

Evidence-Based & Practice-Informed Prevention Approaches to Adolescent Dating Abuse, Sexual Assault, and Stalking

Introduction

As part of a multifaceted initiative, many schools implement an evidence-based curriculum in middle or high school. To date, community mobilization and implementation of evidence-based curricula has been shown to increase awareness and knowledge, but only minimal behavior changes, and behavior change that is achieved often diminishes after a brief time. Domestic violence, teen dating abuse, sexual assault, and stalking are complicated social issues that demand a complex, multifaceted solution. As a national movement, we still have much to learn on how to effectively change abusive behaviors to end violence in our schools and communities. What we do know is that a comprehensive solution is the most effective approach, and that curricula are only one part of the solution.

To that end, after an exhaustive review of the literature, the Center for Healthy Teen Relationships, a project of the Idaho Coalition Against Sexual & Domestic Violence, an Office of Violence Against Women Technical Assistance provider, created this resource to aid in the selection of a school or community-based approach to prevent, intervene, and respond to issues involving adolescent dating abuse, sexual assault, and stalking. The materials in this tool are categorized into integrated approaches, curricula, and service-based strategies. Every category includes information about each approach such as overviews, evidence of effectiveness, outcomes, implementation requirements and cost. In addition, materials selected for this tool had to include information solely focused on the prevention of dating abuse, sexual assault and stalking amongst adolescent populations. This particular tool only includes materials that are either currently, or have gone through a rigorous evaluation within the past six years (i.e., since 2006), and/or have been identified as an evidence-based program.

Categories

Multifaceted Approaches	The multifaceted approaches listed in this category include initiatives and components that focus on targeting all levels of the socio-ecological model. In order to reach all levels of the socio-ecological model, multifaceted approached programs tend to include evidence-based materials for students, parents, and educators, tools for local policy development and enhancement, and a wide array of social marketing/communication strategies.
Curricula (Healthy Relationship Education)	Materials in this category revolve around individual curriculums that include lesson plans on a wide variety of prevention, intervention, and response related information. This category includes curricula that are considered evidence-based, research-informed, and/or promising practices. The curricula in this category revolve around group education, including sessions involving educational endeavors, awareness, and discussion groups with adolescent populations. Methods of facilitation vary including either facilitators, trainers, and/or more participatory activities, such as role playing.
Community Mobilization (Engaging Youth)	This section involves materials that facilitate community mobilization. Community mobilization engages all sectors of the population in a community-wide effort to address domestic violence, adolescent dating abuse, sexual assault, and stalking. It brings together selected individuals that have an influence over the opinions, attitudes, beliefs, and behaviors of their peers. Community mobilization empowers individuals and groups to take some kind of action to facilitate change. Part of the process includes mobilizing necessary resources, disseminating information, generating support, and fostering cooperation across public and private sectors in the community.

Definitions

- **Evidence-based programs:** Includes materials, initiatives, and/or approaches that have either gone through a rigorous formal evaluation, shown a record of positive outcomes, considered research-informed, or have been identified by the Substance Abuse and Mental Health Administration (SAMHSA) as an “evidence-based program”. In order to achieve similar outcomes to past evaluations, implementations should maintain fidelity and mirror previous methodologies of data collection.
- **Promising Practices:** Included materials, initiatives, and/or approaches that are currently undergoing a formal evaluation or were created based on well-known theories of change. Promising practices can also include materials that have been identified by the Center for Disease Control (CDC) as a “promising practice”.

Additional Conceptualizations

Levels of Prevention:

- **Primary Prevention:** Activities of a program that focuses on eluding stalking, sexual assault, and abuse in a dating relationship *before* the first instance occurs. Primary prevention usually targets the entire population within a school or community consortium. Objectives of primary prevention programs may involve increasing protective factors and the reduction of risk factors towards those individuals most likely to later become involved in abusive relationships, sexual assault or stalking.
- **Secondary Prevention:** Initiatives that are designed to address violence that is already occurring in a relationship. Secondary prevention programs generally target at-risk individuals who have exhibited abusive behaviors or possess certain risk factors that are associated with domestic violence, dating abuse, sexual assault, and/or stalking.
- **Tertiary Prevention:** Interventions involving direct services to individuals who have already, or are currently, experienced domestic violence, dating abuse, sexual assault, and/or stalking. Tertiary prevention programs attempt to minimize relationship abuse, sexual assault, and stalking once it has already occurred.

