

**CALL FOR A SCHOOL-BASED PREVENTATIVE APPROACH TO  
DOMESTIC VIOLENCE AMONG LATINOS IN WASHINGTON STATE**

**Libby Culclasure  
Politics 458  
Whitman College  
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## I. Introduction

What are the advantages to embracing a preventative approach to domestic violence for Latinos in Washington State? How can schools implement prevention programs as part of a collaborative, community effort?

*What are the advantages to embracing a preventative approach to domestic violence for Latinos in Washington State?*

Domestic violence occurring in the Latino-American community demands specialized attention due to unique cultural, legal, socio-economic, and linguistic barriers facing both victims and perpetrators. Domestic violence programs have for the most part neglected efforts at prevention.<sup>1</sup> Addressing domestic violence both in general and within the Latino community has traditionally focused on after-the-fact approaches, such as counseling and support groups for victims, and rehabilitation groups for perpetrators. For these reasons, I have chosen to focus on prevention efforts targeted at Latino youth. Prevention and awareness programs implemented in middle schools can reach Latinos during their formative adolescent years to change transgenerational thought patterns and attitudes pertaining to gender roles and abusive behavior in interpersonal relationships. This teaching plan will ideally transform the behaviors and beliefs that are causes of first, dating violence that may already be occurring in adolescent relationships, and second, potential future spousal and child abuse. The curriculum will additionally include educating youth of their legal rights and responsibilities with regard to domestic violence, and of the avenues available to them for seeking professional help. What these youth learn optimally will transfer over to their parents through dialogue in the home and as parents become involved in the administration of the program.

*How can schools implement prevention programs as part of a collaborative, community effort?*

At the heart of the project lies a domestic violence teaching plan integrated periodically over the course of three years into middle school health classes in which boys and girls will meet separately and together intermittently. This curriculum will involve presentations, discussions, and creative projects such as role-playing, art and theater, and will be taught by a collection of mostly Latino educators from various areas of the community, including but not limited to survivors from local support groups, counselors who work with perpetrators and victims, domestic violence coordinators from local police stations, and various other local advocates. Health teachers will also be educated on these issues in order to incorporate them into classes beyond the scope of the core curriculum. Other key components adjoining this central curriculum include: the training of peer-educators, mentors, school nurses and counselors, teachers and other school administrators; support groups for teen victims; and intervention for teen batterers. Students themselves should be leaders in as many aspects of the program as possible in order to engage and maintain their interest. Vital to the initiative's success are the role of

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<sup>1</sup> Ann Rosewater, "Promoting Prevention, Targeting Teens: An Emerging Agenda to Reduce Domestic Violence," *The Family Violence Prevention Fund*, Online, Available <http://www.hewlett.org/NR/rdonlyres/2DE5763C-C5BE-49A5-95C2-CF74EAE44DBE/0/PromotingPreventionTargetingTeens091003.pdf>, 2003, p.1.

students as leaders, and the contribution of parents in each step of the process. This collaborative approach, engaging students, parents, school staff, and community members will ensure a stable core of support enabling the program to thrive.

The structure of the overall program suggested here is based on a combination of preexisting school-based programs analyzed in the process of this research project, on the one hand of domestic violence prevention, and on the other, of general violence prevention for Latinos. A review of the literature has revealed no extant programs that combine these two causes, i.e. school-based *domestic* violence prevention *and* Latinos. Therefore, to comprehensively and accurately combine these two objectives, methods and content suggestions are drawn from the practices of Latino victim and batterer groups, from theory on Latino cultural norms and values, and from literature addressing the current position of Latinos in American society, all also examined in the course of this research project.

Sources consulted in the process of this investigation include scholarly literature pertaining to theories of race, and discussions of domestic violence overall and specifically with regard to Latinos; violence prevention program evaluations; state and national statistical databases; and interviews with several domestic violence program coordinators, school personnel, police officers, a minister, and several survivors. I owe many thanks to my community partners Mario Paredes and Elida Espinoza, both community advocates for *Consejo*, an organization that provides services and support to Latino families around Washington State, as well as to the many individuals who provided me with invaluable information throughout the entire research process, and especially to the survivors who courageously volunteered to share with me their personal life stories.

### *Outline*

I begin the literature discussion by laying a foundation for understanding the unique socio-economic, political, and cultural circumstances that, on the one hand, concomitantly generate and perpetuate a high rate of domestic violence among Latino-Americans, and on the other, restrict Latinos' access to resources and information regarding domestic violence, which consequently impedes incident reporting. I next explicate why I chose not to focus on traditional, after-the-fact methods of managing domestic violence, specifically referring to intervention, batterers' treatment, and victim aid and support services. Following, I justify why prevention efforts should ideally target Latino youth, and how they can effect change in established modes of thinking and patterns of behavior. The final section of the literature review explores program content suggestions extracted from both extant violence prevention programs and research on domestic violence prevention strategies. A succeeding case study section highlights a series of youth violence prevention programs elected for their success in one or more thematic areas, for example, in peer education or community inclusion. An explanation of my research methods follows the literature review and case studies, after which I synthesize salient portions of the interviews I conducted with professionals in the

domestic violence field and with a Latina survivor. Finally, I offer policy and activism recommendations, as well as potential sources of funding in Washington State.

*Clarification*

Because the majority and the more serious types of domestic violence are perpetrated against females, I use masculine pronouns when discussing abusive persons, and feminine pronouns when discussing the abused. This does not discount either the fact that females abuse their male partners, or that abuse occurs in homosexual relationships.

## II. Literature Discussion

### *Unique Socio-Economic, Political, and Cultural Circumstances That Perpetuate Domestic Violence among Latinos and Restrict Access to Resources and Information Regarding Domestic Violence*

Until recently, domestic violence reports lumped Hispanic and non-Hispanic whites into one category.<sup>2</sup> Partially as a result, not a great deal of research has focused on Latino-Americans<sup>3</sup> and even less so on Mexican-Americans<sup>4</sup> with regard to the prevalence of domestic violence. Only recently has research been conducted on domestic violence specifically among poor, racial minority groups and in rural areas.<sup>5</sup> The studies focusing on Latinos do document amplified levels of domestic abuse among Latino couples in the United States,<sup>6</sup> and domestic violence has been shown to occur most frequently among lower-income individuals.<sup>7</sup>

*Clarification--* Domestic violence does not occur exclusively among lower socio-economic classes, and racial and ethnic minority groups.<sup>8</sup> While structural limitations and inequalities affect the opportunities and behaviors of lower-class individuals, they do not cause violence, and in the same way, violence is not a product only of these individuals. Domestic violence crosses race, class, and cultural lines.<sup>9</sup>

In their study of 1001 predominantly Latina (83%) migrant farm workers in 11 states, Van Hightower, Gorton, and DeMoss found that 19% of these low-income women had experienced domestic abuse by a male partner within the past year. Researchers used an interview style survey instrument administered by trained staff from rural health clinics. While a 19% rate of abuse reflects national domestic violence trends, the authors point to

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<sup>2</sup> Rebecca D. Petersen, and Avelardo Valdez, "Intimate Partner Violence Among Hispanic Females," *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.70.

<sup>3</sup> Merry Morash, Hoan N. Bui, and Anna M. Santiago, "Cultural-Specific Gender Ideology and Wife Abuse in Mexican-Descent Families," *Domestic Violence: Global Responses* Vol.7 No.1 (2000): 67.

<sup>4</sup> Rebecca D. Petersen, and Avelardo Valdez, "Intimate Partner Violence Among Hispanic Females," *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.70.

<sup>5</sup> Nikki R. Van Hightower, Joe Gorton, and Casey Lee DeMoss, "Predictive Models of Domestic Violence and Fear of Intimate Partners Among Migrant and Seasonal Farm Worker Women," *Journal of Family Violence* Vol.15 No.2 (2000): 138.

<sup>6</sup> Ibid., p.139.

<sup>7</sup> Madeline Wordes, and Michell Nunez, "Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention," *The National Council on Crime and Delinquency. The National Center for Victims of Crime* Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p.10.

<sup>8</sup> Richard J. Gelles, *Intimate Violence in Families*. 3<sup>rd</sup> ed. (Thousand Oaks, CA: SAGE Publications, 1997).

<sup>9</sup> Ibid.

barriers that deter migrant women both from recognizing abuse and seeking help for it, implying that they more often suffer from abuse.<sup>10</sup>

Domestic violence is a learned behavior perpetuated, for Latinos, by geographic, linguistic, cultural, economic, racial, and educational isolation, as well as by structured sex roles.<sup>11</sup> Petersen and Valdez suggest that “Hispanic stress” and poverty may cause higher victimization rates among Latinas (and even more so for Latina youth) compared to other women of color. They define “Hispanic stress” as psychological and social trauma and anxiety caused by the specific changes associated with the immigrant Latino population, including economic, linguistic, ethnic, and cultural difficulties, often caused by a disparity between expectations and the reality of American society.<sup>12</sup> Champion supports this hypothesis by contending that abuse occurs as a result of the stress involved in the lives of migrant farm workers.<sup>13</sup> Further, Morash, Bui, and Santiago explain domestic violence as a result of the disruptive changes parents and children go through after immigration. Therefore, the stress applies to first generation immigrants, as well as to later generations.<sup>14</sup>

Lambert and Vega produced data in 1999 on 1,516 Mexican immigrant and Mexican-American women in California showing higher abuse rates among the latter group.<sup>15</sup> Due to acculturation and stress, Mexican-American women are more often the victims of intimate partner abuse than first generation Mexican immigrants or Anglo-Americans.<sup>16</sup> Aldarondo, Kantor, and Jasinski found supportive findings, reporting higher abuse rates among Mexican-Americans and Puerto Ricans than among Anglo-Americans or Cuban-Americans.<sup>17</sup> Cuban-Americans typically have a higher socio-economic status than Mexican or Puerto Rican-origin Americans.<sup>18</sup>

Lambert and Vega found that among immigrant groups, *acculturation* often produces stress.<sup>19</sup> Petersen and Valdez define acculturation as “the process of becoming familiar

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<sup>10</sup> Merry Morash, Hoan N. Bui, and Anna M. Santiago, “Cultural-Specific Gender Ideology and Wife Abuse in Mexican-Descent Families,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.137-154.

<sup>11</sup> Vilma Entrenas-Yepez, *The Effects of Emotional, Physical, and Sexual Abuse on Latina' Body Image*. (Ann Arbor, MI: UMI Microform, 1999).

<sup>12</sup> Rebecca D. Petersen, and Avelardo Valdez, “Intimate Partner Violence Among Hispanic Females,” *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.69.

<sup>13</sup> Jane Champion, “Life Histories of Rural Mexican American Adolescents Experiencing Abuse,” *Western Journal of Nursing Research*, Vol. 21 No.5, 1999, p.699-717.

<sup>14</sup> Merry Morash, Hoan N. Bui, and Anna M. Santiago, “Cultural-Specific Gender Ideology and Wife Abuse in Mexican-Descent Families,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.86.

<sup>15</sup> Rebecca D. Petersen, and Avelardo Valdez, “Intimate Partner Violence Among Hispanic Females,” *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.78.

<sup>16</sup> *Ibid.*, p.78.

<sup>17</sup> Etiony Aldarondo, Glenda Kaufman Kantor, and Jana L. Jasinsky, “A Risk Marker Analysis of Wife Assault in Latino Families,” *Violence Against Women* Vol.8 No.4, 2002, p.432-433.

<sup>18</sup> Tanya Golash-Boza, “Assessing the Advantages of Bilingualism for the Children of Immigrants,” *The International Migration Review*, Vol.39 No.3, 2005, p.735.

<sup>19</sup> Rebecca D. Petersen, and Avelardo Valdez, “Intimate Partner Violence Among Hispanic Females,” *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.78.

with and adopting the values of the mainstream or dominant culture.”<sup>20</sup> Based on their interviews of 182 Mexican-immigrant women in Detroit, Michigan in 2000, Morash, Bui, and Santiago attribute male abusive patterns to an effort to reestablish and maintain dominance over female partners because of their inability to adjust to changes in traditional gender roles as women adopt more egalitarian beliefs.<sup>21</sup> In contrast, women who did not experience spousal abuse described their relationships as egalitarian.<sup>22</sup> Moreover, Latina women who work outside of the home challenge men’s roles as providers. Men blame female partners for not fulfilling their duties in the home when they do not take on additional domestic chores themselves.<sup>23</sup>

### *Latino Cultural Values of Machismo and Hembrismo*

Morash, Bui, and Santiago discuss how Latino values and behaviors are based on the cultural concepts of *machismo* and *hembrismo*, which reflect normative, imbalanced sex roles. It should be noted that these terms do not represent all Latinos, and furthermore, that they exist in most American social groups, albeit with varying labels. *Machismo* describes the archetypal dominant role assumed by Latino men characterized by a strong sense of masculinity. *Hembrismo* describes the traditional Latina woman’s role of passivity, respect, and care taking of the home and children. The authors describe *hembrismo* as complete “self-sacrifice.”<sup>24</sup>

The following chart demonstrates traditional Latino sex roles that can contribute to the occurrence of domestic violence. The Migrant Clinician’s Network performed a study in 1995 and 1996 in Florida and Minnesota on impressions of Latino male and female roles. The following table shows the results from interviews conducted with Latino immigrants:

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<sup>20</sup> Ibid., p.80.

<sup>21</sup> Merry Morash, Hoan N. Bui, and Anna M. Santiago, “Cultural-Specific Gender Ideology and Wife Abuse in Mexican-Descent Families,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.85.

<sup>22</sup> Ibid., p.86.

<sup>23</sup> Ibid., p.86-87.

<sup>24</sup> Ibid., p.71.



## Results of the Domestic Violence and Farmworker Men Project

Questions:	Answers:	
	Men	Women
Definition of a “good husband”	a good provider, works more than anything	does not drink or have affairs
Definition of a “good wife”	understanding and available, waits for the husband to come home, avoids eye contact with other men	supports the husband; stays at home with the children; does not have affairs
Reasons for domestic violence	women working outside the home causes them to disrespect their husbands; poverty; men have to control their families	alcohol; drugs; being pregnant; self-blame; woman is working; not giving enough time during the day to care for spouse’s needs
How to avoid domestic violence	talk to your family, i.e. parents, siblings, aunts, uncles; think clearly; provide for the family	take the beating and wait for the next day; stay away when spouse drinks; just get along—“don’t make waves”

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The answers provided by both the Latino men and women exemplify traditional Latino gender roles that determine transgenerational attitudes and behaviors.<sup>26</sup> The men believe they should provide for their families, while the women express care-taking responsibilities. The answers given by both genders illustrate the concept of acculturation. For example, they both mention women working outside of the home as a reason for domestic violence, in that it subtracts from the ability of a woman to fulfill her primary responsibilities to her partner and children. Particularly interesting, the women say, “don’t make waves,”<sup>27</sup> in proposing strategies for avoiding domestic violence. In other words, they essentially condone abuse by accepting a subordinate status and not considering their personal rights to act against it.

