

JANUARY 2019 WEBINAR

What Do We Really Know About “The Cycle of Violence”?

Research and Practical Implications

Presenter:

Dr. Megan Haselschwerdt

Assistant Professor in Child and Family Studies

The University of Tennessee, Knoxville



WEBINAR INFORMATION

IF YOU ARE UNABLE TO ACCESS AUDIO THROUGH YOUR
COMPUTER, PLEASE USE YOUR PHONE:

+1 (415) 655-0052 /ACCESS CODE: 191-360-841

ALL ATTENDEES ARE MUTED.

WAYS TO PARTICIPATE

1. TYPE YOUR QUESTIONS IN THE “QUESTIONS” BOX.
2. RAISE YOUR HAND QUESTIONS.
3. ANSWER THE POLL QUESTIONS.

THIS WEBINAR WILL BE ARCHIVED AT:

WWW.DIBBLEINSTITUTE.ORG/WEBINAR-ARCHIVES/

Charlie and Helen Dibble

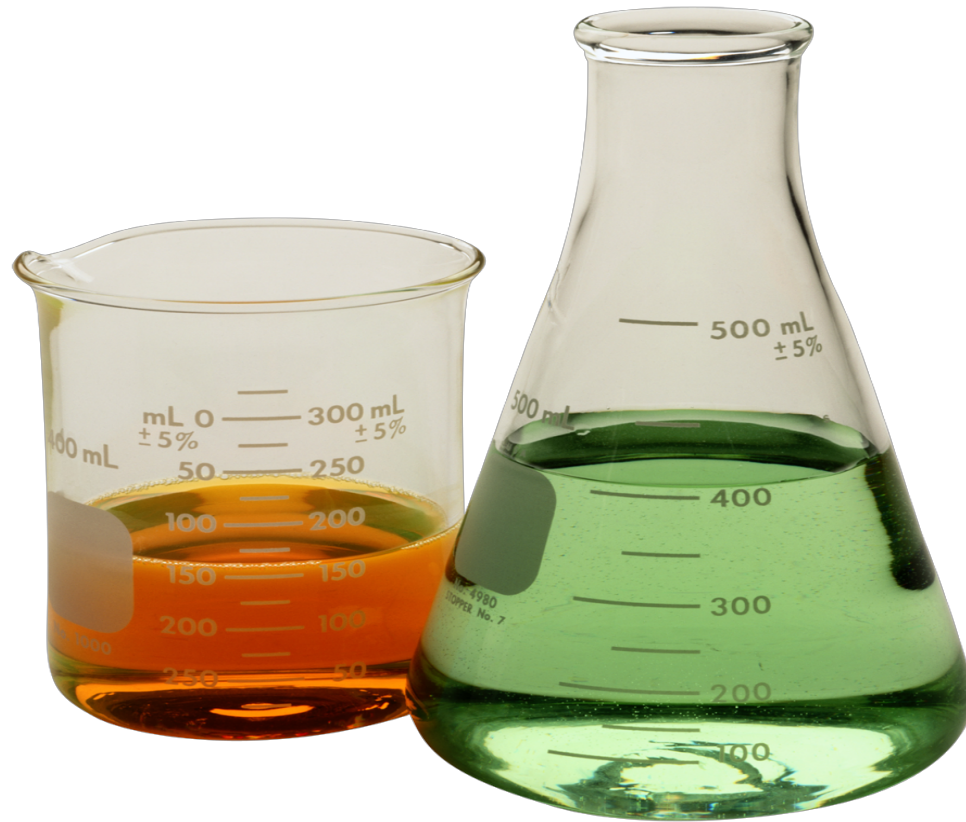




The Dibble Institute

Resources for Teaching Relationship Skills

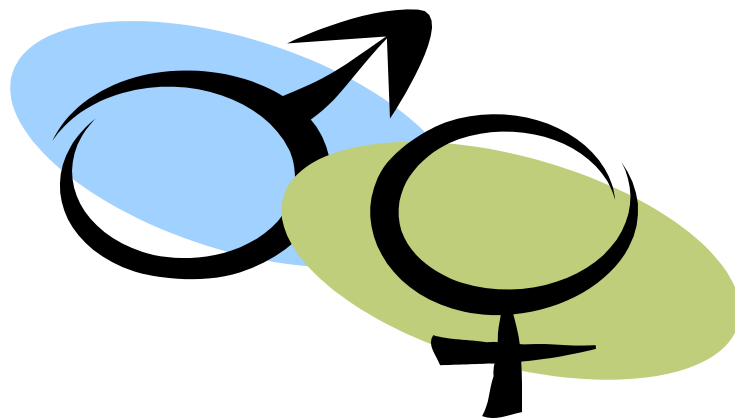
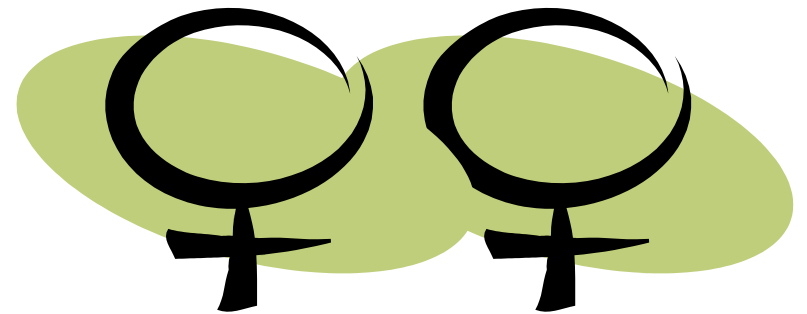
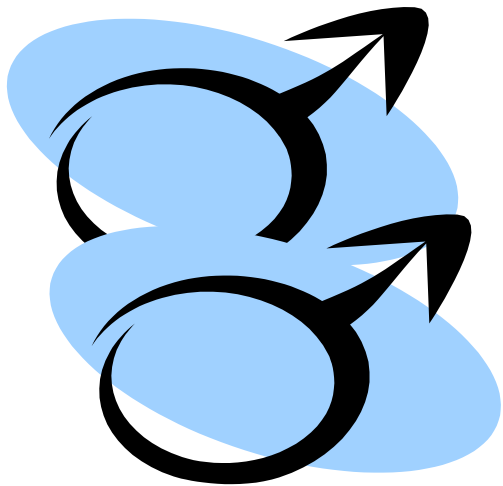
THE DIBBLE INSTITUTE BELIEVES IN
RESEARCH.