Audience to be impacted by Efforts:

- **Universal Approach:** Addresses the entire population with messages and programs aimed at prevention or delaying problem behaviors.
- **Targeted Approaches:** Selecting subsets of the total population that are assessed as at risk for problem behaviors by virtue of their membership in a particular population segment. In addition, these initiatives provide resources for specified populations that may warrant unique or tailored approaches.
- **Indicated Approaches:** Identify individuals who are exhibiting early signs of problem behavior(s) and target them with special programs to prevent future exposure to violence or abuse in middle and high school.

Evaluation Terms:

- **Program Evaluation:** The uses of systematic research procedures to collect, analyze, and use information to determine the effectiveness of a particular program.
- **Outcome Evaluation:** Outcomes are specific attitudes, knowledge, behaviors, or skills of the target population in which the program aims to have a positive influence. An outcome evaluation investigates whether these changes occur in the participating target population and if these changes are associated with a program or an activity. Such evaluations examine whether, to what extent, and in what direction outcomes change for those in the program.
- **Process Evaluation:** An evaluation that determines whether a program or curriculum was implemented with design. Process evaluations answer questions such as what was done, when, by whom, and to whom. Process evaluations are important in that they provide information that can be used to enhance the quality of the program by ensuring the total quality of the program is being captured in its implementation.
- **Rigorous Evaluation:** A process and outcome evaluation consisting of quantitative, pre- and post-testing, control group or regression (time-series data) analysis, analysis of statistical significance, adequate sample size, and /or systematic qualitative data with clear analytical discussion and indications of validity.

Additional Note:

Although some of the programs are still in the midst of ongoing evaluations, emerging research suggest the use of curriculums grounded in social and emotional learning as a supplemental materials to effective behavioral change. Social and emotional learning curriculums engage students with skills revolving around recognizing and managing emotions, developing empathy, establishing positive relationships, making responsible decisions and handling challenging situations constructively and ethically.

Multi-Faceted Approaches Middle School

Dating Matters: Strategies to Promote Healthy Teen Relationships

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives Dating Matters employs a comprehensive public health approach to teen dating abuse prevention at each level of the social ecology.</p> <p>Individual/Relationship/Organization</p> <ul style="list-style-type: none"> 6th grade and 7th grade students are exposed to a researched informed curriculum created by the CDC. 8th grade students participate in Safe Dates, an evidence-based classroom curriculum focusing on preventing psychological, physical, and sexual violence among adolescent populations. 6th and 7th grade parents participate in <i>Parents Matter!</i> – a curriculum that promotes effective parent-child communication on healthy relationship and sexual development topics. 8th grade parents participate in <i>Families for Safe Dates</i> – an evidence-based curriculum that focuses on parent-child interactions and fosters discussion of teen dating abuse. Educators participate in a free, online training regarding risk and protective factors for teen dating abuse and their role in promoting healthy relationships. <p>Relationship/Organization/Neighborhood</p> <ul style="list-style-type: none"> Community-wide communications campaign including social media, Short Message Service (SMS), and a brand ambassador program. Policy package on how to best inform teen dating abuse prevention policies. 	<p>Target Audience</p> <ul style="list-style-type: none"> Middle school (ages 11-14) <p>Sessions</p> <ul style="list-style-type: none"> 23 total for students <ul style="list-style-type: none"> (across 6th, 7th, and 8th grade) 12 total for parents <ul style="list-style-type: none"> (across 6th, 7th, and 8th grade) 50 min each Presented to mixed gender audiences <p>Classroom Integration</p> <ul style="list-style-type: none"> During school <p>Measureable Component</p> <ul style="list-style-type: none"> Undetermined <p>Training</p> <ul style="list-style-type: none"> Undetermined <p>Approach</p> <ul style="list-style-type: none"> Universal 	<p>Currently undergoing a rigorous evaluation by the CDC.</p> <ul style="list-style-type: none"> Evaluation from 2011 – 2015 	<p>Strengths Incorporates an evidence-based curriculum</p> <p>Barriers Limitations with empirical research evaluations. Only the educator training and Safe Dates program are available. Evaluations on other program components will not be available until 2015.</p>	<p>Depending on the results of the evaluation, the large majority of the materials will be offered free of charge.</p> <p>Safe Dates will cost \$225.00. The curriculum includes:</p> <ul style="list-style-type: none"> Updated statistics and facts Information on dating abuse through technology All handouts and parent resources on CD-ROM New Families for Safe Dates program to get families talking about healthy dating relationships and dating abuse <p>Safe Dates Materials:</p> <p>http://www.hazelden.org/web/public/safedates.page</p> <p>Dating Matters Materials:</p> <p>http://www.cdc.gov/violenceprevention/datingmatters/index.html</p>

