

## Dating Violence: Compliance and Compassion

Promoting Gender Respect  
On Your Campus

### Introduction

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- ### Training Overview
- What's really going on?
  - What can we look for?
    - Common clues
    - Technology
    - Risk factors
  - What is the law?
  - What can we do?
    - Your role on campus
    - Resources

## What is Really Going on?

### Disrespect and Mistreatment *A Common Thread*

Elementary School  
*Bullying*

Middle School  
*Sexual Harassment*

High School  
*Dating Violence and Sexual Assault*

**Nearly one-half of adult sex offenders report committing their first sexual offenses prior to the age of 18.<sup>1</sup>**

## What is Dating Violence?

Dating Violence Defined<sup>2</sup>  
 The intentional use of physical, sexual, verbal, or emotional abuse by a person to *harm, threaten, intimidate* or *control* another person in a dating relationship

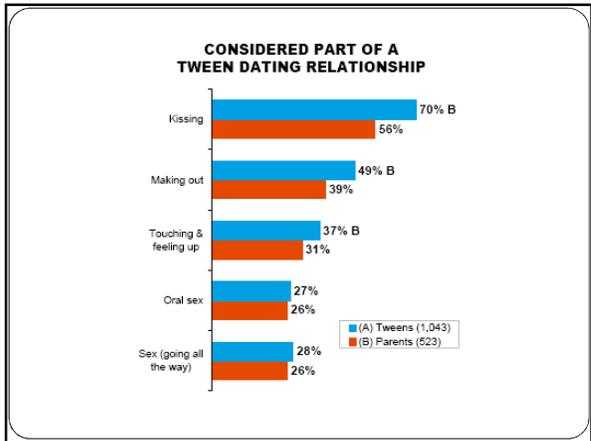
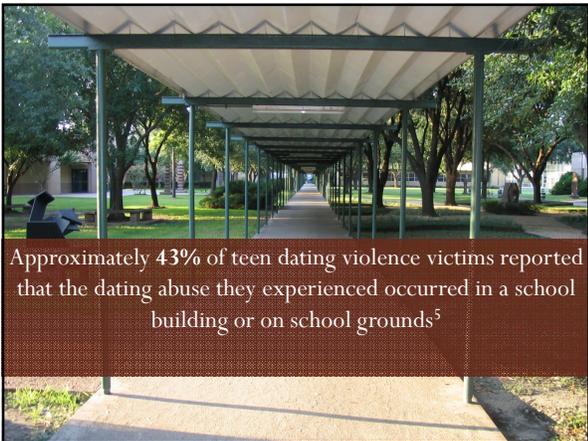
How big is this Issue?

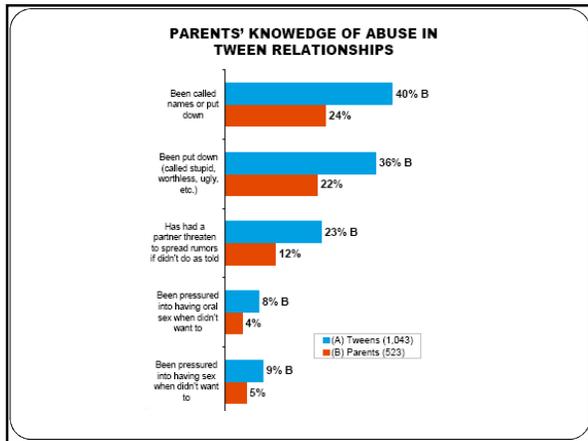
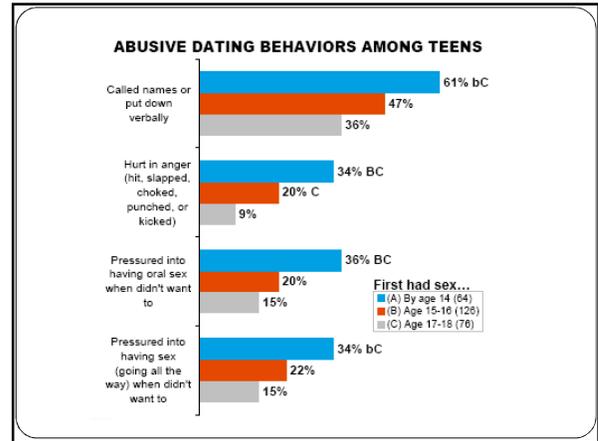
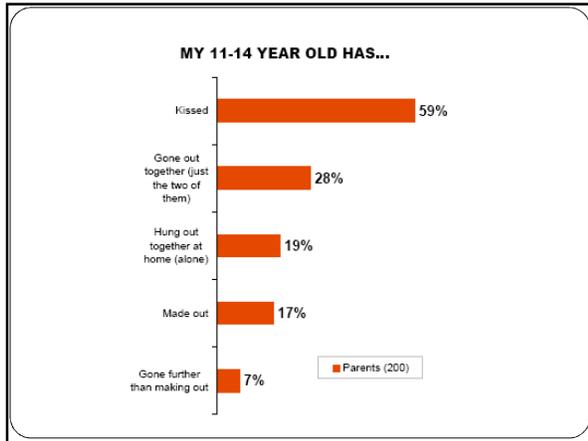
Teen Dating Violence Nationally