**The Dibble Institute
believes in stable, healthy families.**



**THE DIBBLE INSTITUTE BELIEVES
ALL PEOPLE DESERVE RESPECT.**





WHAT DO WE REALLY KNOW ABOUT “THE CYCLE OF VIOLENCE?” RESEARCH & PRACTICAL IMPLICATIONS

Dr. Megan Haselschwerdt

Assistant Professor, Child & Family Studies

The University of Tennessee, Knoxville

The Dibble Institute

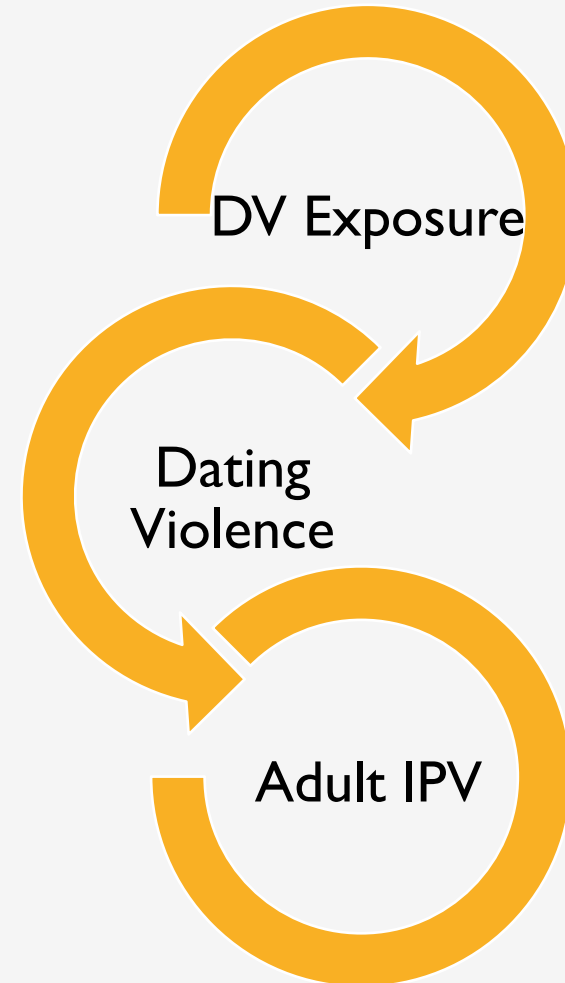
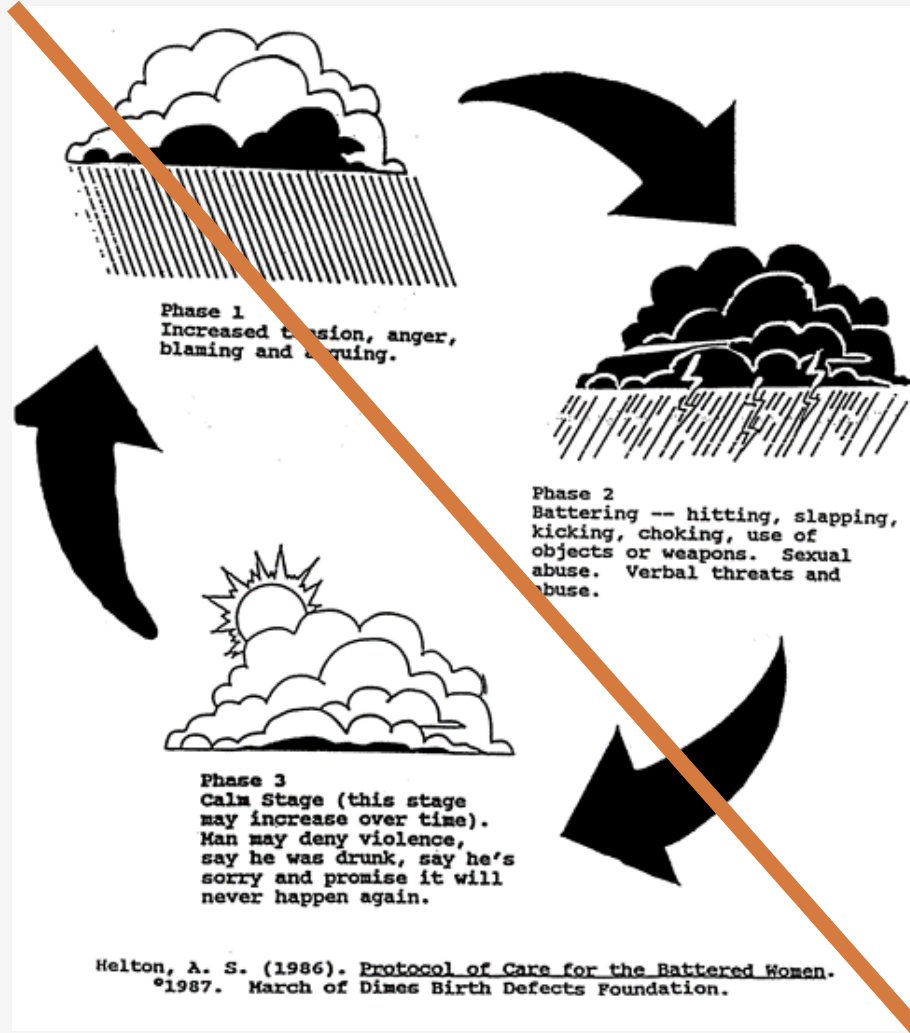
Second Wednesday Webinars (January 9th, 2018)



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



WHAT IS THE “CYCLE OF VIOLENCE” OR INTERGENERATIONAL TRANSMISSION OF VIOLENCE (BANDURA, 1978; KALMUSS, 1984; WIDOM, 1989)



WEBINAR PRESENTATION OUTLINE

- Define and discuss “the cycle of violence”
 - Exposure to interparental violence
 - Dating violence
 - Discuss what we do and do not know about “the cycle of violence”
- Present findings from Young Adults Live & Learn (Y’ALL) Project
 - What about DV-exposed youth’s nonabusive and healthy romantic relationships?
 - Shift beyond “risk” towards resilience and posttraumatic growth,
- Address practical implications

EXPOSURE TO INTERPARENTAL DOMESTIC VIOLENCE (IPV)

