

5-2019

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Recommended Citation

Beardshear, Kimberly, "Increasing Awareness of Romantic Behaviors in Former Foster Youth" (2019). *Capstone Projects and Master's Theses*. 467.
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Increasing Awareness of Romantic Behaviors in Former Foster Youth

Kimberly Beardshear

A Capstone project for the Bachelor of Arts in Human Development and Family Studies

Introduction

Because of their inexperience, emerging adults often have a difficult time navigating healthy romantic relationships. For many, the skills necessary for quality relationships are usually learned through parents, friends, or mentors. Foster youth, in particular, may struggle more in developing and sustaining romantic relationships due to the lack of or inconsistent parental guidance or mentoring. To address this, I have created a two-hour lesson for emerging adult foster youth attending Hartnell College in Salinas, California. The content will be comprised of the characteristics of a healthy relationship, role-play scenarios, identifying unhealthy relationship behaviors, and how to use healthy relationship behaviors.

Needs Statement

Peers play an important role from childhood throughout a person's lifespan. For foster youth, peers, especially, are a major influence on how they view or perceive themselves. Thompson, Wojciak, & Cooley (2016) state that peers play an important role for emerging adults as well since this is where they try on different attitudes, roles, and relationships; this helps in their identity development. Peers also help in the structure of moving from an adolescent into adulthood by giving social and emotional support.

One area that can serve as a negative influence on adolescents and emerging adults is music lyrics. Music can influence that way a person thinks about a particular subject. Flynn, Craig, Anderson, and Holody (2016) observe that music serves as an

unconventional way of learning and is used for social, emotional, and recreational uses. Music with objectifying lyrics can teach adolescents and young adults the negative aspects of relationship behaviors.

In their study of at-risk foster youth, Trzesniewski et al. (2006) have found that children with poor self-esteem may grow into adulthood with negative outcomes such as criminal behaviors, lower socioeconomic status, and mental illness. Simpson, Leonhardt, and Hawkins (2017) state that the quality of a youth's early romantic relationships is a strong predictor of the youth's well-being. That is, if the relationship is poor, they may show signs of depression, low self-esteem, and possible attempts of suicide. Teaching adolescents about healthy relationship skills may help to develop higher self-esteem, which can then improve overall well-being.

When it comes to romantic relationships, emerging adults may face challenges as their lives are frequently characterized by relational instabilities, moving between committed and sporadic romantic relationships. This can be in part to the lack of knowledge and information that make this age group at risk for negative relational outcomes, such as identity formation, connectedness, dating aggression, and lack of communication with regards to sexual health, McElwain, McGill, and Savasuk-Luxton (2017). Part of becoming an adult in a relationship is to be able to learn how to approach and resolve disagreements in healthy constructive ways.

Many adolescents have personal relationships that have led to or been influenced by childhood trauma. Forenza, Bermea, and Rogers (2017) reported that individuals who have experienced extreme poverty, pervasive stress levels, or

unsupported social networks are more likely to learn unhealthy relationship behaviors. As a foster youth grows into an emerging adult these likely experiences of childhood trauma will be carried throughout their lives especially in relationships. This can be either a relationship with others or a lack of relationships and isolation.

Experiencing a healthy relationship can also impact interpersonal and romantic relationships later in life. A romantic relationship can have important connections for the adjustment of emerging adults, but the emerging adult needs to be internally ready for self-love in order to love another Courtain and Glowacz (2018).

Foster youth are at a greater disadvantage as they often do not have adult mentors to discuss and learn about romantic relationships. Ahrens, Spencer, Bonnar, Coatney, and Hall (2016) state that those with a higher rate of exposure to adversity are more likely to report dating violence, high pregnancy and STI rates. The adversity can be abuse, neglect, disruption of relationships, parental drug or alcohol abuse, or intimate partner violence. Mentoring is one solution I have found, this involves pairing the emerging foster youth with a mentor, someone who can follow up with the youth on a more consistent level to build up a relationship. The mentor can be someone in which the emerging adult can confide in, learn valuable social skills, or receive relationship advice.

With this in mind, I have created a project that will show the emerging adult, foster youth students what are healthy vs. unhealthy behaviors, include scenarios of what are unhealthy behaviors, and how to change the behaviors or to leave the

relationship. In addition, I will explain how individuals must first love themselves to have successful relationships.

Theory Application

According to Erik Erikson's theory, individuals who do not develop a strong sense of identity in the adolescence stage of Identity vs. Role Confusion will be limited in developing a positive and healthy self-esteem. This lack of self-esteem will carry over into their later stage of development, Intimacy vs. Isolation. Adolescents must have a strong sense of self before developing any type of successful intimate relationship or friendship as required for successful resolution of Intimacy vs. Isolation. In Intimacy vs. Isolation, without a healthy self-esteem, individuals may experience feelings of loneliness and emotional isolation. Furthermore, according to Crain (2005), "adult development happens in steps in which people widen and deepen their capacities to care and love for themselves and others" (p. 293). If people fail to establish a true sense of identity with their self, they will fail to establish a mutual type of relationship with another person, which results in Erikson's notion of isolation and unsuccessful resolution of this stage. Therefore, it is important for young adults to develop and maintain successful relationships with their peers, in friendships or romantically. In accordance with Erikson's theory, I am going to support the participants' relationship skills and self-esteem to help them resolve the stage of intimacy.

Consideration of Diversity

The emerging adults who are my target audience are students registered in the Guardian Scholars program, a program for current and former foster youth, who attend

Hartnell College in Salinas, California. According to Hartnell College Foundation (2017), the population is from a diverse background. 72% students are part time students, with 53% of the total population being male students compared to female students, and 63% of students are Latino or of Hispanic ethnicity. Almost all students receive some type of financial aid as in grants, such as Pell or federal grants, or government financial aid. 56% of Hartnell College students are low income and the first generation in their families to attend college. I expect the participants will be similar to the population of the school via ethnic and lower in income diversity.

