



A MISSING PIECE: TEEN DATING VIOLENCE PREVENTION AND THE LGBTQQ COMMUNITY

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OBJECTIVES

1. Understand the importance of LGBTQQ specific teen dating violence prevention.
2. Recognize tactics used by LGBTQQ abusers and against LGBTQQ victims.
3. Begin to think about create prevention activities and programs targeted at LGBTQQ youth.



WHO IS IN THE ROOM?



A PICTURE OF LGBTQ IPV AND TDV

- IPV reported to National Coalition of Anti-Violence Programs:
 - 42% gay, 24% lesbian
 - >33% youth between 19 and 29
- Gay men 2x more likely to need medical attention from IPV
- LGBTQ youth more likely to have injury, need medical attention, face discrimination, harassment, or anti-LGBTQ bias as a result of IPV
- Transgender survivors:
 - >4x more likely to face discrimination
 - 2x more likely to face threats/intimidation
 - 2x more likely to face harassment
 - >4x more likely to face police violence

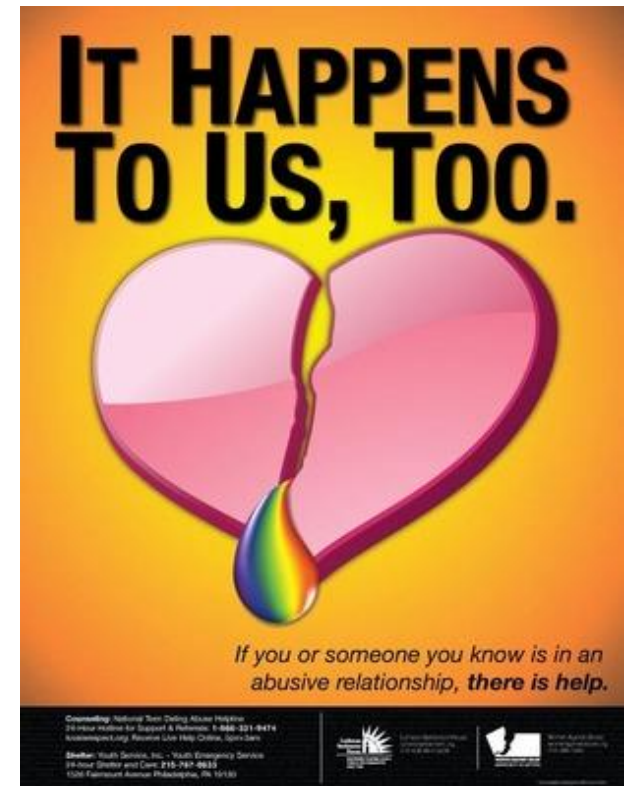


A PICTURE OF LGBT TDV

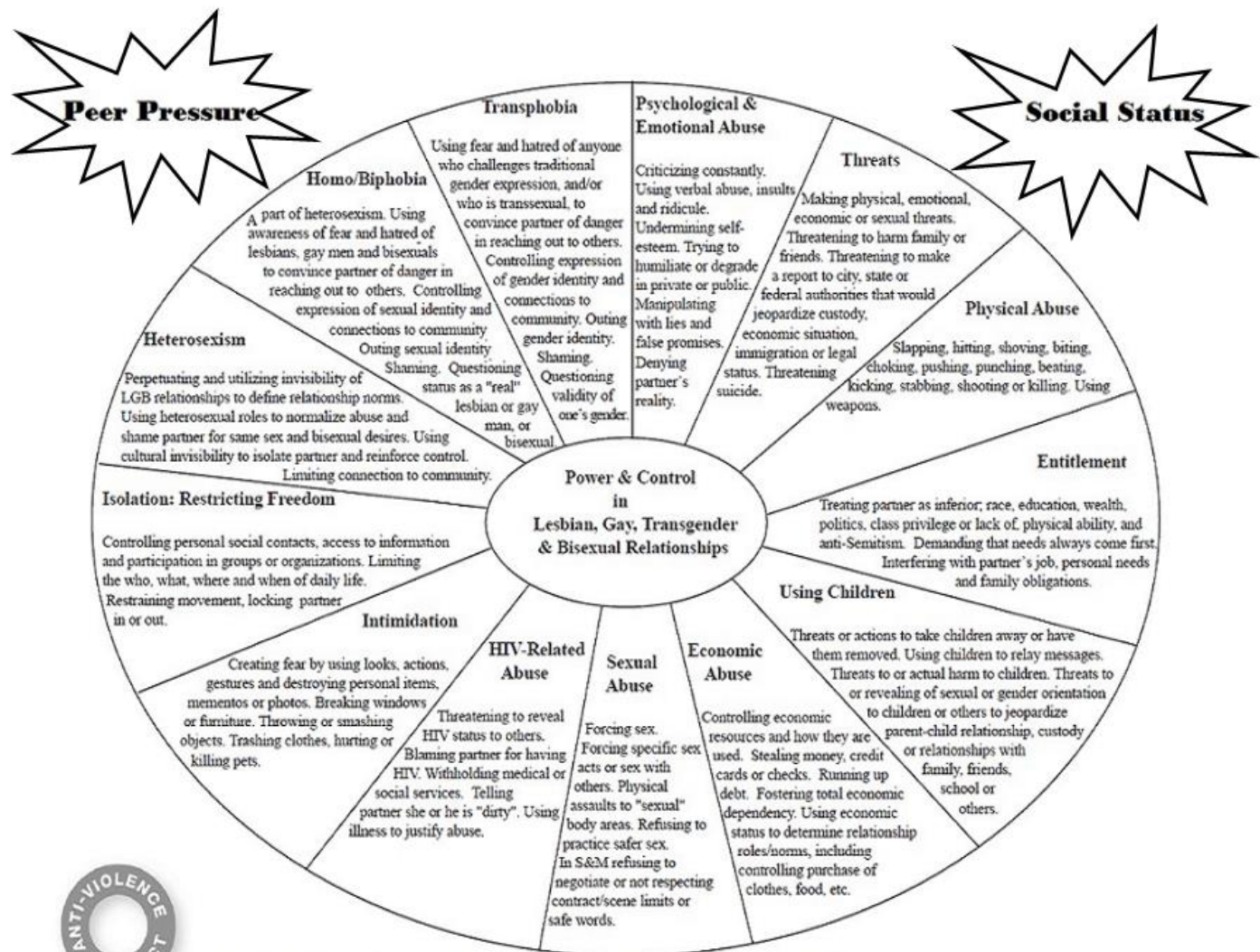
- 7-12 grade in NY, PA, & NJ
- LGB youth reported >10% higher rates of abuse
- Trans youth report the highest rate of abuse