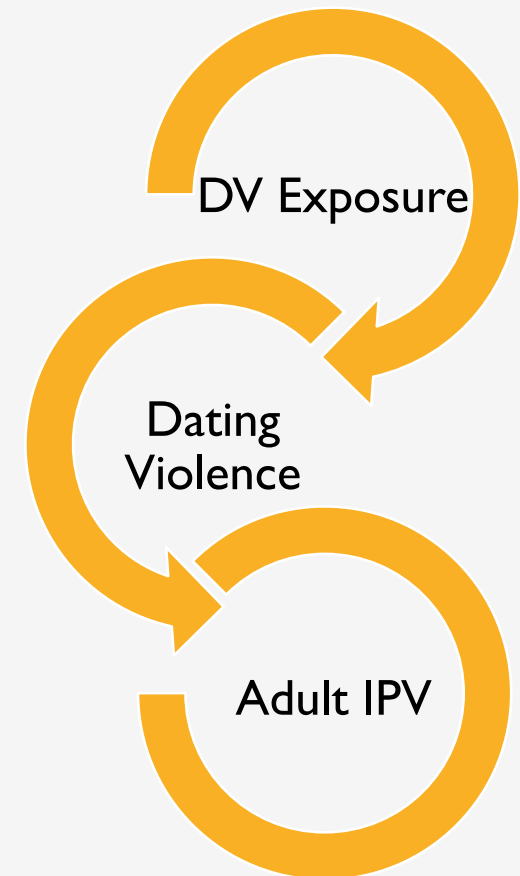
- 7-15.5 million youth are exposed to interparental DV each year (Edleson et al., 2007; McDonald et al., 2006)
 - Unidirectional, Bidirectional
 - Direct versus Indirect
- Associated with adjustment difficulties (Davies, Evans, & DiLillo, 2008)
 - Severity and frequency of physical violence and coercive control (Jouriles & McDonald, 2015)
 - Majority do not show signs of major maladaptation (Graham-Bermann, et al. 2009; Martinez-Torteya, et al., 2009)
- Risk marker for or predictor of violence in adolescence, young adulthood, and adult romantic relationships (Haselschwerdt, Savasuk-Luxton, & Hlavaty, 2017; Smith-Marek et al., 2015; Stith et al., 2001)

DATING VIOLENCE DURING ADOLESCENCE

- Romantic relationship involvement is a hallmark of adolescent development (Collins, 2003; Collins & Steinberg, 2006)
- Set foundation for behaviors and expectations in adult romantic, relationships (Collins, 2003; Collins & Steinberg 2006; Kerpelman et al., 2010)
- 25-70% of adolescents report *some form* of dating violence (Orphinas et al., 2013; Taylor & Mumford, 2016)
 - Psychological, physical, and sexual violence (Cascardi & Jouriles, 2016)
 - Associated with a range of adverse outcomes (Bonomi et al., 2013; Cui et al., 2013; Foshee & Reyes, 2011)

HOW STRONG IS THE SUPPORT FOR “THE CYCLE OF VIOLENCE?”

- Mixed findings but most find support
- Increased risk but much more is needed to explain how, why, and for whom (Smith-Marek et al., 2015; Stith et al., 2001) — are all DV-exposed youth at the same risk?
 - Protective factors? Exacerbating factors?
- Majority of DV-exposed youth do not later experience DV
 - “Nontransmission of violence”? (Johnson & Cares, 2004)



DOES THE DV ITSELF INFLUENCE “THE CYCLE OF VIOLENCE?”

Short answer? Yes.

- Exposure to more **severe and frequent violence** = increased risk for dating violence (Jouriles et al., 2012; Martinez-Totrea et al., 2009)
- Exposure to **coercive control** on youth familial experiences (Haselschwerdt et al., 2016) and adjustment (Jouriles & McDonald, 2015)

“Repetitive use of tactics to regulate and dominate an intimate partner’s daily life and restrict personal liberties” (Hardesty et al., 2015, p. 6)

- Coercive control is central to distinguishing between two main types of DV (Johnson, 2008)
 - *Situational couple violence (SCV)*: conflict that escalates to violence
 - *Coercive controlling violence (CCV)*: violence rooted in power and control

DULUTH POWER & CONTROL WHEEL



WEBINAR PRESENTATION OUTLINE

- Define and discuss “the cycle of violence”
 - Exposure to interparental violence
 - Dating violence
 - Discuss what we do and do not know about “the cycle of violence”
- Present findings from Young Adults Live & Learn (Y’ALL) Project
 - What about DV-exposed youth’s nonabusive and healthy romantic relationships?
 - Shift beyond “risk” towards resilience and posttraumatic growth,
- Address practical implications

YOUNG ADULTS LIVE & LEARN (Y'ALL) PROJECT: TWO STUDIES

Making Distinctions Between Different
Types of DV Exposure

YOUNG ADULTS LIVE & LEARN (Y'ALL) PROJECT

Purpose: To examine the diverse family violence and interpersonal relationships experiences of young adult exposed to father-mother DV during their childhood and adolescence.

Phase 1	Phase 2
Qualitative: in-person interviews	Quantitative: online survey
25 college, attending young adults (19-25)	100 IPV-exposed + 47 non-IPV-exposed young adults (18-25)
<ul style="list-style-type: none">• Demographics• <u>Family violence & abuse</u>• General family dynamics• <u>Interpersonal relationships</u>	<ul style="list-style-type: none">• Demographics• <u>Family violence & abuse</u>• General family dynamics• Dyadic relationships• <u>Interpersonal relationships</u>• Health & wellbeing• Coping & resilience

