that was founded in 1996 as a response to the epidemic of teen dating violence. The founders of Break the Cycle realized there was no organization whose violence prevention efforts were exclusively designed for teens and believed that something needed to be done about that. As stated on their website, Break the Cycle's mission is to "engage, educate, and empower young people to build lives and communities free from domestic and dating violence" (<http://www.breakthecycle.org/mission-statement>). From this mission they have outlined their five core values as follows:

1. **Creating positive change:** They believe that in order for people to be empowered they must have the proper knowledge. They believe that a world where everyone is free of relationship violence is possible and that they can help create that world.
2. **Trusting young people as experts in their own experience and needs:** Young people are valued as good decisions makers and have the power and capacity to create change.
3. **Diversity in its many forms:** They are committed to providing services to youth of all backgrounds no matter their gender, class, sexual orientation or race.
4. **Evolving to meet the communities' needs:** They work with the community to provide effective, personalized services and gain support by all members of the communities in which they work.
5. **Innovation:** They are dedicated to implementing programs that will better serve young people. Their creative vision distinguishes Break the Cycle's programs from others and because of this they are able to create lasting and effective change.

Break the Cycle's programs are appropriate for young people between the ages of 12 and 24. Their programs are appropriate for use with very young people, which is important as they are just beginning to form their first relationships. As a national organization, Break the Cycle works in communities across the country although the greater part of their efforts take place in Los Angeles and Washington, DC.

Break the Cycle's programs serve primarily as a means to prevent dating violence but many times also function as a means of intervention. Break the Cycle not only runs youth-centered programs, which reach teens directly, but also works as an advocate for policy change and trains adults to better address the issue. Their programs can be generally categorized as education, policy, or legal and help services. From time to time Break the Cycle also runs public awareness campaigns targeting specific issues or audiences.

### **Education Programs**

Break the Cycle's education programs usually take place in schools as well as other places where teens tend to congregate in large numbers. Break the Cycle believes that education is essential in preventing dating violence and their programs aim to empower young people to form healthy relationships and create safe schools that will not tolerate violence.

***Speak.Act.Change.*** *Speak.Act.Change* is an education program designed primarily for young girls. According to Break the Cycle's website, this program allows young girls to develop their communication and advocacy skills while empowering them to stand up for what is right through service-learning and peer-leadership opportunities (<http://www.breakthecycle.org/speak-act-change>). During the program younger girls,

ages 12-14, focus on learning and raising awareness while the older girls, ages 15-17, serve as peer leaders. The older girls lead the younger girls in learning about dating violence and healthy relationships. Older girls are also expected to engage their school administrators, elected officials, and media on the issue of dating abuse to promote a project, to raise awareness, or to advocate for policy change in order to improve the safety of teens in their community. Younger girls participate in role play that helps them better understand the dynamic of the dating violence cycle and write news reports on how dating violence may affect students on their campus. Both younger and older girls work on creating awareness campaigns that will educate their peers and the community as a whole (Break the Cycle, 2010a).

As a service-learning program, Speak.Act.Change has several benefits for the young girls who take part. Young girls are able to find their voice while taking ownership of a project as they are able to take control of their learning and develop leadership and decision-making skills to become productive members of their communities.

Speak.Act.Change follows a “pay it forward” model, where the young girls who participate not only learn skills useful for their own lives but are also able to use those skills and knowledge and apply them to improve the lives of their peers and the atmosphere of their school (Break the Cycle, 2010a). Break the Cycle has also found that the young girls who participate in such service-learning programs become high academic achievers, are more likely to finish high school, and eventually go on to college.

Speak.Act.Change places a lot of responsibility on the young girls participating in the program. The program gives young girls a lot of freedom which allows them to become independent learners and teaches them how to make their own decisions. In the

end, the program's main goal is to empower young girls to take actions that are best for them and to be able to lead other young girls to do the same (Break the Cycle, 2010a).

While this program does a phenomenal job in empowering young women to take control of their lives, it does not address issues specific to young Latina women.