Since the Guardian Scholars program and AB 12 allows for former and current foster care students to remain in college until the age of twenty-one years old, to participate in my project, participants are between the ages of eighteen and twenty-one years old. If I were to teach students who are younger in age about relationship skills, the content may not be appropriate since they are likely to still be working on their identity as is noted in the research on adolescence. In addition, many adolescents up to the age of eighteen may not have been in a romantic relationship or a long-term relationship, so they may not be ready to learn relationship skills. The materials I will be utilizing are geared at teaching emerging adults healthy and unhealthy relationship behaviors.

Learning Outcomes

My capstone will be one that looks at romantic relationships for foster youth who are emerging into adulthood. My goal is to teach them healthy relationship skills that they can take through their lifetime and that they can build on as they mature.

At the end of the project,

1. Participants will describe two unhealthy relationship behaviors.
2. Participants will identify an unhealthy behavior being used during a role playing scenario, and then use a healthy behavior in its place.
3. Students will communicate two new healthy relationship behavior that they personally intend to use.

Method

First off, I introduced myself to give the participants an idea of who I am, why I am there, explaining why I have chosen to work with foster youth, and introduced what a capstone project is. I started off with playing an ice breaker game to get the participants up, moving, and talking with the other participants. The participants walked around the room introducing themselves and sharing what is their favorite pizza topping. The introductions and ice breaker game took about 5 minutes. I then orally posed the question “what are everyone’s ages?” (See Appendix A). I wrote these down on a paper presentation board. Then, I asked: “by a show of hands, how many of you here have been in a romantic relationship?” (See Appendix B). I followed up with a question: “are you currently in a romantic relationship?” I then asked each participant how long was the duration of the relationship. (See Appendix B). Lastly, I asked the participants to call out if they know of any healthy relationship behaviors and then unhealthy relationship behaviors. As they were calling them out, I recorded what was said on the

paper presentation board. Their answers can be seen in (see Appendices C and D).

This step took about 5 minutes for all questions.

Next, I began a slide presentation (See Appendix E) where I touched on the first subject of loving oneself before one can love another person. I also spoke about healthy and unhealthy behaviors are not only seen in romantic relationships but also in friendships, and also how friendships can and do lead into romantic relationships. I pointed out that healthy relationships are the firm foundation in all types of relationships. After, I played the 2-minute video on recognizing healthy or unhealthy behavior (i.e., <https://www.youtube.com/watch?v=Gn7ZQ2x0cOE&feature=youtu.be>) I spent the next 2-3 minutes on asking follow-up questions about behaviors used in the video and how the participants can relate to these behaviors.

Next, we engaged in another activity called Crossing the Line and this took about 5 minutes to complete. All students lined up facing the wall. As I read off scenarios, the participants either took a step backwards if they recognized an unhealthy behavior being used or a step forward if a good behavior was being used (See Appendix F for the scenarios). After each question was read and the participants moved, I asked them why they chose that move, and the group had a mini discussion about what they would do in this situation. This activity took about 10 minutes to complete.

After the activity, we gathered and continued the presentation. The next set of slides showed more healthy and unhealthy behaviors. I read through the list of behaviors, and I shared a personal story about one healthy behavior and one unhealthy

behavior from my life that was on the list. I spent about 7 minutes on this portion of discussing and sharing.

The next few slides revolve around a news article titled *5 Things Required for a Healthy Relationship* by Fremon (2016)

https://www.huffpost.com/entry/5-things-all-healthy-relationships-require_n_7900056

I read the article aloud to the participants, and I touched on all five areas and explained what each area might look like in real life. In this section, I spent about 4 minutes. (See Appendix G)

The next slide is a news article I read aloud called Six Sure Signs of a Healthy Relationship. I read each of the signs and then proceed to ask open ended questions plus gave a scenario of what this part of the relationship looks like. (See Appendix H) The next slide has more descriptive words to show what healthy behaviors and then unhealthy behaviors look like. Again, I asked the participants to share a story or situation where one of these behaviors occurred and if needed how they can change the behavior to being healthy. (See Appendix I) This slide took about 4 minutes.

Next, to engage the participants, we played a game called the toilet paper game. The game is played by asking the participants to take the amount of toilet paper they normally use. Once they had their paper they had to count the squares and then turn to another participant and name off an interesting fact about themselves by the number of squares they chose. I wanted the participants to think about themselves in a positive way and to show their neighbor how inventive and perhaps use some new learned

healthy behaviors as their description. This game took approximately 4 minutes to complete.

The next slide is called “If your partner says these 7 things to you, leave them.” Each scenario showed all unhealthy behaviors. I proceeded to read each and ask the participants what they would do differently or how they could change the words to reflect healthy behaviors. Next, I played a video on 10 Signs Your Relationship is Falling Apart <https://www.youtube.com/watch?v=Pb8RAH4ywNY&feature=youtu.be>. Following the video, I raised the question of what stood out to them and why? This took about 10 minutes to complete.

There are two slides that have infographic that express communication, love, respect, and trust. I read each quote and then asked the participants to tell me in their own words what the quote means to them. (See Appendices J & K) This part took 2 minutes to complete.

The next slide has the title of *What do Healthy Couples do Differently?* As I read the list off, I asked open ended questions about what I just read to them. I also pointed out that when someone uses a new healthy behavior for the first few times it doesn't feel natural, so I want them to practice how to apologize and I showed the participants how it is done, especially using I-statements. This exercise was interesting and took about 5 minutes.

This slide introduced Gottman's The Four Horsemen of the Apocalypse. I played the 2-minute video https://www.youtube.com/watch?v=1o30Ps-_8is&feature=youtu.be and when it was finished I read through each reaction. I then described a reaction from

when a problem arose in my life and then ask the participants how they react to confrontation. This took about 4 minutes to complete.

