

Healthy Relationships Toolkit

Empowering Teens to Build Safe & Supportive Relationships

FAMILIES FOR SAFE DATES®

*A Program for Parents and Other Caregivers
to Help Teens Date Safely*

IMPLEMENTATION MANUAL FOR HeaRT COMMUNITIES



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Welcome

Welcome to the Families for Safe Dates® (FSD) program!

FSD is an evidence-based teen dating violence prevention program developed by Dr. Vangie Foshee and colleagues at the University of North Carolina at Chapel Hill and distributed by the [Hazelden Foundation](#).

The FSD program was adopted as part of CDC's [Healthy Relationships Toolkit \(HeaRT\)](#) comprehensive teen dating violence prevention model for use with parents of 8th graders. HeaRT's parent-directed component acknowledges the crucial role parents play in preventing teen dating violence. It focuses on equipping parents with skills to communicate with their child about dating violence and use positive parenting skills to decrease risk factors for teen dating violence in the home. Participating families receive six booklets. One booklet is for parents only and five booklets are for parents and their teens to explore together to learn about different topics regarding teen dating violence.

Overview of the Implementation Manual

CDC developed this implementation manual as part of the Healthy Relationships Toolkit to provide additional guidance for implementing FSD in conjunction with the HeaRT model. Although this manual was modeled after the Health Educator Training Guide used by Dr. Vangie Foshee in the original FSD project trial, it reflects some additional suggestions for effective program delivery that vary from or add to the original implementation model. For additional information on the original implementation model, please contact the Hazelden Foundation or refer to published research (see below) on the development and evaluation of the FSD program.

Introduction to Families for Safe Dates

The FSD program is a family-based teen dating abuse prevention program designed to prevent adolescent dating abuse, victimization, and perpetration, including psychological, physical, and sexual abuse. The goal of FSD is to engage caregivers in dating violence prevention activities with their teens that can lead to decreases in risk factors for teen dating abuse.

[Foshee and colleagues \(2012\)](#) conducted a randomized nationwide study examining the effectiveness of the FSD program with caregivers who had a 13- to 15-year-old teenager. The families in the treatment group (N = 230) received six booklets in the mail with follow-up phone calls from health educators two weeks after each mailing. The families in the control group (N = 234) did not receive any FSD materials. After collecting data in the follow-up phone calls, it was found that FSD was effective at significantly decreasing the rates of physical dating abuse victimization in the treatment group when compared to the control group. The treatment group also demonstrated less perpetration of physical dating abuse when compared to the control group, but the difference was not significant. In addition, psychological dating abuse victimization and perpetration increased less in the treatment group, but the difference was not significant.

Family-based programs for preventing teen problem behavior often place high time demands on families, are inconvenient because of the necessity to go outside the home to receive the program, and are expensive because they require delivery by highly trained professionals and large incentives for family participation. Due to these issues, these types of programs often have challenges recruiting and retaining participants. The FSD program was designed to address some of these limitations by communicating with parents/caregivers of youth through mail and by telephone.

How to Access the Families for Safe Dates Program Materials

The Families for Safe Dates materials are included with purchase of the Safe Dates program from [Hazelden Foundation](#) in PDF form on a CD-ROM.

Families for Safe Dates Program Materials

The FSD program consists of six booklets, including reading materials and family activities. Ideally, participating families will receive a new booklet each week or on the weekday following completion of the previous booklet's phone interview, if using phone follow-up. These booklets were designed to be distributed by mail, but some communities in the HearT demonstration project found that more families were reached at lower cost by sending the booklets home with youth from school. The next section, Implementation of the Program, includes more information on distributing the booklets and phone interviews.

The first booklet, titled *Getting Started*, is for the caregiver only. The five subsequent booklets outlined below include a variety of interactive activities that the caregiver and teens complete together. The activities are designed to focus on a variety of topics surrounding dating abuse, healthy dating relationships, skills for handling conflicts, and preventing dating abuse in order to alter risk factors for dating abuse. Booklets are completed in the caregiver and teen's home at times that are convenient for the family.

OVERVIEW OF FSD BOOKLETS

Getting Started:

This booklet is for caregivers only. The purpose of this booklet is to explain to caregivers how to complete the program, how to address potential challenges, to offer suggestions to encourage teen participation, and to motivate caregivers to engage in the activity booklets with their teens.

