

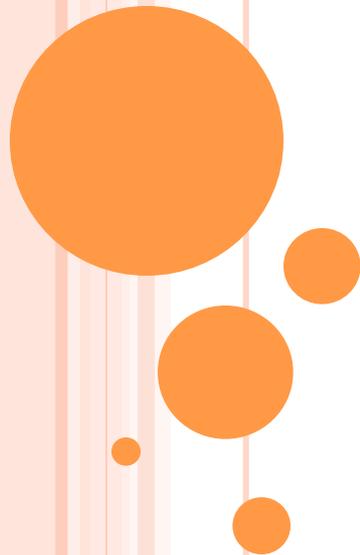
Healthy Relationships and Dating Violence:

Adolescent Voice and Arts-Based Intervention in Delray, Detroit

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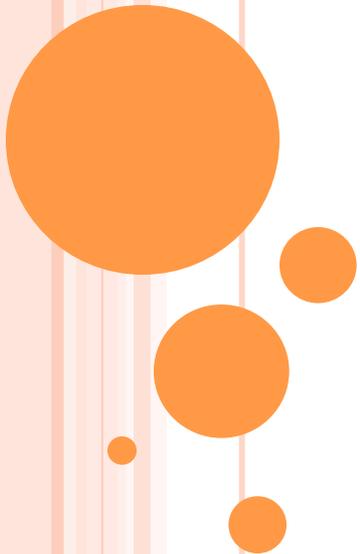
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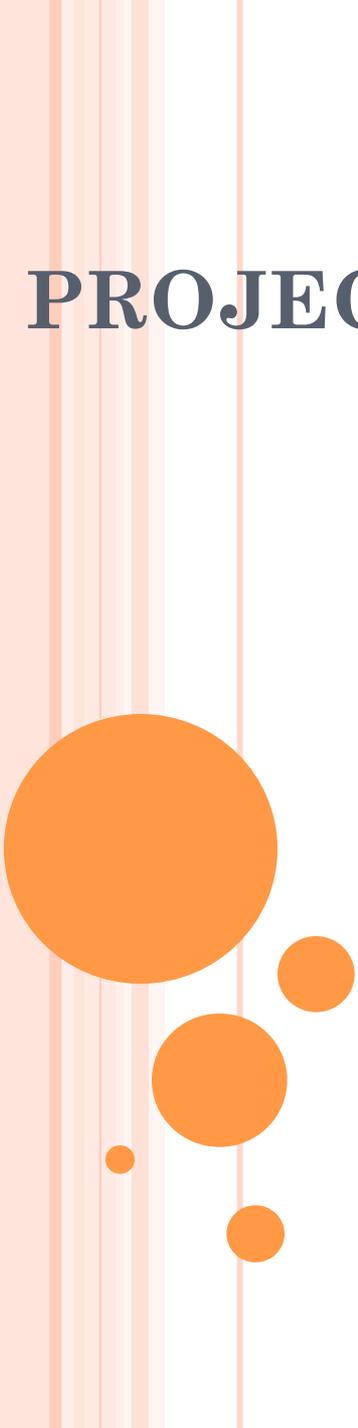