- 1 in 11 adolescents reports being a victim of physical dating abuse<sup>3</sup>

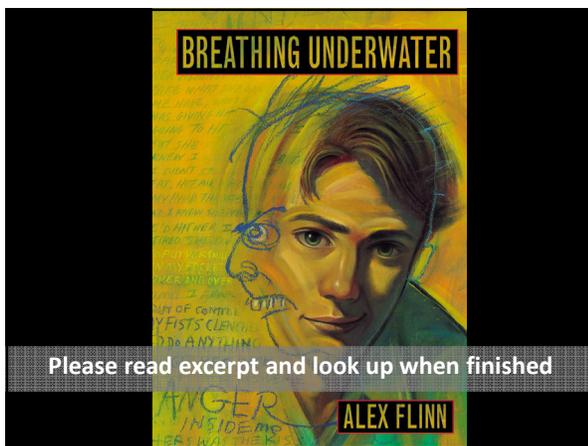
Teen Dating Violence in Texas

- 75% report having experienced dating violence or knowing someone who has<sup>4</sup>
- 1 in 2 Texas teens reported having experienced dating violence personally<sup>4</sup>



Recognizing abusive relationships



Breathing Underwater<sup>7</sup>

1. Cite two specific examples that the tension is building between Nick and Caitlin (before the physical violence occurs).
2. In the honeymoon phase after the abuse, what does Nick tell himself to try to shift the blame onto Caitlin?
3. After Nick is abusive to Caitlin, what does he do to try to convince her to stay with him?

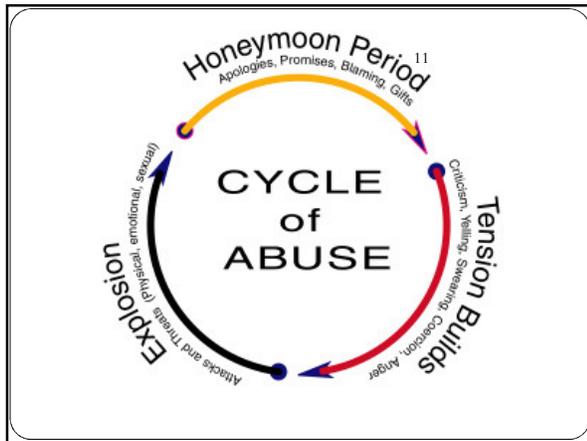
### Common Clues<sup>8</sup>

- Physical injury
- **Truancy, skipping classes**
- Changes in mood or personality
- Indecision
- **Failing grades**
- Use of drugs/alcohol
- Pregnancy
- Emotional outburst
- **Isolation**



### Why don't they just leave?<sup>9,10</sup>

- Begins with a gradual wearing down of victims self-esteem
- Fear retaliation
- Are isolated from their friends and family
- Believe that this person loves them
- Hope the relationship will improve



### “Risk Factors” for Dating Violence<sup>12</sup>

“attributes or characteristics that are associated with an increased probability of [its] reception and/or expression”