Booklet 1 – Talking about Dating:

The purpose of this booklet is to improve communication between the caregiver and teen so they can more comfortably talk about dating abuse and rape in subsequent booklets. The booklet will provide answers to questions about the FSD program and explain how the program helps the caregiver and teen talk about dating and dating abuse. In addition, it introduces the caregiver to some important facts about teen dating abuse and discusses some of the harmful consequences dating abuse can have for teens and their families. The two activities (outlined below) should take approximately 45 minutes to complete. The activities can be completed in one or more sittings and should be completed in the order in which they appear in the booklet.

- Activity 1 – *Date Talk*
- Activity 2 – *Dream Date*

Booklet 2 – Skills for Handling Conflict:

The purpose of this booklet is to increase caregiver and teen skills for diffusing and dealing with anger and settling arguments. This booklet helps caregivers teach their teens practical skills for handling conflict by having them participate in three activities together. The three activities (outlined below) should take approximately 50 minutes to complete. The activities can be completed in one or more sittings and should be completed in the order in which they appear in the booklet.

- Activity 1 – *How You Feel and How You Deal*
- Activity 2 – *Skills for Settling Disagreements*
- Activity 3 – *Practicing SAFE Skills*

Booklet 3 - Recognizing Dating Abuse:

The purpose of this booklet is to increase caregiver and teen awareness of the various types of dating abuse, warning signs of dating abuse, harmful consequences of dating abuse, manipulation tactics used by abusers so as to “inoculate” the teen from those controlling tactics, and to introduce the teen to healthy dating characteristics. This booklet helps caregivers and teens start talking about dating abuse. It includes information and four activities designed to help the caregiver and teen better understand and recognize dating abuse and to think about what to do if dating abuse does occur. The four activities (outlined below) should take approximately 50 minutes to complete. The activities can be completed in one or more sittings and should be completed in the order in which they appear in the booklet.

- Activity 1 – *Recognizing Dating Abuse*
- Activity 2 – *Recognizing the Ways Abusers Control Dating Partners*
- Activity 3 – *Warning Signs of Abuse*
- Activity 4 – *Healthy Dating Behaviors*

Booklet 4 - Preventing Dating Sexual Abuse and Rape:

The purpose of this booklet is to challenge certain date rape myths and beliefs, increase caregiver and teen awareness of date rape and its harmful consequences, learn the strategies to prevent being a perpetrator or victim of dating sexual abuse, and learn about date rape drugs (including alcohol). This booklet helps caregivers and teens talk about dating abuse including how to recognize it and how to help prevent it. It is important to note that there is no way to guarantee that dating sexual abuse or rape will not occur to someone; however, the three activities and the information provided in this booklet can assist caregivers and teens with lowering their chances of becoming a victim or abuser. The three activities (outlined below) should take approximately 50 minutes to complete. The activities can be completed in one or more sittings and should be completed in the order in which they appear in the booklet.

- Activity 1 – *It Isn't Necessarily So*
- Activity 2 – *Recognizing Dating Sexual Abuse and Rape*
- Activity 3 – *Strategies for Preventing Dating Sexual Abuse and Rape*

Booklet 5 - Planning for the Future:

The purpose of this booklet is to help teens think about their goals for treating and being treated by dating partners, develop a plan with the caregiver for what to do if they are being treated disrespectfully by a dating partner or if they are treating a dating partner disrespectfully, and to help families develop guidelines and rules about dating. This booklet contains information and four activities to help teens plan for their dating futures and a summative activity that provides caregivers and teens with a chance to review what they have accomplished in the program. The four activities (outlined below) should take approximately 50 minutes to complete. The activities can be completed in one or more sittings and should be completed in the order in which they appear in the booklet.

- Activity 1 – *Dating Goals*
- Activity 2 – *Having a Plan*
- Activity 3 – *Developing Family Guidelines for Dating*
- Activity 4 – *Families for Safe Dates Completion Checklist*

OVERVIEW OF FSD QUIZZES

Some communities may choose to utilize quizzes that accompany each booklet to reinforce the information learned through the activities and as an alternative to follow-up by phone. There are five quizzes—one for each booklet numbered one through five. Each quiz consists of four questions that are directed towards the caregiver, the teen, or both the caregiver and teen. The quiz asks open-ended questions that cover material from the booklet completed during the previous week. The quizzes can be found on pages 11–15 of this manual. If used, the quizzes should be included in the mailing packet with each booklet. Families will be instructed to complete the quiz once they have reviewed the booklet and completed all activities in the booklet. Upon completion of the quiz, families can then be asked to send the completed quiz back to the Program Facilitator using a self-addressed, stamped envelope. Communities may choose to use an incentive for families for returning the quizzes with the data collected informing a program evaluation or the phone consultations with a Program Facilitator.