### *Factors that Impede Reporting of Domestic Violence among Latinas*

For Latinas, barriers to reporting and/or seeking help for domestic violence include: the maintenance of family privacy, fear of and for the abuser, co-dependence, shame,

<sup>25</sup> “Domestic Violence in the Farmworker Population,” *Migrant Clinician’s Network*, Online, Available, [http://www.migrantclinician.org/\\_resources/DVMonograph.pdf](http://www.migrantclinician.org/_resources/DVMonograph.pdf), p.12.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

absence of support from family, friends, or through social ties, and intimidation and wariness of police and the court system.<sup>28</sup>

Certain obstacles make Latina women dependent on their male partners and reluctant to leave them. For example, Latinas often possess little to no job training, a low level of education, and no separate source of income, so they are frequently economically abused by their partners who regulate their access to funds.<sup>29</sup>

In addition to codependence, Latina women face a multitude of barriers to seeking help. Frequently they do not speak English at all or well enough to feel comfortable contacting authorities, or to have access to information about their rights or literature distributed by domestic violence programs.<sup>30</sup> Because Latinas often are not cognizant of their individual rights,<sup>31</sup> (see footnote 31 for immigrant rights) male partners will exercise control by threatening to report them to the authorities.<sup>32</sup> To confound these problems, Latina women often fear authorities, because they regularly face a homogenous, white workforce.<sup>33</sup> Further, in some Latin American countries women cannot trust policemen who sometimes take advantage of women.<sup>34</sup> In addition, in some Latin American countries, laws do not recognize nor prohibit domestic violence, so Latina women may not identify reporting as an option.<sup>35</sup>

Religion also presents a significant barrier to seeking help, because the majority of Latino-Americans subscribe to Catholic doctrine, which does not approve of divorce. As a result, Latina women frequently decide to stay with abusive husbands in order to obey God.<sup>36</sup>

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<sup>28</sup> Aysan Sev'er, *Fleeing the House of Horrors: Women Who Have Left Abusive Partners*. (Toronto: University of Toronto, 2002), p.34.

<sup>29</sup> Giselle Aguilar Hass, Mary Ann Dutton, and Leslye E. Orloff, "Lifetime Prevalence of Violence Against Latina Immigrants: Legal and Policy Implications," *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.108.

<sup>30</sup> Cecilia Menjivar, and Olivia Salcido, "Immigrant Women and Domestic Violence: Common Experiences in Different Countries," *Gender and Society*, Vol.16 No.6, 2002, p.910-911.

<sup>31</sup> "The Violence Against Women Act (VAWA), enacted in 1994, was the first step taken by Congress to protect immigrant women whose batterers took advantage of the women's undocumented status. The act was modified in 2000 to allow undocumented women to self-petition and avoid having to prove extreme hardship. In addition, the abuse could be inflicted outside of the United States." Angela Walker, "An Analysis of the Barriers Latina Immigrants Face in Washington's Domestic Violence Response Network," *State of the State for Washington Latinos 2005*, Online, Available [http://www.whitman.edu/politics/state\\_of\\_the\\_state/docs/immigration&DV.pdf](http://www.whitman.edu/politics/state_of_the_state/docs/immigration&DV.pdf).

<sup>32</sup> Cecilia Menjivar, and Olivia Salcido, "Immigrant Women and Domestic Violence: Common Experiences in Different Countries," *Gender and Society*, Vol.16 No.6, 2002, p.910-911.

<sup>33</sup> Aysan Sev'er, *Fleeing the House of Horrors: Women Who Have Left Abusive Partners*. (Toronto: University of Toronto, 2002), p.34.

<sup>34</sup> Martina J. Acevedo, "Battered Immigrant Mexican Women's Perspectives Regarding Abuse and Help-Seeking," *Journal of Multicultural Social Work*, Vol.8 No.3, 2000.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

Until the 1990s, reporting of interpersonal abuse among all ethnic and racial groups was comparatively low due to perceptions of the roles of the family and the state in private, domestic problems.<sup>37</sup> Family matters have traditionally been kept in the “private sphere.”<sup>38</sup> The family is considered a center for support and counsel, but when the source of a problem lies within the family itself, confusion arises over where to seek help for abuse.<sup>39</sup> Americans have made considerable progress on the rate of incident reporting as a result of the media’s campaign to acknowledge the issue of family violence;<sup>40</sup> however, Latino-Americans have achieved relatively little progress in this area.<sup>41</sup>

The belief in the family as a private domain offers one reason why Latina women often resist reporting abuse to the authorities. From a cost-benefit perspective, they may fear disrupting their families and publicizing their problems more than they fear the actual abuse they experience.<sup>42</sup> Latino immigrants also have a small support network because they regularly leave behind extended family in their country of origin.<sup>43</sup>

Immigrant women also refrain from reporting abuse because they fear separation from their children.<sup>44</sup> Abusive males will threaten to hurt or kidnap children in order to coerce female partners to their liking.<sup>45</sup> Batterers take advantage of Latina women’s willingness to endure abuse in order to protect their children.<sup>46</sup>

Because Latinas are frequently uneducated about the definitions of abuse,<sup>47</sup> they may not realize the extent of their victimization, or they may justify abusive behaviors. Torres reports that Mexican-American women are more accepting of domestic violence than are

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<sup>37</sup> Richard J. Gelles, *Intimate Violence in Families*. 3<sup>rd</sup> ed. (Thousand Oaks, CA: SAGE Publications, 1997).

<sup>38</sup> Aysan Sev’er, *Fleeing the House of Horrors: Women Who Have Left Abusive Partners*. (Toronto: University of Toronto, 2002), p.34

<sup>39</sup> Richard J. Gelles, *Intimate Violence in Families*. 3<sup>rd</sup> ed. (Thousand Oaks, CA: SAGE Publications, 1997).

<sup>40</sup> Ibid.

<sup>41</sup> Martina J. Acevedo, “Battered Immigrant Mexican Women’s Perspectives Regarding Abuse and Help-Seeking,” *Journal of Multicultural Social Work*, Vol.8 No.3, 2000.

<sup>42</sup> Rebecca D. Petersen, and Avelardo Valdez, “Intimate Partner Violence Among Hispanic Females,” *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.82.

<sup>43</sup> Leslye E. Orloff, and Rachael Little, “Somewhere to Turn: Making Domestic Violence Services Accessible to Battered Immigrant Women,” *National Online Resource Center on Violence Against Women*, Online, Available, file:///Users/libbyculclasure/Desktop/VAWnet%20--%20Somewhere%20to%20Turn-%20Making%20Domestic%20Violence%20Services%20Accessible%20to%20Battered%20Immigrant%20Women.webarchive, 2006.

<sup>44</sup> Giselle Aguilar Hass, Mary Ann Dutton, and Leslye E. Orloff, “Lifetime Prevalence of Violence Against Latina Immigrants: Legal and Policy Implications,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.107.

<sup>45</sup> Ibid., p.106.

<sup>46</sup> Ibid., p.107.

<sup>47</sup> See Appendix B for “Categories of Abusive Behavior” and how Washington State Law defines domestic abuse.

Anglo-American women.<sup>48</sup> Testifying to the frequency of these tolerant attitudes towards abusive behavior among Latinos overall, Champion found that Latina adolescents who experienced sexual coercion for the most part accepted it. They attributed sexual coercion namely to two factors: first, that men possess sexual needs which women do not, and that must be satisfied; and second, that their male partners who become suspicious and jealous of unfaithfulness use sex to reassure their self-images.<sup>49</sup> This justification arguably derives from the influence of traditional gender roles on thoughts and actions.

### *Why Advocate Preventative Measures for Domestic Violence Instead of Intervention and Support?*

The majority of domestic violence incidents never get reported to the authorities.<sup>50</sup> Based on the interviews in their study on court-ordered batterers treatment groups, Dutton and Golant found that for each time a man was arrested for domestic abuse, he had committed thirty assaults that went unreported.<sup>51</sup> Bain reports similar findings that, on average, victims do not seek help from the police until after enduring 35 abusive attacks from their partners.<sup>52</sup> When victims do seek help, they often do not press charges.<sup>53</sup> Latina victims of domestic violence are even less likely to report abuse to the authorities due to compacting barriers associated with their isolation as a low-income, ethnic/racial minority group.<sup>54</sup> As discussed, such variables include lack of English language proficiency, low educational achievement, minimal job skills, distrust of authorities, and fear of deportation.<sup>55</sup>

Therefore, traditional after-the-fact intervention methods to approaching domestic violence reach a small percentage of offenders,<sup>56</sup> making prevention measures that much

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<sup>48</sup> Rebecca D. Petersen, and Avelardo Valdez, "Intimate Partner Violence Among Hispanic Females," *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.76; Nikki R. Van Hightower, Joe Gorton, and Casey Lee DeMoss, "Predictive Models of Domestic Violence and Fear of Intimate Partners Among Migrant and Seasonal Farm Worker Women," *Journal of Family Violence* Vol.15 No.2, 2000, p.140.

<sup>49</sup> Jane Champion, "Life Histories of Rural Mexican American Adolescents Experiencing Abuse," *Western Journal of Nursing Research*, Vol. 21 No.5, 1999, p.699-717.

<sup>50</sup> Donald G. Dutton, and Susan K. Golant, *The Batterer: A Psychological Profile*. (New York: BasicBooks, 1995), p.176.

<sup>51</sup> *Ibid.*, p.176.

<sup>52</sup> Aysan Sev'er, *Fleeing the House of Horrors: Women Who Have Left Abusive Partners*. (Toronto: University of Toronto, 2002), p.34.

<sup>53</sup> Interview with Miguel Sanchez, October 19<sup>th</sup>, 2006.

<sup>54</sup> Michael A. Rodriguez, Andrea M. Craig, Donna R. Mooney, and Heidi M Bauer, "Patient Attitudes About Mandatory Reporting of Domestic Violence--Implications for Health Care Professionals," *The Western Journal of Medicine*, Vol.169 No.6, 1998, p.1-9.

<sup>55</sup> Nikki R. Van Hightower, Joe Gorton, and Casey Lee DeMoss, "Predictive Models of Domestic Violence and Fear of Intimate Partners Among Migrant and Seasonal Farm Worker Women," *Journal of Family Violence* Vol.15 No.2, 2000, p.137-141.

<sup>56</sup> Alan Berkowitz, Peter Jaffe, Dean Peacock, Barri Rosenbluth, and Carole Sousa, "Young Men as Allies in Preventing Violence and Abuse," *Family Violence Prevention Fund*, Online, Available <http://toolkit.endabuse.org/Resources/YoungMen>, 2006, p.5.

more necessary. Based on her research of federal allocations for domestic violence programs, Rosewater argues that the majority of funds and efforts go towards criminal justice system responses, counseling programs for perpetrators, and shelter and support for victims, while domestic violence initiatives rarely include prevention strategies.<sup>57</sup>

The bulk of the domestic violence response network consists of services for victims, such as intervention, shelter, legal aid, counseling, and support groups. In Washington State, these types of programs abound. For instance, in Walla Walla, groups such as *Consejo* and the *YWCA* provide comprehensive victims' services for Latinas. While these programs perform an invaluable role in domestic violence response, the underlying thought patterns that cause men to batter still exist, regardless of the amount of counseling or the degree of empowerment victims receive.

At the same time, batterers programs have produced very little quantifiable success. Participants in batterers programs either arrive voluntarily, because of a court order as an alternative to incarceration, or after release from prison.<sup>58</sup> Ellis published results in 2006 showing a mere five percent national improvement rate as a result of participation in a batterers counseling program in the frequency of abuse perpetrated. This low efficacy rate can be attributed to the following: many participants do not receive much-needed drug and alcohol rehabilitation that should precede or coincide with batterer counseling;<sup>59</sup> because most are out-patient programs, the participants are only in session for about two hours a week;<sup>60</sup> and a high percentage of those who do participate voluntarily drop out before the completion of the sessions. In order to truly be successful, batterers advisably should continue the process of recovery through a life-long twelve-step program. While some men genuinely resent their violent behavior and express a desire to change, others present attitudes of deference and apathy towards therapeutic programs.<sup>61</sup> The former type of abuser more often graduates from these programs. Both of these types of abuser attitudes will benefit from prevention strategies because both result from learned patterns of behavior.

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<sup>57</sup> Ann Rosewater, "Promoting Prevention, Targeting Teens: An Emerging Agenda to Reduce Domestic Violence," *The Family Violence Prevention Fund*, Online, Available <http://www.hewlett.org/NR/rdonlyres/2DE5763C-C5BE-49A5-95C2CF74EAE44DBE/0/PromotingPreventionTargetingTeens091003.pdf>, 2003, p.1.

<sup>58</sup> Donald G. Dutton, and Susan K. Golant, *The Batterer: A Psychological Profile*. (New York: BasicBooks, 1995), p.160.

<sup>59</sup> Mark Ellis, "Futile Effort, or worth a try?; Group counseling seldom effective in stemming domestic violence," *The Columbus Dispatch*, 17 September 2006, Life Section, Online, Available, [http://web.lexis-nexis.com/universe/document?\\_m=050568b47b22fbc8c23e28dea9225f5c&\\_docnum=1&wchp=dGLbVtb-zSkVb&\\_md5=05a3b53370b2ead0a6e86136157e71f7](http://web.lexis-nexis.com/universe/document?_m=050568b47b22fbc8c23e28dea9225f5c&_docnum=1&wchp=dGLbVtb-zSkVb&_md5=05a3b53370b2ead0a6e86136157e71f7).

<sup>60</sup> Jaxon Van Derbeken, "S.F. forced to revisit domestic violence; Tragic failure for counseling program system fails again," *The San Francisco Chronicle*, 13 October 2004, News Section, Online, Available [http://web.lexis-nexis.com/universe/document?\\_m=7400fcfab2c6d783487607103000f8e9&\\_docnum=1&wchp=dGLbVtb-zSkVb&\\_md5=24bf52fd60142b37cb22346ea45678f7](http://web.lexis-nexis.com/universe/document?_m=7400fcfab2c6d783487607103000f8e9&_docnum=1&wchp=dGLbVtb-zSkVb&_md5=24bf52fd60142b37cb22346ea45678f7).

<sup>61</sup> Donald G. Dutton, and Susan K. Golant, *The Batterer: A Psychological Profile*. (New York: BasicBooks, 1995), p.160-179.

### *Why Focus Prevention on Latino Adolescents?*

The Latino population in Washington is overwhelmingly younger than the general population,<sup>62</sup> and thus, domestic violence prevention for Latinos that focuses on youth will reach a large percentage of the Latino population. The median age for all Washington State residents is 35.3, and for Latinos is only 22.7.<sup>63</sup> The median age for all female Washington State residents is 34.4, and for Latinas is 23.3.<sup>64</sup> The median age for all male Washington State residents is 36.3, and for Latino males is 22.1.<sup>65</sup> On all counts, Latinos in Washington are significantly younger than the general population of Washington, and therefore, prevention efforts aimed at Latino adolescents will have a greater impact because the majority of the Latino population is younger.

