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The Dibble Institute

Resources for Teaching Relationship Skills

May 2023

DIBBLE NEWS

- [New Studies Confirm Relationship Skills Education as a Powerful Tool in Preventing Teen Pregnancy](#)
- [Women of the PACEs Movement: Janet Pozmantier](#)

THE LATEST

- [How Moms and Dads View Each Other As Co-Parents Affects Kids](#)
- [What Is Puberty Like for Girls? – Making Sense of Puberty](#)

NEWS YOU CAN USE

- [Marriage Therapist Speaks on Dating](#)
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TOOLS YOU CAN USE

- [Everyday Actions Resource](#)
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- [Seven Tips for Better Relationship Conversations](#)

WEBINAR - May 10, 2023

**Building A Strong Foundation
for Continuous Quality Improvement**

FUNDING STREAMS

DIBBLE NEWS

New Studies Confirm Relationship Skills Education as a Powerful Tool in Preventing Teen Pregnancy

“At last, the strength of empowering young people with the skills and knowledge to navigate their intimate relationships is clear. Getting smart about your love life is not a “would-like,” it is a “must-do” if we are going to help set young people up for success,” Kay Reed, Executive Director of The Dibble Institute noted.

[Read more...](#)



**HISTORY.
CULTURE.
TRAUMA**

Women of the PACEs Movement: Janet Pozmantler

Should we teach children skills to prevent abuse and victimization? Janet Pozmantler, M.S., LPC, LMFT, RPT, an award-winning author, curriculum developer, Dibble trainer, and child advocate specializing in primary prevention programming, believes we should. This podcast episode explores the importance of teaching children about their own development and positive discipline techniques that might prepare them to be mentally healthy future parents, and in many cases, not passing on the dysfunctional and/or abusive parenting techniques utilized on them.

[Listen to the Podcast...](#)

THE LATEST

How Moms and Dads View Each Other As Co-Parents Affects Kids

A study recently published in the journal [Child Development](#) reveals that how mothers and fathers see each other as co-parents of their children plays a key role in how well-adjusted their kids become. Children have the best outcomes when both parents see their co-parenting relationship as highly positive and worst when both parents view their relationship as poor. “Children are almost as well-adjusted when the relationship quality is moderate and mothers are less positive about co-parenting relative to fathers,” lead author Sarah Schoppe-Sullivan said. Child outcomes suffer, though, when it is fathers who were less positive about co-parenting.

[Read more...](#)



What is Puberty Like for Girls? – Making Sense of Puberty

Since puberty is broadly considered the start of [adolescence](#), it can be tempting to view the first major pubertal change as a cue that your daughter needs space and privacy because she will soon be a moody teenager. It is important that parents do not avoid such topics just because they are awkward. In fact, researchers have found that [youth prefer their parents as their source](#) for sensitive topics like sex education over other sources such as school, peers, or media.

[Read more...](#)

NEWS YOU CAN USE



Marriage Therapist Speaks on Dating

Finding a person who works to be better is essential for a good relationship, marriage according to therapist Greg Schutte. Schutte said students should be alert for these warning signs when searching for a partner: someone who breaks boundaries, lacks

empathy, and lacks emotional control. “Another sign is someone who shows persistent resistance to change.” According to Schutte, good-hearted people are the most at risk of entering a bad relationship.

[Read more...](#)

happy families.

Helping Your Child Through their First Big Breakup

Adolescent 'love' is intoxicating. Exciting. Beautiful. The very best thing in the Whole. Wide. World. Until ... it isn't. A break-up is typically devastating for a teen. Studies show that teens feel emotions with enormous intensity relative to adults. The highs seem higher, and the lows... well, they're crushingly low. Watching our children experience this heartache (and privately carry these burdens - or even trauma) is a tremendous challenge for us as parents, especially when we can't actually fix it for them!

[Read more...](#)

TOOLS YOU CAN USE



Everyday Actions Resource

This tool for youth workers brings [Youth Thrive Protective and Promotive Factors](#) into practice and focuses on thriving. It brings together concrete approaches of practice principles, ideas, and opportunities for youth workers to create a relationship with young people and promotes authentic youth engagement, collaboration, youth agency, and success.

[Read more...](#)

The New York Times

The Power of Breath Work

We breathe in and out roughly 25,000 times a day. And yet, according to experts, including pulmonologists and psychiatrists, most of us are doing it wrong — breathing too rapidly and too shallowly. Over the last few decades, research has started to confirm what ancient cultures around the world have long believed: Breath work, the practice of correcting and [controlling](#) your breathing through simple exercises, can improve health and well-being.

[Read more...](#)



Seven Tips for Better Relationship Conversations

There can be gaps between how things actually are and how we want them to be in the closeness of our relationships with a partner, children, and parents. Sometimes it feels like our only choice is to give up and not do or say anything so we don't make things worse. "Mind the Gaps" means not avoiding gaps or the discomfort they cause; it entails being curious about them, dropping your stories, and listening more closely. Gaps and discomfort will appear, sooner or later—and there are skillful and effective ways to address them and improve our relationships.

[Read more...](#)

WEBINAR



May 10, 2023

Building A Strong Foundation for Continuous Quality Improvement

If you find your team getting stuck while addressing persistent challenges, you might benefit from an updated approach to program improvement. Continuous quality improvement (CQI) is a systematic process for identifying challenges, developing and testing solutions, and using data to determine next steps.