Implementation of the Program

ROLE OF THE PROGRAM FACILITATOR

Implementation of FSD can be carried out by a [Program Facilitator](#) under the supervision of a [HeaRT Coach](#) (see links for more information on these roles). The Parent Program Facilitator implementing FSD will typically be a staff member who is trained to facilitate the 6th and 7th grade in-person parent programs for HeaRT through the online Program Facilitator Training. While this online training is not required to facilitate FSD, it will provide an excellent foundation for Program Facilitators who engage in phone consultations with parents through the FSD program. Facilitators must be skilled in communication, knowledgeable about the program, and prepared to respond appropriately to the questions and comments of family members.

There are two different ways in which the FSD program can be implemented. The first strategy involves interacting with the participating families via telephone. The second strategy involves tracking participation based on their completion of a quiz. The program may be implemented through the school system, health department, or other community-based organization. The HeaRT Prevention Lead and/or Coach will determine the best implementation strategy for your organization. Either way, the Program Facilitator will be responsible for organizing the program, determining family eligibility, and tracking family participation either by phone or by using the quizzes. Each of these responsibilities will be discussed in more detail in the following sections.

Some important responsibilities of Program Facilitator include:

- Encourage families to complete the program as intended and in a timely manner.
- Use the appropriate telephone voice and tone, communication skills, and presentation style when speaking with family members.
- Ensure that families accurately complete the prescribed number of activities in each booklet.
- Provide sincere praise to family members who are participating in the FSD program. Emphasize why their involvement in the program is important and will help their child.

- Discuss family member reactions to, questions about, and concerns regarding the program materials.
- Answer questions related to the HeaRT initiative and know when to refer questions to the Coach or Prevention Lead.
- Be as accommodating of caregiver requests as possible within the standards of the project.
- Record and document caregiver contact information, comments, and questions accurately and legibly.
- Track family completion of booklets and quizzes.
- Attend regularly-scheduled Program Facilitator meetings and supervision sessions with your Coach.
- Perform other administrative tasks as needed for the FSD program.

PROMOTING THE PROGRAM

As a Program Facilitator, you may help oversee community mobilization efforts to build awareness of and interest in the FSD program. There are a number of ways to market the program including:

- Presentations at specific events, such as school open houses, flyers sent home to parents from school, health fairs, church services/bulletins and dinners, Boys and Girls Clubs and Scouting events, and town meetings.
- Word of mouth through community leaders or former participants.
- Youth sporting events, practices, and college game day activities.
- Advertisements, including public service announcements on local radio and TV stations as well as print media.
- Mass texts, emails, and social media.

A standard script describing the FSD program and its goals as well as an advertisement/flyer should be developed for your site's mobilization efforts to ensure consistency across all FSD program staff and sites.

When implemented as part of HeaRT, marketing and recruitment efforts should utilize the support of the Community Advisory Board and be coordinated with other recruitment and promotional efforts for the HeaRT youth and parent programs.

RECRUITMENT OF FAMILIES

Each site will determine who will be involved in family recruitment. Even if you are not responsible for recruitment, there are several ways to support efforts by spreading the word about the FSD program to organizations and parents. In addition to the marketing strategies described above, you could also:

- Mention the program at local events and meetings that you attend.
- Network with partner organizations to solicit referrals.
- Talk about the program with friends, relatives, or community members you encounter in your everyday life.

When discussing the program in your community, make sure to describe the purpose of the program and the potential benefits to parents and their teens.

Another way that you can support recruitment is by following up with recruited families before the program begins. This contact is critical to help families establish a relationship with you and ask questions, thereby making it more likely that they will complete the booklets and respond to your telephone calls, if applicable.