Speak.Act.Change does not explicitly address how gender roles norms and power dynamics contribute to the problem. The program also fails to incorporate some of the things most valued by the Latino culture such as the family, addressing what can be done about decision making in terms of what is best for the family, or the role that religion plays in the process.

*In-person education & [Ending Violence].* Since their founding Break the Cycle has educated teens about dating violence, forming healthy relationships, and their rights and responsibilities under the law through an in-person education program. Because Break the Cycle only has offices in Los Angeles and Washington, DC these were the only two places where Break the Cycle's own trained educators could conduct one-to-three day presentations on the issue. It is approximated that through this effort alone Break the Cycle has educated more than 150,000 young people (<http://www.breakthecycle.org/ending-violence-residency>).

It is no secret that dating violence does not only affect young people in Los Angeles and Washington, DC and therefore, Break the Cycle stepped in and created a program, [Ending Violence], based on their in-person education program, that could be replicated by others across the country. [Ending Violence] is a DVD-based curriculum that includes interactive classroom activities, animation, live-action role-plays, and interviews with experts and survivors (<http://www.endingviolence.net>). The [Ending

Violence] curriculum also comes with other resources including an informational video for adults, a student self-guided session, a comprehensive educator’s guide and information for parents. In order to reach as many young people as possible, the curriculum can be carried out in both English and Spanish.

[Ending Violence] is a flexible program that can be carried out during one class period or over a semester. It is divided into the following sections (Break the Cycle, 2010b):

<p>Section 1: Dating Violence</p> <p>In this section teens learn about dating violence, warning signs, basic relationship and power dynamics, and solve various scenarios.</p>
<p>Section 2: Dating Violence and the Law</p> <p>This section teaches young people about laws related to domestic and dating violence, their rights and responsibilities under those laws, and what they can do to protect themselves.</p>
<p>Section 3: Safety Planning</p> <p>The last section reviews safety planning, teaches young people about forming a safety plan once they leave an abuser, and ends in a mock trial where young people learn what it is like to obtain a restraining order.</p>

Through the implementation of this program, Break the Cycle hopes that teens will learn to build healthy relationships and nonviolent homes. Furthermore, Break the Cycle expects young people who participate in the program to have a greater understanding about dating violence, to have a lower tolerance of abusive behaviors, to be able to identify whether their own behavior is abusive, to understand the role of the legal system, to gain knowledge of where to access information and obtain help, and to actually obtain help if necessary (Break the Cycle, 2010b).

Break the Cycle believes in evaluating their programs to ensure they are effective and actually accomplishing their goals. Jaycox, McCaffrey, Eiseman, Aronoff, Shelley,

Collins, and Marshall (2006a) conducted a study evaluating the effectiveness and impact of the [Ending Violence] curriculum on Latino youth. The study was conducted in 9<sup>th</sup> grade health classes in the Los Angeles School District, where classes were randomly assigned to the program or not. After the intervention the teens that participated in the [Ending Violence] program showed gains in their knowledge about legal rights in relation to dating violence, were less accepting of female perpetrated violence, believed that others were willing to help them, and reported higher likelihood of seeking help if in an abusive relationship (Jaycox et al., 2006a). There was no reported change in the belief that violence against females is wrong which could be due to the fact that at the beginning of the study most teens already believed it was wrong, allowing no room for change. Jaycox et al. (2006a) also found that teens with limited English proficiency or low levels of acculturation had greater knowledge gains, which they attribute to being less familiar with help resources or overcoming fear of discussing this issue with authority figures. The researchers propose that churches and other religious entities should be considered in the future because religious beliefs might also reinforce certain perceived norms about dating violence or cause teens to be fearful about discussing relationships. Although [Ending Violence] only had an impact on some beliefs about dating violence for Latino youth, on those aspects which it did not have a significant impact it still served to remind everyone that dating violence will not be tolerated. As proposed by the researchers, in the future Break the Cycle might consider ways in which to involve religious organizations and also involve parents more effectively.