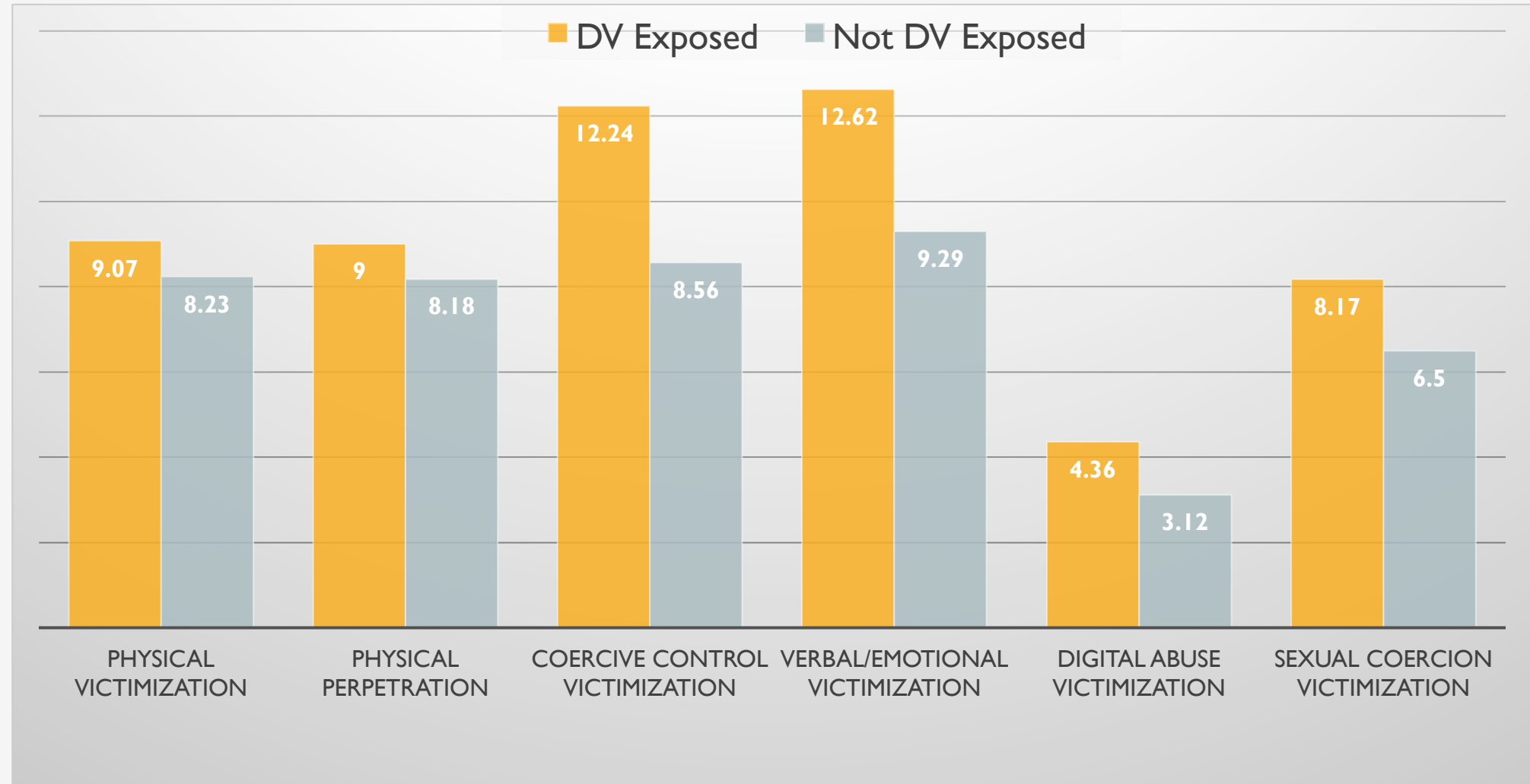
STUDY 1: TESTING THE “CYCLE OF VIOLENCE”

Purpose: Examine whether differences in DV exposure types are associated with various dating violence experiences during high school and after leaving high school

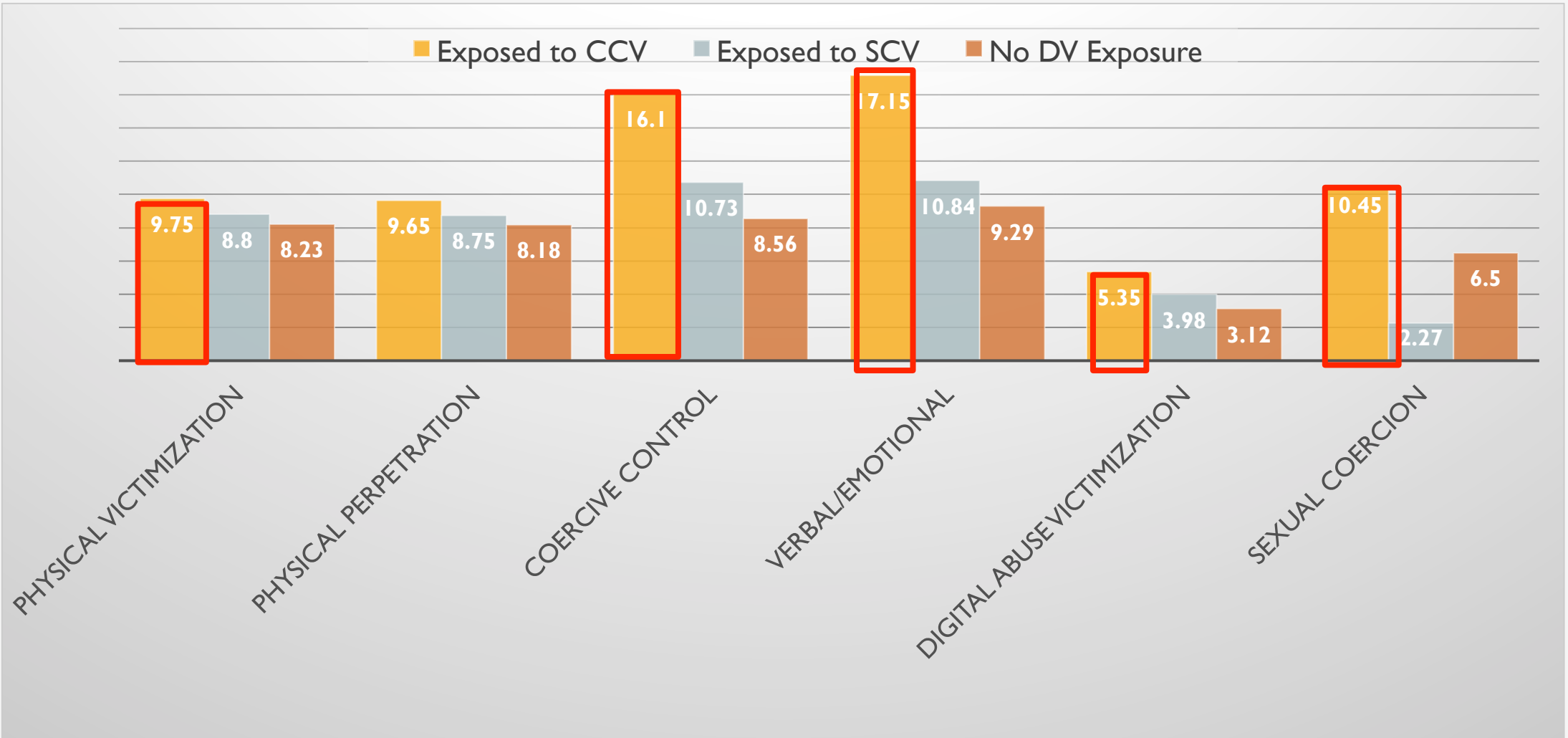
RQ1: Do young adults exposed to DV report more dating violence compared to non-exposed young adults?