Youth domestic violence prevention takes advantage of the impressionability of youth and of their desire to learn more about topics related to their everyday lives.<sup>66</sup> Rosewater writes: “adolescence is a formative developmental period,”<sup>67</sup> in which behavioral patterns, such as those related to abuse, become established and ingrained. Also, prevention that takes place in schools makes use of a convenient time and place when adolescents are already congregated. Lastly, youth are more involved in violent behavior than any other age group, and are more affected by domestic violence as well.<sup>68</sup>

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<sup>62</sup> U.S. Census Bureau, “Census2000 Summary File 1 (SF 1) 100-Percent Data,” *American Fact Finder*, 2006, Online, Available [http://factfinder.census.gov/servlet/DTTable?\\_bm=y&-context=dt&ds\\_name=DEC\\_2000\\_SF1\\_U&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P001&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P002&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P003&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P004&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P006&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P007&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P008&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P009&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P010&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P011&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P017H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P017I&-CONTEXT=dt&-tree\\_id=4001&-all\\_geo\\_types=N&-geo\\_id=04000US53&-search\\_results=01000US&-format=&-\\_lang=en](http://factfinder.census.gov/servlet/DTTable?_bm=y&-context=dt&ds_name=DEC_2000_SF1_U&-mt_name=DEC_2000_SF1_U_P001&-mt_name=DEC_2000_SF1_U_P002&-mt_name=DEC_2000_SF1_U_P003&-mt_name=DEC_2000_SF1_U_P004&-mt_name=DEC_2000_SF1_U_P006&-mt_name=DEC_2000_SF1_U_P007&-mt_name=DEC_2000_SF1_U_P008&-mt_name=DEC_2000_SF1_U_P009&-mt_name=DEC_2000_SF1_U_P010&-mt_name=DEC_2000_SF1_U_P011&-mt_name=DEC_2000_SF1_U_P012&-mt_name=DEC_2000_SF1_U_P012H&-mt_name=DEC_2000_SF1_U_P012I&-mt_name=DEC_2000_SF1_U_P013&-mt_name=DEC_2000_SF1_U_P013H&-mt_name=DEC_2000_SF1_U_P013I&-mt_name=DEC_2000_SF1_U_P015&-mt_name=DEC_2000_SF1_U_P015H&-mt_name=DEC_2000_SF1_U_P015I&-mt_name=DEC_2000_SF1_U_P016&-mt_name=DEC_2000_SF1_U_P016H&-mt_name=DEC_2000_SF1_U_P016I&-mt_name=DEC_2000_SF1_U_P017H&-mt_name=DEC_2000_SF1_U_P017I&-CONTEXT=dt&-tree_id=4001&-all_geo_types=N&-geo_id=04000US53&-search_results=01000US&-format=&-_lang=en)

<sup>63</sup> Ibid.

<sup>64</sup> Ibid.

<sup>65</sup> Ibid.

<sup>66</sup> David A. Wolfe, Claire Crooks, Debbie Chiodo, Ray Hughes, and Peter Jaffe, “Impact of a Comprehensive School-based Prevention Program: Changes in Adolescents’ Knowledge, Attitudes and Behaviour related to Violence, Sexual Behaviour and Substance Use,” *Fourth R Interim Findings Report*, Online, Available <http://www.thefourthr.ca/resources/Interim%20findings%20Full%20report%20jan%2021.pdf>, 2005, p.4.

<sup>67</sup> Ann Rosewater, “Promoting Prevention, Targeting Teens: An Emerging Agenda to Reduce Domestic Violence,” *The Family Violence Prevention Fund*, Online, Available <http://www.hewlett.org/NR/rdonlyres/2DE5763C-C5BE-49A5-95C2CF74EAE44DBE/0/PromotingPreventionTargetingTeens091003.pdf>, 2003, p.8.

<sup>68</sup> Ibid., iv.

Roughly 20 percent of teens experience some form of violence from their dating partners,<sup>69</sup> and within this, males perpetrate roughly 85% of all dating violence.<sup>70</sup> Female adolescents ages 16-24 make up the largest proportion of domestic violence victims.<sup>71</sup> Young women are more often the victims of spousal abuse as well.<sup>72</sup> Of all young women, Petersen and Valdez suggest that Latina youth may have a higher spousal abuse rate than other women of color.<sup>73</sup> Adolescent victims of rape are more likely to be raped later in life,<sup>74</sup> in other words, “making past victimization the best predictor of future victimization.”<sup>75</sup> Thus, prevention for Latina youth will target arguably the most abused group of women, and will do so at a time when halting future victimization is a viable possibility. Moreover, youth victims are the least likely to report all forms of violence perpetrated against them.<sup>76</sup> For female adolescent victims of dating violence, estimates show “only 3 to 7 percent [...] report abuse to authority figures.”<sup>77</sup>

Adolescents’ exposure to risk increases exponentially after entering high school. Rosewater writes, “Emerging evidence suggests that patterns of violence and victimization may develop in early adolescence, and that by middle to late adolescence such patterns are more difficult to reverse.”<sup>78</sup> Therefore, implementing violence prevention in middle schools will reach youth while they are most impressionable and before many students drop out.

Specifically, prevention for Latinos should take place before high school because Latino youth, in particular, drop out at an alarmingly high rate. They drop out at a younger age and at a higher rate than non-Latino youth.<sup>79</sup> This is especially important in Washington

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<sup>69</sup> Lisa H. Jaycox, Daniel F. McCaffrey, Beverly W. Weidmer Ocampo, Grant N. Marshall, Rebecca L. Collins, Laura J. Hickman, and Dennis D. Quigley, “Curbing Teen Dating Violence: Evidence From a School Prevention Program,” *The RAND Corporation and the Centers for Disease Control and Prevention*, Online, Available [http://www.rand.org/pubs/research\\_briefs/RB9194/index1.html](http://www.rand.org/pubs/research_briefs/RB9194/index1.html), 2006.

<sup>70</sup> Madeline Wordes, and Michell Nunez, “Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention,” *The National Council on Crime and Delinquency. The National Center for Victims of Crime* Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p.7.

<sup>71</sup> Giselle Aguilar Hass, Mary Ann Dutton, and Leslye E. Orloff, “Lifetime Prevalence of Violence Against Latina Immigrants: Legal and Policy Implications,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.94.

<sup>72</sup> Rebecca D. Petersen, and Avelardo Valdez, “Intimate Partner Violence Among Hispanic Females,” *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.68.

<sup>73</sup> Ibid., p.69.

<sup>74</sup> Ibid.

<sup>75</sup> Ibid.

<sup>76</sup> Ibid.

<sup>77</sup> Alan Berkowitz, Peter Jaffe, Dean Peacock, Barri Rosenbluth, and Carole Sousa. , “Young Men as Allies in Preventing Violence and Abuse,” *Family Violence Prevention Fund*, Online, Available <http://toolkit.endabuse.org/Resources/YoungMen>, 2006, p.2.

<sup>78</sup> Ibid., p.11.

<sup>79</sup> Pastora San Juan Cafferty, and David W. Engstrom, *Hispanics in the United States*, (New Brunkswick, New Jersey: Transaction Publishers, 2005), p.300.

State, where Latinos make up 7.5% of the total population, as of 2000.<sup>80</sup> The graduation rate for all Washington youth in 2000 was 67%, versus only 47% for Latinos.<sup>81</sup> Within Latino subgroups nationally, drop out rates for Mexican-Americans are much higher than for the rest of the U.S. population. The Census 2000 shows that 49 percent of Mexican-Americans dropped out of high school prior to graduation, whereas 16 percent of the general population dropped out.<sup>82</sup> Because Mexican-Americans constitute 75% of all Latinos in Washington,<sup>83</sup> this makes the danger of drop outs more prescient, and brings attention to the need for prevention programs to take place before high school, when drop out rates escalate.

A domestic violence prevention program will reach adolescents who are victims or witnesses to violence in the home; victims or abusers in teen dating relationships; and all other youth. Even those youth not currently affected by domestic violence can benefit from learning about healthy relationships, behaviors, and choices.<sup>84</sup>

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<sup>80</sup> U.S. Census Bureau, "Census2000 Summary File 1 (SF 1) 100-Percent Data," *American Fact Finder*, 2006, Online, Available [http://factfinder.census.gov/servlet/DTTable?\\_bm=y&-context=dt&ds\\_name=DEC\\_2000\\_SF1\\_U&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P001&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P002&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P003&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P004&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P006&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P007&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P008&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P009&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P010&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P011&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P017H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P017I&-CONTEXT=dt&-tree\\_id=4001&-all\\_geo\\_types=N&-geo\\_id=04000US53&-search\\_results=01000US&-format=&-\\_lang=en](http://factfinder.census.gov/servlet/DTTable?_bm=y&-context=dt&ds_name=DEC_2000_SF1_U&-mt_name=DEC_2000_SF1_U_P001&-mt_name=DEC_2000_SF1_U_P002&-mt_name=DEC_2000_SF1_U_P003&-mt_name=DEC_2000_SF1_U_P004&-mt_name=DEC_2000_SF1_U_P006&-mt_name=DEC_2000_SF1_U_P007&-mt_name=DEC_2000_SF1_U_P008&-mt_name=DEC_2000_SF1_U_P009&-mt_name=DEC_2000_SF1_U_P010&-mt_name=DEC_2000_SF1_U_P011&-mt_name=DEC_2000_SF1_U_P012&-mt_name=DEC_2000_SF1_U_P012H&-mt_name=DEC_2000_SF1_U_P012I&-mt_name=DEC_2000_SF1_U_P013&-mt_name=DEC_2000_SF1_U_P013H&-mt_name=DEC_2000_SF1_U_P013I&-mt_name=DEC_2000_SF1_U_P015&-mt_name=DEC_2000_SF1_U_P015H&-mt_name=DEC_2000_SF1_U_P015I&-mt_name=DEC_2000_SF1_U_P016&-mt_name=DEC_2000_SF1_U_P016H&-mt_name=DEC_2000_SF1_U_P016I&-mt_name=DEC_2000_SF1_U_P017H&-mt_name=DEC_2000_SF1_U_P017I&-CONTEXT=dt&-tree_id=4001&-all_geo_types=N&-geo_id=04000US53&-search_results=01000US&-format=&-_lang=en)

<sup>81</sup> Jay P. Greene, "High School Graduation Rates in Washington State," *Manhattan Institute for Policy Research: Civic Report*, Online, Available [http://www.manhattan-institute.org/html/cr\\_27.htm](http://www.manhattan-institute.org/html/cr_27.htm), 2002.

<sup>82</sup> Ibid.

<sup>83</sup> U.S. Census Bureau, "Census2000 Summary File 1 (SF 1) 100-Percent Data," *American Fact Finder*, 2006, Online, Available [http://factfinder.census.gov/servlet/DTTable?\\_bm=y&-context=dt&ds\\_name=DEC\\_2000\\_SF1\\_U&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P001&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P002&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P003&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P004&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P006&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P007&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P008&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P009&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P010&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P011&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P012I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P013I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P015I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P016I&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P017H&-mt\\_name=DEC\\_2000\\_SF1\\_U\\_P017I&-CONTEXT=dt&-tree\\_id=4001&-all\\_geo\\_types=N&-geo\\_id=04000US53&-search\\_results=01000US&-format=&-\\_lang=en](http://factfinder.census.gov/servlet/DTTable?_bm=y&-context=dt&ds_name=DEC_2000_SF1_U&-mt_name=DEC_2000_SF1_U_P001&-mt_name=DEC_2000_SF1_U_P002&-mt_name=DEC_2000_SF1_U_P003&-mt_name=DEC_2000_SF1_U_P004&-mt_name=DEC_2000_SF1_U_P006&-mt_name=DEC_2000_SF1_U_P007&-mt_name=DEC_2000_SF1_U_P008&-mt_name=DEC_2000_SF1_U_P009&-mt_name=DEC_2000_SF1_U_P010&-mt_name=DEC_2000_SF1_U_P011&-mt_name=DEC_2000_SF1_U_P012&-mt_name=DEC_2000_SF1_U_P012H&-mt_name=DEC_2000_SF1_U_P012I&-mt_name=DEC_2000_SF1_U_P013&-mt_name=DEC_2000_SF1_U_P013H&-mt_name=DEC_2000_SF1_U_P013I&-mt_name=DEC_2000_SF1_U_P015&-mt_name=DEC_2000_SF1_U_P015H&-mt_name=DEC_2000_SF1_U_P015I&-mt_name=DEC_2000_SF1_U_P016&-mt_name=DEC_2000_SF1_U_P016H&-mt_name=DEC_2000_SF1_U_P016I&-mt_name=DEC_2000_SF1_U_P017H&-mt_name=DEC_2000_SF1_U_P017I&-CONTEXT=dt&-tree_id=4001&-all_geo_types=N&-geo_id=04000US53&-search_results=01000US&-format=&-_lang=en)

<sup>84</sup> David A. Wolfe, Claire Crooks, Debbie Chiodo, Ray Hughes, and Peter Jaffe, "Impact of a Comprehensive School-based Prevention Program: Changes in Adolescents' Knowledge, Attitudes and



*Objective of Prevention: How Can Prevention Programs Change Transgenerational Thought Patterns and Behaviors Among Adolescents?*

Prevention education will ideally halt and transform the intergenerational transmission of thought patterns and attitudes that perpetuate abusive behavior and the acceptance of this behavior among victims. Teens exposed to violence in general as victims or witnesses are more likely to regard violence as insignificant.<sup>85</sup> This applies to domestic violence as well. Growing up in an abusive home is a predictor that an individual will develop an attitude that views domestic abuse as an unserious matter,<sup>86</sup> or even approves of it.<sup>87</sup>

For example, in her study on abused Mexican American teens, Champion describes patterns in which child recipients of abusive behavior who intended to not carry on or permit violence within their own households, did often become abusive or received abuse as a result of imitating the structured sex-roles they learned as children. While these teens knew that the violence they experienced in their romantic relationships was wrong, for the most part they remained with their abusive partners. Champion attributes this to the teens' exposure to predominantly unhealthy, abusive relationships among their relatives and friends.<sup>88</sup> The teens had come to accept abuse as a normal function of interpersonal relationships. The victims who did choose to end relationships did so not because of the existence of violence, but due to an escalation in the level of abuse, often as a result of jealousy and infidelity.<sup>89</sup>

In fact, studies increasingly point to domestic violence as a recurring event in a victim's life. This supports the position that a woman's acceptance of abuse leads to persistent victimization. In addition to the effects of physical abuse, Wordes and Nunez explain that adolescents whose parents are unavailable to them physically *and* emotionally have a greater likelihood of becoming victims of dating violence and continued abuse into

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Behaviour related to Violence, Sexual Behaviour and Substance Use" Fourth R *Interim Findings Report*, Online, Available <http://www.thefourthr.ca/resources/Interim%20findings%20Full%20report%20jan%2021.pdf>, 2005, p.3.