## **Policy Programs**

Break the Cycle advocates for policies that address teen dating violence prevention and intervention in schools and for federal and state policies that cater to the needs of young people. They believe that because teens experience some of the highest rates of dating violence they should have access to the same services that adults do such as legal protection. By investing in people when they are young and protecting them from violence early these same people can be prevented from having to go through criminal, civil, and family justice systems in the future while also saving government money.

***School policy.*** Students often experience dating violence in schools and when they seek help from a school administrator or counselor, teens often receive incorrect information or help, which may end up stigmatizing them. Due to this, Break the Cycle serves as a consultant to organizations, government agencies, and schools on how to improve their response to dating violence. Break the Cycle helps schools by providing training and resources to school personnel so they can appropriately serve students, help schools develop, adapt, and implement policies and procedures to address the issue, implement prevention curriculum (such as [Ending Violence]), and lastly, conduct evaluations to assess the effectiveness of policies and curriculum in reducing dating violence and changing students attitudes on the issue (<http://www.breakthecycle.org/content/school-policy>).

***State policy project.*** Through this project Break the Cycle provides advice and resources to advocates and policymakers in order to improve the states' response to dating violence (<http://www.breakthecycle.org/content/state-policy>). Break the Cycle's efforts in this project are focused on ensuring that there are confidential services

including mental healthcare and reproductive healthcare for youth, improving school's responses to the issues, and increasing minor's access to restraining orders. In order to increase minor's access to restraining orders, Break the Cycle believes that states must allow dating relationships to count as legal relationships, acknowledge that minors need legal protection, and remove obstacles such as requiring parental consent and notification requirements if a teen decides to file a restraining order (in states where this is even an option).

***Federal policy project.*** At the federal level, Break the Cycle is a strong supporter of the Violence Against Women (VAWA) legislation (<http://www.breakthecycle.org/content/federal-policy>). Break the Cycle works with several committees to gather feedback from the community and to advise the task force drafting the 2010 version of the VAWA. As an advisor, Break the Cycle hopes to increase the recognition and funding for dating violence prevention education and other dating violence services designed specifically for young people.

### **Respect WORKS!**

Respect WORKS! is a “comprehensive, best practices model [which] includes everything from how to implement a school-wide dating violence policy to teaching students how to be leaders in combating dating violence” (<http://www.respect-works.com/respect-works>). The model has four components, one that was described in the previous chapter (Safe Dates) and three in this chapter (school policy, [Ending Violence], and Speak.Act.Change). Schools should develop a school policy that properly addresses dating violence on their campus, educate students by using the program Safe

Dates, reinforce the student's learning by implementing [Ending Violence] and encourage students to be activists in this issue by implementing Speak.Act.Change.

Respect WORKS! serves as one of the best solutions for eliminating dating violence because it engages people starting at a very young age. Because it is a combination of various programs, what is not covered in one program is covered in the next. For example, Safe Dates does not cover issues related to the legal system but [Ending Violence] does. This is important because many of the aspects that are Latino-friendly in Safe Dates are still received but the tool of empowerment that it is missing is then covered in Speak.Act.Change. Through this comprehensive project, everyone becomes involved, including young people, parents, schools, school personnel, and legislators. In order to create real, effective, change it is important that everyone works together to eliminate violence among teens.

### **Legal and Help Services**

Break the Cycle's legal services intervention program helps young women in the District of Columbia who are in an abusive relationship and seeking help. Break the Cycle employs an attorney that helps guide these young women through the legal process, especially in obtaining protection or restraining orders, violations of restraining orders, obtaining child custody and child support, arranging visitation rights, and sometimes guiding young women through the divorce process (<http://www.breakthecycle.org/legal-help-services>). Because I was working in Los Angeles I did not have extensive interaction with this department but was still aware of what many of the young women that used the services were going through. As the editor of Break the Cycle's Summer Newsletter, I had the opportunity of briefly interacting with the legal services provider

and of learning about a young woman they were working with. In the Survivor Spotlight (August 2010) Break the Cycle shared the story of Brittany (name changed to protect confidentiality). Brittany had been dating her boyfriend, with whom she had a child, for two years. During those two years she experienced physical, sexual, and emotional abuse. Brittany eventually became fearful for her life and sought help from the local Domestic Violence Intake Center, which referred her to Break the Cycle. Break the Cycle helped Brittany through the legal process and eventually referred her to other services that could better support her as a survivor of domestic violence. Without Break the Cycle, Brittany's life could have ended in tragic death, like did Yeardeley Love's (as described in the introduction).