Lastly, we played the last game called How Would you Respond? I had six scenes written on index cards (See Appendix L) and I also had six responses to each scene. I asked for a volunteer to come up, choose a card, read it out loud, and then answer how they would respond. I had an assistant help with reading the responses and we had a short conversation about each scene. This game took approximately 5 minutes to finish.

Before the participants left, I made sure they had the two-question exit survey (See Appendix M) that asked the participant to name two new unhealthy behaviors they learned about today, and name two healthy behaviors that they intend to use, and that they filled out the survey before they left. Upon leaving, I also provided a handout that has Gottman's The Four Horsemen of the Apocalypse picture, and some infographics of healthy vs unhealthy relationship behaviors to take with them. (See Appendix N)

Results

At the beginning of my presentation, I asked what the participants if they could name an unhealthy and healthy relationship behavior, which I recorded on a paper presentation board. My first question was what are some unhealthy relationship behaviors, and I recorded three answers which were condescending, disrespectful, and belittling. My next question was what are some healthy relationship behaviors and I was able to get five answers, healthy communications, respect, boundaries, honesty, and comfortable with being yourself. Their answers were few and I am not sure if they really

did not know what are unhealthy and healthy relationship behaviors or if they were to afraid to speak up.

Learning outcome 1 was that, at the end of the presentation, each participant will be able to describe two new unhealthy relationship behaviors learned today. The exit survey I gave the participants show that the participants learned and were able to name two new unhealthy relationship behaviors. Such as control or controlling, neglecting relationships, toxic relationships, manipulation/deceitful, stonewalling, contempt, criticism, blindly supportive, phone searching, put downs, disrespectful, isolation, and dishonesty. 3 of the participants of the participants pointed out the use of control or controlling as an unhealthy behavior, while 2 of the participants understand that being in a toxic relationship or a neglecting relationship is also unhealthy. Many of these answers appear to be new ideas for the participants. The participants also verbalized that they did not realize that secretly searching through another person's cell phone is wrong. I feel as though the learning outcome was met.

To assess learning outcome 2, I had the participants role play with different relationship conflicts I had written on index cards. Each card had a scenario and a volunteer participant read their chosen card aloud and tried to see if they can use a healthy behavior in exchange for an unhealthy behavior in each scenario. At the end of role playing game, the participants were able to answer two of the six scenarios without help from myself or the other participants. I do not know if the participants were afraid to answer the questions, if they were tired and ready for the presentation to be over, or that they did not know an answer to the scenario question. The lack of conversations

that did not materialized during this time showed me that the participants were not critically thinking about how to handle each situation and come up with a healthy solution. I would say that based on the two of the six scenarios answered correctly, the lack of verbal dialog, and coaching from myself following each scenario that my learning outcome was not met.

For learning outcome 3, the participants were given an exit survey and asked to name two new healthy relationship behaviors they intend to personally use either in a friendship or within a romantic relationship. The results are that the participants were able to name two new healthy relationship behaviors such as good friendships or friendships, respect, honesty, loyalty, supportive, trust, boundaries, communication, stands behind you, takes responsibility, taking them out, thinking about the other person, build a culture of appreciation. Four of the participants named friendship or good friendships as a healthy behavior. Respect and honesty both were named twice.

Many of the important attributes of a healthy relationship was pointed out here as loyalty, honesty, respect, and trust within the survey results. The results show that this learning outcome was met.

Discussion

According to research, former foster youth, who may have experienced extreme poverty, pervasive stress levels, or unsupported social networks are more likely to learn unhealthy relationship behaviors as they move into emerging adulthood. Accordingly, my project is based on Erikson's sixth stage, Intimacy vs. Isolation. According to Erikson, if a person does not successfully resolve this stage, they are not ready to move

on to value self-love, mutual love, or intimacy. For former foster youth entering Erikson's Intimacy versus Isolation stage, they may be vulnerable to not resolving the central issues of this stage because of their previous relationship history. My project was designed around the needs of teaching about unhealthy and healthy relationship behaviors for former and current foster youth in emerging adulthood..

From the responses I received on the exit survey, participants had answers that accurately reflected their learning from my presentation, and I was successful in teaching the participants about healthy and unhealthy relationship behaviors. For example, participants listed respect as a healthy behavior learned, and another piece of evidence was that many of the participants verbalized that they did not realize secretly searching through someone else's cell phone is an unhealthy relationship behavior.

This project had its limitations such as a small sample size and two students arrived late for the presentation. More participants could have benefited from the presentation had they had a chance to participate in the whole program. I feel that this presentation could be an optional ongoing class or even an ongoing class for dating couples. I also would have liked to have two sessions for one hour each, as I felt that a two-hour presentation may have been too long. Also, if I were to give the presentation again, I would take pictures of the participants during the activities and have the presentation audio recorded to be able to give exact quotes from the participants to present as evidence in my projects results. Overall the evidence suggests that the participants successfully gained important knowledge in how to better nurture a healthy

romantic relationship with healthy behaviors, to have healthy friendships, and learn how to love or better themselves.

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Tables

Learning outcome 1- Unhealthy behaviors learned today

Participants	Unhealthy Behavior #1	Unhealthy Behavior #2	Accurate to Content
Participant 1	Controlling	Phone searching	Yes
Participant 2	Disrespectful	Put downs	Yes
Participant 3	Stonewalling	Contempt	Yes
Participant 4	Control	Dishonesty	Yes
Participant 5	Isolation	Criticism	Yes
Participant 6	Never be with a controlling person	7 things from your partner, leave them	Yes
Participant 7	Blindly supportive	Manipulative & deceitful	Yes
Participant 8	Toxic relationships	Neglecting relationships	Yes
Participant 9	Toxic relationships	Neglecting relationships	Yes

Learning outcome 3 Healthy behavior intended to use in a friendship or relationship

Participant	Healthy Behavior #1	Healthy Behavior #2	Accurate to Content
Participant 1	Good friendship	Listen to your friends when you need help	Yes & No
Participant 2	Good friendship	Listen to your friends when you need help	Yes & no
Participant 3	Thinking about the other person	Taking them out to eat	Yes
Participant 4	Respect	Boundaries	Yes
Participant 5	Build a culture of appreciation	Take responsibility	Yes
Participant 6	Respect	Honesty	Yes
Participant 7	Trust	Communication	Yes
Participant 8	Loyalty	Honesty	Yes
Participant 9	Supportive	Behind you	Yes

*Appendix A**Participants Ages*

What are
your ages?