<sup>85</sup> Lisa H. Jaycox, Daniel F. McCaffrey, Beverly W. Weidmer Ocampo, Grant N. Marshall, Rebecca L. Collins, Laura J. Hickman, and Dennis D. Quigley, "Curbing Teen Dating Violence: Evidence From a School Prevention Program," *The RAND Corporation and the Centers for Disease Control and Prevention*, Online, Available [http://www.rand.org/pubs/research\\_briefs/RB9194/index1.html](http://www.rand.org/pubs/research_briefs/RB9194/index1.html), 2006.

<sup>86</sup> Jane Champion, "Life Histories of Rural Mexican American Adolescents Experiencing Abuse," *Western Journal of Nursing Research*, Vol. 21 No.5, 1999, p.699-717.

<sup>87</sup> Richard J. Gelles, *Intimate Violence in Families*. 3<sup>rd</sup> ed. (Thousand Oaks, CA: SAGE Publications, 1997).

<sup>88</sup> *Ibid.*, p.715-716.

<sup>89</sup> Jane Champion, "Life Histories of Rural Mexican American Adolescents Experiencing Abuse," *Western Journal of Nursing Research*, Vol. 21 No.5, 1999, p.715.

adulthood.<sup>90</sup> In the case of perpetrators, evidence suggests that individuals who originate from abusive homes are more likely to become batterers themselves.<sup>91</sup>

Child victims of domestic violence more often abuse drugs and alcohol after entering their teenage years,<sup>92</sup> and have a greater chance of committing delinquent acts overall later in life.<sup>93</sup> Specifically, individuals who come from abusive homes have a 50% greater chance of partaking in delinquent and criminal behaviors.<sup>94</sup> Adolescents who use drugs and alcohol show a higher propensity for trouble in school, in relationships, and among friends.<sup>95</sup> As shown here, violence begets substance abuse, which begets more violence. Of all youth, Latinos are more exposed and susceptible to the use of alcohol and drugs, which may direct them to more violent behavior.<sup>96</sup>

In their study of 5500 high school students, Wolfe, Crooks, Chiodo, Hughes, and Jaffe found that abusive partners in teen dating relationships are more likely to be physically violent in other areas of their lives, to be sexually active, and to use illegal substances. They attribute these tendencies to low parental involvement and support.<sup>97</sup> Youth who perpetrate violence in romantic relationships are twenty times more prone to substance use, and are more likely to encounter troubles later in life.<sup>98</sup>

Victims of teen dating violence are more susceptible later in life to more than violence and substance abuse. Domestic violence produces long-lasting psychological effects on youth, including emotional disturbance, depression, low self-esteem, anxiety, personality

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<sup>90</sup> Ibid., p.20-21.

<sup>91</sup> Madeline Wordes, and Michell Nunez, "Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention," *The National Council on Crime and Delinquency. The National Center for Victims of Crime*, Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p.14.

<sup>92</sup> Ibid., p.13.

<sup>93</sup> Rebecca D. Petersen, and Avelardo Valdez, "Intimate Partner Violence Among Hispanic Females," *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.68.

<sup>94</sup> Madeline Wordes, and Michell Nunez, "Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention," *The National Council on Crime and Delinquency. The National Center for Victims of Crime*, Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p.14.

<sup>95</sup> David A. Wolfe, Claire Crooks, Debbie Chiodo, Ray Hughes, and Peter Jaffe, "Impact of a Comprehensive School-based Prevention Program: Changes in Adolescents' Knowledge, Attitudes and Behaviour related to Violence, Sexual Behaviour and Substance Use" *Fourth R Interim Findings Report*, Online, Available <http://www.thefourthr.ca/resources/Interim%20findings%20Full%20report%20jan%2021.pdf>, 2005, p.2.

<sup>96</sup> "Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals," *Maternal and Child Health Bureau and Children's Safety Network*, Online, Available [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/10/c3/fe.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/c3/fe.pdf), 1999, p.10-11.

<sup>97</sup> Ibid., p.1.

<sup>98</sup> Ibid., p.1-2.

disorders, and developmental defects.<sup>99</sup> Domestic violence also makes teens more prone to an array of physical and behavioral problems, including poor health, bulimia, self-mutilation, sexually risky behavior, prostitution, teen pregnancy, child abuse, running away, suicide, and as mentioned previously, substance abuse.<sup>100</sup> Violence among teens correlates with these other types of delinquent behaviors and also with low educational achievement, both of which in turn relate to higher levels of violence.<sup>101</sup>

### *Review of the Literature on Recommendations for Domestic Violence Prevention Programming*

I examined many past and current prevention initiatives in the process of creating a comprehensive domestic violence prevention program based on thorough analysis. I considered and incorporated the suggestions and words of caution based on the failures or successes offered by each program evaluation. I also integrated suggestions based on Latino domestic violence research and prevention literature. To outline, in this process I primarily utilized literature from four areas of research: first, assessments of preexisting school-based programs for domestic violence prevention; second, preexisting school-based programs for general violence prevention for Latinos; third, general examinations of domestic violence among Latinos; and fourth, methods and content suggestions drawn from the practices of Latino victim and batterer groups. In the following section, I outline my recommendations arising from this textual review for the essential categories that should comprise a valid prevention program. These categories include: *Peer Educators and Peer Mentors; A Collaborative, Community Effort; Training School Personnel; Teaching Reasoning Skills and Conflict Resolution; Customizing Teaching Content by Gender; Accounting for Latino Cultural Distinctiveness; and Accounting for Specific Latino Political and Socio-Economic Circumstances.*

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<sup>99</sup> Alan Berkowitz, Peter Jaffe, Dean Peacock, Barri Rosenbluth, and Carole Sousa, "Young Men as Allies in Preventing Violence and Abuse," *Family Violence Prevention Fund*, Online, Available <http://toolkit.endabuse.org/Resources/YoungMen>, 2006, p.2; Lisa H. Jaycox, Daniel F. McCaffrey, Beverly W. Weidmer Ocampo, Grant N. Marshall, Rebecca L. Collins, Laura J. Hickman, and Dennis D. Quigley, "Curbing Teen Dating Violence: Evidence From a School Prevention Program," *The RAND Corporation and the Centers for Disease Control and Prevention*, Online, Available [http://www.rand.org/pubs/research\\_briefs/RB9194/index1.html](http://www.rand.org/pubs/research_briefs/RB9194/index1.html), 2006.

<sup>100</sup> Lisa H. Jaycox, Daniel F. McCaffrey, Beverly W. Weidmer Ocampo, Grant N. Marshall, Rebecca L. Collins, Laura J. Hickman, and Dennis D. Quigley, "Curbing Teen Dating Violence: Evidence From a School Prevention Program," *The RAND Corporation and the Centers for Disease Control and Prevention*, Online, Available [http://www.rand.org/pubs/research\\_briefs/RB9194/index1.html](http://www.rand.org/pubs/research_briefs/RB9194/index1.html), 2006; Madeline Wordes, and Michell Nunez, "Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention," *The National Council on Crime and Delinquency. The National Center for Victims of Crime*, Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p.14.

<sup>101</sup> Ann Rosewater, "Promoting Prevention, Targeting Teens: An Emerging Agenda to Reduce Domestic Violence," *The Family Violence Prevention Fund*, Online, Available <http://www.hewlett.org/NR/rdonlyres/2DE5763C-C5BE-49A5-95C2CF74EAE44DBE/0/PromotingPreventionTargetingTeens091003.pdf>, 2003, p.17.

### *Peer Educators and Peer Mentors*

Involving youth themselves in the administration of prevention programs is imperative for seeing positive results because these programs must engage and maintain the interest of adolescents in order to impact them. This happens in two ways: first, giving responsibility to youth will increase their inclination to have a stake in the program's success; and second, teens exert inordinate influence on their peers. The literature repeatedly enforces the fundamental role of adolescent participation. According to *The National Resource Center on Domestic Violence*, "it is imperative to involve teens themselves in the design and implementation of any program. Because adolescence is usually a time when peer influences on behaviors and beliefs are strongest, teen audiences generally respond best to the voices that mirror their age and experience."<sup>102</sup>

As peer educators, teens have the potential as "proactive and empowered"<sup>103</sup> peers to both educate about domestic violence, and to take on the responsibilities of providing support for abused teens as well as intervening or confronting "abusive peers."<sup>104</sup> Adolescents should act as peer educators in classroom settings, presentations, and creative performances, and should be intricately involved in the design of teaching plans.<sup>105</sup> The American Bar association recommends always having at least one teen co-lead the presentations led by adults.<sup>106</sup>

Teens can also serve as mentors on an individual basis with peers. When adolescents act as peer mentors to other youth, they not only help others, they help themselves. The American Bar Association recommends that programs should teach teens how to help each other as mentors. This includes encouraging teens to respect and listen to each other, to break the silence about violence, and to reach out to friends who may need help (as abusers or victims) by directing them to resources.<sup>107</sup> In this way, peer mentors act as a gateway to institutional sources of help for violence.<sup>108</sup> Many prevention programs have found mentoring to be a principal component in altering the values held by teen batterers, and their aggressive behaviors.<sup>109</sup> The *Ending Violence* program discovered that peer-educators have more influence on Latino youth than do other advisers because teens more

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<sup>102</sup> "Teen Dating Violence: Overview," *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>103</sup> Ibid.

<sup>104</sup> Ibid.

<sup>105</sup> Ibid.

<sup>106</sup> "Teen Dating Violence Prevention Recommendations," *American Bar Association*, Online, Available <http://www.abanet.org/unmet/teendating/preventionrecommendations.pdf#page=2>, 2006, p.25-27.

<sup>107</sup> Ibid., p.2-3.

<sup>108</sup> Lisa H. Jaycox, Daniel F. McCaffrey, Beverly W. Weidmer Ocampo, Grant N. Marshall, Rebecca L. Collins, Laura J. Hickman, and Dennis D. Quigley, "Curbing Teen Dating Violence: Evidence From a School Prevention Program," *The RAND Corporation and the Centers for Disease Control and Prevention*, Online, Available [http://www.rand.org/pubs/research\\_briefs/RB9194/index1.html](http://www.rand.org/pubs/research_briefs/RB9194/index1.html), 2006.

<sup>109</sup> "Teen Dating Violence: Overview," *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC_TDV.pdf), 2004.

often seek the help of their peers.<sup>110</sup> In summary, “the most effective deterrent to teen violence may be mentoring arrangements between teens and adults or older teens.”<sup>111</sup>

### *A Collaborative, Community Effort*

Proposals for community collaboration and commitment on all levels of prevention programs stood out as a particularly salient aspect in the field of research on general and domestic violence prevention. Just as teen involvement in mentoring and education increases overall program commitment and strength, community contribution bolsters this potency by demonstrating broad, systemic support for students and the program as a whole. This diversity of engagement ensures more consistent and long-term investment in the program’s accomplishments, in the same way that diverse ecological communities are genetically stronger and more stable. Moreover, community organizations can house additional meetings in conjunction with a larger school-based program. These meetings would occur outside of the school environment to reach teens not in school and to reinforce lessons for teens who are in school.

Wordes and Nunez advocate a comprehensive method of violence prevention in order to include the most vulnerable spaces of adolescents’ lives: the streets, school, and home.<sup>112</sup> After reviewing U.S. teen violence prevention programs, *the Blueprints for Violence Prevention Initiative* created by the University of Colorado’s Center for Study and Prevention of Violence concluded that the most successful efforts were a combination of mentoring and support on a personal level, and community involvement overall, what they called an “ecological approach” including “the youth, the family, and the community.”<sup>113</sup> Without a doubt, galvanizing community support includes engaging family members in prevention programs. As Cafferty and Engstrom explain, “family involvement [is] significantly related to delinquency.”<sup>114</sup> Thus, the commitment of family members is also critical to student interest and improvement.

Local domestic violence outreach organizations can be intricately involved in all levels of school prevention programs. In addition to training school personnel, they can bring in guest speakers. In classes, the presentation of real testimonials can make a huge impact

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<sup>110</sup> Lisa H. Jaycox, Daniel F. McCaffrey, Beverly W. Weidmer Ocampo, Grant N. Marshall, Rebecca L. Collins, Laura J. Hickman, and Dennis D. Quigley, “Curbing Teen Dating Violence: Evidence From a School Prevention Program,” *The RAND Corporation and the Centers for Disease Control and Prevention*, Online, Available [http://www.rand.org/pubs/research\\_briefs/RB9194/index1.html](http://www.rand.org/pubs/research_briefs/RB9194/index1.html), 2006.

<sup>111</sup> “Teen Dating Violence: Overview,” *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRC\\_DV\\_Publications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRC_DV_Publications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>112</sup> Madeline Wordes, and Michell Nunez, “Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention,” *The National Council on Crime and Delinquency. The National Center for Victims of Crime*, Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p.16.

<sup>113</sup> Ibid.

<sup>114</sup> Pastora San Juan Cafferty, and David W. Engstrom, *Hispanics in the United States*, (New Brunswick, New Jersey: Transaction Publishers, 2005), p.300.

on teens.<sup>115</sup> The *Teen Victim Project* presents an example of how community can play an important role in the management of programs. It focuses on a communicative, collaborative violence prevention effort joining “the youth development community and victim service providers” to create what they call a “safety net” for youth.<sup>116</sup> Indeed, more community organizations employed in a prevention program means more sources of support available for adolescents.

Missing, however, in many extant programs is the inclusion of prevention and support for teens not attending school. This group consists of homeless youth, high school dropouts or those who never were students, and delinquent youth in the juvenile justice system, prison, and alternative schools.<sup>117</sup> One option is to design after-school programs that take place in schools and other community settings.<sup>118</sup> For example, domestic violence organizations from the community could help establish and mediate support groups for adolescents in and outside of schools.<sup>119</sup> A program based in Florida, called *Aspira*, “uses school-based clubs to teach gang and violence prevention education, leadership skills, cultural pride, and community service, alongside an academic enrichment curriculum” for Latino students.<sup>120</sup> This well-rounded approach to prevention reinforces lessons taught during school hours, and could also be expanded to reach teens not in school.

### *Training School Personnel*

School administrators, teachers, counselors, and nurses should undergo training to learn how to educate students about domestic violence, and how to adequately and most effectively respond to students seeking help.

The American Bar Association recommends that school personnel should be educated on legal policies concerning domestic violence and their responsibilities as recipients of

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<sup>115</sup> “Teen Dating Violence Prevention Recommendations,” *American Bar Association*, Online, Available <http://www.abanet.org/unmet/teendating/preventionrecommendations.pdf#page=2>, 2006, p.25-27.

<sup>116</sup> “Teen Victim Project,” *The Teen Action Partnership* and *The National Center for Victims of Crime*, Online, Available, [http://www.ncvc.org/tvp/main.aspx?dbID=DB\\_TeenActionPartnership788](http://www.ncvc.org/tvp/main.aspx?dbID=DB_TeenActionPartnership788), 2005.

<sup>117</sup> “Teen Dating Violence: Overview,” *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRC\\_DV\\_Publications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRC_DV_Publications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>118</sup> Madeline Wordes, and Michell Nunez, “Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention,” *The National Council on Crime and Delinquency. The National Center for Victims of Crime*, Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p. 17.