RQ2: Are there differences in dating violence experience between Not DV-, SCV-, and CCV-exposed young adults?

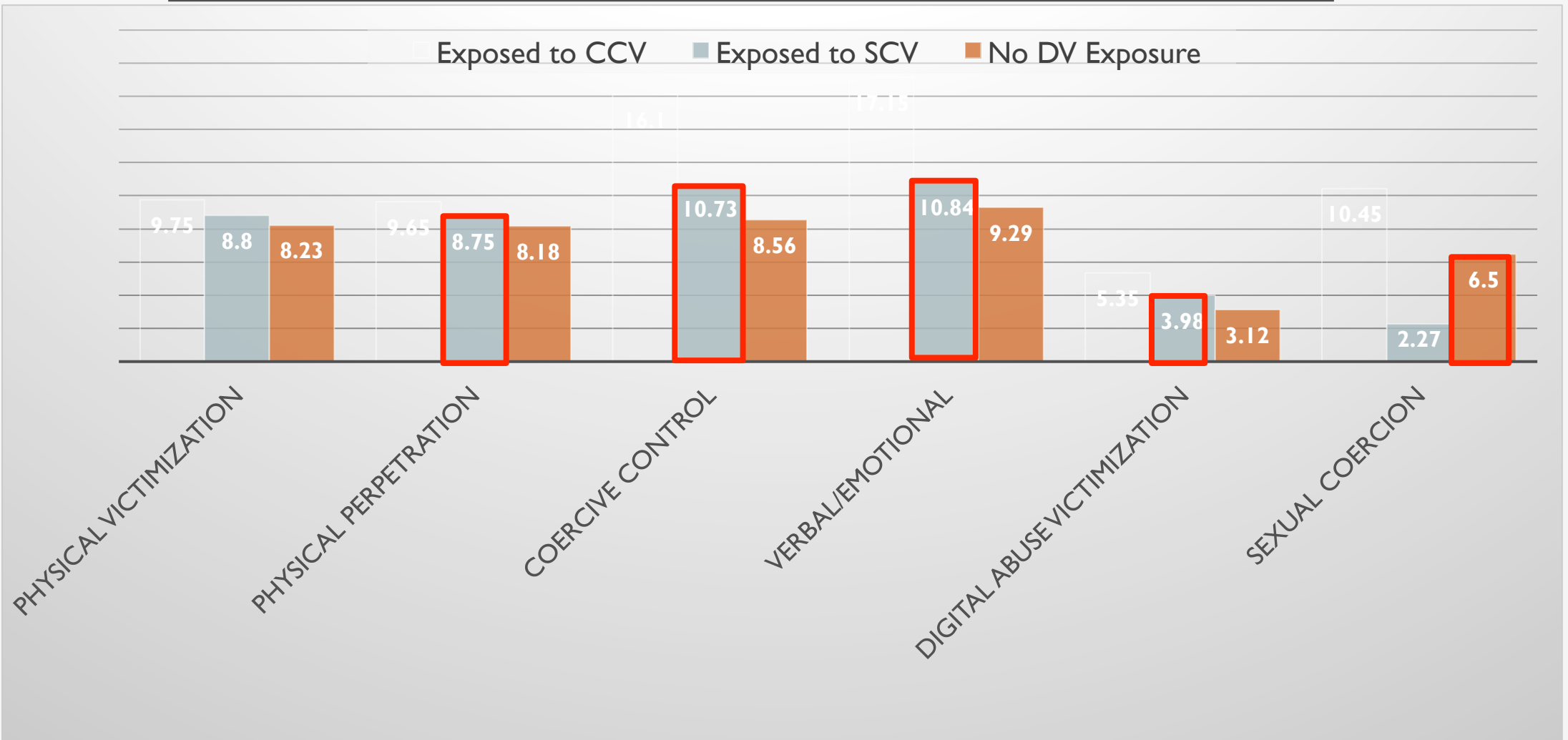
DURING HIGH SCHOOL: DV-EXPOSED VS. NOT DV-EXPOSED & DATING VIOLENCE EXPERIENCES



DURING HIGH SCHOOL: DV-EXPOSED VS. NOT DV-EXPOSED & DATING VIOLENCE EXPERIENCES



DURING HIGH SCHOOL: DV-EXPOSED VS. NOT DV-EXPOSED & DATING VIOLENCE EXPERIENCES



KEY TAKEAWAYS & IMPLICATIONS

- DV-exposed young adults report greater dating violence
- Salience of coercive control (Haselschwerdt et al., 2016; Jouriles & McDonald, 2015) & support for making typological distinctions or assessing physical violence AND coercive control
 - Targeted prevention and intervention efforts based on familial context?

BUT WHAT DO DV-EXPOSED YOUNG
PEOPLE SAY ABOUT THEIR ROMANTIC
RELATIONSHIP EXPERIENCES?

DV-EXPOSED YOUNG ADULTS' ROMANTIC RELATIONSHIPS

Original Research

The Romantic Relationship Experiences of Young Adult Women Exposed to Domestic Violence

**Megan L. Haselschwerdt,¹ Camille E. Carlson,²
and Kathleen Hlavaty²**

Journal of Interpersonal Violence

1–28

© The Author(s) 2018

Reprints and permissions:

sagepub.com/journalsPermissions.nav

DOI: 10.1177/0886260518771679

journals.sagepub.com/home/jiv



1. What are the romantic relationship experiences of young adults exposed to father-mother perpetrated DV?
2. How does the nature of the DV (e.g., degree of coercive control, severity and frequency of physical violence) influence young adults' romantic relationships over time?