For young girls who are ready to leave an abusive dating partner or who are thinking about it but cannot take advantage of Break the Cycle's legal services because they are not in the District of Columbia, Break the Cycle operates [thesafespace.org](http://thesafespace.org), which provides young women with a number of resources. [thesafespace.org](http://thesafespace.org) is a "project" of Break the cycle and is "the most comprehensive resource on the web to learn about dating violence." On this website teens can find answers to almost any question they have about dating violence. Young people can take quizzes to find out how much they know about dating violence, whether their relationship is potentially an abusive one, or if they are equipped to help a friend in need. For those young people who do not know much about dating violence the website has a section dedicated to educating young people about the issue, the role technology plays, and how the issue may be affecting their community. The website also offers young people tools they can use to take action against dating violence in their schools and community.

One of the most helpful tools the website offers is the Ask Anything tool. As the name might suggest, teens can use this tool to submit any question they may have, whether it is related to dating violence or to relationships in general. The questions are sent to a staff member at Break the Cycle whose job is to respond to them in a timely manner. Most of the questions and answers are then put on the website for teens to look through if they are experiencing a similar problem. Break the Cycle also encourages parents to use the Ask Anything tool if they have questions about how to best help their child if they believe their child might be in an abusive relationship. Both parents and teens may also submit questions in Spanish and may also access the various resources on the website in Spanish. The Ask Anything tool is one of Break the Cycle's most successful projects, with hundreds of teens receiving answers to their questions since its inception. A teen who used the website made the following comment about her experience: "I really enjoy your site. I think it is absolutely fabulous for helping teens cope with relationship issues and domestic violence. I am recommending this site to all my friends" (Break the Cycle, 2008-2009b).

Thesafespace.org is a comprehensive tool that educates young people about dating violence, helps them find the resources they need to escape an abusive relationship and is also helpful because it addresses the needs and concerns of parents. The creation of the Spanish tools was part of a project and campaign to address the needs of Latino youth, which will be further discussed in the following section. Thesafespace.org and the Ask Anything tool address the needs of Latinos by providing all the information in Spanish. Because many Latino parents and occasionally some young people do not speak English, it is important that they have access to resources in a language in which they feel

comfortable. Although the website does a good job in educating young people about dating violence and what they can do about it, the information is provided out of context. There is no information on how power dynamics may result in dating violence or the role that gender socialization might play. For Latinos, there is also no information on the topic of decision-making and the role of the family.

### **Latino Outreach Campaign**

Break the Cycle's most innovative development, specifically addressing the needs of Latino youth, is the Latino Outreach project. This project was made possible through a grant received from the government's Office for Victims of Crime, which funded public awareness initiatives to underserved groups (C. Escobar, personal communication, October 27, 2010). Break the Cycle proposed a project to target Latinas because of their particular needs, such as the fact that they are less likely to access services and language barriers and because Break the Cycle has traditionally served a great number of Latinas.

The campaign created with this grant had three components, Spanish language content on [thesafespace.org](http://thesafespace.org), Ask Anything in Spanish, and the *fotonovela*, a tool that does not require access to the Internet. However, if young girls needed more resources the *fotonovela* points them in the direction of [thesafespace.com](http://thesafespace.com). A *novela* is a Spanish version of a soap opera and a *fotonovela* a print version of that. It was decided that this would be the medium through which Latinos would learn about dating violence because *novelas* tend to be popular among Latinas. The *fotonovela* was distributed to young girls through Break the Cycle's partners and is also distributed after presentations and through tabling sessions where there is a large presence of Latinas.