<sup>119</sup> “Teen Dating Violence Prevention Recommendations,” *American Bar Association*, Online, Available <http://www.abanet.org/unmet/teendating/preventionrecommendations.pdf#page=2>, 2006, p.25-27.

<sup>120</sup> “Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals,” *Maternal and Child Health Bureau* and *Children’s Safety Network*, Online, Available [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/10/c3/fe.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/c3/fe.pdf), 1999.

information.<sup>121</sup> As a potential option, school programs could collaborate with police to train school personnel.<sup>122</sup> Because local domestic violence outreach programs often already provide trainings, these programs should also instruct teachers and administration.

But more than education on their legal rights, programs should train school personnel about domestic violence so they can recognize potential victims and abusers and respond to students in need of help. Among the most salient recommendations from the American Bar Association, school personnel should: be good listeners; express care, sensitivity, and respect towards students; be willing to provide personal attention to students; provide a welcoming and comfortable environment to discuss these issues as a group or individually; be welcoming to adolescents' opinions and beliefs; be non-judgmental; create opportunities for students to discuss violence; and be educated about cultural diversity as is pertinent to domestic violence.<sup>123</sup>

Wordes and Nunez espouse domestic violence training for school administration and teachers as well, and more specific training for school nurses and counselors on dealing with victimized students. School counselors and nurses should assist the individual in recovery while also educating her in order to prevent potential violence in the future.<sup>124</sup> Moreover, school counselors and nurses can direct students to additional resources outside of schools.<sup>125</sup>

### *Teaching Reasoning Skills and Conflict Resolution*

School-based domestic violence prevention programs can “promote positive alternatives” to aggressive behavior in teen relationships and in the home.<sup>126</sup> Wolfe et. al advocate a public health approach to domestic violence prevention in schools that teaches about dangers and alternative choices to violent behavior.<sup>127</sup> By giving students the necessary

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<sup>121</sup> “Teen Dating Violence Prevention Recommendations,” *American Bar Association*, Online, Available <http://www.abanet.org/unmet/teendating/preventionrecommendations.pdf#page=2>, 2006, p.9.

<sup>122</sup> Ibid., p.25-27.

<sup>123</sup> Ibid., p.7-10.

<sup>124</sup> Madeline Wordes, and Michell Nunez, “Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention,” *The National Council on Crime and Delinquency. The National Center for Victims of Crime*, Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002, p.21.

<sup>125</sup> Ibid., 20.

<sup>126</sup> “Teen Dating Violence: Overview,” *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRC\\_DV\\_Publications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRC_DV_Publications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>127</sup> David A. Wolfe, Claire Crooks, Debbie Chiodo, Ray Hughes, and Peter Jaffe, “Impact of a Comprehensive School-based Prevention Program: Changes in Adolescents’ Knowledge, Attitudes and Behaviour related to Violence, Sexual Behaviour and Substance Use” *Fourth R Interim Findings Report*, Online, Available <http://www.thefourthr.ca/resources/Interim%20findings%20Full%20report%20jan%202021.pdf>, 2005, p.2.

tools, they can choose nonviolent courses of action when faced with dangerous, precipitous situations.

### *Customizing Teaching Content by Gender*

Issues of “identity formation and gender ideology”<sup>128</sup> present other recommendable components of prevention programs. Counselors should aid Latino youth in redefining gender roles and promoting healthier, culturally conscientious conceptions of relationships.<sup>129</sup>

Gender matching for mentors is also critical to creating an open, comfortable environment in which teens are receptive to learning, sharing, and seeking help. While some classes and presentations can include both boys and girls, gender separation for discussion groups would be vital to prevention programs for Latino and non-Latino students. This division would allow for more honest discussion for both genders. Berkowitz et al. state, “Evaluations of all-male programs indicate that men are more comfortable, less defensive, and more honest when in all male groups, and are more likely to talk openly than in the presence of women.”<sup>130</sup> Females similarly feel less prohibited and threatened in single-gender groups.<sup>131</sup> Engaging males is particularly important to improvement. Prevention efforts should involve both teen boys and adult men in all processes.<sup>132</sup>

### *Accounting for Latino Cultural Distinctiveness*

Many school programs are created and provided for a homogenous population of mostly Caucasian, middle-class, English-proficient teens.<sup>133</sup> Because adolescents cannot be lumped together in terms of backgrounds and experiences, programs should be created specifically with the diversity of the teen population in mind.<sup>134</sup> On account of cultural delineations and socio-economic disparities between Latino-Americans and the wider population, domestic violence prevention programs arguably should conceptualize

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<sup>128</sup> Ann Rosewater, “Promoting Prevention, Targeting Teens: An Emerging Agenda to Reduce Domestic Violence,” *The Family Violence Prevention Fund*, Online, Available <http://www.hewlett.org/NR/rdonlyres/2DE5763C-C5BE-49A5-95C2CF74EAE44DBE/0/PromotingPreventionTargetingTeens091003.pdf>, 2003, p.11.

<sup>129</sup> Alan Berkowitz, Peter Jaffe, Dean Peacock, Barri Rosenbluth, and Carole Sousa. , “Young Men as Allies in Preventing Violence and Abuse,” *Family Violence Prevention Fund*, Online, Available <http://toolkit.endabuse.org/Resources/YoungMen>, 2006, p.4.

<sup>130</sup> Ibid., p.12.

<sup>131</sup> Aarati Kasturirangan, and Elizabeth Nutt Williams, “Counseling Latina Battered Women: A Qualitative Study of the Latina Perspective,” *Journal of Multicultural Counseling and Development*, Vol.31 No.3, 2003, p.162-179.

<sup>132</sup> “Teen Dating Violence: Overview,” *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>133</sup> Ibid.

<sup>134</sup> Ibid.



teaching content matter for Latino students separately than for non-Latino students. This separation would speak to cultural beliefs and attitudes such as the previously mentioned concepts of *machismo* and *hembrismo*, which uniquely influence behaviors such as abuse and resignation. Separate Latino programs would also, as discussed more in the subsequent section, concentrate on distinctive political, social, and economic circumstances facing Latinos due to their marginalization.

In their everyday lives, Latino children “negotiate three cultural domains”: the cultural beliefs of their country of origin, “the elements of racial, ethnic, and linguistic status,” and the customs of American society.<sup>135</sup> Programs should teach Latino children to appreciate and utilize their cultural heritage; specifically, to embrace their respective subcultures, because culture can serve as a “protective mechanism against violence” and other “risk behaviors” such as substance abuse.<sup>136</sup> Latino subcultures have differing histories and face a diversity of current situations regarding politics, socioeconomic circumstances, acculturation levels, customs, and degrees of discrimination.<sup>137</sup>

In reference to Latinos, “ethnic lumping” is the generalizing of demographic characteristics and cultural traits of different Latino populations under the label “Hispanic.”<sup>138</sup> To the contrary, variations in family structure, poverty, age distribution, and education demographics among Latino subgroups residing in the United States are larger than those between Latinos overall and African-Americans.<sup>139</sup> Individual Latino teens and Latino subgroups must be considered in the design and realization of violence prevention programs. Each individual brings a different level of language proficiency, socioeconomic background, ethnicity, acculturation, and family background to her or his experience with a program.<sup>140</sup> Separate classes would address issues such as immigration, racism, and differing cultural values among Latino sub-populations.

Not only do teens need peer educators because they relate to the experiences of those of their same age, they also need peers of similar ethnic and racial backgrounds,<sup>141</sup> and from different social cliques.<sup>142</sup>

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<sup>135</sup> “Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals,” *Maternal and Child Health Bureau and Children’s Safety Network*, Online, Available [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/10/c3/fe.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/c3/fe.pdf), 1999, p.13.

<sup>136</sup> *Ibid.*, p.14.

<sup>137</sup> *Ibid.*, p.19.

<sup>138</sup> <sup>139</sup> Rebecca D. Petersen, and Avelardo Valdez, “Intimate Partner Violence Among Hispanic Females,” *Journal of Ethnicity in Criminal Justice*, Vol.2 No.5, 2004, p.70.

<sup>139</sup> “Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals,” *Maternal and Child Health Bureau and Children’s Safety Network*, Online, Available [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/10/c3/fe.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/c3/fe.pdf), 1999, p.4.

<sup>140</sup> *Ibid.*, p.17.

<sup>141</sup> “Teen Dating Violence: Overview,” *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>142</sup> “Teen Dating Violence Prevention Recommendations,” *American Bar Association*, Online, Available <http://www.abanet.org/unmet/teendating/preventionrecommendations.pdf#page=2>, 2006, p.25-27.

In *Youth Violence Prevention in Latino Communities*, the authors describe four Latino cultural values that must be taken into account in any violence prevention program because they may differentially encourage or deflect violent tendencies. These four essential values include *familismo* (familism), *collectivismo* (collectivism), *respeto* (respect), and *personalismo* (personalism).<sup>143</sup> These values, they argue, bridge the separate Latino subcultures, differing degrees of integration, and economic statuses.

Premised on the importance assigned to family in Latino culture, the idea of *familismo* leads Latinos to regard the wellbeing of the family as a top priority that comes before the individuals who make up the family. Some violence prevention programs have centered their approaches on the potency of the bonds of Latino families, which help establish and maintain stable communities.<sup>144</sup>

*Collectivismo* refers to the strength and closeness of Latino communities. The authors explain that Latinos essentially view their communities as extended family. A prevention program can utilize this concept to develop among Latino peers a “cooperative/collectivist ethos” in which teens are the driving force of preventative measures. Programs would derive strength from the potential influence peers have on each other, and the bonds among teens.<sup>145</sup>

Entailed in the concept of *respeto* is the way that Latinos highly regard authority figures, such as teachers and parents. Depending on the content taught, authority figures can influence Latino students to act in violent or nonviolent ways. Among immigrant families in which monolingual parents rely on their children, traditional roles reverse, deforming parent-child relationships based on respect. Some programs, such as the Concerned Parents National Demonstration Project, advocate mutual respect among families. They encourage the respect teens have for their parents, and also the respect parents have with regard to their children as valuable individuals.<sup>146</sup>

Finally, *personalismo* regards the importance Latinos assign to friendships and relationships. As a result of this value, Latinos are less likely to seek the help of medical professionals and more likely to turn to their families or to members of their communities in times of personal strife. La Mariposa Community Health Center in Arizona sends Latina women into the Latino community to offer medical assistance to those in need and to help close the divide between medical providers and Latinos.<sup>147</sup>

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<sup>143</sup> “Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals,” *Maternal and Child Health Bureau and Children’s Safety Network*, Online, Available [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/10/c3/fe.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/c3/fe.pdf), 1999, p.13; “Meeting the Needs of Latino Youth: Part II: Resilience,” *National Center for Mental Health Promotion and Youth Violence Prevention*, Online, Available [http://www.promoteprevent.org/documents/prevention\\_brief\\_latino\\_youth2.pdf](http://www.promoteprevent.org/documents/prevention_brief_latino_youth2.pdf), 2004, p.2.

<sup>144</sup> “Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals,” *Maternal and Child Health Bureau and Children’s Safety Network*, Online, Available [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/10/c3/fe.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/c3/fe.pdf), 1999, p.13.

<sup>145</sup> *Ibid.*, p.14.

<sup>146</sup> *Ibid.*, p.15.

<sup>147</sup> *Ibid.*, p.15-16.

In summary, *familismo*, *collectivismo*, *respeto*, and *personalismo*, all constitute core values of Latino culture that should be specifically addressed in teaching content designed for Latino students in violence prevention.

### III. Case Studies

In the course of researching violence and domestic violence prevention programs, several stood out because of their effectiveness in a particular focus. I spotlight *Teens on Target* for its success with peer educators, *Schools Teaching Options for Peace* and *The Safe Harbor Program* for teaching students to employ anger-management skills in violent situations, *Ending Violence* for educating students about their legal rights and responsibilities with regard to dating violence, and finally, *The Teen Dating Violence Intervention and Prevention Program* and *The Fourth R* for their expansive violence prevention curricula.

#### *Teens on Target -- Peer Educators*<sup>148</sup>

A program titled *Teens on Target* educates high school students about violence prevention and makes them responsible for, in turn, teaching this knowledge to middle school students. Among these peer-educators, researchers found an increase in knowledge about violence, and a decrease in tolerance towards violence. Moreover, these peer-educators were less likely to drop out of school and more likely to receive better grades.<sup>149</sup> These findings testify to the benefits of peer-education, recognizing the positive effects for youth on both sides of the peer-educator relationship.

#### *Schools Teaching Options for Peace and The Safe Harbor Program -- Reasoning Skills, Anger-Management, and Conflict Resolution*<sup>150</sup>

Over the course of a year and a half from 1993-1994, the Institute of Justice evaluated 2,000 students in two teen violence prevention programs, one called *Schools Teaching Options for Peace*, or S.T.O.P., which utilized peer counseling and education classes, and the other called the *Safe Harbor Program*, which involved classes, counseling, and awareness raising throughout schools. The S.T.O.P program, in conducting research on the efficacy of conflict resolution strategies, saw success in promoting the use of reasoning in lieu of resorting to violent behavior. Students of this program were more likely to make use of reason in violent or aggressive situations, showed less feelings of helplessness, and were overall more educated about sexual assault. The *Safe Harbor Program* was successful in changing attitudes towards aggression as a form of problem solving and retaliation. Students were less likely to regard violent retaliation as a viable option for problem solving. Both programs successfully reduced the belief that respect is

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<sup>148</sup> Madeline Wordes, and Michell Nunez, "Our Vulnerable Teenagers: Their Victimization, Its Consequences, and directions for Prevention and Intervention," *The National Council on Crime and Delinquency. The National Center for Victims of Crime*, Online, Available <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=32558>, 2002.

<sup>149</sup> Ibid., p.18.

<sup>150</sup> Tanya Bannister, "Evaluation of Violence Prevention Programs in Middle Schools," *The National Criminal Justice Reference Service*, Online, Available <http://www.ncjrs.gov/txtfiles/midschls.txt>, 1995.

gained through aggressive behavior.<sup>151</sup> These programs, while focusing on strategies for teen violence prevention, also demonstrate the potential for domestic violence prevention efforts to successfully incorporate reasoning skills, anger-management, and conflict-resolution tactics for prevention.