18 - I	22 - I
19 -	23 -
20 - II	24 - I
21 - III	

*Appendix B**Currently in a Relationship*

are you currently
in a romantic
relationship?

yes no

||||

How long have you been in
8 months 9 months this relationship

2 yrs
1 yr

Appendix C

Unhealthy Behaviors

Shout out some
unhealthy relationship
behaviors

condescending
disrespectful
belittling

Appendix D


Healthy Behaviors

Shout out some
healthy relationship
behaviors

healthy communications
respect
boundaries
honesty
comfortable w/ being
yourself

*Appendix E**Presentation*

Unhealthy relationship behaviors vs. healthy relationship behaviors



Hello ice
breaker
fun

Let me introduce myself

- Who I am?
- What is my background?
- Why am I standing in front of you?
- What is a capstone?

Let's get started
with
a
quick survey of
your age



3



By a show of hands how many of
you have been in or are currently
in a romantic relationship?

How long have you been in this
relationship?

Can you name an unhealthy
relationship behavior? A healthy
one?

“Find yourself first.
Appreciate your
own *worth* and next time
you're in a relationship
never get lost again.”

— Dodinsky

From the author of
IN THE GARDEN
OF THOUGHTS

www.dodinsky.com

5

FRIENDSHIPS

Healthy

- ✓ Supportive
- ✓ Stands behind you
- ✓ Encourages you to grow
- ✓ Pushes you outside of your comfort zone
- ✓ Transparent and Honest

Unhealthy

- ✗ Blindly supportive
- ✗ Fights your battles for you
- ✗ Criticizes or judges
- ✗ Pressures you to do something you don't want to do
- ✗ Manipulative and Deceitful

<https://youtu.be/Gn7ZQ2x0cOE>

PoorExcuses.com

6

Let's play a game

Everyone stand
up and line up
against the wall

7

LEARN THE 8 BEFORE IT'S TOO LATE BEAUTY CARES EARLY 8 WARNING SIGNS

THESE FACTORS **INDICATE** AN UNHEALTHY RELATIONSHIP AND COULD LEAD TO AN **UNSAFE SITUATION**. THESE RELATIONSHIPS ARE NOT LIMITED TO PHYSICAL VIOLENCE AND RARELY BEGIN WITH PHYSICAL **ABUSE**. DO YOU RECOGNIZE **3** OR MORE OF THE FOLLOWING **BEHAVIORS** IN YOUR PARTNER? YOU MAY BE INVOLVED IN A POTENTIALLY **DANGEROUS** RELATIONSHIP. DON'T BE ASHAMED—**DON'T STAY SILENT**. TELL SOMEONE AND GET HELP!

1 INTENSITY

Excessive charm, **LYING** to cover up insecurity, needing to win over your friends and family immediately, **OVER THE TOP** gestures that seem too much too soon, **BOMBARDING** you with numerous texts and emails in a short time, behaving obsessively, insisting that you get serious **IMMEDIATELY**.

3 CONTROL

TELLING you what to wear, how to fix your hair, when to speak or what to think, showing up **UNINVITED** at your home/school/job, **CHECKING** your cell phone, emails, facebook, going through your belongings, following you, sexually coercing you or making you **FEEL BAD** about yourself.

5 SABOTAGE

Making you **MISS** work, school, an interview, test or competition by starting a fight, having a **MELTDOWN** or getting sick, breaking up with you or **HIDING** your keys, wallet, text books or phone, **STEALING** your belongings.

7 BLAME

Making you feel **GUILTY** and responsible for his or her behavior, blaming the world or you for his or her **PROBLEMS**, emotional manipulation, saying "this is your **FAULT**."

2 JEALOUSY

Responding **IRRATIONALLY** when you interact with other people, becoming **ANGRY** when you speak with the opposite sex, persistently **ACCUSING** you of flirting and/or cheating, resenting your time with friends and family or **DEMANDING** to know private details of your life.

4 ISOLATION

INSISTING you only spend time with him or her, making you emotionally or psychologically **DEPENDENT**, preventing you from seeing your family or friends, or from going to school or work.

6 CRITICISM

Calling you overweight, **UGLY**, **STUPID** or crazy, ridiculing your beliefs, ambitions or friends, telling you he or she is the **only** one who really cares about you, **BRAINWASHING** you to feel worthless.

8 ANGER

OVERREACTING to small problems, frequently losing control, violent **OUTBURSTS**, having severe mood swings, drinking or partying excessively when upset, making **THREATS**, picking **FIGHTS**, having a history of violent behavior and making you feel **AFRAID**.

If your partner either threatens or physically abuses you, which includes pushing or shoving, there is no justification for it. Tell your parents or an authority and

call the national domestic abuse hotline immediately
FOR HELP: 1-800-799-SAFE.

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Beauty Cares www.beautycares.org

8

HEALTHY RELATIONSHIPS

Equality—Partners share decisions and responsibilities. They discuss roles to make sure they're fair and equal.

Honesty—Partners share their dreams, fears, and concerns with each other. They tell each other how they feel and share important information.

Physical safety—Partners feel physically safe in the relationship and respect each other's space.

Respect—Partners treat each other like they want to be treated and accept each other's opinions, friends, and interests. They listen to each other.

Comfort—Partners feel safe with each other and respect each other's differences. They realize when they're wrong and are not afraid to say, "I'm sorry." Partners can "be themselves" with each other.