### “Risk Factors” for Dating Violence<sup>12</sup>

- Prior Experiences/Exposure to Prior Violence
- Attitudes Regarding Violence (expect positive results)
- Peer Influence
- Personality or Interpersonal Variables (low self-esteem, depression)
- Other Problem Behaviors

Health Effects

### How does dating abuse affect pregnancy?

- **Abuse increases risk for pregnancy**
  - As many as 2/3 of pregnant adolescents were sexually or physically abused (Leiderman & Cair, 2001).
- **Nearly half of adolescent mothers are abused**
  - 25-50% experience Intimate Partner Violence before, during or just after pregnancy
- **Abuse increases unintended pregnancy**
  - 40% of pregnant women exposed to IPV (8% of non-abused women) (Hathaway et. al., 2000)

### How does dating abuse affect pregnancy? (cont.)

- **Abuse increases risk for complications**
  - pre-term delivery, low birth weight and neonatal intensive care (Silverman, et. Al., 2006)
  - higher incidences of miscarriage (Jacoby et. al., 1999).
- **Abuse is correlated with rapid repeat pregnancy**
- **Abused women have delayed access to prenatal care**

(Parker et. al., 1993).

### Other Health Concerns

- Conditions requiring medical attention:
  - arthritis
  - chronic neck or back pain
  - migraine and other frequent headaches
  - sexually transmitted infections
  - chronic pelvic pain
  - peptic ulcers
  - spastic colon & frequent indigestion, diarrhea or constipation

### Other Health Concerns (cont.)

- Poor adherence with treatment recommendations for people with chronic conditions such as asthma, HIV/AIDS, seizure, diabetes and hypertension
- Decreased preventive health care
- Short and long-term mental health consequences

(Family Violence Prevention Fund, Consensus Recommendations for Child and Adolescent Health, 2004)

## Teen Dating Violence

Texas Education Code  
37.0831

### Each school district's dating violence policy must<sup>2</sup>

- include a definition of dating violence
- address safety planning
- include enforcement of protective orders
- include school-based alternatives to protective orders
- address training for teachers and administrators
- address counseling for affected students
- include awareness education for students and parents.

## Compliance

### Dating Violence Defined

The intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship

## Compliance<sup>13</sup>

### 1) Address Safety Planning

- A Safety Plan is a tool used to assess risk and identify actions to increase safety for victims
- Includes important telephone numbers including law enforcement, helpline, community organizations, etc.
- Identifies supportive peers and adults at home and school
- Outlines specific strategies for avoiding the abuser, and getting help when needed

## Compliance<sup>13</sup>

### 2) Enforcement of Protective Orders

- Obtain copy of protective order
- Communicate information to appropriate school staff to ensure enforcement of order at school
- Meet separately with victim and offender to obtain agreement on terms of protective order and how it will be enforced on campus
- Make changes as needed to schedules, classes, lunch times, etc.
- Identify supportive adults on campus for both students

Contact the Texas Advocacy Project's Teen Justice Initiative for questions about Protective Orders and Youth

[www.texasadvocacyproject.org](http://www.texasadvocacyproject.org)

## Compliance<sup>13</sup>

### 3) School based alternatives to protective orders

- Develop a system for students to report incidents and threats to administration (Complaint forms or Incident Reports)
- Develop an investigation protocol or checklist for administrators.
- Develop a school-based stay away agreement to require offenders to avoid victims or be subject to additional consequences.

## Compliance<sup>13</sup>

### 4) Training for Teachers and Administrators

- Train school staff on teen dating violence and the new policy.
- Invite local guest speaker from a domestic violence or sexual assault agency.
- Utilize resources from the online toolkit including Choose Respect video for adult audiences.
- Present materials such as Risk Assessment and Safety Plan, Complaint Form, Investigation Protocol and School-based Stay Away Agreement.

## Compliance<sup>13</sup>

### 5) Counseling for affected students

- Provide school counselors with training, resources, and teen dating violence prevention materials.
- Let students know that they can talk to the counselors about dating and relationships.
- Utilize local resources such as domestic violence and sexual assault centers.