### *Ending Violence -- Legal Rights and Responsibilities*<sup>152</sup>

The RAND Corporation evaluated a public school program aimed at Latino teens, called *Ending Violence*, implemented by a nonprofit company named *Break the Cycle* in Los Angeles. The study concluded that the curricula “created a long-term improvement in students’ knowledge of dating violence, reduced tolerance for aggressive or violent behavior, and improved teens’ perceptions about getting help if they experienced dating violence.”<sup>153</sup>

*Ending Violence* centered on educating youth about their legal rights and responsibilities, and the legal services available to them with regard to violent activities. Taught by bilingual, bicultural lawyers, the curricula made youth aware of the specific laws concerning teen and domestic violence so that victims were cognizant of their rights, and batterers were conscious of the legal limits of their behavior. The attorneys offered *pro bono* legal advice to any interested students beyond the length of the program. *Ending Violence* took place over the course of three class periods within previously established ninth-grade health curricula. The program was evaluated in 110 classes in 10 high schools within the Los Angeles area, comprising a total of 2,540 teens. Each of these high schools was comprised of over 80 percent Latino youth. *Ending Violence* was evaluated twice: immediately following the program and six months later. The success of the program was in the area of raising awareness about the legal aspects of teen dating violence, more so than in preventing it. The most significant effect, lasting through the six months, was in increasing the consciousness of students regarding the laws on teen dating violence and violence overall. Student attitudes about female violence towards males became more negative, while attitudes about male violence towards females remained equally negative. Student victims were more likely to reach out for help than before the program; however, they still perceived their individual abilities to mediate violence perpetrated against others as weak and unsuccessful. The rate of violence and aggression in teen dating did not change as a result of the program. Significantly, while teens were receptive to learning from lawyers and positively regarded the help of more formal sources, such as pastors, nurses, counselors, and teachers, they were still more likely to seek the help of those close to them, especially peers.<sup>154</sup> In drawing from this

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<sup>151</sup> Ibid.

<sup>152</sup> Lisa H. Jaycox, Daniel F. McCaffrey, Beverly W. Weidmer Ocampo, Grant N. Marshall, Rebecca L. Collins, Laura J. Hickman, and Dennis D. Quigley, “Curbing Teen Dating Violence: Evidence From a School Prevention Program,” *The RAND Corporation and the Centers for Disease Control and Prevention*, Online, Available [http://www.rand.org/pubs/research\\_briefs/RB9194/index1.html](http://www.rand.org/pubs/research_briefs/RB9194/index1.html), 2006.

<sup>153</sup> Ibid.

<sup>154</sup> Ibid.

study, programs could extend the impact of legal education courses by implementing them each year over the course of several years to reinforce the information.

*The Teen Dating Violence Intervention and Prevention Program*<sup>155</sup> and *The Fourth R -- A Comprehensive Approach*<sup>156</sup>

*The Teen Dating Violence Intervention and Prevention Program*, or TDVIP, is a state-funded initiative executed in Massachusetts schools in 2001 that coordinates education based on community involvement, and includes education for awareness-raising in the classroom and refining school policies on domestic violence.<sup>157</sup> What makes this program unique is its inclusion of intervention for youth batterers and help for youth victims. Both of these essential resources should accompany prevention education. Training for school personnel such as counselors and nurses can focus on methods of intervention and therapy.

*The Fourth R* is a comprehensive violence prevention program currently being tested in 22 schools in the city of Ontario.<sup>158</sup> The 21-component curriculum takes place in 9<sup>th</sup> grade health education classes. It focuses on three areas of teen life: violence (including group, peer, dating, and bullying violence), sexual activity, and substance abuse. Creators of the program believe that these three categories are intricately related to the processes of adolescent development through relationships among peers and significant others. They support theoretically based, “multi-faceted” prevention that incorporates different areas of adolescent development happening within the community, teaching skills, and helping encourage personal agency among youth by providing them with choices to unhealthy behavior. The creators argue against programs that condemn certain behaviors while providing youth with no solid, realistic options. For example, sexual abstinence programs have for the most part been ineffective because they prohibit behavior but offer no alternatives. The program focuses on identifying destructive behaviors, supplying healthy alternatives to these behaviors, and establishing confidence in youth to choose the alternatives. This process happens through skills-building that focuses on resolving conflict through evaluating decisions and communicating. It also

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<sup>155</sup> “Teen Dating Violence: Overview,” *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>156</sup> David A. Wolfe, Claire Crooks, Debbie Chiodo, Ray Hughes, and Peter Jaffe, “Impact of a Comprehensive School-based Prevention Program: Changes in Adolescents’ Knowledge, Attitudes and Behaviour related to Violence, Sexual Behaviour and Substance Use” *Fourth R Interim Findings Report*, Online, Available <http://www.thefourthr.ca/resources/Interim%20findings%20Full%20report%20jan%2021.pdf>, 2005.

<sup>157</sup> “Teen Dating Violence: Overview,” *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>158</sup> David A. Wolfe, Claire Crooks, Debbie Chiodo, Ray Hughes, and Peter Jaffe, “Impact of a Comprehensive School-based Prevention Program: Changes in Adolescents’ Knowledge, Attitudes and Behaviour related to Violence, Sexual Behaviour and Substance Use” *Fourth R Interim Findings Report*, Online, Available <http://www.thefourthr.ca/resources/Interim%20findings%20Full%20report%20jan%2021.pdf>, 2005.

underscores the deterrent effect of maintaining a strong connection between youth and their families, communities, and schools.

The Fourth “R,” meaning *reason*, refers to violence prevention that the directors believe should accompany traditional reading, writing, and arithmetic lesson plans in schools. This elevates violence prevention to the same basic importance as these other fundamental subjects. Among its mission of comprehensiveness, the *Fourth R* educates all staff and teachers, involves parents through meetings and newsletters, and reaches out to the community through field-trips, guest speakers, and providing volunteer opportunities for students.<sup>159</sup>

In all, 785 girls and 722 boys from 22 different schools are currently participating in the program. Using a cluster randomized design, schools were assigned a control or experimental status. Because the program lasts for four years, a final evaluation will not be released until 2007; however, the primary evaluation found that students in the demonstration schools exhibited more knowledge about violence, sexual risk, and substance abuse than students in control schools. The final evaluation will assess changes in behavior. Further, control group students expressed more engagement and enjoyment in health curricula. Between boys and girls, boys showed more improvement in knowledge about violence, because, on average, girls started off at a higher level of knowledge.<sup>160</sup> The *Fourth R* is an intricate and multi-leveled model for addressing violence among teens, to which prevention programs can refer as a prototype for involving peers, schools, and the community in the goal of thwarting domestic violence.

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<sup>159</sup> Ibid., p.2.

<sup>160</sup> Ibid.

## IV. Discussion of Research Methods

In the process of researching the state of domestic violence among Latinos and violence prevention programs, I sought national and statewide quantitative data in the form of databases and reviews, and qualitative data in the form of scholarly literature, case studies, and interviews with professionals working in the field of domestic violence and Latina survivors.

### *Quantitative Data Collection*

**National Data:** Quantitative national data was collected from the U.S. Census Report from 2000, accessed through the U.S. Census Bureau's American FactFinder Search Engine.

**Washington State Data:** Quantitative statewide data regarding domestic violence in Washington State was collected primarily from the U.S. Census Report from 2000, and from the "Findings and Recommendations from the Washington State Domestic Violence Fatality Review," published in 2004 by the Washington State Coalition Against Domestic Violence.

### *Case Studies and Scholarly Research*

Case studies were chosen because of their current relevancy to school-based prevention programs, in the form of general violence prevention efforts for Latino adolescents, or domestic violence prevention for all youth. Case studies focusing on violence prevention for Latino youth were most desired and valuable because of the insight they provide into specific program structuring for Latino students, regarding Latino cultural norms and values, and socio-economic and political factors uniquely affecting Latino-Americans. All of the case studies of school-based programs offered suggestions based on primary experience, thereby offering critical assistance to this project in the process of most effectively designing a program model.

Specific studies of violence prevention programs were discovered for a large part from domestic violence organization websites. For example, from the website for the *Violence Against Women and Family Violence Research and Evaluation Program*, which in addition to categorizing recent publications on issues of domestic violence also provides links to related initiatives. Other websites utilized include: *the Washington State Coalition Against Domestic Violence*, *Washington State Commission on Hispanic Affairs*, *the Migrant Clinician's Network*, *the Family Violence Prevention Fund*, *the Battered Women's Justice Project*, *the Department of Justice's Violence Against Women Office*, *the National Latino Alliance for the Elimination of Domestic Violence*, *the Family Violence Prevention Fund*, *the National Coalition Against Domestic Violence*, *the National Violence Against Women Prevention Research Center*, *Stop Family Violence*, *the Office for Victims of Crime*, *the National Online Research Center on Violence*



*Against Women, Women's Law Initiative, the Office of Juvenile Justice and Delinquency Prevention, Safe Place, and the American Bar Association.*

### *Interviews*

*Father Pat Kerst, St. Patrick's Catholic Church:* Father Pat acts as priest at St. Patrick's Catholic Church in Walla Walla, WA. I chose to interview him because St. Patrick's has a predominantly Mexican-American congregation. Father Pat described his interactions with Latina women who come to him about domestic violence victimization, and about how the Catholic Church's formal doctrine and informal policies affect the agency of these women. He also gave me his opinions concerning the efficacy of implementing domestic violence prevention programs for Latinos in Washington State schools. This interview was conducted in English, at St. Patrick's Church, and lasted approximately one hour. I hand-wrote the notes.

*Chalese Calhoon, Walla Walla Police Department:* Chalese is a Domestic Violence Services Officer for the Walla Walla Police Department. She discussed the current state of domestic violence in Washington and provided me with multiple reading suggestions. This interview was conducted in English, at the Walla Walla Police Department, and lasted approximately 25 minutes. I hand-wrote the notes.

*Miguel Sanchez, Walla Walla Police Department:* Miguel is a Domestic Violence Services Officer for the Walla Walla Police Department, who specifically networks in the local Hispanic community. Miguel gave me insight into the conditions of Latino-Americans, how relations between the Catholic Church and Latinos affect domestic violence, and current updates on domestic violence legislation. This interview was conducted in English, at the Walla Walla Police Department, and lasted approximately 40 minutes. I hand-wrote the notes.

*Elida Espinoza, Consejo:* Elida is a community advocate for *Consejo* Counseling and Referral Services for Latinos. She serves multiple locations around Eastern Washington. *Consejo's* services primarily offer support in the form of legal service aid, accompaniment to court or hospitals, and emergency services, such as housing, money donations, and food. They refer out for other types of counseling services. Elida listed these services offered by *Consejo*, described interactions with clients, and offered her opinions on school prevention programs. This interview was conducted in English, at *Consejo's* branch in Walla Walla, and lasted approximately 45 minutes. I hand-wrote the notes.

*Soledad, Amigas Unidas:* Soledad (pseudonym) is a member of the Walla Walla support group, called *Amigas Unidas*, for Latina victims of domestic violence based out of the local YWCA. I am grateful to Soledad for sharing her life story with me. She provided me with critical insight into the unique circumstances of Latino-Americans, violence in the home, relations between Latino children and parents, and her personal opinions and hopes for the future of domestic violence research, policy, and programming in

Washington State. This interview was conducted in Spanish, and because I speak Spanish, no translator was needed. It took place at the YWCA of Walla Walla, and lasted approximately one hour 15 minutes. I tape recorded and transcribed the interview in its entirety.

*Amigas Unidas*: I had the fortunate opportunity to join a meeting of *Amigas Unidas*, the Walla Walla support group for Latina victims of domestic violence. For the most part, I listened to the women as they conversed about their outlooks on domestic violence, and offered advice to each other. This session was conducted almost entirely in Spanish, took place at the Walla Walla YWCA, and lasted approximately two hours. I hand-wrote notes after the meeting's conclusion.

*Mariposa*: I also sat in on a session of *Mariposa*, a school-based program for Latina youth that enhances self-esteem and strengthens decision-making and social skills within a Latina cultural framework. *Mariposa* meets once a week in several elementary and middle schools in Walla Walla. This session was conducted in both Spanish and English, took place at Blue Ridge Elementary School, and lasted approximately an hour and a half. I hand-wrote notes after the close of the session.

*Anne-Marie Zell Schwerin, YWCA of Walla Walla*: Anne-Marie is the Executive Director of the YWCA of Walla Walla. Anne-Marie described the framework and objectives of the *Mariposa* program. This interview was conducted in English, at the YWCA of Walla Walla, and lasted approximately 25 minutes. I hand-wrote the notes.

*Mario Paredes, Consejo*: While I did not conduct a formal interview with Mario, he informed me about *Consejo* Counseling and Referral Services for Latinos in Washington. Mario works as director in the Seattle division and oversees branches around the state. As my community partner, Mario helped me refine my focus to prevention.

## V. Interview Discussion

*Interviews with Father Pat Kerst (St. Patrick's Catholic Church), Chalese Calhoon (Walla Walla Police Department), Miguel Sanchez (Walla Walla Police Department), and Elida Espinoza (Consejo)*

For my initial steps in the interview process I scheduled meetings with professionals in the field of domestic violence in Walla Walla with the intent to establish a foundation for the present circumstances facing Latinos. During this stage I interviewed Father Pat Kerst of St. Patrick's Catholic Church in Walla Walla, which has a predominantly Mexican-American congregation, in order to explore how religion facilitates or precludes the recognition of domestic violence in the Latino community. I next interviewed Chalese Calhoon and Miguel Sanchez, both Domestic Violence Services Officers for the local police station. Miguel works directly within the Latino community by assisting individuals with the procedures for reporting domestic violence incidents. I next spoke with Elida Espinoza, a community advocate who works for *Consejo* Counseling and Referral Services for Latinos. From our conversations ranging from legal policies to cultural variance in relation to domestic violence among Latinos, Chalese, Miguel, and Elida all helped me to establish the scaffolds of my project on which I based the direction of my research.

The following section underscores the fundamental features of the interviews with these professionals in the field of domestic violence, all of who address specific circumstances of Latino-Americans. I categorize these highlights in two sections: the first section titled, *Barriers to Speaking Out For Latinas*, with the subheadings of *Legal and Political Barriers*, *Religious Barriers*, and *Cultural Barriers* (including *Transgenerational Thought Patterns*); and the second section titled, *Prevention Program Structure*, with the subheadings of *Family Involvement*, *Community Involvement*, and *Teaching Curriculum*. I elucidate how these pieces of interviews support various aspects of my research.

### *Barriers to Speaking Out For Latinas*

#### *Legal and Political Barriers*

Several of the professionals who I interviewed guided me through the legal and political complexities involved with domestic violence and Latinos. Father Pat Kerst explained that due to anti-immigrant sentiment in Washington, too many Latinas hesitate to speak out because of their fear of deportation. But as Miguel Sanchez put it, "there is no danger of deportation, but they don't know that."<sup>161</sup> As another structural barrier, Elida Espinoza narrated a particularly disturbing anecdote from one of her clients. This Latina woman's husband would "wave his anger management certificate"<sup>162</sup> at her, boasting that she was powerless against his abuse, because he had graduated from his program and they could

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<sup>161</sup> Interview with Miguel Sanchez, October 19<sup>th</sup>, 2006.

<sup>162</sup> Interview with Elida Espinoza, October 17<sup>th</sup>, 2006.

not send him back. In her position at *Consejo*, Elida hears testimonials like this every day. These points reflect the literature regarding systemic obstacles facing Latinas, to which education can provide a foundation that will allow Latinas to make informed choices in violent situations.