Shifting Boundaries

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Reduce dating violence and sexual harassment among adolescent populations • Increase knowledge and awareness of dating violence and sexual harassment through a school wide social marketing campaign • Identify “hot spots” within the school and increase staff supervision within the identified areas 	<p>Target Audience:</p> <ul style="list-style-type: none"> • Middle School <p>Sessions</p> <ul style="list-style-type: none"> • 6 total • 45 minutes each • Presented to mixed gender audiences <p>Classroom Integration:</p> <ul style="list-style-type: none"> • Flexible lessons to be implemented in a health class <p>Measureable Component:</p> <ul style="list-style-type: none"> • Undetermined <p>Training</p> <ul style="list-style-type: none"> • Each component of the curriculum includes user-friendly instructions and directions <p>Approach</p> <ul style="list-style-type: none"> • Universal 	<p>Taylor et al., 2011 conducted a two year, mixed-methodological rigorous evaluation of shifting boundaries. Findings from the evaluations evaluation demonstrated:</p> <ul style="list-style-type: none"> • Increased knowledge and awareness of sexual abuse and harassment • Increased prosocial attitudes and a negative view of dating violence and sexual harassment • Promoted nonviolent behavioral intentions in bystanders • Reduction of sexual harassment (victimization and perpetration by 26-34% six months post follow-up • Reduced victimization and perpetration of physical and sexual dating violence by about 50% up to six months after the intervention. • 32-47% lower peer sexual violence victimization and perpetration up to six months after the intervention. 	<p>Strengths: Curricula is flexible and can be implemented over 6 to 10 weeks.</p> <p>Barriers:</p> <ul style="list-style-type: none"> • Evaluation was conducted within middle schools in large urban areas in one state only. • Results of rigorous evaluation may not be generalizable to rural or suburban areas. • There is no faculty and staff training component 	<p>There is no cost to the curriculum. For more information, contact:</p> <p>Bruce Taylor</p> <p>Email: taylor-bruce@norc.org</p> <p>Telephone 301.634.9512</p> <p style="text-align: center;">Or</p> <p>Nan D. Stein</p> <p>Email: nstein@wellesley.edu</p> <p>Telephone: 781.283.2502</p>

Multi-Faceted Approaches

Middle & High School

The Green Dot Strategy

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Targets all members of the community as potential bystanders through peer and cultural influences across the socio-ecological model. • Engages bystanders through awareness, education, and skills-practice with pro-active and safe reactive bystander interventions. • Utilizes influential members of the community; engages and educates influential members by equipping them with tools and skills to establish new norms within their sphere of influence. • Engages influential members of the community to facilitate in a social movement that harnesses the power of peer influence and individual bystander choices to create lasting culture change, resulting in a reduction of power-based personal violence. • Utilizes a social marketing campaign to facilitate the social movement. 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle school, high school & college <p>Sessions</p> <ul style="list-style-type: none"> • Overview speeches <ul style="list-style-type: none"> - Numbers may vary - 15 – 50 minutes each • 1 bystander training <ul style="list-style-type: none"> - 8 hours • Presented to mixed gender audiences <p>Classroom Integration</p> <ul style="list-style-type: none"> • Adaptable <p>Measureable Component</p> <ul style="list-style-type: none"> • Undetermined <p>Training</p> <ul style="list-style-type: none"> • The Green Dot overview speeches and trainings can only be carried out by certified trainers. Implementers should become certified by attending a four-day train the trainer. <p>Approach</p> <ul style="list-style-type: none"> • Universal 	<p>High school strategy currently undergoing a rigorous evaluation by the CDC.</p> <ul style="list-style-type: none"> • Evaluation from 2011 – 2014 <p>Other Evidence:</p> <ul style="list-style-type: none"> • Implemented in over 60 colleges nationwide • Implemented in over 26 high schools throughout Kentucky • Coker et al., 2011 found that the trained students had significantly lower rape/myth acceptance scores. Trained students also reported engaging in more bystander behaviors when compared with non-trained students. 	<p>Strengths</p> <p>When fully implemented using all components, a multifaceted adolescent dating abuse program can be achieved. Strategy includes skill building components where students can test out selected bystander approaches and provide and receive feedback.</p> <p>Barriers</p> <ul style="list-style-type: none"> • Planning intensive. • Evaluation occurring within Kentucky schools only (limits external validity) 	<p>The cost varies based on a multitude of factors. For pricing information, contact Jennifer Sayre at:</p> <p>E-mail: sayre@livethegreendot.com</p> <p>Telephone: 540.319.0913</p>