## Compliance<sup>13</sup>

### 6) Awareness education for students and parents

- Use free resources provided in online toolkit (posters, wallet cards, etc.)
- Collaborate with your local domestic violence or sexual assault center on available awareness and education programs.
- Integrate prevention materials into curriculum and school events (PTA).
- Develop youth leaders to become role models and peer educators.

## What can you do?

### Action Steps for Health Care Providers

1. Screening
2. Safety planning
3. Education for youth and families
4. Professional development
5. Collaboration

### Action Step #1: Screening

- Screen all adolescents whether or not warning signs are present.
- Why?
  - Identifies victims, so they can get help
  - Helps in identification and treatment
  - Allows students to talk about it
  - Conveys that abuse is a health issue, important to discuss in a health setting

### How to Screen

- Meet privately and apart from parent or partner.
- Ask questions in the student's primary language whenever possible.
- Don't ask a family member or acquaintance to translate.

### What are potential signs of dating abuse?

- Partner comes into the health room and controls interview
- Student returns repeatedly with vague complaints
- Student has unexplained injuries or injuries inconsistent with history
- Somatic complaints
- Delay between injury and seeking medical treatment

### Examples of Introductory Statements

- Many teens your age experience threats, name calling, uninvited touching, sex or violence so I ask all my teen patients about it. May I ask you a few questions?
- I don't know if this is a concern for you, but many teens I see are dealing with violence, so I've started asking questions about violence routinely.

**\*Explain confidentiality "The answers are confidential unless your health is in immediate danger."**

\*Introductions like these normalize the screening process. You are not singling one student out- you ask everybody these questions.

### Examples of Screening Questions

- Are you dating or going out with anyone?
- Have you ever felt controlled by someone you were dating?
- Have you ever felt afraid or threatened by someone you were dating?
- Have you ever been physically hurt or injured by someone you were dating?
- Have you ever felt pressured to do something sexual when you didn't want to?
- Is anybody in your life hurting you or someone you know?

### Statements to Support the Student

- I'm concerned for your safety.
- Would you like to talk about it?
- You are not alone.
- It's not your fault.
- I'm here for you if you need me.
- I am required by law to report this so we can help you stay safe.

### Scenarios for Role Play

- Julie, a 15 year old Hispanic female presenting with headache and muscle aches.
- Christina, a 17 year old white female who is 3 months pregnant and visits nurse frequently.
- Tara, a 13 year old African American female who presents with frequent injuries.
- Ben, a 14-year old Asian American male presenting with abdominal pain.

### Role Play Activity

1. How did it feel to ask the questions?
2. How did it feel to respond to the questions?
3. What concerns do you have about screening?

### Action Step #2: Safety Planning

- Help the student evaluate his or her level of risk for a violent situation.
- Discuss strategies for increasing safety at home and school.
- Identify help resources and assist student in accessing services.

### What factors increase risk for violence?

- Breaking up
- Partner has a history of violence
- Partner owns or has access to weapons
- Partner has made specific threats
- Partner abuses alcohol or drugs

### Encourage the student to...

- Talk to a parent, counselor, or trusted adult
- Be cautious when breaking up-don't do it in person as this can be a dangerous time
- Save written or recorded threats
- Trust your instincts, notice when you feel unsafe and leave the situation if possible
- Report abuse to school personnel and/or law enforcement
- Call a local or national helpline to talk to someone who understands
- Come back to talk with you again

### Action Step #3: Educate Youth, Families and School Personnel

- Start the dialogue about dating abuse and healthy relationships
- Display posters and help information
- Provide brochures, pocket cards, etc.
- Provide educational presentations

### Choose Respect Campaign

- Award-winning videos with discussion questions
- PSA's
- Posters
- Pocket guides
- Fact sheets
- Media access guide
- Parent information



CHOOSE RESPECT

### The Expect Respect Program

Available in 2008 at [www.austin-safeplace.org](http://www.austin-safeplace.org)

- Comprehensive manual includes:
  - Support group curriculum for at risk youth
  - Teen leadership training
  - School-wide prevention strategies



### Love is Not Abuse

- Goals
  - Increase understanding of dating violence
  - Challenge misconceptions that "support" dating violence
  - Increase help-seeking behavior among students in abusive relationships
- Target Audience
  - High School Students