Sample (*N* = 23 women)

- $M = 20.4$ years old; $SD = 1.6$ years
- All college attending
- White (12), Black (6), Biracial (3), Latino/Hispanic (1), Asian/Asian American (1)
- All but one reported on opposite-sex relationships
- Biological fathers (16), stepfathers (7)
- Married (9), divorced (12), separated (2)
- 12 reported that their family received at least one type of public assistance support (e.g., reduced or free school lunches)

Findings

High School Romantic Relationships (*n* = 19)

Participants	Physical Violence Exposure	
	Severe	Frequent
Situational Couple Violence (<i>None</i>; <i>n</i> = 2)		
P6 Briana	X	X
P14 Victoria		
Situational Couple Violence (<i>Low</i>; <i>n</i> = 6)		
P1 Lauren		
P2 Elizabeth	X	
P7 Mia		X
P12 Annie		
P18 Steph		
P24 Allison	X	
Coercive Controlling Violence (<i>Moderate</i>; <i>n</i> = 8)		
P3 Jasmine	X	X
P8 Keli	X	X
P9 Ellie		
P10 Blair	X	X
P13 London	X	X
P21 Mary	X	
P22 Rebecca		
P25 Amelia	X	
Coercive Controlling Violence (<i>High</i>; <i>n</i> = 7)		
P4 Barbara	X	X
P5 Sarah		X
P11 Caitlin	X	X
P15 Taylor	X	X
P16 Aaliyah	X	X
P17 Alexis	X	X
P23 Emma	X	X

Findings

High School Romantic Relationships (*n* = 19)

Participants	Physical Violence Exposure	
	Severe	Frequent
Situational Couple Violence (<i>None; n</i> = 2)		
P6 Briana	X	X
P14 Victoria		
Situational Couple Violence (<i>Low; n</i> = 6)		
P1 Lauren		
P2 Elizabeth	X	
P7 Mia		X
P12 Annie		
P18 Steph		
P24 Allison	X	
Coercive Controlling Violence (<i>Moderate; n</i> = 8)		
P3 Jasmine	X	X
P8 Keli	X	X
P9 Ellie		
P10 Blair	X	X
P13 London	X	X
P21 Mary	X	
P22 Rebecca		
P25 Amelia	X	
Coercive Controlling Violence (<i>High; n</i> = 7)		
P4 Barbara	X	X
P5 Sarah		X
P11 Caitlin	X	X
P15 Taylor	X	X
P16 Aaliyah	X	X
P17 Alexis	X	X
P23 Emma	X	X

Romantic Relationship Experiences ($N = 23$)

- 15 during high school (HS) and college
- 4 during HS only
- 1 during college only
- 3 participants had no romantic relationship experiences

Relationship lengths:

- HS: $M = 2.4$ years (1 month- 5+ years)
- College: $M = 2.6$ years (*not reported*)

Relationship categorization:

- Nonabusive: no explicit discussions of physical violence or nonphysical abuse
- Abusive: explicit discussions of physical violence and/or nonphysical abuse

Findings

*High School
Romantic
Relationships
(n = 19)*

Participants	Physical Violence Exposure		Romantic Relationship Experiences	
	Severe	Frequent	High School	College
Situational Couple Violence (<i>None; n = 2</i>)				
P6 Briana	X	X	Abusive	
P14 Victoria			None	
Situational Couple Violence (<i>Low; n = 6</i>)				
P1 Lauren			Abusive	
P2 Elizabeth	X		Abusive	
P7 Mia		X	Abusive	
P12 Annie			None	
P18 Steph			None	
P24 Allison	X		Abusive	
Coercive Controlling Violence (<i>Moderate; n = 8</i>)				
P3 Jasmine	X	X	Abusive	
P8 Keli	X	X	None	
P9 Ellie			Nonabusive	
P10 Blair	X	X	Abusive	
P13 London	X	X	Abusive	
P21 Mary	X		Abusive	
P22 Rebecca			Nonabusive	
P25 Amelia	X		Nonabusive	
Coercive Controlling Violence (<i>High; n = 7</i>)				
P4 Barbara	X	X	Abusive	
P5 Sarah		X	Abusive	
P11 Caitlin	X	X	Nonabusive	
P15 Taylor	X	X	Nonabusive	
P16 Aaliyah	X	X	Nonabusive	
P17 Alexis	X	X	Nonabusive	
P23 Emma	X	X	Nonabusive	

Findings

College Romantic Relationships

Participants	Physical Violence Exposure		Romantic Relationship Experiences	
	Severe	Frequent	High School	College
Situational Couple Violence (<i>None; n = 2</i>)				
P6 Briana	X	X	Abusive	Nonabusive
P14 Victoria			None	None
Situational Couple Violence (<i>Low; n = 6</i>)				
P1 Lauren			Abusive	Nonabusive
P2 Elizabeth	X		Abusive	Nonabusive
P7 Mia		X	Abusive	Nonabusive
P12 Annie			None	None
P18 Steph			None	None
P24 Allison	X		Abusive	Nonabusive
Coercive Controlling Violence (<i>Moderate; n = 8</i>)				
P3 Jasmine	X	X	Abusive	Nonabusive
P8 Keli	X	X	None	Nonabusive
P9 Ellie			Nonabusive	Nonabusive
P10 Blair	X	X	Abusive	Nonabusive
P13 London	X	X	Abusive	None
P21 Mary	X		Abusive	None
P22 Rebecca			Nonabusive	None
P25 Amelia	X		Nonabusive	Nonabusive
Coercive Controlling Violence (<i>High; n = 7</i>)				
P4 Barbara	X	X	Abusive	Nonabusive
P5 Sarah		X	Abusive	Nonabusive
P11 Caitlin	X	X	Nonabusive	Nonabusive
P15 Taylor	X	X	Nonabusive	Nonabusive
P16 Aaliyah	X	X	Nonabusive	Nonabusive
P17 Alexis	X	X	Nonabusive	Nonabusive
P23 Emma	X	X	Nonabusive	None

Nonabusive High School Romantic Relationships ($n = 8$)

- Ranged in length, level of commitment, and quality
 - Healthy, supportive, developmentally appropriate, and ended amicably ($n = 6$)
- Served as main source of support and protection
- Helping participants escape or avoid dangerous encounters, opening their homes as “safe place,” lying about participants’ and mothers’ whereabouts, intervening in violent encounters
 - “My boyfriend walked in and actually pulled my dad off of [my brother]. I was like extremely grateful for that.”
– Caitlin

Abusive High School Romantic Relationships ($n = 11$)

Physical violence victimization ($n = 4$)