Respect WORKS!

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <p>Addresses adolescent dating abuse and incorporates four components:</p> <ul style="list-style-type: none"> • <i>Safe Dates</i> - an evidence-based curriculum <ul style="list-style-type: none"> ○ Raise student awareness of what constitutes healthy and abusive dating relationships. ○ Raise student awareness of dating abuse and its causes and consequences. ○ Equip students with the skills and resources to help themselves or friends in abusive dating relationships. ○ Equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution. • <i>Break the Cycle's School Policy Kit</i> <ul style="list-style-type: none"> ○ Prepares schools to meet standards of school safety and legal liability. • <i>Ending Violence (interactive DVD –based curriculum)</i> <ul style="list-style-type: none"> ○ Participants understand legal rights and responsibilities ○ Creates a framework for building healthy relationships in the future. • <i>Speak.Act.Change Youth Advocacy Kit</i> <ul style="list-style-type: none"> ○ Develop the next generation of anti-violence advocates. ○ Learn about leadership and other positive youth development skills. 	<p>Target Audience:</p> <ul style="list-style-type: none"> • Middle & high school <p>Sessions</p> <p><i>Safe Dates</i></p> <ul style="list-style-type: none"> • 9 sessions <ul style="list-style-type: none"> -50 min each -Play -Parental components <p><i>Ending Violence</i></p> <ul style="list-style-type: none"> • 3 sessions <ul style="list-style-type: none"> -45 – 60 minutes each <p>Classroom Integration</p> <ul style="list-style-type: none"> • Adaptable <p>Measureable Component</p> <ul style="list-style-type: none"> • Undetermined <p>Training</p> <ul style="list-style-type: none"> • Each component included user-friendly instructions and directions <p>Approach</p> <ul style="list-style-type: none"> • Universal 	<p>The entire approach has not been evaluated. <i>Safe Dates</i> (2005) and <i>Ending Violence</i> (2006) have both endured a rigorous evaluation.</p> <p><i>Safe Dates:</i></p> <ul style="list-style-type: none"> • Decreased physical, sexual, and serious physical violence perpetration • Decrease sexual violence and dating abuse <p><i>Ending Violence</i></p> <ul style="list-style-type: none"> • Increase in knowledge of laws related to dating abuse – retained up to 6 months later • Increased knowledge about attorneys, proclivity to seek legal assistance, and perceived helpfulness of the professionals 	<p>Strengths</p> <p>Multifaceted approach aimed at raising awareness, changing attitudes and behaviors, and providing adolescents with tools and skills to promote healthy relationships. User friendly materials.</p> <p>Barriers</p> <p><i>Safe Dates</i></p> <ul style="list-style-type: none"> • Evaluation was conducted in rural areas in one state only in 2005 <p><i>School Policy Kit</i></p> <ul style="list-style-type: none"> • No evaluation has been conducted • Initiatives more response than prevention based <p><i>Speak.Act.Change</i></p> <ul style="list-style-type: none"> • No outcome data <p><i>Ending Violence</i></p> <ul style="list-style-type: none"> • Did not change behaviors • No change in male perpetrated violence • Sample included Latino youth only 	<p>\$340.00 for the complete Respect WORKS! model. Includes: <i>Safe Dates</i>, <i>School Policy Kit</i>, <i>Ending Violence</i>, and <i>Speak.Act.Change</i>. Refer to website for supplemental materials</p> <p>Available at: Break the Cycle http://www.respect-works.com/respect-works</p> <p>E-mail: info@breakthecycle.org.</p> <p>Telephone: 202.824.0707</p>