SETTING RECRUITMENT AND PARTICIPATION GOALS

As part of the HeaRT model, FSD focuses on reaching the parents or caregivers of 8th grade youth in HeaRT schools. Ideally, all caregivers of 8th graders will be invited to participate in the program. In the original FSD research, the researchers found that about 40% of invited parents agreed to participate but fewer than 10% actually completed the entire program ([Foshee et al., 2012](#)). For budgeting and planning purposes, you may wish to use these response rates to estimate your costs. However, the Program Facilitator and Coach should be consistently engaged in efforts to increase response and completion rates.

The following activities may ensure higher rates of participation:

- Engaging recruitment materials that highlight the benefits of participation in this free program in terms of their child's safety and well-being.

- Timely, well-organized distribution of program materials following recruitment and receiving consent to participate. Materials can be sent home by mail or given to the child at school to take home.
- Follow-up communication that expresses enthusiasm for their participation and reinforcement of the importance of the program. Reminders and prompts can be communicated by phone call, text, email, or by mail.
- Effective phone consultations that use a respectful, helpful tone and provide useful information to the participant.
- Consider providing incentives for program completion that will benefit the entire family.

While the intent of HeaRT is to reach the parents of 8th graders who are also participating in youth programming, your community may decide to implement FSD from a community-based setting in addition to or instead of through the schools. In this case, you may focus on recruiting parents of 8th graders in the broader community and market the program more broadly. FSD was originally developed for and tested with parents of 13–15 year olds; thus, it is not necessary to limit implementation to parents of 8th graders (typically, age 13) if parents of older teens are also interested in participation. Your Prevention Lead or Coach should make these decisions about your implementation plan.

At the time of recruitment, caregivers should commit to completing the program, agree to receive follow-up phone calls (or texts, emails, etc. as determined by your implementation plan) or complete quizzes. Caregivers should also be made aware that they will receive violence prevention materials at home, in case this raises concerns for them about their own safety. A suggested script and screening form is found on pages 16–18. Depending on your recruitment and implementation plan, you may or may not need this information. Instead of conducting phone screenings or making recruitment calls, for example, your organization may decide to create recruitment flyers that are sent home with 8th graders from school and returned by parents interested in participating with their contact information.

When recruiting and engaging with participating families, it is important to be sensitive to the different types of families that you may encounter during phone contacts.

SAMPLE TELEPHONE PROTOCOL

For each booklet, ask the following questions:

1. Did you receive the booklet?

If NO:

- Confirm address and indicate that booklets will be resent.
- Set up time to call and discuss booklet.

If YES:

1. Did you complete the booklet?

2. Were you able to complete all of the activities? If not, which ones were not completed?

3. Do you have any questions or concerns?

- Problem solve any obstacles or issues raised by the parent.
- Seek supervision from your Coach as needed.

4. Do you already have the next booklet? If not, you should be receiving it soon.

- Confirm their address.
- Remind participants of any incentives and/or requests to complete the quizzes.
- Praise them for participating and emphasize the importance of addressing these issues for their child's safety and helping to ensure their involvement in healthy, positive relationships throughout their lifetime.
- Set up time for next call (in about two weeks).

FOLLOW-UP WITH FAMILY PARTICIPANTS

Once the family has agreed to participate in the program, family participation should be tracked weekly via some method of follow-up. The typical methods of follow-up and participation tracking are by telephone or by quiz. However, as noted above, you may decide to use or offer other methods of communication that a family may prefer such as text message, email, or by mail. You might also consider collecting quizzes via an online survey software, such as SurveyMonkey, to reduce the cost of postage and increase response rates. Quizzes can serve as a useful source of program evaluation data—telling you whether a family completed a booklet and how much information they understood or retained.

Follow-Up by Phone:

When following-up with families by phone, you will call the caregiver approximately two weeks after each booklet is mailed to determine whether activities were completed, encourage family participation, answer questions, and assess caregiver satisfaction and other reactions to the booklet.

Your phone communication with the families is crucial to the success of the FSD program. As the primary liaison between the FSD team and the families, your demeanor, attitudes, and ability to establish rapport with family members can significantly affect their opinions about the program, their success with the program, and their motivation to participate in and complete the program.