The *fotonovela* tells the story about a Latina, Alejandra, and her Latino boyfriend, Luis, and describes an incident where he is trying to convince her to attend a party with him. Alejandra does not want to attend the party because she would rather go to the movies with her friends. Luis gets angry and begins to make her feel guilty, he tells her that she “needs to get her priorities straight” and that if she loved him she would go to the party with him. In the end he convinces her to attend the party. After the party, Luis confronts Alejandra about why she was talking to an old male friend, yells at her, tries to make her feel guilty, and accuses her of cheating. A couple weeks later, Alejandra tells a friend about her recent interactions with Luis, including a fight where he threw something at her. Alejandra’s friend tells her that his actions are not acceptable and encourages Alejandra to visit [thesafespace.org](http://thesafespace.org) to learn more about dating violence and to talk to someone who can help her out and advise her on what to do. Alejandra visits [thesafespace.org](http://thesafespace.org) where she takes a quiz to identify whether her relationship is healthy and engages in a short email conversation with an expert at Break the Cycle. In the end, Alejandra ends up breaking up with her boyfriend and expresses how much happier she feels (Break the Cycle, 2008-2009a).

According to Cristina Escobar (personal communication, October 27, 2010), Coordinator of Development & Communications, during the time the project was in full force it was successful and all youth, especially Latinas, responded positively to the material. After the distribution of the *fotonovela* began Break the Cycle also saw an increase in the traffic to the Spanish section of [thesafespace.org](http://thesafespace.org) and received a number of questions through the Ask Anything tool in Spanish. Students at a high school who received the *fotonovela* decided they wanted to raise awareness at their school about the

issue of teen dating violence and how it affects Latinos. Because the *fotonovela* was so pertinent to their lives and the lives of their peers, the students who were originally exposed to the *fotonovela* took it upon themselves to act out the *fotonovela* for the rest of their peers.

The Latino Outreach Campaign is Break the Cycle's only project created specifically for Latinos and appears to be quite successful. Both Latino males and females are able to access resources in Spanish if that is the language in which they feel most comfortable. With resources in Spanish, Latino parents are able to learn about dating violence, how it might affect their teen, and what they can do about it. Lastly, the *fotonovela* allows young Latinas to relate to someone like them and empowers them to break away from a potentially abusive partner.

### **Summary**

Break the Cycle was the first organization to recognize teen dating violence as a serious issue that needed immediate individualized attention. Ending dating violence requires the effort of everyone in American society, from national legislative support to personal commitment. Therefore, Break the Cycle created multiple programs, as described in this chapter, to address teen dating violence. All the programs focus on giving young people the information and resources they need to build healthy relationships. Break the Cycle is especially committed to serving underrepresented communities and periodically implements campaigns that address the needs of these communities.

## V. Moving Forward

By now it is no secret that dating violence is a serious problem affecting youth across the nation. According to Break the Cycle, one out of three teens will experience some form of dating violence in their life and out of those only two out of three will actually report it to anyone. Among Latino youth, the story is fairly similar. In one study, Latinos were found to be at a higher risk of experiencing dating violence than whites (O'Keefe, 1997). Each of those teens who experiences dating violence is one too many. From these statistics it may be inferred that not all teens will experience dating violence, two in three will not. To understand the reasons for this, researchers have studied the lives of teens who have experienced dating violence and those who have not. Among several factors, teens who experience dating violence tend to be involved in risky behaviors including alcohol consumption, use of drugs, sex, and tend to have suicidal ideation or depression (Gover, 2004; Yan et al., 2010). Although all these factors also play a role in dating violence among Latino youth, various aspects about the culture contribute significantly to the problem itself and in dealing with the problem.

The cultural values and norms of those in the Latino community are quite different than the mainstream American culture. In mainstream American culture children are taught to be independent individuals and to always choose the option that will be best for them. In the Latino culture, however, children are taught to value the family and to base their decisions on what is best for the family. Following from this

concept, children are also taught *respeto*, which is being respectful to those who are older or wise. Religious traditions, especially those of the Catholic faith, also reinforce both commitment to the family and respect to others, especially towards a woman's male partner. Through all these values, children come to learn that males are the ones with power in relationships and women should be passive and submissive (Noble & Lacasa, 1994). These power dynamics become problematic because coupled with other things like the use of drugs and alcohol, it can be easy to enter a cycle of dating violence. Because deviating from the traditional values and norms is looked down upon, Latina women often feel like they cannot leave their abusive partner.