Expect Respect

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <p>Expect Respect is an ecologically informed school-based program aimed at preventing dating abuse and sexual violence in an effort to build healthy relationships among adolescents, develop youth leadership, and increase safety and respect on school campuses.</p> <ul style="list-style-type: none"> • Build skills for healthy relationships <ul style="list-style-type: none"> - Increase social support - Decrease victimization and perpetration • Mobilize teen leaders <ul style="list-style-type: none"> - Engage and empower youth as positive role models and peer educators - Increase active bystander behavior - Increase awareness through media and social marketing • Engage important adults in teens' lives <ul style="list-style-type: none"> - Educate school personnel, parents and other adults - Create positive in and afterschool environments - Engage local artists and arts organizations in community-wide events that inspire youth and adults - Model and teach healthy relationship skills 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle & high school - Grades 6 - 12 <p>Sessions <i>Support Group Curriculum</i></p> <ul style="list-style-type: none"> • 24 total • 50 – 60 minutes each • Presented to genders separately <p><i>Youth Leadership Curriculum</i></p> <ul style="list-style-type: none"> • 8 lessons <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health • English • Art • After school settings <p>Measureable Component</p> <ul style="list-style-type: none"> • Pre/Post Surveys <p>Training</p> <ul style="list-style-type: none"> • 12 hour training for implementers/ facilitators <p>Approach</p> <ul style="list-style-type: none"> • Universal (Youth Leadership Curriculum) • Indicated (Support Group Curriculum) 	<ul style="list-style-type: none"> • Ball et al., 2009 conducted a qualitative evaluation of the curriculum used in the support groups (Book I). Outcomes showed: <ul style="list-style-type: none"> - Increase in healthy conflict resolution skills - Increase in ability to identify abusive relationships - Reduced perpetration among high risk participants • Ball et al., 2012 conducted a quantitative evaluation of the curriculum used in the support groups (Book I). Outcomes showed: <ul style="list-style-type: none"> - Increase in healthy conflict resolution skills 	<p>Strengths User-friendly materials, comprehensive approach to adolescent dating abuse</p> <p>Barriers</p> <ul style="list-style-type: none"> • No rigorous evaluation • Evaluations of the curriculum only and not the full implementation of all three components together • No decrease in perpetration/ victimization across the full sample 	<p>\$160.00 for all four books (program overview, books I, II, and III) and a CD with program forms and handouts</p> <p>To discuss training options:</p> <p>Contact Barbara Ball</p> <p>E-mail: bball@SafePlace.org</p> <p>Telephone: 512.356.1623</p> <p>or</p> <p>Barri Rosenbluth</p> <p>E-mail: brosenbluth@SafePlace.org</p> <p>Telephone: 512.356.1628</p>