PRESENTATION OVERVIEW

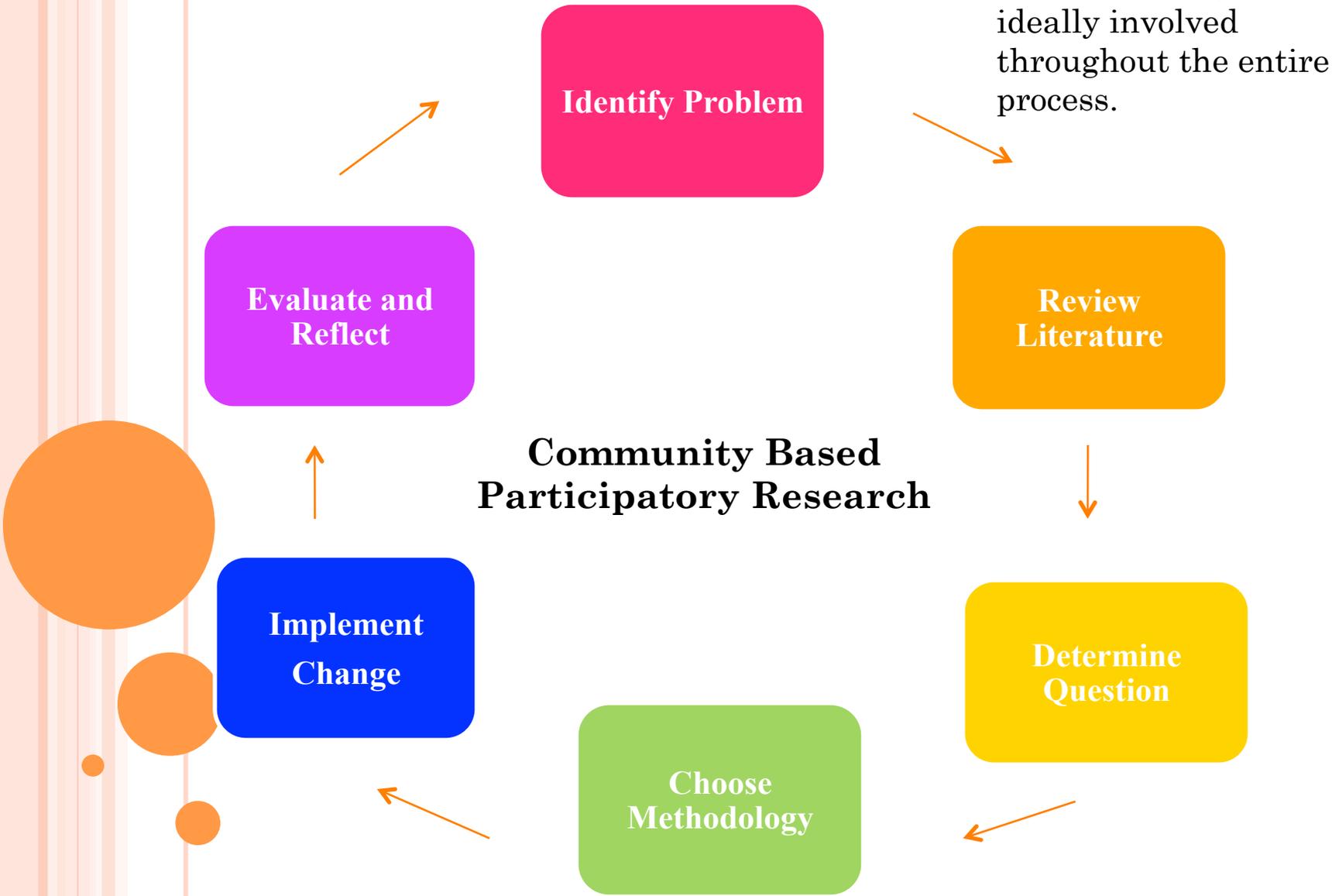
- Background and goals
- Intervention research/design process
- What we learned
- Overall lessons of the project



PROJECT GOALS

- 
- **Develop an arts-based intervention for Delray youth addressing themes of healthy relationships and interpersonal violence.**
 - **Design the intervention using community-based participatory methods, in order to:**
 - **Make the design process an empowering mini-intervention in and of itself**
 - **Create a more attractive program**
 - **Empower the youth to become active agents of change and advocates for healthy relationships and gender justice**

CBPR MODEL



*The community is ideally involved throughout the entire process.

Identify Problem

Review Literature

Determine Question

Choose Methodology

Implement Change

Evaluate and Reflect

Community Based Participatory Research

DATING VIOLENCE: SOME FACTS

- According to a national survey on sexual abuse, one in four girls and one in six boys will be sexual assaulted by the age 18 (David Finkelhor,1990).
- 9.9% of youth have experienced recent physical violence from a dating partner (CDC, 2008).
- 17.6 % of women in the United States have survived a completed or attempted rape. Of these, 21.6% were younger than age 12 when they were first raped, and 32.4% were between the ages of 12 and 17. (National Violence Against Women Survey, November, 2000).

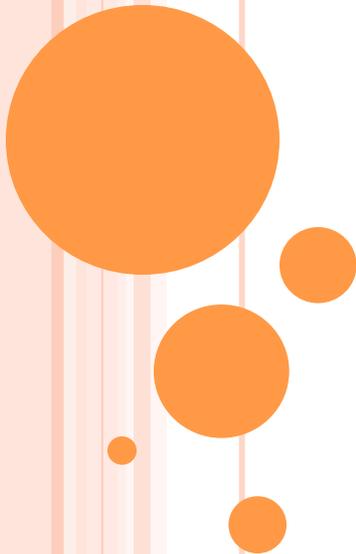
FROM MILLER, 2008

“[My boyfriend] was just like, um, “Do you wanna have sex?” And I was like “No.” And he was like “Why?” I said “Cause I don’t want to.” And he was like...”Then if I go home, I’m gonna do it to someone else.” And just peer pressure, and I was just thinking about it, you know. I’m supposed to be his girlfriend and why, you know, why won’t I have sex with him? He going home having sex with somebody else. So I felt a lot of pressure on me, him saying that [and so] I had sex with him.”