Sexual respectfulness—Partners never force sexual activity or insist on doing something the other isn't comfortable with.

Independence—Neither partner is dependent upon the other for an identity. Partners maintain friendships outside of the relationship. Either partner has the right to end the relationship.

Humor—The relationship is enjoyable for both partners. Partners laugh and have fun.

UNHEALTHY RELATIONSHIPS

Control—One partner makes all the decisions and tells the other what to do, or tells the other person what to wear or who to spend time with.

Dishonesty—One partner lies to or keeps information from the other. One partner steals from the other.

Physical abuse—One partner uses force to get his/her way (for example, hitting, slapping, grabbing, shoving).

Disrespect—One partner makes fun of the opinions and interests of the other partner. He or she may destroy something that belongs to the other partner.

Intimidation—One partner tries to control every aspect of the other's life. One partner may attempt to keep his or her partner from friends and family or threaten violence or a break-up.

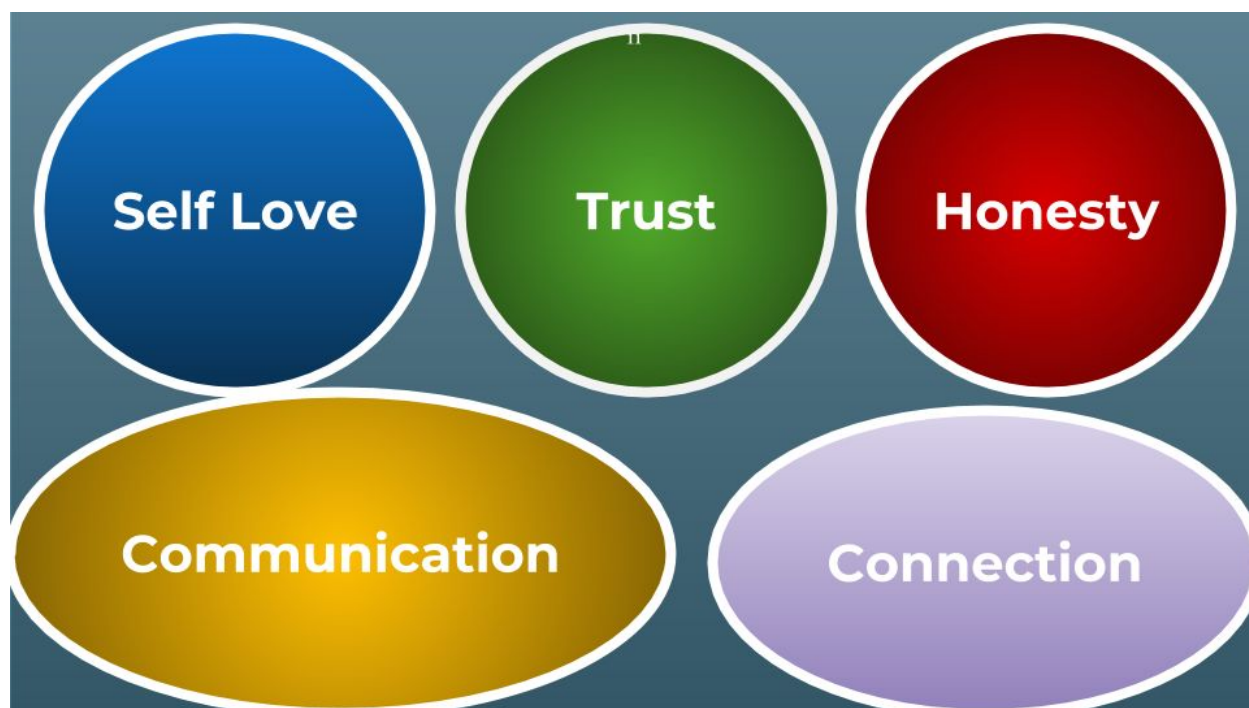
Sexual abuse—One partner pressures or forces the other into sexual activity against his/her will or without his/her consent.

Dependence—One partner feels that he/she "can't live without" the other. He/she may threaten to do something drastic if the relationship ends.

Hostility—One partner may "walk on eggshells" to avoid upsetting the other. Teasing is mean-spirited.

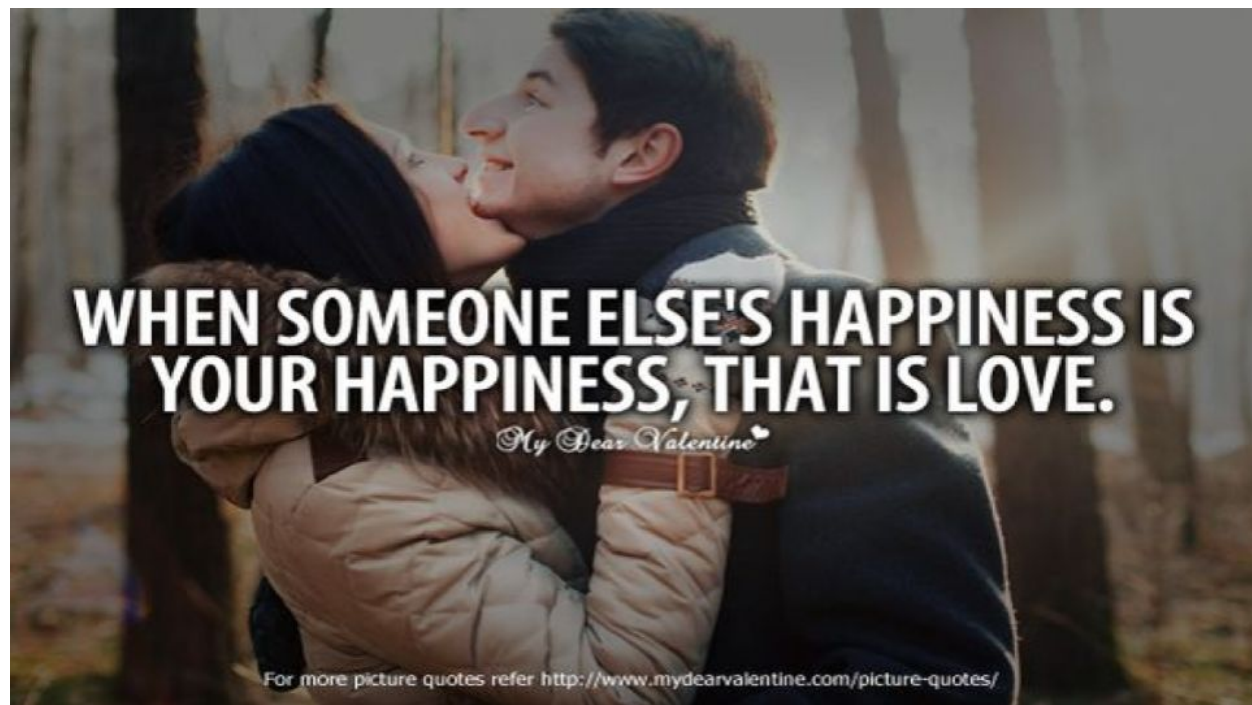
From: Choose Respect Action Kit, Centers for Disease Control and Prevention.