### *Religious Barriers*

When I asked about the role of the church as a critical source for considering domestic violence among Latinos, Elida Espinoza explained, “the priest or pastor is often the first contact” for victims because they “see him as a leader.”<sup>163</sup> This presents a dangerous situation, because, according to Miguel Sanchez, Latinas frequently defer speaking to a priest “because they feel they are failing God.”<sup>164</sup> He explained it in this way: according to “church indoctrination [...] the woman is the property of the husband, so when she fails in her role as a wife, she fails her husband, *and* she fails God.”<sup>165</sup> This supports the literature in describing the way the church can discourage women from leaving their husbands. Nevertheless, Father Pat stressed that he supports any decision a victim makes to leave her partner. While different churches may espouse opposing policies regarding divorce in relation to domestic violence, what remains essential is informing Latinos about the nature of abuse, their rights, and the choices available to them.

### *Cultural Barriers*

Father Pat Kerst mentioned the cultural concept of *machismo*, or extreme masculinity,<sup>166</sup> as a contributor to domestic violence among the Latino community in Washington. This supports the research proposing that the influence of *machismo* thought patterns prevents Latinas from seeking help due to their subordinate status. Father Pat also informed me that in 17 years of listening to confessionals, he has “never heard a Latino man confess that he has abused his wife.”<sup>167</sup> Searching for an answer, he offered, “They may not see there is anything wrong with abuse.”<sup>168</sup> Whether Latino men have not confessed interpersonal violent behavior to Father Pat because of embarrassment or because they validate abuse, this speaks to the need to inform youth about what *is* abuse, in order to break the cycle that regenerates the perpetuation of violence.

Accompanying the concept of *machismo* is *hembrismo*, which dictates the role of Latina women as caregivers who put their husbands’ and children’s needs before their own.<sup>169</sup> Elida Espinoza told me that male partners will abuse their children as a way of hurting their wives, or as a threat to prevent them from leaving. These women will often stay in a

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<sup>163</sup> Ibid.

<sup>164</sup> Interview with Miguel Sanchez, October 19<sup>th</sup>, 2006.

<sup>165</sup> Ibid.

<sup>166</sup> Merry Morash, Hoan N. Bui, and Anna M. Santiago, “Cultural-Specific Gender Ideology and Wife Abuse in Mexican-Descent Families,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.71.

<sup>167</sup> Interview with Father Pat Kerst, October 17<sup>th</sup>, 2006.

<sup>168</sup> Ibid.

<sup>169</sup> Merry Morash, Hoan N. Bui, and Anna M. Santiago, “Cultural-Specific Gender Ideology and Wife Abuse in Mexican-Descent Families,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.71.

violent relationship so their husband will abuse them in place of their children. Lack of a support network also isolates Latina women and discourages them from speaking out about their abuse. Father Pat Kerst described the “learned helplessness” among Latinas that results from this absence of familial support, and which ultimately sustains and prolongs the presence of abuse in families and communities.

### *Transgenerational Thought Patterns*

In our discussion about the nature of domestic violence as a learned behavior, Elida Espinoza emphasized the necessity of “breaking the thought patterns”<sup>170</sup> of both victims and batterers that perpetuate abuse. She explained that many of her Latina clients who are victims of domestic violence have limited consciousness of the extent of their abuse. Many do not consider emotional or verbal mistreatment as legitimate abusive behavior, and do not know that sexual mistreatment is punishable by law.<sup>171</sup> Father Pat also discussed his concerns with the deficiency of information available to Latinas. Particularly, he focused on the concept of infidelity. From his experiences, infidelity becomes part of a “laundry list” of complaints of a Latina woman who comes in to speak with a priest. In other words, she does not give merit to infidelity as sufficient cause for complaint. This reflects the literature that demonstrates how Latina women come to tolerate abusive behavior in their interpersonal relationships, and Champion’s findings that Latina teens ended relationships because of an increase in violence, not simply because of its existence.<sup>172</sup> Moreover, Father Pat explained that the Latina women “typically just want to vent,” to him, but do not follow up on his referrals to legal services, shelters, or counseling. Elida Espinoza similarly explained that the majority of the time, Latinas “just want someone to listen to them.”<sup>173</sup> Thus, also mirroring the literature, it appears that even when these women muster sufficient courage to speak out, more often than not, they return to their partners. Prevention programs can specifically address transgenerational thought patterns that encourage Latinas to condone violent behavior.

### *Prevention Program Structure:*

#### *Family Involvement*

In the course of my interviews, a recurrent theme was the concern over galvanizing parental support and involvement in domestic violence initiatives. Specifically, Father Pat Kerst, Elida Espinoza, and Miguel Sanchez all reinforced the necessity for finding a way to engage parents, because in their direct experiences, participation of Latino parents has been weak. Miguel attributes this in part to apathy, but more to a fear of deportation resulting from increased attention on parents as they engage in school and community

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<sup>170</sup> Interview with Elida Espinoza, October 17<sup>th</sup>, 2006.

<sup>171</sup> Ibid.

<sup>172</sup> Jane Champion, “Life Histories of Rural Mexican American Adolescents Experiencing Abuse,” *Western Journal of Nursing Research*, Vol. 21 No.5, 1999, p.715.

<sup>173</sup> Interview with Elida Espinoza, October 17<sup>th</sup>, 2006.

activities. Elida points to racial discrimination as a potent deterrent to active Latino parent participation, as well as to insufficient knowledge about available programs and ways to get involved due to linguistic and geographic isolation, and finally, to a lack of resources such as transportation, disabling parent involvement.

Elida suggested utilizing home visitor programs, in which school personnel go to the homes of delinquent or low-achieving youth to speak to parents on a recurrent basis in order to keep them abreast of their children's status in school and to encourage them to be actively engaged in the success of their children's lives.<sup>174</sup> Home visitors can play a key role in mobilizing parents to become involved in domestic violence prevention programs in schools. In doing so, they can reach the Latino parents who are not established members of the PTA, and those who do not join school initiatives due to a lack of English-language proficiency, fear of deportation, or lack of transport.

### *Community Involvement*

Father Pat estimated that Latinos--almost all Mexican-American--comprise roughly half of St. Patrick's congregation, totaling about 700 Latino families. Only two Caucasian-Americans work at the church, and bilingualism is an essential criterion for hiring new staff. Father Pat listed the separate services offered for Latino members of the church, and of particular interest, was their "Safe Environment Training," which as Father Pat put it, educates "parents and children about appropriate behavior in family life and relationships,"<sup>175</sup> including discussion of most categories of abusive behavior. While this program originated as a reaction to clergy abuse, Father Pat explained that the program now transcends this original intent to also incorporate family violence. Church personnel are trained in order to spot potential child victims of abuse as well. This program aligns with the goal of involving community organizations in a school-based prevention model, in that the church could expand the "Safe Environment Training" by advertising in public spaces within the Latino community. Domestic violence instructors and counselors in schools could refer religious families and children to this program for additional education. In fact, Father Pat said that the church is open to offering their building as a site for other programs as well, such as teen groups.

### *Teaching Curriculum*

Finally, every person with whom I spoke regarding the potential for a prevention program supported separating Latino children for domestic violence education in order to address discrepancies in linguistic capability and differences of culture.

### *Interview with Anne-Marie Zell Schwerin about Mariposa*

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<sup>174</sup> Interview with Elida Espinoza, October 17<sup>th</sup>, 2006.

<sup>175</sup> Interview with Father Pat Kerst, October 17<sup>th</sup>, 2006.

For my next interview, I met with Anne-Marie Zell Schwerin, the Executive Director of the YWCA of Walla Walla, with the objective of learning about the local *Mariposa* program. I also had the opportunity to sit in on a session of one of the *Mariposa* groups at Blue Ridge Elementary School to observe the structure of the program and the dynamics among the girls.

*Mariposa* (Butterfly) is a school-based program for Latina youth that enhances self-esteem and strengthens decision-making and social skills within a Latina cultural framework. *Mariposa* was founded in 1997 in middle schools in Walla Walla, and has now extended into elementary school,<sup>176</sup> because as Anne-Marie comments, “it became important to get them younger”<sup>177</sup> in order to have the most impact. Back then, most of the girls were immigrants from the farm labor camps in Walla Walla, but now the majority are born in the country.<sup>178</sup>

When I asked why *Mariposa* targets Latina youth, Anne-Marie explained that they represent the “highest demographic at risk for school drop-out, early pregnancy, age-inappropriate relationships, [...] have a reduced connection to the community, [...] and a high risk for violence in the home.”<sup>179</sup>

*Mariposa* receives funding from the county drawn from federal funds allocated to youth prevention.<sup>180</sup> Program leaders praise the support shown by the community and the local schools.<sup>181</sup> The groups normally meet once a week for two hours at a time after school.<sup>182</sup> In each session, the bilingual, bicultural leaders have a particular lesson for the day. Content is based on “*Mariposas* [learning] decision-making skills in culturally appropriate contexts.”<sup>183</sup> Domestic violence appears among the program’s various curricula. In this, they discuss healthy relationships, relationship violence, and dating.<sup>184</sup>

“Keep a Clear Mind,” a component of *Mariposa*’s curriculum, encourages girls to abstain from substance use by teaching “assertiveness and social skills,” by strengthening “self-esteem [and] celebrating their cultural traditions.”<sup>185</sup> Anne-Marie explains that *Mariposa* “focuses on ‘yes you can,’ whatever it is.” She remarks that it is probably the first time

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<sup>176</sup> “Eliminating Racism Empowering Women: 2005 Report to the Community,” *YWCA of Walla Walla*, 2005, p.3.

<sup>177</sup> Interview with YWCA Executive Director Anne-Marie Zell Schwerin, October 25, 2006.

<sup>178</sup> Ibid.

<sup>179</sup> Ibid.

<sup>180</sup> Ibid.

<sup>181</sup> “Eliminating Racism Empowering Women: 2005 Report to the Community,” *YWCA of Walla Walla*, 2005, p.3.

<sup>182</sup> Interview with YWCA Executive Director Anne-Marie Zell Schwerin, October 25, 2006.

<sup>183</sup> “Eliminating Racism Empowering Women: 2005 Report to the Community,” *YWCA of Walla Walla*, 2005, p.3.

<sup>184</sup> Interview with YWCA Executive Director Anne-Marie Zell Schwerin, October 25, 2006.

<sup>185</sup> “Eliminating Racism Empowering Women: 2005 Report to the Community,” *YWCA of Walla Walla*, 2005, p.3.

each girl has been told she *can* do things. In fact, these girls are among the first in their families to attend college.<sup>186</sup>

*Mariposa* involves parents through activities such as family nights and parent-teacher conferences.<sup>187</sup> They regard this connection as one of the “greatest strengths,”<sup>188</sup> of the program. Anne-Marie adds that the parents are very grateful for these opportunities to learn about what their children are accomplishing.<sup>189</sup> Even more inspiring, several women who sought help for domestic abuse mentioned they were informed about the services of the YWCA by their daughters, who were *Mariposas*. This testimonial of parental interest counters the concerns present in the literature and expressed by the professionals who I interviewed. Engaging Latino parents may present a significant challenge to prevention programs, but as illustrated by the *Mariposa* group, investment in the success of a program can encourage parent interest and participation, and ultimately produce concrete and heartening results.

*Interview with Soledad, Latina Survivor of Domestic Violence*<sup>190</sup>  
*El Círculo Vicioso*

In the following interview, Soledad (pseudonym) gave me incredible insight into the nature of domestic violence among Latinos in the United States. She returned again and again to what she called “el círculo vicioso,” “the vicious circle” of domestic violence, which she explained passes from generation to generation. This is exactly what I discussed earlier as the intergenerational transmission of thought patterns and behaviors of domestic violence victims and perpetrators; on which I base my argument for preventative measures for domestic violence.

*El Abuso*

Soledad describes the control males have over female partners. She says, “Nos roban nuestra persona, nuestras emociones.” (“They rob us of who we are, of our emotions.”) “Por esa persona no sabe respetar las fronteras.” (“This person (the abuser) does not know how to respect boundaries.”) And more, she says he does not know how to keep his emotions under control. For this, she states, he will never respect you. She explains that this continues because of the restricted access Latinos of both sexes have to information on domestic violence, and moreover, to the lack of interest in acquiring this information. She encourages me to pursue my proposal for a youth domestic violence prevention program because she has faith that extending a hand to youth and giving them this missing information will help to break the vicious circle that begins in childhood.

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<sup>186</sup> Interview with YWCA Executive Director Anne-Marie Zell Schwerin, October 25, 2006.

<sup>187</sup> Ibid.

<sup>188</sup> “Eliminating Racism Empowering Women: 2005 Report to the Community,” *YWCA of Walla Walla*,

<sup>189</sup> Interview with YWCA Executive Director Anne-Marie Zell Schwerin, October 25, 2006.

<sup>190</sup> Interview with Soledad, October 25, 2006.



Information, however, is not the only barrier. Soledad describes the vicious circle as “una cadena,” (“a chain”) that she tells me will be very difficult to disrupt also because of the hesitancy among Latinos to acknowledge and speak about domestic violence. She explains, “porque el círculo vicioso es un secreto de familia.” (“The vicious circle is a family secret.”) She proceeds to tell me her own secrets.

As a child, Soledad was abused physically, verbally, emotionally, and sexually. As a result, she had extremely low self-esteem throughout most of her adult life, and suffered from depression and panic attacks for many years. For a period of three years, Soledad slept for 15 to 20 hours a day, took 12 to 15 pills a day, cried uncontrollably, and visited the hospital three to five times annually. This ended 15 years ago, after keeping her “secretos” (“secrets”) for 53 years. She says that nobody had informed her about domestic violence. She did not understand the connection between her depression and her victimization as a child.

### *La Religión*

God and spirituality eventually gave Soledad the knowledge and inner resources to face her secrets. However, the church she attended for most of her life, she explains, was not a supportive environment where she felt she could share her problems and have them received non-judgmentally and constructively. She explained that when she sought help from members of her church, they attributed the domestic violence and depression she experienced to the following: “Es que tú no tienes fe. Es que tú no estás orando. Es que tú no estas [...] leyendo la Biblia.” (“It is because you do not have faith. It is because you are not praying. It is because you are not reading the Bible.”) Soledad eventually desisted from asking the church for help, because she says praying “no era la solución a mi problema.” (“was not the solution to my problem.”) In her belief, all church denominations are the same; none will offer help and support to victims of domestic violence. Soledad established a relationship with God on her own terms after 53 years of absence and she began reading literature to educate herself about domestic violence. This story supports the literature that presents religious doctrine as a barrier to help seeking among Latina domestic violence victims.

### *Los Adolescentes*

The vicious circle of violence carried on through Soledad’s daughter. Soledad explains that she unknowingly abused her daughter emotionally and verbally because she herself was raised in an abusive home and had yet to recognize and deal with her own childhood. Soledad tells me that she was not taught how to appreciate, value, care for, and protect her daughter, and for this, she believes her daughter suffered. Now at 24 years old, her daughter has dealt with abuse in her own relationships for nine years, starting when her boyfriend attempted to murder her twice when she was only 15. When Soledad insisted on calling the police, her daughter tried to prevent her. She resisted because her boyfriend was also the father of her child. This rationalization supports the literature on Latina women who do not report domestic violence to the police because they value more

keeping their family whole. On a positive note, Soledad's daughter is now learning about domestic violence and how to escape her abusive situation.