The Latino population is very stable and one that experiences dating violence just as much, if not more, than the general population but there is currently no dating violence prevention or intervention program that was created specifically for Latinos. Because their needs are different than those of the general population, programs created and tested on White populations are bound to be ineffective when implemented in Latino communities. After reviewing some of the most widely used dating violence prevention programs, it became clear that many of them fail to cover essential aspects related to dating violence. It was often the case that an essential component that was covered in one program was not covered in another. As the only organization dedicated to improving the lives of young people, Break the Cycle appears to be the one that provides some of the most comprehensive and successful dating violence prevention programs and tools.

Break the Cycle operates at a national level and strives to tackle the issue of dating violence at all levels. Break the Cycle works with policymakers at the local, state, and federal level and advises them on changes they must make in order to better protect

the rights of young people and ensure their health. At the school level, Break the Cycle plays a similar role, advising administration on what they can do to make sure their school has an appropriate policy to deal with cases of dating violence and that teachers are educated and sensitive to the issue. At an individual level, Break the Cycle reaches young people through their education programs and teaches them that they have the right to healthy relationships. Through various programs teens are empowered and become agents of change in their communities. Break the Cycle has been and continues to lead the way in educating teens and more specifically Latino teens about dating violence. If Break the Cycle was able to receive more funding to re-launch their Latino Outreach Campaign and pair it with [Ending Violence], Latino youth would be rightfully equipped with adequate knowledge and tools.

Jaycox, McCaffrey, Weidmer Ocampo, Marshall, Collins, Hickman, and Quigley (2006b) proposed several improvements that could be made to dating violence prevention programs. Jaycox et al. (2006b) acknowledge that because teens who experience violence or aggression in their family or among their peers have less negative attitudes about dating violence, it is important to find a way in which aggression can be reduced in those students' daily lives. They propose that schools should also consider implementing other prevention programs that address school and peer aggression in general. The intervention programs that already exist may want to consider revision, adding more information about the legal aspects of dating violence and where to seek help if experiencing abuse. Lastly, intervention programs should also place more attention on educating young people about the importance of intervening if they witness an incidence of violence or abuse among their friends and what the best approach to do so would be.

For organizations considering revamping their programs to better serve the needs of Latino youth it is important to consider the culture's values and norms. According to Foshee and McNaughton Reyes (2009), many programs, including Safe Dates, could be effective for Latino adolescents if they made cultural adaptations that took these values and norms into consideration. Two of the most important values that are missing in the different programs that were discussed are parental and religious considerations. As discussed throughout this evaluation, the family, especially the parents, plays a central role in the lives of Latinos. For Latino children, parents are the ideal role models. Because of this, if violence is present in the home it can carry on with children into their future relationships. Therefore, it may prove valuable for parents to be required to take a parenting course on being a role model and identifying what image it is they want to portray to their children. Through this parenting course, parents will also have the opportunity to learn about the reality of teen dating violence on how it may impact their children. Parents can be taught how to be supportive and serve as a resource if their child ever happens to be involved in an abusive relationship. Organizations that currently run dating violence prevention programs may also want to explore the role that religion plays in staying with an abusive partner and how that could be addressed. Lastly, these organizations might also consider forming partnerships with religious organizations, so that young people who are committed to religious values can also learn that dating violence is not something that is tolerated in their religious community. In the end it is important to remember that this is an urgent issue and appropriate components that directly address the needs, values, and norms of Latino youth must be implemented into dating violence prevention programs without delay.