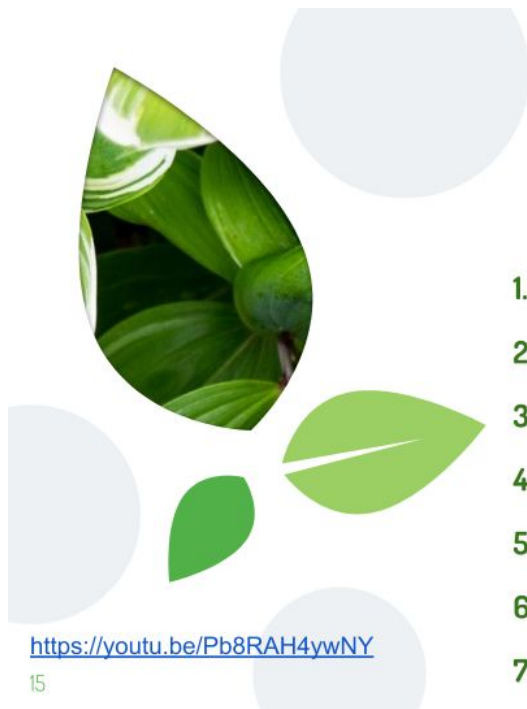
5
things
required
for a
healthy
relationship



6 sure signs of a healthy relationship

- Take an interest in your partner's habits & interests
- Support your partners opportunities for growth
- Share your emotions
- Engage in frequent non-sexual touch (cuddle, hug, kiss, a massage)
- Pay less attention to other attractive people
- See the positive side of a commitment (seek & find joy, fulfillment, & belonging)





IF YOUR PARTNER SAYS THESE 7 THINGS TO YOU,
LEAVE THEM

1. "You're Just Being Overdramatic Again."
2. "If You Really Loved Me, Then You Would..."
3. "Why Can't You Be More Like My Ex?"
4. "Can You Just Shut Up For A Second?"
5. "Why Are You So Stupid?"
6. "You Sound Like Your Mother/Father."
7. "You Should Just Stay At Home Where You Belong."

<https://youtu.be/Pb8RAH4ywNY>

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Without communication,
there is no relationship.
Without respect, there is no love.
Without trust,
there's no reason
to continue



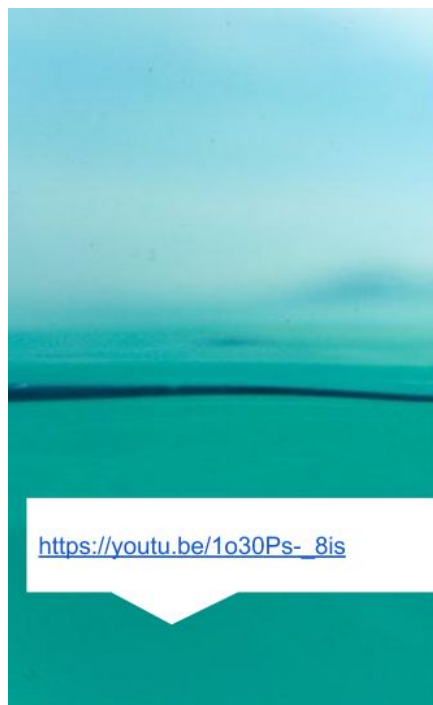
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What healthy couples do differently

1. They express admiration
2. They have individual interests and individual friends
3. They respect boundaries and express gratitude
4. They fight fair, apologize, and compromise
5. They try new things together
6. They think kind thoughts
7. They visualize a shared future

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THE FOUR HORSEMEN AND HOW TO STOP THEM WITH THEIR ANTIDOTES

CRITICISM

Verbally attacking personality or character.



CONTEMPT

Attacking sense of self with an intent to insult or abuse.



DEFENSIVENESS

Victimizing yourself to ward off a perceived attack and reverse the blame.



STONEWALLING

Withdrawing to avoid conflict and convey disapproval, distance, and separation.



GENTLE START UP

Talk about your feelings using "I" statements and express a positive need.



BUILD CULTURE OF APPRECIATION

Remind yourself of your partner's positive qualities and find gratitude for positive actions.



TAKE RESPONSIBILITY

Accept your partner's perspective and offer an apology for any wrongdoing.



PHYSIOLOGICAL SELF-SOOTHING

Take a break and spend that time doing something soothing and distracting.



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Many thanks!

Thank you for your
participation in helping me
with my capstone project



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Appendix F

Game of Crossing the Line

Capstone presentation games

Crossing the Line

Key Objectives – To highlight the importance of establishing boundaries within a romantic relationship.