A great deal of effort goes into recruiting families and retaining their involvement. It is vital that you keep families engaged and interested in participating in the program. Below are some guidelines for creating and maintaining good rapport with families during phone contact, as well as guidelines for ensuring that the ways in which information is collected from families is consistent and useful:

- Be energetic and enthusiastic without sacrificing professionalism.
- Keep the phone conversations standardized. Ask all questions in the order presented and exactly as worded in order to ensure comparability of responses.
- Aim to be non-intrusive and focus on program materials and relevant topics only.
- Be professional and polite. Be very aware of your

comments and responses to caregivers. Remember that they may see Program Facilitators as experts in areas which they are actually not (e.g., child development, counseling). Speak in well-delivered, concise, and clear statements that stick to the program content.

- Use non-directive questions to obtain more information if the participant's answer is unclear, irrelevant, or incomplete (e.g., Can you me a little more about that?). Questions that are too directive might elicit a defensive response from the participant (e.g., Did you say/do...?).
- Control the pace of the phone contact without rushing the participants' responses. Always focus first on the quality of each contact rather than the time it takes to finish. This includes making sure that you have enough time to finish an entire conversation before you make a call (e.g., enough time not to miss your bus, or to be late to pick your child up from school).
- Be brief and concise with your questions and comments to ensure caregivers' time is being respected and used effectively to their benefit.

It is up to your discretion as to what is appropriate, as long as you follow the basic FSD program guidelines. Work with your Coach to determine which follow-up method would work best for your participants. Keep in mind that your goal is to make caregivers comfortable and keep them engaged in the program. YOU, the personal human contact, are a major asset of the FSD program, so be personable and have fun!

Follow-Up by Quiz:

When following up with families by quiz, you will include a quiz in the packet with the booklet with instructions for completing and returning the quiz. Upon completion of the quiz the caregiver will return (method of return determined by your Prevention Lead or Coach) the quiz to you to receive an incentive, if used. When using a quiz for follow-up, you will have very little contact with the program participants and your organization may wish to explore other options for being available to respond to caregiver questions (e.g., texts, emails, periodic phone calls, having a table at school events). If you are providing incentives for completing each booklet, those can be mailed with the next booklet in the program or they can be mailed separately. Either way, be sure to tell families when and how they will receive the incentive.

When explaining the purpose of the quizzes to families, it is important that you stress the importance of the completion of these quizzes. Although the quizzes are brief, it demonstrates that the caregiver and the teen have at least reviewed the material and are making an active effort to complete the program. Keep in mind that many other well-respected programs that work with teens and their caregivers require in-person attendance in addition to "homework" to successfully complete the program. The FSD program realizes that many families do not have the time to devote to such programs and hopes that these self-administered quizzes will reinforce the material they learned while also not requiring as much time as an in-person group would require.

IMPLEMENTATION SCHEDULE

The implementation schedule will vary slightly from community-to-community and may vary depending on which implementation strategy you are using. However, it will probably take you about one month to organize the program and an additional month to begin recruiting and enrolling participants. After parents/caregivers have expressed interest in participating by completing the screening form, you should begin distributing the FSD program materials right away.

The FSD program materials should be mailed weekly. Do not mail all six booklets at one time as parents/caregivers may misplace them when they are not in use. If using follow-up by phone, allow approximately two weeks from the day the booklet is mailed before contacting the parent/caregiver in order to allow them enough time to complete the activities outlined in the booklet.

Other Considerations

SAFETY MONITORING

It is critically important that before program implementation, you develop a protocol for handling distress, suspected child abuse and neglect, imminent harm, and other special situations that may arise with FSD.

Your HeaRT Coach is responsible for ensuring that everyone involved in implementing FSD is knowledgeable about the details of this safety monitoring protocol and is comfortable implementing it. You should review your site's protocol at least twice a year to ensure that the contact people identified in the protocol have not changed.

The HeaRT Guide to Implementation, available on the [HeaRT website](#), provides additional guidance for developing safety monitoring plans for HeaRT programs.

FREQUENTLY ASKED QUESTIONS (FAQS)

Wouldn't it be easier to send all six booklets to the families at once?

It might be easier initially to do this. However, previous experience has demonstrated that this causes more difficulties in the long-run. Families might misplace or lose their booklets causing you to have to mail another booklet. In addition, families might accidentally use the incorrect booklet or use the booklets in the incorrect order.

What if I suspect or have evidence of domestic violence occurring in the home during my telephone calls with families?

If you suspect or have evidence of domestic violence occurring on the home of one of your families, this requires an immediate response and you must inform your Coach or other designated supervisor. Each site should have a detailed protocol to address these types of situations and each protocol should identify a person that will serve as the first responder. More information about creating a safety protocol is available in the HeaRT Guide to Implementation on the [HeaRT website](#).