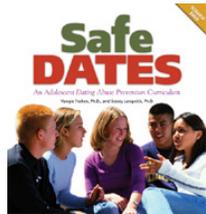


Using literature and poetry, this program is intended to be taught in either Health or English/ Language Arts classes

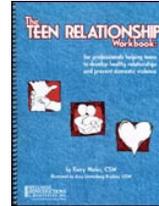
... from Love Is Not Abuse Website, [www.loveisnotabuse.com](http://www.loveisnotabuse.com)

## Safe Dates

- Nine-Session curriculum
- Includes cost-saving reproducible student handouts
- Addresses perpetrators of violence as well as victims



## Teen Relationship Workbook



- One-on-one
- Small Group
- Worksheets
- Exercises

### Action Step # 4: Professional Development

- Online training: Domestic Violence & Pregnancy: Effective Screening and Intervention. CNE's and CEU's. [www.SafePlace.org](http://www.SafePlace.org)
- National Conference on Health and Domestic Violence, October 8-10, 2009, New Orleans, Louisiana



### Action Step #5: Collaboration

- Collaborate with other providers:
  - Consult with other health care providers, teachers, school support services, principals, etc.
  - Contact community agencies for support and advice.
- Start Strong Austin: Building Healthy Teen Relationships- Robert Wood Johnson Foundation



## Local Agencies

- Domestic Violence Center
- Rape Crisis Center

## Maggie's Dating Violence Blog

- The intent of this blog is to support educators and administrators in Texas schools in their efforts to prevent dating violence and create safe, healthy schools.
- <http://txssc.blogspot.com/>

Hang Posters!

## Questions/Comments?

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## **Student Health Services Dating Abuse Screening and Response Protocol**

\*This protocol is a guide for identifying youth who are experiencing unhealthy or abusive relationships and for assisting them in increasing their personal safety. Sample statements and questions are provided.

### **Introductory Statement:**

- Many students your age are beginning to date and sometimes these relationships can be unhealthy or even abusive. So I have begun to ask all students about their relationships. May I ask you a few questions?

### **Confidentiality Statements:**

- The information you give me about yourself is confidential. That means that I will not share it or repeat what you say to others including other students, your parents, or other adults.
- There is some information that I cannot keep confidential. If you tell me that you or another minor has been physically or sexually abused, I am required by law to report that to authorities. I would let you know first so that we can work together to keep you and others safe.

### **Screening Questions:**

- Are you dating or going out with anyone?
- Have you ever felt controlled by someone you were dating?
- Have you ever felt afraid or threatened by someone you were dating?
- Have you ever been physically hurt or injured by someone you were dating?
- Have you ever felt pressured to do something sexual when you didn't want to?
- Is anybody in your life hurting you or someone you know?

### **If you suspect or are concerned that a student is involved in an unhealthy or abusive relationship:**

1. SHA's contact the campus nurse.
2. Use the screening tool, Are You In an Unhealthy Relationship?. Schedule another time to meet with the student if necessary.
3. Offer assistance in contacting help resources within and outside of school.
4. Discuss need to report to CPS if necessary and do so with student if possible.
5. Refer student to appropriate school personnel to assist student in completing an AISD Student Complaint Form if he or she wishes to do so. If the student is in imminent danger, also contact an administrator or an SRO immediately.

### **Closing Statement:**

- Healthy relationships make you feel good about yourself. Controlling, disrespectful, and abusive behaviors are bad for your health and should never be part of a dating relationship. If these things ever happen to you or someone you know you can always talk to me or another adult at school.

**Documentation:**

- Document in Student Health Information System (SHIS).
- Complete an online or verbal report to CPS as needed.