Directions – Lineup all participants along the wall and once everyone has taken his/her place, read the first prompt. If a person feels as though this is a good behavior he/she will take a step forward from the wall. If the person feels as though it is a bad behavior he/she will take a step back towards the wall. It is not an option to remain against the wall during any of the prompts. Once everyone has stepped forward or backward from the line, ask participants to explain their reasons for taking the steps they did. Repeat this process with other prompts.

Outcomes –

Students will come out of this activity having thought about how different scenarios and different behavior situations that make them feel within their own romantic or non-romantic relationships. Students will see the importance of establishing physical and emotional boundaries in their relationships.

Behavior Prompts

- Your partner enjoys listening to you about your day.
- Your partner criticizes you for being late in front of his friends.
- Your partner takes your phone and scrolls through your texts.
- Your partner calls you several times a day wanting to know who you are with.
- Your partner encourages you to go out with your friends.
- Your partner gets very angry when you work late, especially if they have been drinking alcohol.
- Your partner tells you to send them naked pics and make you feel guilty if you don't.
- Your partner takes you out to dinner or cooks' dinner for you.
- Your partner calls you by a certain nickname like dumbass or stupid.

- Your partner buys you presents in return for sexual favors.
- Your partner comes to tell you they are feeling anxious about the upcoming midterm exams.
- You tell your partner that you love them, and they respond with “I know”.
- Your partner makes comments about how big your booty looks in those pants.
- Your partner goes out with you and looks at others who are attractive for longer than normal.

Appendix G

5 Things all Healthy Relationship Require

Article- 5 Things Required for a Healthy Relationship by Fremon (2016)

https://www.huffpost.com/entry/5-things-all-healthy-relationships-require_n_7900056

Appendix H

6 Sure Signs of a Healthy Relationship

Article-Six Sure Signs of a Healthy Relationship DiDonato (2014)

<https://www.psychologytoday.com/us/blog/meet-catch-and-keep/201405/6-sure-signs-healthy-relationship>

Appendix I

Difference Between Healthy and Unhealthy Relationship



Appendix J

That is Love



*Appendix K**Without*

Appendix L

Game of How Would You respond

Game of How Would you Respond?

Question	Answer
<p>Your new boyfriend of 3 months pressures you into having sex often. You feel as though the word 'no' has no effect on him. You don't like being forced into sex, even if he is the most popular guy on campus.</p> <p>* What should you do?</p>	<p>Your new cute and popular boyfriend has no respect for you or your boundaries. He may not know that pressure is no way to have a relationship. This may be a warning sign.</p>
Question	Answer
<p>You are fighting with your partner and they blame you for parking your car so close to the line and so they park outside their line and receive a ticket for a parking violation.</p> <p>* What should you do?</p>	<p>Your partner refuses to take responsibility for their own actions, and will not admit they are wrong. This shows they are emotionally immature and is a red flag for behaviors that need to be addressed.</p>

Question

Your boyfriend got mad because you made a mistake at Taco Bell and ordered the wrong burrito. You feel scared by his anger and aggressive talk.

* What should you do?

Answer

honestly in a healthy relationship you shouldn't need to worry about feeling safe around your boyfriend. This is a warning sign that his anger has control over him. Within a relationship there needs to be a feeling of security.

Question

Lately your new girlfriend wants to spend all free time together. She has started pressuring you to quit going to your weekly pickup basketball games with your friends.

* What should you do?

Answer

Your new girlfriend has trust issues and does not respect the idea of having individual time with separate friends or your family. It is healthy for your relationship to have activities apart.

*Appendix M**Exit Survey*

Exit survey given to all participants who attended.

Thank you for your time and honesty today. I hope you have learned some new healthy behaviors that you will put into practice in your relationships.

Can you name or describe 2 new unhealthy behaviors you learned today?

- 1.
- 2.

Can you name or describe 2 healthy behaviors you intend to use in a friendship or relationship?

- 1.
- 2.






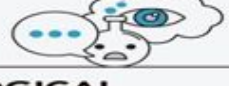


Appendix N

Handouts

Handout from the Powerpoint presentation

THE FOUR HORSEMEN

AND HOW TO STOP THEM WITH THEIR ANTIDOTES

<p>CRITICISM Verbally attacking personality or character.</p> 	<p>GENTLE START UP Talk about your feelings using "I" statements and express a positive need.</p> 
<p>CONTEMPT Attacking sense of self with an intent to insult or abuse.</p> 	<p>BUILD CULTURE OF APPRECIATION Remind yourself of your partner's positive qualities and find gratitude for positive actions.</p> 
<p>DEFENSIVENESS Victimizing yourself to ward off a perceived attack and reverse the blame.</p> 	<p>TAKE RESPONSIBILITY Accept your partner's perspective and offer an apology for any wrongdoing.</p> 
<p>STONEWALLING Withdrawing to avoid conflict and convey disapproval, distance, and separation.</p> 	<p>PHYSIOLOGICAL SELF-SOOTHING Take a break and spend that time doing something soothing and distracting.</p> 

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HEALTHY RELATIONSHIPS

UNHEALTHY RELATIONSHIPS

Equality —Partners share decisions and responsibilities. They discuss roles to make sure they're fair and equal.	Control —One partner makes all the decisions and tells the other what to do, or tells the other person what to wear or who to spend time with.
Honesty —Partners share their dreams, fears, and concerns with each other. They tell each other how they feel and share important information.	Dishonesty —One partner lies to or keeps information from the other. One partner steals from the other.
Physical safety —Partners feel physically safe in the relationship and respect each other's space.	Physical abuse —One partner uses force to get his/her way (for example, hitting, slapping, grabbing, shoving).
Respect —Partners treat each other like they want to be treated and accept each other's opinions, friends, and interests. They listen to each other.	Disrespect —One partner makes fun of the opinions and interests of the other partner. He or she may destroy something that belongs to the other partner.
Comfort —Partners feel safe with each other and respect each other's differences. They realize when they're wrong and are not afraid to say, "I'm sorry." Partners can "be themselves" with each other.	Intimidation —One partner tries to control every aspect of the other's life. One partner may attempt to keep his or her partner from friends and family or threaten violence or a break-up.
Sexual respectfulness —Partners never force sexual activity or insist on doing something the other isn't comfortable with.	Sexual abuse —One partner pressures or forces the other into sexual activity against his/her will or without his/her consent.
Independence —Neither partner is dependent upon the other for an identity. Partners maintain friendships outside of the relationship. Either partner has the right to end the relationship.	Dependence —One partner feels that he/she "can't live without" the other. He/she may threaten to do something drastic if the relationship ends.
Humor —The relationship is enjoyable for both partners. Partners laugh and have fun.	Hostility —One partner may "walk on eggshells" to avoid upsetting the other. Teasing is mean-spirited.