-Sheron, age 13

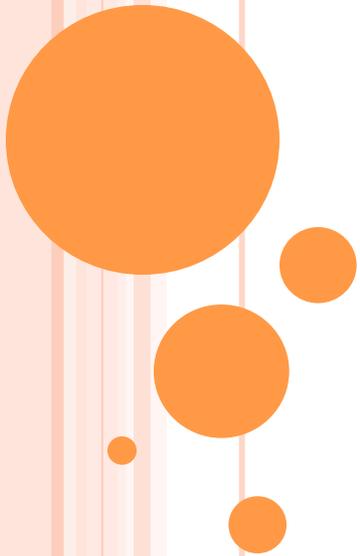
Community Partner in Delray (cont'd)

- **Multi-service center with sites in Delray and an adjacent community.**
- **Programming includes:**
 - **After-school Programming**
 - **Summer Day Camp**
 - **Youth Environmental Group**
 - **Neighborhood Development Activism**
 - **Programming for Seniors**



Relationship w/Community Partner

- Several years of collaboration with Detroit Initiative.
- Youth in Delray has already known/familiar with DI staff
- Director had expressed his desire for
 - Programs for older youth, particularly addressing relationship issues.
 - Arts activities.

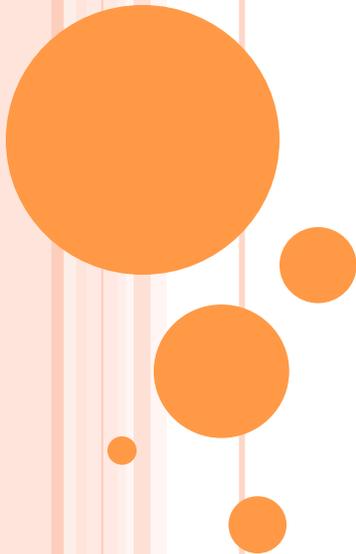


PROCESS: Getting our community partner on board

- General support after we introduced the topic.
- Leadership concerns about open discussion of LGBT issues or identity--some compromise that we wouldn't focus there, but would actively seek to create safe space for everyone.
- Partner suggested potential participants, helped to recruit youth, set times and places for focus groups
- As the project went on, some competition for staff's time and energy in promoting this project amidst everything else going on.

PROCESS: Focus Groups

- Central to process--participatory and group-based.
- Participants recruited by staff, incentivized.
- Facilitation training from SW students on the project.
- Questions covered:
 - Terminology
 - Expectations in dating (using their terminology)
 - Gender roles, expectations (including in same-sex relationships)
 - What is a “healthy relationship”?
 - Sources of information
 - Problems, both in relationships & community in general
 - Interest in art-based programming
 - Logistics
 - Anything not covered



PROCESS: Focus Groups (cont'd)

- Groups divided by self-identified gender
 - Debate on gender of facilitators
 - Ultimately decided to have all-female facilitators for young women's group, mixed for young men's
 - Based on both practicality and research
- In each group, one main facilitator, two note-takers, proceedings also recorded
- 5 young women (13-18), 7 young men (14-18)
 - Broader age range among males--led to more efforts to impress
 - Some participants recruited that night with little info, some not very committed, left early
 - More open discussion among young women

PROCESS: Data Analysis

- Qualitative data analysis training
- Teams met immediately after groups to share notes, recollections
- Every facilitator/note-taker staff read notes and listened recordings soon after the focus group, and write down their thoughts, an summary
- Discussed and identified themes for each group.
 - Each group separately at first
 - Then meet together and share thoughts, compare themes across groups.

PROCESS: Feedback Party

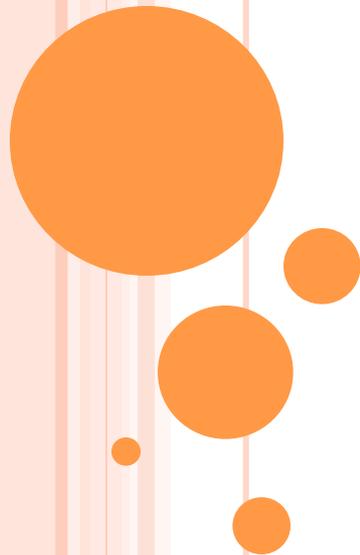
- Returned several weeks later to review results
 - Research purposes--to confirm our findings, keep control in youth hands
 - Practical--consent forms, publicize program
- Publicity and attendance issues
 - 2 young women, 3 young men
- Very different results among males
 - Reflecting back
 - Different people present
- Brought separate gender groups together at end
- Positive for participants

PROCESS: Staff Interviews

- Interview training--interviewers were mostly undergraduates.
- With staff who direct interact with the youth
- Another level of community engagement, also important for practical purposes
- Almost identical to focus group questions
- Challenges:
 - Staff time, priorities
 - Needed to resubmit to IRB
 - Ultimately took place well after student process