Dating Abuse	LGB	Hetero	Trans
Physical	43%	29%	89%
Emotional	59%	46%	59%
Digital	37%	26%	56%
Sexual coercion	23%	12%	61%

*Dank, M., Lachman, P., Zweig, J., & Yahner, J. Dating Violence Experiences of Lesbian, Gay, Bisexual, and Transgender Youth. *In Press: Journal of Youth and Adolescence.*



LGBTQQ TDV POWER AND CONTROL WHEEL



CHALLENGES IN LEARNING AND EXPERIENCING HEALTHY RELATIONSHIPS

- Fewer relationship models (healthy, unhealthy, or abusive)
- Dual victimization with bullying
- Not healed from prior victimization → may seek P&C
- Low self esteem → may seek P&C
- Forced to out themselves to receive help for TDV experiences
- Isolation because of identity



SCENARIO 1

- Samantha and Yolanda met through friends and have been together for about a year. Samantha tells Yolanda she wants to transition to male, go by Sam and use male pronouns. Yolanda very strongly identifies as a lesbian and feels like Sam is trying to force her to be straight. When he gets a new job Yolanda tells his new boss Sam's birth name and that he is transgender and Sam gets fired. Sam does not feel like he can try to get a new job or try to transition. Yolanda uses him getting fired as proof that he cannot transition if he wants to be able to keep a job and save money for college.



SCENARIOS ACTIVITY

- What tactics of power and control stand out to you?
- What other power and control tactics have you seen or heard about through your work that could have also taken place in the relationship described in the scenario?
- What would healthy relationship responses have looked like as an alternative to the controlling behaviors?



SCENARIO 2

- Alicia and Raquel met and started dating 3 months ago. Alicia identifies as a lesbian, has never been with men and is proud of that. Raquel has dated both men and women in the past and says that she loves the person, not their gender. Alicia thinks Raquel might leave her for a man. She is afraid she cannot satisfy Raquel in all the ways she needs. She frequently tells Raquel that she is a tainted lesbian since she likes men too. She tells Raquel that she is just confused because bisexuality isn't real and that she is repulsed that she has had sex with men.



SCENARIO 3

- Trey and Jessica have been dating for six months. This is Jessica's first official relationship. Trey has recently started to say things that make Jessica feel bad about herself and make her feel like she isn't good enough. Jessica has slowly lost her friendships because Trey demands that they spend all their time alone together. Jessica has always felt attracted to people of different genders, but has tried to ignore those feelings. Recently though she can't stop thinking about who she is and how she identifies so she decides to talk to Trey. Trey gets angry and responds violently saying that she is just trying to use excuses to break up with him. He threatens to kill himself and Jessica decides she won't ever bring it up again.



POWER AND CONTROL TACTICS IN THE LGBTQQ ABUSIVE RELATIONSHIPS

- Cis-privilege used for guilt
- Controlling other's identity
(ie. your sexuality is _____ because I am ___(gender)___)
- Threat of outing birth name/gender
- Threat of controlling hormones
- Threat of outing sexual orientation
- Threat of isolating from LGBTQQ community
- Forcing strict gender roles



CREATE PREVENTION ACTIVITIES AND PROGRAMS FOR LGBTQQ YOUTH

- Think about:
 - How can you build off what you have learned here today and the tools you have gained to incorporate this material into the services you provide?
 - On a level of prevention, how is acknowledging these tactics and the different experiences of LGBTQQ identified youth important in the work?