Join CQI experts from Mathematica who will offer attendees an introduction to CQI. The Mathematica team will also describe resources that can help strengthen your program's improvement processes. The session will feature a CQI cycle planning tool to help organizations get started or to refresh existing program improvement processes.

The session will also explore foundational topics—such as setting up and managing a CQI team and road-testing improvement strategies—and related resources. This webinar is geared for practitioners who are new to CQI as well as those looking to strengthen existing processes.

Objectives: Participants will learn:

1. What continuous quality improvement (CQI) is and why it is important
2. How to build a strong CQI foundation
3. What online resources are available to enhance organizations' CQI efforts

Presenters:

- **Allon Kalisher, M.S.W.**, Senior Researcher, Mathematica
- **Scott Richman, Ph.D.**, Senior Researcher, Mathematica
- **Annie Buonaspina, MPA.**, Researcher, Mathematica

Who should attend: Grant program managers, community-based organization leaders, nonprofit leaders, program administrators in healthcare, corrections, and child welfare settings.

When: *Wednesday, May 10, 2023, 4:00pm Eastern/1:00pm Pacific*

Duration: 60 minutes

Cost: Free!

[Register Now >](#)

FUNDING STREAMS



School Violence Prevention Program (SVPP)

Deadline: May 17, 2023

The Students, Teachers, and Officers Preventing School Violence Act of 2018 (STOP School Violence Act of 2018) gave the COPS Office authority to provide awards directly to States, units of local government, or Indian tribes to improve security at schools and on school grounds in the jurisdiction of the grantee through evidence-based school safety programs and technology.

The following school safety measures are available through the Bureau of Justice Assistance's (BJA's) section of the STOP School Violence Act of 2018:

- Development and operation of anonymous reporting systems
- Development and operation of a school threat assessment
- Specialized training for school officials in responding to mental health crises
- **Training for school personnel and students to prevent student violence against others and self**
- Any other measure the BJA determines may provide a significant improvement in security

[Learn more...](#)

SAMHSA

Strategic Prevention Framework – Partnerships for Success for Communities, Local Governments, Universities, Colleges, and Tribes/Tribal Organizations

Due Date: June 5, 2023

The purpose of this program is to help reduce the onset and progression of substance misuse and its related problems by supporting the development and delivery of community-based substance misuse prevention and mental health promotion services. The program is intended to expand and strengthen the capacity of local community prevention providers to implement evidence-based prevention programs.

[Learn more...](#)



California 2023 Title II Grant Program – Tribal

Deadline: June 9, 2023

Funds from the Title II Grant program have been set aside for federally recognized tribal governments that serve tribal youth, which will be awarded through this Request for Proposal (RFP) process. This grant will target the reduction of the overrepresentation of Tribal youth in contact with the juvenile justice system.

[Learn more...](#)

(**Ed. Note:** Other Title II grantees have used [Mind Matters: Overcoming Adversity and Building Resilience](#) with this funding.)



Runaway and Homeless Youth - Basic Center Program

Deadline: June 9, 2023

The BCP provides temporary shelter and counseling services to youth who have left home without permission of their parents or guardians, have been forced to leave

home, or are experiencing homelessness or housing instability who might otherwise end up in the law enforcement, child welfare, mental health, or juvenile justice systems. BCPs work to establish or strengthen community-based programs that meet the immediate needs of youth who have runaway from home due to family conflict or other crisis or who are experiencing homelessness, and their families. BCP grant recipients provide youth under 18 years of age with emergency shelter, food, clothing, counseling, and referrals for health care.

[Learn more...](#)



Essentials for Childhood (EfC): Preventing Adverse Childhood Experiences through Data to Action

Due Date: June 12, 2023

The three primary goals of this NOFO are to 1) enhance a state-level surveillance infrastructure that ensures the capacity to collect, analyze, and use ACE and PCE data to inform ACE prevention strategies and approaches; 2) support the implementation of data-driven, comprehensive, evidence-based ACE primary prevention strategies and approaches, particularly with a focus on health equity; and 3) conduct data to action activities on an ongoing basis to inform changes or adaptations to existing strategies or selection and implementation of additional strategies.

To support these goals, recipients are expected to leverage multi-sector partnerships and resources to improve ACE and PCE surveillance infrastructures and the coordination and implementation of ACE prevention strategies across the state and, for some recipients, communities within the state. As a result, there will be increased state capacity to develop and sustain a surveillance system that collects, uses, and disseminates data on ACEs and PCEs, including data used to identify health inequities; and increased implementation and reach of ACE prevention strategies that help to promote safe, stable, nurturing relationships and environments where children live, learn and play.

[Learn more...](#)

Sexual Risk Avoidance Education Program

Estimated Post Date: May 15, 2023

The purpose of the SRAE Program is to fund projects to implement sexual risk avoidance education that teach participants how to voluntarily refrain from non-marital sexual activity. The services are targeted to participants that reside in areas with high rates of teen births and/or are at greatest risk of contracting sexually transmitted infections (STIs).

Successful applicants are expected to submit program plans that agree to

- 1) use medically accurate information referenced to peer-reviewed publications by education, scientific, governmental or health organizations;
- 2) implement sexual risk avoidance curricula and/or strategies with an evidence-based approach to integrate research findings with practical implementation that aligns with the needs and desired outcomes for the intended audience; and
- 3) teach the benefits associated with **self-regulation**, success sequencing for poverty prevention, **healthy relationships**, goal setting, resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity.

[Learn more...](#)