**Factors that Increase Risk for Violence:**

- One partner is considering ending or has recently ended the relationship
- Their partner has a history of violence or delinquency
- Their partner owns or have access to weapons
- Their partner has made threats to hurt themselves or others
- Their partner abuses alcohol or drugs

**Help Resources:**

- If the student is in immediate danger, call 911 or the School Resource Officer.
- Refer student to school counselor or administrator. In AISD students can request a Student Complaint Form, a Stay Away Agreement and a Request for Transfer.
- Refer student to an Expect Respect Group if one is available at your school-see CIS or your school counselor for more information or contact The Expect Respect Program at [www.SafePlace.org](http://www.SafePlace.org), or 267-SAFE.
- Help the student identify friends and adults to talk with about their situation.
- Encourage the student to keep a journal to track violent incidents. Record date, location, what happened, injuries and witnesses.
- For legal protection contact the Austin Police Department's Family Violence Protection Team at (512) 974-8535, <http://www.ci.austin.tx.us/police/afvpt.htm> or the Teen Justice Initiative at the Texas Advocacy Project (512) 225-9579, [www.myspace.com/teenjusticeinitiative](http://www.myspace.com/teenjusticeinitiative).
- Encourage students to call the National Teen Dating Abuse Helpline (866) 331-9474 or live chat at [www.loveisrespect.org](http://www.loveisrespect.org).
- Encourage students to visit [www.thatsnotcool.com](http://www.thatsnotcool.com) to help them draw their digital line against unwanted texting and other forms of digital abuse.

## Are You in an Unhealthy Relationship?

Read each statement and honestly mark how often the person does these things to you.

How often does this person:	Never	Rarely	Some-times	Fairly Often	Frequently
Put you down					
Call or text you repeatedly					
Hit you or throw things					
Threaten to “out” your sexual orientation to others					
Constantly follow you, or have others follow you					
Pressure you to have sex with him/her or others					
Refuse to use protection during sex or try to get you pregnant					
Push or shove you					
Ask you to exchange sex for food, money or other things you need					
Keep you from leaving					
Keep you from spending time with others					
Share private or embarrassing pictures or videos					
Threaten suicide					
Other					

### **You may be in danger of being physically hurt if...**

- You are considering ending or have recently ended your relationship
- Your partner has a history of violence or delinquency
- Your partner owns or has access to weapons
- Your partner has made threats to hurt you or others
- Your partner abuses alcohol or drugs

### **You can get help and support from...**

- If you are in immediate danger, call 911 or the School Resource Officer
- Ask to speak with a school counselor or administrator. You have a right to be safe at school, in the community and in your home.
- If the person is a student in AISD you can request a Student Complaint Form, a Stay Away Agreement and a Request for Transfer.
- Tell your friends and other adults about your situation so that they can help protect and support you.
- Use a journal to keep track of violent incidents. Record date, location, what happened, injuries and witnesses.
- To obtain legal protection contact the Austin Police Department's Family Violence Protection Team at (512) 974-8535, <http://www.ci.austin.tx.us/police/afvpt.htm> or the Teen Justice Initiative at the Texas Advocacy Project (512) 225-9579, [www.myspace.com/teenjusticeinitiative](http://www.myspace.com/teenjusticeinitiative).
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- Join an Expect Respect Group if one is available at your school-see CIS or your school counselor for more information or contact The Expect Respect Program at [www.SafePlace.org](http://www.SafePlace.org), or 267-SAFE.

# handout

## Breathing Underwater\* Excerpt

In the novel *Breathing Underwater*, Nick, the sixteen-year-old narrator, recounts his relationship with Caitlin (also called Cat), whom he abused physically, verbally, and emotionally for most of their relationship. In this scene, Caitlin and Nick, who have been dating for a few months, are in Nick's car, driving over a long two-lane bridge. Caitlin has just told Nick that she feels they need to talk about the way he treats her. Nick fears that she is going to tell him that she wants to end the relationship.

### Excerpt:

"I heard you. I'm deciding how to respond." She could not leave me. As I hit the word *respond*, I pulled to the left, veering into the southbound lane. Then, I floored it past three cars. A southbound Volvo station wagon slammed its brakes within yards of us. The driver was honking, yelling. I pulled back into the northbound lane and flipped him off. I looked at Caitlin. Her mouth hung in mid-scream. I laughed.

"Do you trust me, Cat?" She was silent. I leaned closer. "Did I ever tell you about my mother?" Caitlin recovered enough to shake her head no, and I said, "I was four, five, I'd lie awake nights, listening to her and my dad fighting, him hitting her." I looked at Caitlin. "You want to hear this?"