Curricula
Healthy Relationships Education
Middle School

Second Step: Student Success Through Prevention

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Overview</p> <p>A prevention program that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. This program focuses on teaching empathy and communication, emotion management and coping skills and effective decision making. These skills are essential to helping students stay engaged in school, make good choices and form healthy relationships. In addition, the second step program also provides students with the skills and tools needed to set goals and avoid peer pressure, substance abuse, bullying and cyber bullying.</p>	<p>Target Audience:</p> <ul style="list-style-type: none"> • Middle School <p>Sessions</p> <ul style="list-style-type: none"> • 13 – 15 total per grade • 25 - 45 minutes each • Presented to mixed gender audiences <p>Classroom Integration:</p> <ul style="list-style-type: none"> • Language arts, theatre, civics, science, math, health and life skills <p>Measureable Component:</p> <ul style="list-style-type: none"> • Formative and summative assessments <p>Training</p> <ul style="list-style-type: none"> • Free online training <p>Approach</p> <ul style="list-style-type: none"> • Universal 	<ul style="list-style-type: none"> • Designated as an evidence based program by the SAMHSA. Also selected for the National Registry of Evidence-based Programs and Practices (NREPP). • Grounded with researched based theories and findings focusing on identified risk and protective factors that work to diminish the likelihood of students' involvement in risky behavior • An estimated 32,000 schools across the United States have implemented Second Step since the program's inception in 1987. Since 2004, nearly 8 million students and 2 million adults have participated in the Second Step program (based on studies conducted with K – 5 students only). 	<p>Strengths:</p> <p>Second Step incorporates innovative and engaging activities that facilitate the development of important social and emotional skills. The curriculum is user friendly and can be easily incorporated into a wide variety of academic lessons. Provides family materials in both English and Spanish to send home to parents.</p> <p>Barriers:</p> <p>Although this program has been rigorously evaluated, the studies primarily focused on pre-elementary and elementary populations. Therefore, the findings are not commensurate to the desired outcomes of middle school students' development and implementation of social and emotional skills.</p>	<p>Program can be purchased in a complete kit (grades 6, 7, & 8) for \$919.00. The total program includes:</p> <ul style="list-style-type: none"> • Lessons plans • Grade-Level Lesson Companion DVD • Posters for each grade • Academic integration activities • Reproducible homework and Family Letters • Formative and summative assessments <p>Curricula can be purchased by each grade level as well for \$339.00 each.</p> <p>Website: http://www.cfchildren.org/second-step.aspx</p> <p>Telephone 206.343.1223</p>

Curricula
Healthy Relationships Education
Middle & High School

The Fourth “R”

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives (Overall for 7th-12th)</p> <ul style="list-style-type: none"> • Personal safety and injury prevention <ul style="list-style-type: none"> - Demonstrate active listening skills when managing conflict - Describe specific types of physical and non-physical abuse - Describe solutions and strategies to address abuse and violence in the lives of young people • Healthy growth and sexuality <ul style="list-style-type: none"> - Demonstrate understanding of pressure on teens to be sexually active - Demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living • Substance use and abuse <ul style="list-style-type: none"> - Demonstrate and use both decision-making and assertive skills with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs - Produce sequential action plans to achieve personal goals 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle and high school students (grades 7-12, program <i>topics</i> vary based on grade level) <p>Sessions</p> <ul style="list-style-type: none"> • 21 total • 75 minutes each • Presented to mixed gender audiences <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health, P.E., English & after school programs <p>Measureable Component</p> <ul style="list-style-type: none"> • None <p>Training</p> <ul style="list-style-type: none"> • Facilitators need to go through one 8-hour training by a Master trainer <p>Target Approach</p> <ul style="list-style-type: none"> • Universal 	<p>Evidence-based practice. This program endured a rigorous evaluation by Crooks et al., 2011 & Wolfe et al., 2009.</p> <ul style="list-style-type: none"> • Implemented in over 1,200 schools since 2004 • Reduction in dating violence 2.5 years after participating in program • Increased condom use of sexually active males • Increase in knowledge and awareness of dating violence, substance use, & sexual health • Increase in communication skills 	<p>Strengths</p> <p>Includes examples of everyday teen conflicts that occur both in and out of dating relationships. Gender inclusive and culturally competent. Teacher friendly (scripted, clear scope and sequence of lessons, offers suggestions for adaptations for students with diverse needs).</p> <p>Barriers</p> <p>Limitations with empirical research evaluations:</p> <ul style="list-style-type: none"> • Class room sessions were not observed by an independent rater <ul style="list-style-type: none"> - Could have had an effect on fidelity • Students in Wolfe et al., 2009 were predominantly white. • Rigorous evaluation was conducted with Canadian students only <ul style="list-style-type: none"> - Not generalizable to U.S cultures and values 	<p>\$175.00 – \$695.00: Grade 9 & 10 health education curriculum with learning goals, activities and procedures and knowledge quizzes</p> <p>\$175.00 includes:</p> <ul style="list-style-type: none"> - Teacher Binders <ul style="list-style-type: none"> • 3 binders • 3 units <p>\$295.00 includes:</p> <ul style="list-style-type: none"> - Curriculum Kit <ul style="list-style-type: none"> • Binders • 5 copies of laminated resources • 1 CD Rom <p>\$695.00 includes:</p> <ul style="list-style-type: none"> - Comprehensive kit <ul style="list-style-type: none"> • binders • 5 copies of laminated resources • 1 CD Rom • 6 DVD resources <p>Contact Information: Youthrelationships.org</p> <p>thefourthr@uwo.ca</p> <p style="text-align: right;">519.858.5154</p>