From: Choose Respect Action Kit, Centers for Disease Control and Prevention.

FRIENDSHIPS	
Healthy	Unhealthy
✓ Supportive	✗ Blindly supportive
✓ Stands behind you	✗ Fights your battles for you
✓ Encourages you to grow	✗ Criticizes or judges
✓ Pushes you outside of your comfort zone	✗ Pressures you to do something you don't want to do
✓ Transparent and Honest	✗ Manipulative and Deceitful

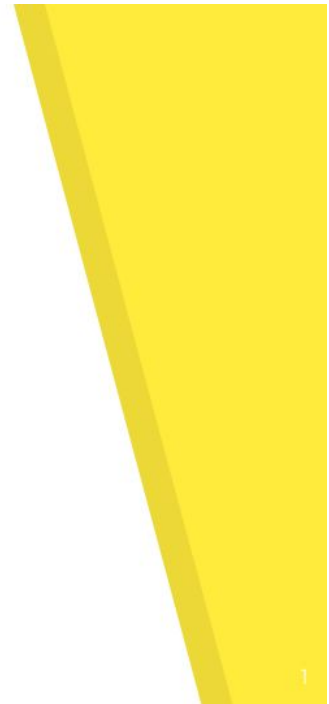
PoorEXcuses.com

Appendix O

Capstone Presentation

Increasing
Awareness of
Romantic
Behaviors in
Former Foster
Youth

Kimberly Beardshear



Needs

Foster youth may struggle with learning relationship behaviors from

- unreliable sources
- improper role models
- leads to poor self esteem

2

Erikson's Theory of Intimacy vs. Isolation

- Share themselves more and form intimate and loving relationships with other people.
Vs.
- Avoid intimacy, fearing commitment and have poor relationships skills that can lead to isolation and loneliness.

3

One day presentation with activities

- 2-hour presentation on relationship skills.
- 9 students in the Guardian Scholars program at Hartnell College in Salinas.
- Participants were 18 to 24 years old (average age 21).
- 4 were currently in a romantic relationship ranging from 8 months to 2 years .

4

One day presentation with activities

My presentation included ice breaker questions in the beginning and watching videos with follow up questions and discussions. We also played interactive games like the “How would you respond” scenario game, and ended the presentation with the exit survey.

5

My 3 learning outcomes

By the end of my project, the participants will...

- describe two unhealthy relationship behaviors.
- identify an unhealthy relationship behavior being used during a role playing scenario, and then use a healthy behavior in its place.
- communicate two new healthy relationship behaviors that they personally intend to use in a friendship or relationship.

6

Results

Learning outcome 1- **was met**-Unhealthy behaviors learned today

Participants	Unhealthy Behavior #1	Unhealthy Behavior #2	Accurate to Content
Participant 1	Controlling	Phone searching	Yes
Participant 2	Disrespectful	Put downs	Yes
Participant 3	Never be with a controlling person	Contempt	Yes
Participant 4	Control	Dishonesty	Yes

8

Learning outcome 1- **was met**- Unhealthy behaviors learned today

Participant 5	Isolation	Criticism	Yes
Participant 6	Stonewalling	7 things from your partner, leave them	Yes
Participant 7	Blindly supportive	Manipulative & deceitful	Yes
Participant 8	Toxic relationships	Neglecting relationships	Yes
Participant 9	Toxic relationships	Neglecting relationships	Yes

9

Learning outcome 2

A role playing scenario

Your boyfriend got mad because you made a mistake at Taco bell and ordered the wrong burrito. You feel scared by his anger and aggressive talk, what should you do?

10

A role playing scenario

Learning outcome 2- **was not met**

This learning outcome was not met due to the participants not responding to the scenarios from either being too shy to answer, they did not know the answer, or they were tired and ready for presentation to be over. Two of the six scenarios were answered correctly.

11

Learning outcome 3- **was met**
 Healthy behavior intended to use
 in a friendship or relationship

Participant	Healthy Behavior #1	Healthy Behavior #2	Accurate to Content
Participant 1	Good friendship	Listen to your friends when you need help	Yes & No
Participant 2	Good friendship	Listen to your friends when you need help	Yes & no
Participant 3	Thinking about the other person	Taking them out to eat	Yes
Participant 4	Respect	Boundaries	Yes

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Learning outcome 3- **was met**
 Healthy behavior intended to use
 in a friendship or relationship

Participant 5	Build a culture of appreciation	Take responsibility	Yes
Participant 6	Respect	Honesty	Yes
Participant 7	Trust	Communication	Yes
Participant 8	Loyalty	Honesty	Yes
Participant 9	Supportive	Behind you	Yes

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Did it work? What to do differently

- My project was successful in teaching the participants about healthy relationship behaviors and to be aware of unhealthy relationship behaviors.
- My project had its limitations such as a small sample size along with two students arrived late.
- Two sessions for one hour each would work better, a two hour presentation felt too long.
- This project could be taught as an ongoing class or a class for dating couples.

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Thank You

Questions?

**Increasing
Awareness of
Romantic
Behaviors in
Former Foster
Youth**

**By
Kimberly
Beardshear**