- *Ranged in severity/frequency*: hitting, slapping, pushing, throwing objects, pushing down stairs
“He never broke any bones; he never hurt my face . . . The last time that I saw him, he did push me down the stairs, but they were short stairs, like, I was not injured.” – Allison

Verbal abuse victimization ($n = 4$)

- Demeaning and degrading, cussing out, yelling, calling names

Coercive control victimization ($n = 10$)

- Surveillance and monitoring, controlling appearance or clothing, limiting independence and autonomy
“You look like a tramp for wearing this . . . you should wear more make-up for me when you come over to visit because I don’t like that you come back from work looking like a sweaty mess.”
– Elizabeth
“People would put pictures on Facebook, and if I were standing next to a boy . . . and he would get very upset and say, ‘You’re standing too close to him. I don’t even know why you’re going out.’” – Mia

Abusive High School Romantic Relationships (*n* = 11)

- All ended during HS or beginning of college
- Recognizing relationship as abusive, fearing escalation, interference of or influence from others
 - London's best friend encouraged her to "get away from [the abusive relationship] now" because they both knew "what abusive relationships can lead to" [referring to London's mother's marriage].
- Leaving small towns, going away to college
 - "Then I got to college and there were all these different types of people and . . . I didn't have to be stuck with anyone I didn't want to be stuck with. No one could be a part of my life if I didn't want them to be." – Jasmine

Comparing parents' marriage and abuse to their own high school partners & relationships

No Relationships & Nonabusive HS

Abusive HS Relationships

- *Before* relationship or very early stages
- Expressed caution, hesitancy, avoidance (“no relationship group” only)
- More DV exposure = more vigilant of “red flags” = actively seeking certain types of male partners

Comparing parents' marriage and abuse to their own high school partners & relationships

No Relationships & Nonabusive HS

Abusive HS Relationships

- *Before* relationship or very early stages
- Expressed caution, hesitancy, avoidance (“no relationship group” only)
- More DV exposure = more vigilant of “red flags” = actively seeking certain types of male partners

“I think I observe things a lot more than people who come from happy homes because they don’t know what to look for, and I know what [relationships] could turn into in the future.” – Ellie

Comparing parents' marriage and abuse to their own high school partners & relationships

No Relationships & Nonabusive HS

- *Before* relationship or very early stages
- Expressed caution, hesitancy, avoidance (“no relationship group” only)
- More DV exposure = more vigilant of “red flags” = actively seeking certain types of male partners

“I think I observe things a lot more than people who come from happy homes because they don’t know what to look for, and I know what [relationships] could turn into in the future.” – Ellie

Abusive HS Relationships

- *During* or *after* relationship dissolution
- Altering their behaviors as victims and mutual perpetrators
 - “It’s like, that’s the way that you fix [conflict], just hitting, and then you deal with it. I see now that [hitting] is not solving anything.” – Blair

Comparing parents' marriage and abuse to their own high school partners & relationships

No Relationships & Nonabusive HS

- *Before* relationship or very early stages
- Expressed caution, hesitancy, avoidance (“no relationship group” only)
- More DV exposure = more vigilant of “red flags” = actively seeking certain types of male partners

“I think I observe things a lot more than people who come from happy homes because they don’t know what to look for, and I know what [relationships] could turn into in the future.” – Ellie

Abusive HS Relationships

- *During* or *after* relationship dissolution
- Altering their behaviors as victims and mutual perpetrators
 - “It’s like, that’s the way that you fix [conflict], just hitting, and then you deal with it. I see now that [hitting] is not solving anything.” – Blair
- Recognizing similarities to their mother’s response in minimizing violence and abuse

Jasmine explained how she “constantly kind of just brushed [her boyfriend’s abuse] off,” and then she realized, “This is what I saw my mom do. ‘Oh it’s okay because he still loves me.’”

Sarah said her mother is a “people pleaser” and feared that she is also a people pleaser because she “lets people push her around.”

Findings

College Romantic Relationships

Participants	Physical Violence Exposure		Romantic Relationship Experiences	
	Severe	Frequent	High School	College
Situational Couple Violence (<i>None; n = 2</i>)				
P6 Briana	X	X	Abusive	Nonabusive
P14 Victoria			None	None
Situational Couple Violence (<i>Low; n = 6</i>)				
P1 Lauren			Abusive	Nonabusive
P2 Elizabeth	X		Abusive	Nonabusive
P7 Mia		X	Abusive	Nonabusive
P12 Annie			None	None
P18 Steph			None	None
P24 Allison	X		Abusive	Nonabusive
Coercive Controlling Violence (<i>Moderate; n = 8</i>)				
P3 Jasmine	X	X	Abusive	Nonabusive
P8 Keli	X	X	None	Nonabusive
P9 Ellie			Nonabusive	Nonabusive
P10 Blair	X	X	Abusive	Nonabusive
P13 London	X	X	Abusive	None
P21 Mary	X		Abusive	None
P22 Rebecca			Nonabusive	None
P25 Amelia	X		Nonabusive	Nonabusive
Coercive Controlling Violence (<i>High; n = 7</i>)				
P4 Barbara	X	X	Abusive	Nonabusive
P5 Sarah		X	Abusive	Nonabusive
P11 Caitlin	X	X	Nonabusive	Nonabusive
P15 Taylor	X	X	Nonabusive	Nonabusive
P16 Aaliyah	X	X	Nonabusive	Nonabusive
P17 Alexis	X	X	Nonabusive	Nonabusive
P23 Emma	X	X	Nonabusive	None

The Influence of DV Exposure on Relationship Decisions

- DV influenced initiation, maintenance, management, and perception of college romantic relationships
- Contributed to no relationship involvement ($n = 7$)
- Actively sought out romantic partners dissimilar to their fathers
 - “ . . . he’s [her college partner] very different from my dad—very different. He is just very easy going. He’s not like my dad in any aspect . . . he is a lot more caring.” – Ellie
- Actively avoided potential partners similar to fathers
 - Established internal tools for detecting “red flags”
 - Shaped beliefs regarding acceptable and unacceptable relational behavior
 - Remain guarded and avoided deeper intimacy