Safe Dates

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Raise student awareness of what constitutes healthy and abusive dating relationships. • Raise student awareness of dating abuse and its causes and consequences. • Equip students with the skills and resources to help themselves or friends in abusive dating relationships. • Equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution. 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle and high school students (grade 7-12) <p>Sessions</p> <ul style="list-style-type: none"> • 9 total • 50 Minutes • Presented to mixed gender audiences <p>Classroom Integration</p> <ul style="list-style-type: none"> • Health, P.E., English & after school programs <p>Measureable Component</p> <ul style="list-style-type: none"> • Fidelity checklist <p>Training</p> <ul style="list-style-type: none"> • 8 hours of training <ul style="list-style-type: none"> - Recommended, not required <p>Approach</p> <ul style="list-style-type: none"> • Universal 	<p>Designated as a model program by the SAMHSA. Also selected for the National Registry of Evidence-based Programs and Practices (NREPP). Multiple evaluations and the parent component, Families for Safe Dates, is currently undergoing a rigorous evaluation (2011-2014) funded by the CDC.</p> <p>Outcomes from Foshee et al., 1998, 1999, 2001, 2004, & 2005 showed:</p> <ul style="list-style-type: none"> • Decreased physical and sexual violence perpetration • Decreased sexual and dating violence victimization • Stronger communication and anger management skills • Less gender stereotyping • Increased awareness of community resources 	<p>Strengths Strong outcomes when implemented with fidelity. Includes a fidelity checklist. Materials and user manual is user friendly.</p> <p>Barriers Limitations with empirical research evaluations.</p> <ul style="list-style-type: none"> • Last evaluation of curriculum only was in 2005 in rural areas and one state. • Results of rigorous evaluation may not be generalizable to urban or suburban areas. 	<p>\$225.00 includes instructor's manual and CD with program forms, handouts and parent resources.</p> <p>Available from Hazelden Publishing: www.hazelden.org</p> <p>Telephone:</p> <p>800.328.9000</p> <p>or</p> <p>651.213.4200</p>

Coaching Boys Into Men

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Build skills through social norm change theory to increase bystander behavior related to domestic violence prevention 	<p>Target Audience:</p> <ul style="list-style-type: none"> • High school <p>Sessions</p> <ul style="list-style-type: none"> • 12 total • 10-15 minutes each • Male students only <p>Classroom Integration:</p> <ul style="list-style-type: none"> • Short lessons before practice to be done in the gym, classroom, or designated area <p>Measureable Component:</p> <ul style="list-style-type: none"> • Pre and post-test for both coaches and players <p>Training</p> <ul style="list-style-type: none"> • 90 minute coaches <p>Approach</p> <ul style="list-style-type: none"> • Targeted 	<p>Miller et al. 2012 conducted a cluster-randomized control evaluation.</p> <ul style="list-style-type: none"> • Compared to control group, athletes reported increased intentions to intervene and more positive bystander behaviors • Increased bystander intervention behaviors than control subjects • Athletes who participated in the full implementation (coaches who completed at least 9 out of the 12 cards) reported increased intentions to intervene, recognition of abusive behaviors, and positive bystander interventions 	<p>Strengths:</p> <p>User friendly and self-taught materials. Most materials are downloadable or can be ordered at a relatively low cost</p> <p>Barriers:</p> <p>The program content specifically focuses on adolescent male behaviors toward females, and does not address domestic violence among same-sex couples or sexual violence occurring outside of relationships. Miller et al. 2012 showed changes in gender-equitable attitudes, recognition of abusive behaviors, and DV perpetration were not significant. Results of Miller et al. 2012 may not be generalizable to schools that are private, and/or in rural or suburban areas</p>	<p>The cost may vary based on a multitude of factors. For pricing information, contact:</p> <p>http://www.coachescorner.org</p>