What should be mailed in each packet to a family?

Each packet should include the appropriate FSD booklet and a local resource list. If your site is using the quizzes, the appropriate quiz will also be mailed in the packet with instructions for returning the quiz for an incentive.

Can booklets be shared with families electronically?

You may decide that it is more efficient and less costly to distribute booklets to families by email or another electronic means. However, keep in mind that parents may not have access to a printer and using the material in PDF form may not be feasible for all parents. Consider offering this option but also making print copies available upon request. Remember that the FSD program materials are copyrighted by Hazelden Publishing and may not be posted on a public website.



Families for Safe Dates Quizzes

BOOKLET 1: TALKING ABOUT DATING

Caregivers and teens, please answer the following questions:

1. **Caregiver**, what are two tips for successful communication that you should use with your teen?

2. **Teen**, what is one thing you learned about your caregiver from the Date Talk activity card exercise?

3. **Caregiver**, how were your choices for Activity 2 different from or similar to your teen's choices?

4. **Caregiver and Teen**, has your contact information changed? If so, please provide any updates below:

Families for Safe Dates Quizzes

BOOKLET 2: SKILLS FOR HANDLING CONFLICT

Caregivers and teens, please answer the following questions:

1. **Caregiver**, what did you learn about yours and your teens signs of anger?

2. **Teen**, what are the four SAFE skills?

3. **Caregiver and Teen**, what is one question that Lauren could ask Jamal to help her better understand the situation?

4. **Caregiver and Teen**, has your contact information changed? If so, please provide any updates below:

Families for Safe Dates Quizzes

BOOKLET 3: RECOGNIZING DATING ABUSE

Caregivers and teens, please answer the following questions:

1. **Teen**, what were some control methods used in Erick and Caroline's story?

2. **Teen**, what are two warning signs of abuse?

3. **Caregiver**, what are two characteristics of healthy dating relationships that you and your teen talked about?

4. **Caregiver and Teen**, has your contact information changed? If so, please provide any updates below:

Families for Safe Dates Quizzes

BOOKLET 4: PREVENTING DATING SEXUAL ABUSE AND RAPE

Caregivers and teens, please answer the following questions:

1. **Caregiver and Teen**, what are two signs Sara gave Kaleb to let him know she didn't want to have sex with him?

2. **Teen**, what is one strategy to avoid being a victim and one strategy to avoid committing dating sexual abuse and rape?

3. **Teen**, name a date rape drug and what are two precautions to avoid date rape drugs?

4. **Caregiver and Teen**, has your contact information changed? If so, please provide any updates below:

Families for Safe Dates Quizzes

BOOKLET 5: PLANNING FOR THE FUTURE

Caregivers and teens, please answer the following questions:

1. **Caregiver**, what are two ways your teen wants to treat people he/she dates?

2. **Teen**, what are two SAFE skills you could use in Situation A?

3. **Caregiver and Teen**, what are two guidelines that you both came up with on Page 12?

4. **Caregiver and Teen**, has your contact information changed? If so, please provide any updates below:

Families for Safe Dates Sample Participant Recruitment Script

Please begin here if you are recruiting participants who have been involved with your agency through other activities such as seminars, outreach, etc.

Hello, my name is _____. You have previously participated in an activity with our organization and I wanted to talk to you about the Families for Safe Dates program for parents and other caregivers. This program is designed to get families talking about healthy dating relationships and dating abuse. Is this a good time for me to tell you about the program and find out whether you are interested in participating?

If the answer is yes, begin the script on the next page.

If the answer is no, determine if the potential participant is interested in conducting the screening at a later date.

- ☐ If you are recruiting by phone, schedule a time to call back and conduct the interview.
- ☐ If you are recruiting in person, ask the potential participant for contact information and schedule a time to speak with her or him later. Call back up to three times

Please begin here if a potential participant is soliciting information about Families for Safe Dates after having been exposed through a flyer, ad, or word-of-mouth advertising.

My name is _____. Thank you for expressing interest in the Families for Safe Dates program for parents and other caregivers. I would like to take a few minutes to tell you more about the program and to find out if you would be eligible to participate. Is this a good time?

If the answer is yes, begin the script on the next page.