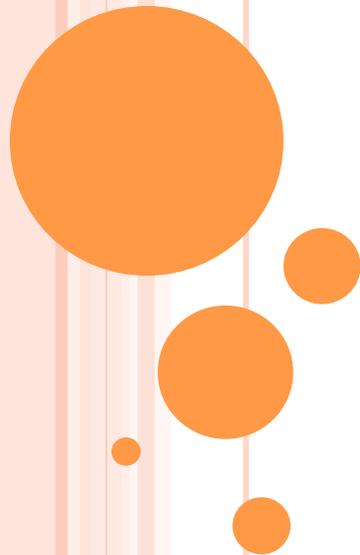
RESULTS: Focus Groups

Theme	Young women	Young men	Shared
Terminology	“cakin” = being lovey, affectionate	“cakin” = more sexual	“hangin’ out” “talkin” “cakin”
Playin’	Disapproved of people playing each other; contrasted playin’ with “being with” someone	Viewed relationships primarily in terms of exchange where girls want relationships and should therefore expect sex	Boys play girls for sex and sometimes money; girls play boys for money and possessions
Healthy vs. Unhealthy Relationships	Healthy = Emotional support, listening, trust, space to be yourself Unhealthy =Poor communication/arguing, disrespect, lack of support, violence, dishonesty/cheating, jealousy/possessiveness	Had no concept of this	Cheating is wrong; Violence is wrong



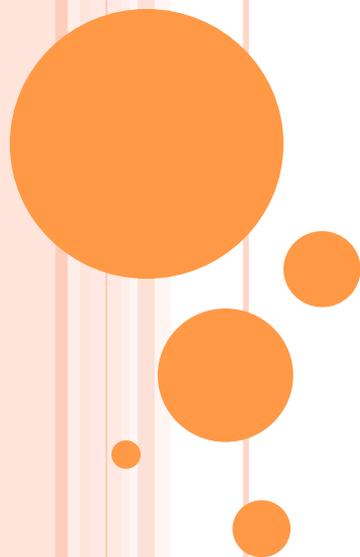
RESULTS: Focus Groups (cont'd)

Theme	Young women	Young men	Shared
Control	Described and condemned dynamics of control and abuse in relationships	Expressed controlling opinions about girls' sexuality and keeping girls "in order"	
Love	Did not mention	Often associated with manipulation: "She loves me...she'll do anything I want her to do" or girls using the word too casually	
Gender roles for Girls	On a continuum from "stud" (butch lesbian) to "tomboy" to "regular girl" to "girly girl," and can move between "tomboy" and "regular." Girls/ women should be independent, not be too weak, and make their own money	"Conservative" and "goody goody" girls vs. "jump-offs" and "bust hos" (read: sexually available) require different "game."	No mention of positive female sexual subjectivity.



RESULTS: Focus groups (cont'd)

Theme	Young women	Young men	Shared
Gender roles for Boys	Should make their own money, not “act gay,” and not be too weak	Defined by having “swag” and “tight game” or not	
LGBTQ people/ relationships	Had lesbian friends & respected transgendered people, discussed lesbian relationships as normal, but careful to distance themselves from LGBTQ identities	Discomfort about gay males, fetishized gay females	
Desire for Arts-Based Intervention	Wanted some girl-only space to “get stuff off [their] chest,” very interested in visual arts	Wanted to tell their side to girls, desired coed space, very interested in music	Interested in performance, art forms, discussing relationships with a caring facilitator

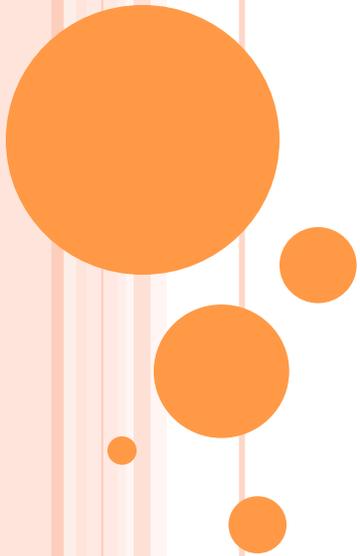


RESULTS: Feedback Party

- Presented themes including:
 - Relationships vs game
 - Exchange/playing one's partner
 - Control
 - Violence
 - Cheating
 - Interest in program
- Most striking was young men's moderation of their positions
- Ended with brainstorm of possible programming.
- Positive experience for participants

Moving to implementation

- Presented program to leadership of partner org, but not until early July.
- Began piloting intervention soon afterwards.
- Turnover among kids, different demographics in summer.
- Currently in midst of second pilot.



Challenges and Lessons Learned

- Constant challenge of time
 - Speed of our data analysis
 - Difficulty scheduling w/community partner
- Tailoring and targeting focus group questions
- Tension between flexibility IRB process
- Knowing community partner (even) better
- Community participation
 - Continuum, not a binary
 - Importance of feedback party--changed our data, built ownership for youth
 - Could have done more