She nodded.

"I thought we'd pack up and leave someday, her and I. I lived for that day." On the wheel, my knuckles were white. "Then, one morning, I wake up, and she's gone, never came back. She ran from the monster and left me there with him."

Caitlin removed her sunglasses. "I'm sorry, Nick."

"So you talk about trust, it's pretty important. I mean, when the one person you trust just picks up and leaves..."

Caitlin's hand slipped across my shoulder. I tried to shrug her off, swerving left into traffic, then back. Terror filled Caitlin's eyes. Her nails ripped my flesh.

"Trust me, Cat?" She could not leave me. I swerved again. "Cause if you haven't figured it out, life doesn't mean much to me. Without you, it's worthless."

A flock of seagulls headed across my windshield. She could not leave me. I swerved again, this time counting three before I veered back. She could not leave me. Caitlin screamed at me to stop.

"What's the matter?" When she didn't answer, I swerved again. "Oh—this. Maybe you're right."

I straightened the wheel, looking beyond her to the orange and green water east of the bridge. Silence. I didn't swerve. Nothing. We were halfway across. Caitlin relaxed.

Suddenly, I said, "Think I could make a right here?" Right was into water. I made like I'd do it, crash through the guardrail, then down. Caitlin screamed. She grabbed for the wheel. I shoved her away so her fingers clawed the air. She tried again, gripping both my hands. The car swerved left into the path of a Bronco towing a boat. I pulled it back. My mind knew what she was doing, but my eyes didn't.

I couldn't see her. She was shrieking. God, shut up! Her voice deafened me, and it was all around, in my ears, making me lose all control. She tried to grab the wheel. Blind and deaf, I drove, sun hot on my face. I had to get her off me. God, I just had to get her off me. Get her off me! Get off me! Get off!

Next thing I knew, I was driving on land. I couldn't tell you whether it was minutes or hours later. Caitlin hung across the seat, head cradled in her fingers. My hand throbbed, and I knew I'd hit her. I'd hit her. I was tired. She'd worn me out, but the anger inside me dissolved, replaced by that regret. But I'd had to stop her. She'd been irrational, overwrought, shouldn't have touched the wheel. She could have killed us. I looked at her. The seat was the length of a football field. Caitlin faced the window. She was so beautiful. Ahead was a red pickup with a Jesus fish. It was going at a good clip, but when we reached the next passing zone, I overtook it and a few other cars. Cat stiffened. I merged back into traffic and reached to stroke her hair.

She lifted her head, cautious as a runner stealing home, and stared.

"Are you all right, Caitlin?" I asked.

When she didn't answer, I repeated the question.

She shook her head. "You hit me."

I told her no. I hadn't. I mean, she was grabbing the wheel. We'd almost creamed the Bronco. I had to get her off me before we got killed.

"Because you were driving off the bridge," she said.

I laughed and said she knew me better. . . I'd never do it for real. Besides, we'd have crashed the guardrail, and I'd have gotten killed for wrecking the car.

"But you hit me, Nick." She leaned out the window toward the sideview mirror to see if her cheek was getting red.

And it was. I didn't expect it to be red, but it was—a little. I hadn't hit her hard, just enough to get her off me. I said, "Don't you know you shouldn't grab the wheel when someone's driving?"

"But I thought—"

She was pretty shaken. Mad maybe? I pulled her close. "Sorry I freaked you out, Kittykat. I forget you aren't used to guys. You don't know we play rough sometimes." She kept protesting, and I said, "You know what I was thinking? I wanted to buy you a ring. You know, like a symbol, since we're going together. What's your birthstone?"

Still, she stared like her life was flashing before her eyes. "You hit me, Nick."

I kissed her. She drew away, and I pulled her back. "Your birthday's in February, right? I'll ask the jeweler what the stone is."

I held her close until she stopped struggling. The sun was down, but it wasn't dark enough for a moon, and we crossed bridges connecting the islands, Big Pine Key, Plantation Key, Key Largo. Then we drove through mainland Miami a while. When we reached home, the sky above Rickenbacker Causeway was black, and Caitlin slept on my shoulder.