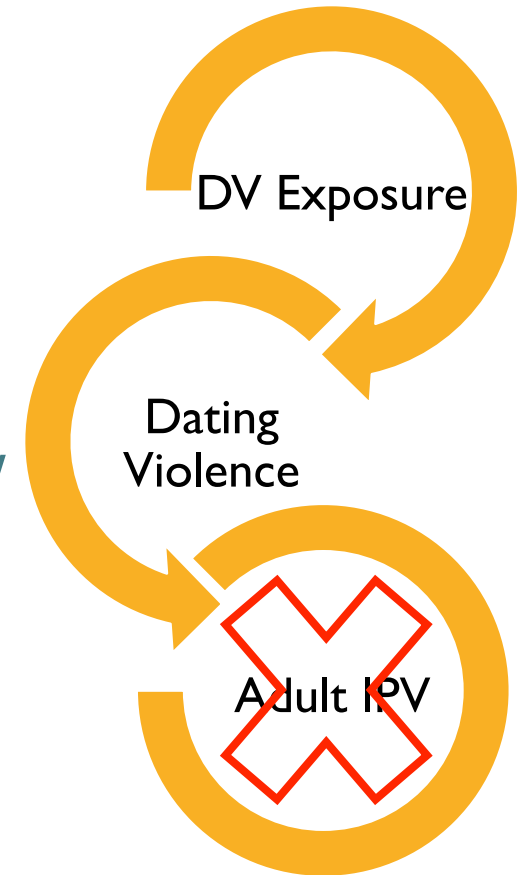
“I feel like it [DV exposure] has made me very skeptical . . . I am very picky . . . I have that wall and you better start chiseling it because it is not coming down anytime soon . . . I am just like very protective of myself . . . all of the experiences with my dad and my stepdad have turned me into a woman that is not going to let any man get in my way. I am not going to let you hurt me, harm me, control me, like I am very much set on my wants, my needs . . . I feel like that it can be very positive, but it can also be very negative in the sense that I do have that wall up. I don't let people in.” – Emma

How did abusive HS relationships influence college relationships?

- Were surprised and felt regret they missed early red flags

“I [didn’t] recognize the more subtle things, because I’m like, I know what abuse looks like. It looks like yelling, and screaming, and hitting walls, and throwing grills. When really, it can be a lot more subtle. It can be little like snide digs that happen over the course of like several months.” – Elizabeth

- DV exposure + abusive HS partner → emphasized different “red flags” and enhanced selection of non-abusive partners





Discussion & Implications

Does DV exposure influence romantic relationship experiences?

Yes, but beyond “cycle of violence.”

- Partial support for intergenerational transmission of violence, particularly victimization (Smith-Marek et al., 2015)
 - 11 had abusive HS relationships, 0 in college
 - 8 had nonabusive HS relationships, 16 in college
- Only CCV-exposed young women had nonabusive/ healthy high school relationships
 - Particularly protective for this population?
 - Safety concerns for romantic partners?
- Only SCV-exposed young women had not experienced a romantic relationship
 - Less severe, chronic, yet creates caution and avoidance

Young Adults' Agency in Breaking "Cycle of Violence"

- Consistent with survivor theory (Gondolf & Fisher, 1998): active agents, not passive "victims"
- Used their DV exposure experiences to help guide their partner selection, relationship maintenance and dissolution, and "red flag" detection skills
- Earlier relationships provide scaffolding for early young adult relationships (Meier & Allen, 2008) but differently
 - Healthy, developmentally appropriate high school relationships → Healthy, developmentally appropriate college relationships
 - DV Exposure + Unhealthy/abusive HS relationships → Healthy, developmentally appropriate college relationships?

Understanding Resilience & Posttraumatic Growth for Practical Implications

Resilience: “a dynamic process wherein individuals display positive adaptation despite experiences of significant adversity or trauma” (Luthar, Cicchetti & Becker, 2000, p. 543)

- Pattern of positive adaptation (“doing okay,” “better-than-expected” outcomes) despite adversity
- Can’t be captured at one time point
- Struggling in one domain but still showing resilience

Posttraumatic growth: “positive psychological change experienced as a result of the struggle with highly challenging life circumstances” (Tedeschi & Calhoun, 2004, p. 1)

- Growth and development that surpasses what was present before trauma occurred
- Movement beyond pre-trauma levels of adaptation

One feeling I remember, and of course couldn't put the words to until much older, was that throughout my experience as a child witness to IPV, [I could almost sense the implicit bias of professionals that worked with me](#). I experienced some pretty awful stuff in my home growing up, absolutely, [but the truth is I was a relatively resilient kid throughout](#). Being interviewed by different professionals, I often felt they were searching for particular answers, or for me to exhibit some expected behavior, [rather than learning about what made me uniquely me](#).

Another thing that has always bothered me is the narrative that I (and people like me) am who I am "despite" my experiences. [I firmly believe I am who I am as a direct result of my home growing up, violence and all](#). Growing up, I saw examples of extreme emotional dysregulation, manipulative communication, physical violence, parentification...in some ways my coping skills and personality grew in opposition to these behaviors. [I also had the steadfast example of survivorship in my mother along the way](#). For all the ways in which he couldn't love my mother and I in healthy ways much of the time - there was still some good in my father. Leaving space for that good, for his complexity, has allowed me to thank him in some ways for a lot of the goodness in me. [All of this lead me developing what I know is a healthy emotional intelligence which has helped me immensely in my relationships, profession, and in my own self-inquiry](#).

All of this to say that resilience and growth after trauma, at least from my own experience, is probably due to a complex a mix of heritage, time and place, DNA, and probably some magic. [Also, dogs](#).

ACKNOWLEDGEMENT



- Young adults who shared their experiences
- The Family Violence Across the Lifespan (FVAL) Research Team
- The Dibble Institute

Funding Sources

- Auburn University (Vice President for Research & Economic Development) - Intramural Grants Program
- Alabama Agricultural Experiment Station, Young Investigator Grant



The Dibble Institute

Relationship Skills for Teens and Young Adults

QUESTIONS??





Thank You for Joining Us Today!

There is a brief survey after the end of this webinar. Thank you for providing us feedback by completing this survey.

Webinar will be available in 3 days:

<http://www.dibbleinstitute.org/webinar-archives/>

Cathy Guidry: Cathy@DibbleInstitute.org

Rachel Savasuk-Luxton: Rachel@DibbleInstitute.org

STAY IN TOUCH!

DibbleInstitute.org

Subscribe to our newsletter
Text DIBBLE to 22828

Like us on FaceBook



Follow us on LinkedIn



800-695-7975

SECOND WEDNESDAY WEBINAR

February 13, 2019

New Perspectives on Relationship Education

Presenter:

Marline Pearson, MA

Author of Love Notes and Relationship Smarts Plus