## References

- Alianza. (July 2010). *Domestic violence affects families of all racial, ethnic, and economic backgrounds: It is a widespread and destructive problem in latino communities*. Albuquerque, NM: Alianza.
- Avery-Leaf, S. & Cascardi, M. (2002). Dating violence education: Prevention and early intervention strategies. In P. A. Schewe (Ed.), *Preventing violence in relationships: interventions across the life span* (pp. 79-103). Washington, D.C.: American Psychological Association.
- Banyard, V. L. & Cross, C. (2008). Consequences of teen dating violence. *Violence Against Women, 14*(9), 998-1013.
- Black, B. M., Tolman, R. M., Callahan, M., Saunders, D. G., & Weisz, A. N. (2008). When will adolescents tell someone about dating violence victimization? *Violence Against Women, 14*(7), 741-758.
- Break the Cycle. (2008-2009a). Fotonovela. In *The Safe Space*. Retrieved from <http://www.thesafespace.org/the-basics/in-your-community/he-loves-me-he-loves-me-not/fotonovella-english/>
- Break the Cycle. (2010b) *In-N-Out Orange County Grant Application*. Los Angeles, CA: Break the Cycle.
- Break the Cycle. (2010a). *In-N-Out Fresno Grant Application*. Los Angeles, CA: Break the Cycle.

- Break the Cycle. (2008-2009b). Speak out. In *The Safe Space*. Retrieved from <http://www.breakthecycle.org/speak-out>
- Enriquez, L. & Pajewski, A. (1996). *Teaching from a Hispanic perspective a handbook for non-Hispanic adult educators*. Phoenix, AZ: The Arizona Adult Literacy and Technology Center.
- Foshee, V. A. & McNaughton Reyes, H. L. (2009). Primary prevention of adolescent dating abuse perpetration: When to begin, whom to target, and how to do it. In D. J. Whitaker & J. R. Lutzker (Eds.), *Preventing partner violence: Research and evidence-based intervention strategies* (pp. 141-168) Washington, DC: American Psychological Association.
- Galanti, G. (2003). The Hispanic family and male-female relationships: An overview. *Journal of Transcultural Nursing, 14*(3), 180-185.
- Gamache, D. (1991). Domination and control: The social context of dating violence. In B. Levy (Ed.), *Dating violence: Young women in danger* (pp. 69-83). Seattle, WA: Seal Press.
- Garcia, W. (1996). *Respeto*: A Mexican base for interpersonal relationships. In W.B. Gudykunst, S. Ting-Toomey, & T. Nishida (Eds.), *Communication in personal relationships across cultures* (pp. 137-155). Thousand Oaks, CA: Sage Publications.
- Gover, A. R. (2004). Risky lifestyles and dating violence: A theoretical test of violent victimization. *Journal of Criminal Justice, 32*, 171-180.

- Grasley, C., Wolfe, D. A., & Wekerle, C. (1999). Empowering youth to end relationship violence. *Children's services: Social policy, research, and practice*, 2(4), 209-223.
- Hazelden Publishing (2010). *Safe Dates*. Retrieved from <http://www.hazelden.org/web/public/safedates.page>
- Jaycox, L. H., McCaffrey, D., Eiseman, B., Aronoff, J., Shelley, G. A., Collins, R. L., & Marshall, G. N. (2006). Impact of a school-based dating violence prevention program among Latino teens: Randomized controlled effectiveness trial. *Journal of Adolescent Health*, 39(5), 694-704.
- Jaycox, L. H., McCaffrey, D. F., Weidmer Ocampo, B., Marshall, G. N., Collins, R. L., Hickman, L. J., & Quigley, D. D. (2006b). *Curbing teen dating violence: Evidence from a school prevention program*. Santa Monica, CA: RAND Corporation.
- Johnson, Y. (n.d.) The history and significance behind quinceañeras. In *Celebrations*. Retrieved from <http://www.celebrations.com/content/the-history-and-significance-behind-quinceaneras>
- Kasturirangan, A., Krishnan, S., & Riger, S. (2004). The impact of culture and minority status on women's experience of domestic violence. *Trauma, Violence, & Abuse*, 5(4), 318-332.
- Noble, J. & Lacasa J. (1994). *The Hispanic way*. Chicago, IL: Passport Books.
- O'Keefe, M. (1997). Predictors of dating violence among high school students. *Journal of Interpersonal Violence*, 12(4), 546-568.