### *La Cultura*

Soledad expresses concern for the juxtaposition of Latinos in American society. She tells me, “tenemos una cultura muy fuerte nosotros.” (“we have a very strong culture”) This culture, she says, clashes with American social norms. Because of this conflict, Soledad confides in me her opinion that Latino children should have separate classes when I ask about dividing curricula for prevention programs.

### *Los Padres*

Soledad explains how Latino children exercise control over their parents. Because Latino children sometimes threaten to report their parents to the police, their parents allow them to behave how they desire. This tendency speaks to the need to reach out to Latinos to provide them with information about their rights, and to incorporate parents in prevention programs. In relation, Soledad tells me how children who translate for their parents during parent-teacher conferences have the ability to construe the conversation to their benefit. For this, schools should strive to employ bilingual personnel.

When I asked about the potential investment of parents in prevention programs, Soledad was not optimistic. She stated that domestic violence organizations in the community, such as *Amigas Unidas* in Walla Walla, have their function in organizing school prevention programs, but like professionals with whom I also spoke, she ultimately believes that parents will present the most significant obstacle due to a deficiency of interest. This shortage of parental engagement makes community outreach all the more important in order to educate and thus engage parents.

### *How the Vicious Circle Can Become Positive*

Soledad analyzes “el círculo vicioso.” She shares how females who learn about domestic violence pass on their knowledge to those close to them. She calls this “una cadenita.” “A little chain” composed of friends and family. She says, “poco a poco... va a trabajar, porque esto tiene poder.” (“Little by little it *will* work, because [this chain] has power.”) In order for the chain to become positive, Soledad asserts that women must establish a strong support system that values and validates each individual, and educates about domestic violence. This rings true for adolescents as well. That Latinos recognize their own individual and collective agency, she says is the most important factor for empowering youth to break the vicious circle of domestic violence. In order for Latino adolescents to appreciate this ability, Soledad asserts youth need mentors who will devote time to encourage and nurture their development.

Soledad tells me that she is different now because she knows the harmful nature of the circle of violence. She knows she is different because she now recognizes her personal

boundaries and rights. Preventative education can help break the cycle of violence by giving power to adolescents through knowledge, self-esteem building, and validation.

Soledad tells me, “Yo sé que vas a tener mucho éxito.”<sup>191</sup> (“I know that you will have much success.”)

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<sup>191</sup> Interview with Soledad, October 25, 2006.

## VI. Policy and Activism Recommendations

### *Funding*

Financial backing for school-based Latino domestic violence prevention programs can potentially draw from funds provided by two Washington State bills:

First, the *Domestic Violence Prevention Account*<sup>192</sup> receives money from a \$30.00 raise in court filing fees for “dissolutions, legal separations, and declarations of invalidity of marriage.”<sup>193</sup> The returns go towards community-based domestic violence prevention initiatives in Washington State.<sup>194</sup>

Second, Bill ESHB 1252, *Providing for Family and Consumer Science Education*, calls for Washington State to create a model for a family preservation education program after which state schools can model individual programs. Dating and domestic violence education was adopted as part of an amendment. Washington State schools are required by the State Board of Education to offer at least one class in “Home & Family Life.” The curricula will offer “life skills,” because, according to the initiative, they are equally as essential to adolescent education as traditional classes. Drafters claim “this bill will help promote family as the basic unit of society.” Positively, Washington State teachers “support this bill.”<sup>195</sup> A Latino domestic violence prevention program based in schools accounts for the goals proscribed in this bill; it could further the objective of promoting family and life skills.

Both of these bills include provisions specifically for domestic violence prevention and education. Therefore, a program based on suggestions from this report could request funding under one or both of these bills.

### *Obstacles to Programs*

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<sup>192</sup> “The domestic violence prevention account is created in the state treasury. All receipts from fees imposed for deposit in the domestic violence prevention account under RCW [36.18.016](#) must be deposited into the account. Moneys in the account may be spent only after appropriation. Expenditures from the account may be used only for funding nonshelter community-based services for victims of domestic violence.” “Domestic Violence Prevention,” *Washington State Legislature*, Online, Available <http://apps.leg.wa.gov/RCW/default.aspx?cite=70.123.150>, 2006.

<sup>193</sup> “Final Legislative Report,” *Washington State Coalition Against Domestic Violence*, Online, Available [http://www.wscadv.org/Legislative/Legislative\\_Summary\\_042905.pdf](http://www.wscadv.org/Legislative/Legislative_Summary_042905.pdf), 2005.

<sup>194</sup> Ibid.

<sup>195</sup> “Summary of Amended Bill: School districts are encouraged to adopt a family preservation education curriculum and offer a unit in family preservation education to high school students. School districts may adopt the model curriculum or may develop a curriculum with input from the community. The OSPI must adopt a model curriculum for family preservation education and a list of what should be included in the model curriculum is in the bill.” “Providing for Family and Consumer Science Education,” *Washington State Senate Bill Report*, Online, Available <http://www.leg.wa.gov/pub/billinfo/2005-06/Pdf/Bill%20Reports/Senate/1252-S.SBR.pdf>, 2005.

Some teachers, parents, and school administration officials consider dating violence prevention programs as an unnecessary addition to classroom teaching plans, in that first, these issues are extraneous to student education and development, and second, that they add to already overloaded teacher schedules.<sup>196</sup> In response to the first concern, students need domestic violence education because it affects the course of their lives and the communities in which they reside. Students are not acting in a vacuum; rather, home and school dialectically inform each other. For the second, bringing in professionals from local domestic violence organizations can help lighten teacher course loads. Furthermore, family and relationship violence directly pertains to curricula in health education classes, and so should constitute an integral part.

Another objection raised underscores the fact that professionals working with domestic violence programs often have limited available time for collaborating on outside initiatives, such as teen domestic violence programs based in schools.<sup>197</sup> In response, prevention is widely recognized as the missing component in domestic violence programs. The majority of literature I have reviewed advocates prevention as the next step for the domestic violence field, and many organizations are now adopting prevention elements into existing program offerings. Thus, arguably, domestic violence initiatives must incorporate prevention in order to stay abreast of the progress of recent measures.

Based on the literature, data, interviews, and case studies presented, I espouse the implementation in Washington State of a school-based Latino domestic violence prevention program based on a collaborative effort joining communities, families, schools, and youth. This initiative can draw funding from two recent Washington State bills: *the Providing for Family and Consumer Science Education* and *the Domestic Violence Prevention Account*.

### *Synthesis*

To maximize the prospective success of this program, suggestions for skeletal components are as follows:

1. Collaborative endeavor joining:
  - a. Schools
    - i. Schools should serve as the main facility for prevention programming.
    - ii. School personnel, including administration, teachers, nurses, and counselors should be trained on domestic violence issues specific to Latinos, to prepare them to educate about domestic violence, to recognize batterers and victimized youth, to facilitate counseling, and to refer students to the most appropriate sources of aid. Health

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<sup>196</sup> "Teen Dating Violence: Overview," *National Resource Center on Domestic Violence*, Online, Available [http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC\\_TDV.pdf](http://www.vawnet.org/NRCDVPublications/TAPE/Packets/NRC_TDV.pdf), 2004.

<sup>197</sup> Ibid.

education teachers should take charge of program organization in conjunction with outside professionals.

- b. Local domestic violence organizations
    - i. To train school personnel about domestic violence response and education.
    - ii. To help conduct curriculum presentations.
  - c. Police departments
    - i. To also train school personnel about domestic violence response and education, and to help conduct curriculum presentations.
  - d. Teen Centers
    - i. To house additional meetings and clubs outside of schools.
  - e. Churches
    - i. Religious leaders can serve as role models to adolescents. In the Latino community, priests should undergo training on domestic violence outreach and education.
  - f. Students
    - i. Students should be involved at every level of the design and execution of the program, acting as peer-educators and mentors to engage and maintain their interest and stake in the program's success.
  - g. Family
    - i. Home visitors can help galvanize parent support and interest. Parents should be involved with the program through meetings and newsletters, and ideally can be actively engaged in its administration. Parents can collaborate to carpool, conduct bilingual meetings, and to provide mutual encouragement.
2. Program Components:
- a. Programs should educate about:
    - i. Definitions of abuse.
    - ii. Legal rights and responsibilities of victims and batterers. Facilitating students in the process of familiarization with the particular domestic violence legislation, and with the legal codes and procedures pertaining to the reporting of domestic violence.
    - iii. Options for seeking help as victims or batterers. Listing local domestic violence agencies and shelters.
    - iv. Providing choices so adolescents can, by employing reasoning and communication skills, elect healthy ways of dealing with anger and choose alternatives to abusive behavior.
  - b. Programs should teach to the specific circumstances of Latinos in the United States and in Washington State, including:
    - i. Teaching Latino youth to appreciate and utilize their cultural heritage as they address the subject of domestic violence, which includes embracing the Latino cultural values of *familismo*

- (familism), *collectivismo* (collectivism), *respeto* (respect), and *personalismo* (personalism).<sup>198</sup>
- ii. Teaching how to deal with issues of acculturation and associated stress.
  - iii. Recognizing and speaking to differences in Latino subcultures, which means establishing contact with adolescents on an individual basis to assure each receives adequately inclusive attention.
- c. Programs should include a combination of gender-separated and combined- gender classes and discussion groups in order to create a safe, open environment for students to express opinions and experiences.
  - d. Presentations should be innovative, diverse, engaging, and creative, using interactive teaching methods such as role-playing, discussion, art, music, and plays.<sup>199</sup>
  - e. Programs should be redundant to maximize the potential to impact youth, by including clubs, after-school activities, and programs held in settings outside of school, such as churches and teen centers. Counselors should also create separate, discussion-based support groups for teen victims and batterers, in addition to offering personal therapy services.
  - f. Programs should take place over the course of several weeks in health classes each year for a minimum of three years. Programs that continue over the course of several years are more successful in long-term impact on youth.<sup>200</sup> Standard curricula outside of health education classes should also incorporate education on domestic violence prevention in order to reiterate and emphasize lessons learned.

Professionals recognize the dearth of active preventative measures in the field of domestic violence. For this reason, focus is gradually shifting towards prevention. In order to effectively enact change, efforts must target youth, the most impressionable and violence-ridden cohort of the population. This need especially applies for Latino adolescents, who, as a consequence of their marginalization, experience and perpetuate heightened levels of abuse, and have the least access to available support and resources. Domestic violence prevention education and services can engage and encourage Latino students to create change in their own lives and for the well being of their communities.

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<sup>198</sup> “Youth Violence Prevention in Latino Communities: A Resource Guide for MCH Professionals,” *Maternal and Child Health Bureau and Children’s Safety Network*, Online, Available [http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/10/c3/fe.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/10/c3/fe.pdf), 1999, p.13; “Meeting the Needs of Latino Youth: Part II: Resilience,” *National Center for Mental Health Promotion and Youth Violence Prevention*, Online, Available [http://www.promoteprevent.org/documents/prevention\\_brief\\_latino\\_youth2.pdf](http://www.promoteprevent.org/documents/prevention_brief_latino_youth2.pdf), 2004, p.2.

<sup>199</sup> Peter Jaffe, “Thames Valley District School Board” *Family Violence Prevention Fund*, Online, Available <http://toolkit.endabuse.org/Resources/Thames>, 2006, p.16.

<sup>200</sup> Alan Berkowitz, Peter Jaffe, Dean Peacock, Barri Rosenbluth, and Carole Sousa. , “Young Men as Allies in Preventing Violence and Abuse,” *Family Violence Prevention Fund*, Online, Available <http://toolkit.endabuse.org/Resources/YoungMen>, 2006, p.6.

## VII. Appendix A. Categories of Abusive Behavior and How Washington State Law Defines Domestic Violence.

### *Categories of Abusive Behavior*

Many categories of abusive behavior exist, and their definitions vary. Physical abuse “is generally defined as hits, punches, kicks, bites, or choking, which may end up in bruises, cuts, lacerations, broken bones, or disfigurement.”<sup>201</sup> Sexual abuse occurs when someone imposes sex or coerces another person to perform sexual acts, which can sometimes involve pain, embarrassment, or injury. Economic abuse happens when an individual uses money to control his partner, sometimes withholding money or using it to reach desired ends. Lastly, psychological abuse, mostly in the form of verbal abuse, occurs when an individual demeans his partner, sometimes in the presence of other people, with the intent of damaging her self-esteem, controls her behavior with threats, charges her with particular actions, or insults persons, animals, or things that she considers valuable.<sup>202</sup> Domestic violence as defined under United States immigration law includes psychological, physical, verbal, and sexual abuse.<sup>203</sup> All of the categories of abusive behavior listed above are included because while not all are legally punishable, a preventative approach can address each.

Washington State law defines domestic violence as, “(a) Physical harm, bodily injury, assault, or the infliction of fear of imminent physical harm, bodily injury or assault, between family or household members; (b) sexual assault of one family or household member by another; or (c) stalking as defined in RCW [9A.46.110](#) of one family or household member by another family or household member.”<sup>204</sup>

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<sup>201</sup> Aysan Sev’er, *Fleeing the House of Horrors: Women Who Have Left Abusive Partners*. (Toronto: University of Toronto, 2002), p.18.

<sup>202</sup> Ibid.

<sup>203</sup> Giselle Aguilar Hass, Mary Ann Dutton, and Leslye E. Orloff, “Lifetime Prevalence of Violence Against Latina Immigrants: Legal and Policy Implications,” *Domestic Violence: Global Responses*, Vol.7 No.1, 2000, p.109.

<sup>204</sup> “Domestic Violence Prevention; Chapter 26.50 RCW,” *Washington State Legislature*, Online, Available <http://apps.leg.wa.gov/RCW/default.aspx?cite=26.50>, 2006.



# **VIII. Appendix B. Interview Question List: Soledad (October 25, 2006).**

1. ¿Ha asistido una iglesia aquí?
2. ¿Dónde los ha encontrado?
3. ¿Todavía está con el novio?
4. ¿En estas programas en las escuelas, cree que debe estar una clase separada para los niños Latinos, para enfocar en las cosas culturales, y también para los niños que no hablan inglés?
5. ¿Entonces, las clases necesitan enseñar sobre la cultura americana y la cultura de ellos para enseñar las reglas?
6. ¿CPS?
7. ¿Entonces, elige las cosas de cada cultura que le gusta?
8. ¿No pueden controlarlos?
9. ¿Es verdad que también el papel de los padres y el papel de los niños están diferentes aquí porque muchas veces los padres no hablan inglés y los niños tienen que hablar para sus padres?
10. ¿Qué piensa usted del papel de la comunidad en los programas de prevención de violencia doméstica en las escuelas? Por ejemplo, si Amigas Unidas podría ayudar a los programas... o si las iglesias, o la policía...?
11. ¿En los padres?
12. ¿Porque el dinero es lo más importante?
13. ¿Entonces, cree que es imprescindible que hay profesores latinos para enseñar en los programas?
14. ¿Cree que los padres aquí estarían interesados?

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