

Healthy Relationship News – November 2019

DIBBLE NEWS

- Rachel Savasuk-Luxton to Head Training and Research Efforts
- Irene Varley Continues to Serve
- Jo Anne Eason to Lead National Outreach Team
- Mind Matters Pilot Helps Youth Overcome Adversity

THE LATEST

- nFORM Request for Input
- Why Millennials and Gen Z Are Reluctant to Get Married
- Positive Relationships Can Buffer Childhood Trauma

NEWS YOU CAN USE

- Taking Account of Different Relationship-Belief Patterns In RE
- How to Become a Scientist of Your Own Emotions
- A Day in The Life of a High School Teen

TOOLS YOU CAN USE

- Get to Know Young People in Your Group Quickly & Deeply
- Internet Advertising to Recruit Youth
- Rapid Learning Methods to Test & Improve Social Programs

SECOND WEDNESDAY WEBINAR – November 13, 2019

Foundations:
*How to Build & Sustain
the Communication Pipeline with Young Adults*

FUNDING STREAMS



DIBBLE NEWS



Dr. Rachel Savasuk-Luxton to Head Training and Research Efforts

Rachel Savasuk-Luxton has been named Director of Research and Training at The Dibble Institute effective November 1, 2019. Rachel, who received her Ph.D. in Human Development and Family Studies from Auburn University, wrote her dissertation on factors associated with adolescent dating violence and assessing the impact of youth relationship education on common correlates of adolescent dating violence.

She oversaw the implementation of Relationship Smarts PLUS in Lee County, Alabama schools as part of the Auburn healthy marriage grant. As Director of Research and training, she will oversee Dibble's training efforts to continue to ensure high-quality training experiences that meet the needs of current and future clients.

Irene Varley Continues to Serve

Irene Varley, formerly the Director of Education at Dibble, will now work on developing relationships with prospective and new clients as well as helping in the editorial process.



We are grateful that Irene, who joined Dibble over 15 years ago, will continue to contribute to the well-being of young people by making relationship education more available to them.



Jo Anne Eason to Lead National Outreach Initiatives

Jo Anne Eason joins The Dibble Institute to oversee new national outreach initiatives. In this position she will lead the team that acquaints organizations with the benefits of teaching relationship education.

For the last 24 years she has worked at Public Strategies, Inc serving as their Senior Advisor with a focus on their Workforce Development, Healthy Marriage, and Responsible Fatherhood grants. Jo Anne was the Project Director on Dibble's two federal healthy marriage grants that reached over 40,000 students around the country. Through the Oklahoma Healthy Marriage Initiative, she worked with Family and Consumer Sciences teachers to embed Dibble programs in 85% of OK high providing relationship education to over 195,000 students in approximately 300 schools.

[Mind Matters Pilot to Help Youth Overcome Adversity](#)



A University of Texas San Antonio researcher is helping youths cope with life's challenges and build resiliency skills. Heidi Rueda, an associate professor of social work in the College of Public Policy, is collaborating with Good Samaritan Community Services, a community-based after-school program to conduct exploratory research on building skills to overcome adversity. The program, "[Mind Matters: Overcoming Adversity and Building Resilience](#)," includes life skills like soothing and regulating emotions, managing stress, developing empathy, developing goals and intention, building a support system, and seeking help.

THE LATEST



[nFORM Request for Input](#)

The Fatherhood and Marriage Local Evaluation and [Cross-Site Project](#) is seeking public input on potential improvements to nFORM, the Management Information System used by the current cohort of Healthy Marriage and Responsible Fatherhood grantees. To advance their learning agenda, Office of Planning Research and Evaluation is seeking public input on potential refinements and improvements to the existing performance measures. Comments may be emailed to nformfeedback@acf.hhs.gov until Friday, December 6, 2019.

[A Major Reason Why Millennials and Gen Z Are Reluctant to Marry](#)



In the blossoming age of autonomy, our youngest generations are supplanting traditional predictors of success, like marriage and having children, with career-based ones. A survey of 1,010 US citizens sketches a clear image of what the future holds. Although getting married was an aspiration amongst 35% of Millennials, 40% of the same group were optimistic about grandkids being a part of their future. Retirement, financial security, and financial success were found to be the most coveted goals

amongst this demographic.

[Positive Relationships Can Buffer Childhood Trauma & Toxic Stress](#)

The Boston Globe A growing body of research suggests sustained, positive relationships with caring adults can help mitigate the harmful effects of childhood trauma. And specialists say pediatricians, social workers, and others who work with kids should take steps to monitor and encourage those healthy relationships — just as they're careful to screen for abuse and neglect.

NEWS YOU CAN USE

Utah State University

[Different Relationship-Belief Patterns in Relationship Education](#)

People come to relationship education classes with different beliefs about forming and developing relationships. This study identified five different groups of relationship beliefs among participants: Blind Love, Slider, Blind Love Slider, Control Tolerates, and Low Risk. Each group has different needs and risk factors associated with their beliefs. Relationship educators should recognize these groups to better focus on the needs of program participants.