- Perilla, J. L., Bakeman, R., & Norris, F. H. (1994). Culture and domestic violence: The ecology of abused Latinas. *Violence and Victims, 9*(4), 325- 339.
- Perilla, J. L. (1999). Dating violence as a human rights issue: The case of the immigrant Latinos. *Hispanic Journal of Behavioral Sciences, 21*(2), 107-133.
- Raffaeli, M. & L. L. Ontai (2004). Gender socialization in Latino/a families: Results from two retrospective studies. *Sex Roles: A Journal of Research, 50*(5), 287-299.
- Sanderson, M., Coker, A. L., Roberts, R. E., Tortolero, S. R., & Reininger, B. M. (2004). Acculturation, ethnic identity, and dating violence among Latino ninth-grade students. *Preventive Medicine, 39*, 373-383.
- Santiago- Rivera, A. (2003). Latinos value and family transitions: Practical considerations for counseling, *Counseling and Human Development, 35*(6), 1-12.
- Schwartz, M., O'Leary, S. G., & Kendziora, K. T. (1997). Dating aggression among high school students. *Violence and Victims, 12*(4), 295- 305.
- Survivor spotlight. (2010, August). *Breaking News, Summer, 3*.
- Teitelman, A. M., Ratcliffe, S .J., Morales- Aleman, M. M., & Sullivan, C. M. (2008). Sexual relationships: Power, intimate partner violence, and condom use among minority urban girls. *Journal of Interpersonal Violence, 23*(12), 1694-1712.
- Teten, A. L., Ball, B., Valle, L. A., Noonan, R., & Rosenbluth, B. (2009). Considerations for the definition, measurement, consequences, and prevention of dating violence victimization among adolescent girls. *Journal of Women's Health, 18*(7), 923-927.
- Thompson, W. N. (1991). Machismo: Manifestations of a cultural value in the Latin American casino. *Journal of Gambling Studies, 7*(2), 143-164.

- Thompson, T. & Abramson, M. (2010, May 3). Yeardley Love, Univ. of Virginia lacrosse player, found dead; George Huguely charged with murder. *NY Daily News*. Retrieved from [http://www.nydailynews.com/sports/college/2010/05/03/2010-05-03\\_virginia\\_mens\\_lacrosse\\_player\\_george\\_huguely\\_charged\\_with\\_murder\\_of\\_womens\\_playe.html](http://www.nydailynews.com/sports/college/2010/05/03/2010-05-03_virginia_mens_lacrosse_player_george_huguely_charged_with_murder_of_womens_playe.html)
- Ulloa, E.C., Jaycox, L. H., Marshall, G. N., & Collins, R. L. (2004). Acculturation, gender stereotypes, and attitudes about dating violence among Latino youth. *Violence and Victims, 19*(3), 273-287.
- Ulloa, E. C., Jaycox, L. H., Skinner, S. K., & Orsburn, M. M. (2008). Attitudes about violence and dating among Latino/a boys and girls. *Journal of Ethnic & Cultural Diversity in Social Work, 17*(2), 157- 176.
- Wertheim, L. J. (2010, May 17). Why did Yeardley Love have to die? *Sports Illustrated*. Retrieved from <http://sportsillustrated.cnn.com/2010/magazine/05/11/virginia.Lacrosse/index.html>
- Wolfe, D. A., Wekerle, C., Gough, R., Reitzel-Jaffe, D., Grasley, C., Pittman, A., Lefebvre, L., & Stumpf, J. (1996). *The youth relationships manual: A group approach with adolescents for the prevention of woman abuse and the promotion of healthy relationships*. Thousand Oaks, CA: SAGE Publications.
- Yan, F. A., Howard, D. E., Beck, K. H., Shattuck, T., & Hallmark-Kerr, M. (2010). Psychosocial correlates of physical dating violence victimization among Latino early adolescents. *Journal of Interpersonal Violence, 25*(5), 808-831.