MOST Clubs by Men Can Stop Rape

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Raise adolescent male awareness of the importance of male involvement in rape prevention • Provide young men an opportunity to connect with male peers in a supportive and safe place • Expose young men to healthier, nonviolent models/visions of manhood • Increase young men's awareness that they can serve as allies to women and girls 	<p>Target Audience:</p> <ul style="list-style-type: none"> • Middle & High school <p>Sessions</p> <ul style="list-style-type: none"> • 22 total • 45 minutes each • Male students only <p>Classroom Integration:</p> <ul style="list-style-type: none"> • Short lessons before practice to be done in the gym, classroom, or designated area <p>Measureable Component:</p> <ul style="list-style-type: none"> • Pre and post-test outcome evaluations <p>Training</p> <ul style="list-style-type: none"> • Three day Train the Trainer <p>Approach</p> <ul style="list-style-type: none"> • Universal • Targeted 	<p>The CDC conducted a mixed-methodological, non-rigorous evaluation in 2004 and a quantitative pre-posttest evaluation in 2010.</p> <p>Findings from the 2004 evaluation demonstrated:</p> <ul style="list-style-type: none"> • Increased likelihood of intervening in a situation when a young women was inappropriately touched by her male peers • Increased likelihood of males intervening when they witnessed a young man who is popular in school can another young man negative names <p>Findings from the 2010 evaluation demonstrated:</p> <ul style="list-style-type: none"> • Decreased harassment and bullying behaviors • Increased knowledge and awareness regarding men's potential in reducing violence in their schools and communities • Disagreement with statements supporting the dominant story of masculinity and pro-harassment beliefs 	<p>Strengths:</p> <p>This program has been established as a Promising Practice by the CDC</p> <p>Barriers:</p> <p>Both evaluations contained small sample sizes which increases the likelihood of a type I error (saying that something is effective when it is not). MOST club members indicated in the 2010 evaluation that they were unlikely to intervene in a situation if their good friend was the perpetrator. In addition, this program depends upon trained facilitators. Facilitator training is costly for sponsoring organizations. Difficult to sustain without paid facilitators</p>	<p>The cost may vary based on a multitude of factors. For pricing information, contact</p> <p>Email:</p> <p>info@mencanstoprape.org</p> <p>Telephone:</p> <p>202.265.6530</p>

Community Mobilization Engaging Youth

Mentors in Violence Prevention (MVP)

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p>Program Objectives</p> <ul style="list-style-type: none"> • Increase knowledge and awareness levels of men’s verbal, emotional, physical, and sexual abuse of women. • Engage in critical thinking skills regarding mainstream messages about gender, sex, and violence. • Open dialogue by creating a safe environment for men and women to share their opinions and experiences. • Inspire leadership by empowering participants with concrete options to effect change in their respective communities. 	<p>Target Audience</p> <ul style="list-style-type: none"> • Middle school, high school & college <p>Sessions</p> <ul style="list-style-type: none"> • 12 – 14 hours of awareness raising trainings <p>Measureable Component Undetermined</p> <p>Training</p> <ul style="list-style-type: none"> • 2 to 3 day Train the Trainer Trainings <p>Approach</p> <ul style="list-style-type: none"> • Universal • Targeted 	<p>MVP has been independently evaluated on college campuses, and in adult professional and military settings showing statistically significant positive change in participant knowledge, attitudes, and behaviors. As of 2011, there has only been one evaluation of MVP at the high school level.</p> <p>Results of the high school evaluation indicated:</p> <ul style="list-style-type: none"> • Increased awareness and knowledge of gender violence • Increased willingness to intervene if aggressive behaviors were exhibited 	<p>Strengths Focuses on the use of peer-to-peer education, gender neutrality, and bystander interventions as a means to prevent violence</p> <p>Barriers</p> <ul style="list-style-type: none"> • Training is time intensive • Evaluation of MVP in the high school setting was not rigorous and occurred in one state 	<p>The cost may vary based on a multitude of factors. For more information about MVP, contact:</p> <p>Jeff O’Brien</p> <p>E-mail: jobrien@bus.ucf.edu</p> <p>Telephone: 617.283.6733</p>

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NOTE: This comprehensive tool has been adapted from the Ohio Domestic Violence Network's *Teen dating violence (TDV) awareness and prevention curriculum comparison (2010)*.



This project was supported by Grant No. 2011-TA-AX-K114 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.