Berkeley
UNIVERSITY OF CALIFORNIA

[How to Become a Scientist of Your Own Emotions](#)

Our emotions are important clues to how we are experiencing the world, helping us make decisions, build good relationships, fulfill our dreams, and cultivate well-being.

An emotion skills-building program called RULER aims to increase children's ability to recognize emotions in themselves and others, understand where their emotions come from, label emotions more precisely, express emotions in different contexts, and regulate (or manage) emotions more effectively.



[A Day in The Life of a High School Teen](#)

The way adolescents spend their time can strongly influence their health later in life. For youth to maintain a healthy future, they need plenty of sleep; good nutrition; regular exercise; and time to form relationships with family, friends, and caring adults. Additionally, the time adolescents spend in school and in after-school activities with peers and adults can advance healthy academic, emotional, social, and physical development. The amount of time they spend on screens and in social media may also influence adolescents' overall well-being. The Office of Population Affairs has published new information on how American high school students spend their time, including education, sleep, work and volunteering, exercise, socializing, and religious activities.

TOOLS YOU CAN USE

Search  [Get to Know Young People in Your Group Quickly and Deeply.](#)
INSTITUTE

The SEARCH Institute has found that building [developmental relationships](#) is critical to young people's development. And, they have found that at the start of a new school or program year, it can be a time-consuming process. **To help simplify the process, they are sharing a free**

downloadable tool called the [4 S's Interview](#) to create connections quickly and lay the groundwork for a great year.



[Internet Advertising to Recruit Youth](#)

Join Healthy Teen Network's Director of Innovation and Research, Genevieve Martínez-García, to learn lessons for how to effectively recruit youth into programs and research studies using internet advertising. You'll gain some great tips to get you started with internet advertising and steered in the right direction. These eight free video resources are filled with useful information for building your program.

[Using Rapid Learning Methods to Test & Improve Social Programs](#)



Rapid learning methods aim to expedite program improvement and enhance program effectiveness. Many rapid learning methods leverage iterative cycles of learning, in which evaluators and implementers (and sometimes funders/policymakers) discuss findings, interpret them, and make adaptations to practice and measurement together. Explore this presentation from the 2018 innovative methods meeting and accompanying brief to learn more about rapid learning methods and how to use them.

SECOND WEDNESDAY WEBINAR

November 13



Foundations:

How to Build & Sustain the Communication Pipeline with Young Adults

Recruiting and appealing to young adults ages 18-24 can be challenging for a multitude of reasons. In this webinar, Vanessa Logan describes her unique “boots on the ground” approach for how to build trust with marginalized young adults and consequently is able to provide them with tools to develop self-sufficiency. Integrated into her approach is the essential building of healthy relationship skills with pregnant and parenting youth, empowering them to successfully parent or even co-parent when no longer together.

With a heart for people, Vanessa identifies critical needs of the underserved and builds bridges by partnering with organizations and community initiatives to uncover resources and move others toward economic mobility and self-sufficiency. Vanessa has a voice in the community for what makes a community thrive: its people!

Objectives:

Through the example of Vanessa Logan webinar attendees will learn to:

1. Recruit young adults 18-24 years old into Healthy Relationship programming;
2. Build trust with them in order to provide tools to help them build Healthy Relationships; and

3. Navigate and empower 18-24 year-olds through obstacles that often get them off track towards their life goals.

Presenter: Vanessa Logan, Founder of “N.E.S.S.A in Your Neighborhood”, Navigate, Explore, Serve, Sustain and Advocate.

Who should attend: Social Workers and staff workers in Community Action Agencies, Community Health, University Extension, Non-profit and Church organizations, Alternative High School educators, corrections, homeless youth programs, fatherhood/pregnant/parenting youth programs, any others working with risk-immersed youth.

When: Wednesday, **November 13, 2019, 4:00pm Eastern/1:00pm Pacific**

Duration: 60 minutes

Cost: Free!

[REGISTER NOW](#)

FUNDING STREAMS

Statewide Programs in Oklahoma Funded

[Sarkeys Foundation](#)



The mission of the Sarkeys Foundation is to improve the quality of life in Oklahoma. The Foundation's major areas of grant support include education, social service and human service needs, and cultural and humanitarian programs of statewide significance.

Preference is given to organizations that have been in operation at least three years. The upcoming deadline for **letters of inquiry is December 2, 2019**. (Interested applicants should speak with a Foundation staff member prior to submitting a letter of inquiry.) **Invited proposals will be due February 3, 2020**. Visit the Foundation's website for more information on the application process.

Program Addresses Mental Health for Tribal Youth



[Department of Health and Human Services](#)

The Tribal Behavioral Health Grant Program seeks to prevent suicide and substance misuse, reduce the impact of trauma, and promote mental health among American Indian/Alaska Native (AI/AN) youth through the age of 24 years. The program is intended to reduce the impact of mental and substance use disorders, foster culturally responsive models that reduce and respond to the impact of trauma in AI/AN communities, and allow AI/AN communities to facilitate collaboration among agencies to support youth as they transition into adulthood. The application deadline is **December 10, 2019**.

(Ed. Note: If you would like to review Mind Matters as an intervention for this funding, please email RelationshipSkills @ DibbleInstitute.org.)

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