If the answer is no, determine if the potential participant is interested in conducting the screening at a later date.

- ☐ If you are screening by phone, schedule a time to call back and conduct the interview.
- ☐ If you are screening in person, ask the potential participant for contact information and schedule a time to speak with her or him later.

Families for Safe Dates Screening Script

The Families for Safe Dates program is for parents and other caregivers who have or care for children in the 8th grade. The program is designed to address factors motivating and facilitating caregiver engagement in teen dating abuse prevention activities, risk factors for teen dating abuse, and secondarily on dating abuse behaviors. When parents and other caregivers actively communicate with their children, they can provide their own messages about healthy relationship development, instead of allowing the child to learn these messages from their friends or the media. We think it is important for communication about healthy relationships to start before the child starts dating, which is why our focus is on parents or other caregivers with children in the 8th grade.

The Families for Safe Dates program increases the skills of parents and other caregivers as well as their awareness of the risks facing youth today through a series of six booklets that are completed at home with the child. The first booklet is introductory and the remaining five booklets include a variety of interactive activities.

Do you think you would be interested in participating in this program?

If the answer is no, thank the person for her or his time and end the discussion.

If the answer is yes, ask questions (items 1–3) to determine good fit using the screening form that follows.

Once items 1–3 have been completed, thank the person for his/her responses.

Quickly review the ineligible boxes on the screening. If one or more Ineligible boxes are checked for items 1–3, say the following: “Unfortunately, you are not eligible to participate in the program. Since the program was designed for a specific audience, all program participants must have certain key characteristics to participate. We truly appreciate the time you have taken to speak with us. Thank you.”

If there are no checks in the ineligible boxes, tell the person, “Your responses show that you are eligible to participate in this program.” Then ask the person if they would like to participate in the program and complete all six booklets, and record their response to item 4 on the screening form.

If the response for item 4 is no, thank the interviewee for her or his time and end the conversation.

If the response for item 4 is yes say, “I am glad that you are interested in joining us! We are excited that you will be participating in the Families for Safe Dates program.”

Once you have completed the screening form:

- ☐ Explain any important ground rules, including completion of all booklets and returning the quizzes, if applicable.
- ☐ Tell the participant that children should be present for the interactive activities in the booklets.
- ☐ Request and confirm contact information so the person can be reached with a program reminder.
- ☐ Transfer appropriate information to the screening and registration forms.
- ☐ Parents may also fill out the form below and return to you to confirm eligibility.

Families for Safe Dates Screening Form

Questions	Ineligible
<p>1. Are you currently a primary caregiver of a child in the 8th grade?</p> <p><input type="checkbox"/> Yes. If yes, what is your relationship with the to the child?</p> <p><input type="checkbox"/> Mother/father</p> <p><input type="checkbox"/> Aunt/uncle</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Legal guardian</p> <p><input type="checkbox"/> Other, specify:</p> <p><input type="checkbox"/> No (If no, check the ineligible box and end screening.)</p>	<input type="checkbox"/>
<p>2. In what language would you prefer to receive the program?</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Spanish</p>	N/A
<p>3. Are you comfortable receiving information about adolescent health and violence prevention mailed to your home?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (If no, check the ineligible box and end screening.)</p>	<input type="checkbox"/>
<p>4. Are you willing to complete all six booklets with your child?</p> <p><input type="checkbox"/> Yes (If yes, ask next question.)</p> <p><input type="checkbox"/> No (If no, check the ineligible box and end screening.)</p>	<input type="checkbox"/>
<p>5. Would you like to participate in the Families for Safe Dates program?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	

Families for Safe Dates Registration Form

Participant Name: _____ **Date of Completion:** _____

Address: _____

Phone Number: _____

(home)

☐

Check box if ok to leave message

(work)

☐

(cell)

☐

Email: _____

How do you prefer to be contacted?

☐

Mail

☐

Email

☐

Phone

☐

Other (please specify)

Alternate Contact (someone who will always know how to reach you, if we can't get in touch with you personally):

Name: _____ **Relationship:** _____

Address: _____

Phone number:

Emergency Contact

Name: _____ **Relationship:** _____

Phone number: _____

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How did you hear about the Families for Safe Dates program?

☐ Flyer

☐ Friend

☐ School

☐ Organization

☐ Other (please specify): _____

Child's name: _____

Child's school: _____

Child's grade: _____