



**Idaho Model Secondary School Policy  
Adolescent Relationship Abuse and  
Sexual Assault Prevention and Response**

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# Introduction

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The Center for Healthy Teen Relationships is an initiative of the Idaho Coalition Against Sexual & Domestic Violence, working to promote healthy relationships as a way to prevent abuse and sexual assault.

The Center for Healthy Teen Relationships evolved from our participation in the Start Strong: Building Healthy Teen Relationships national program of the Robert Wood Johnson Foundation in collaboration with Futures Without Violence, and provided the critical foundational work in Idaho for a school policy on the prevention of adolescent relationship abuse and promotion of healthy relationships.

Last year, the Idaho legislature passed a change to Idaho Code 33-1612, Thorough System of Public Schools; IDAPA 08.02.03.160, Safe Environment and Discipline; and Title IX of the Education Amendments of 1972, requiring secondary schools to have a policy on the prevention and response to adolescent relationship abuse and sexual assault.

The Center for Healthy Teen Relationships Leadership Committee has developed this model policy for secondary schools on the prevention and response to adolescent relationship abuse and sexual assault.

Our hope is that your school district will strongly consider implementing this model policy in our collective efforts to prevent and respond to relationship abuse and sexual assault. We are available to provide capacity building training or technical assistance to Superintendents or other administrators on the policy.

Thank you for recognizing that young people are the present and the future of our communities. For more information, go to [www.engagingvoices.org](http://www.engagingvoices.org).

Center for Health Teen Relationships Leadership Committee

Idaho Coalition Against Sexual & Domestic Violence

American Academy of Pediatrics Idaho Chapter

Boise State University Criminal Justice

Central District Health

Eastern Idaho Public Health

Idaho Department of Education

Idaho Dept. of Health & Welfare

Idaho Children's Trust Fund

Idaho School Counselor Association

North Central Health District

St. Luke's Children's Hospital

Southwest District Health

South Central Public Health District

Southeastern Idaho Public Health

Upstream Prevention Concepts



# Idaho Model Secondary School Policy

## Adolescent Relationship Abuse and Sexual Assault Prevention and Response

### GENERAL STATEMENT OF POLICY

In accordance with Idaho Code 33-1612, Thorough System of Public Schools; IDAPA 08.02.03.160, Safe Environment and Discipline; and Title IX of the Education Amendments of 1972 when applicable, the \_\_\_\_\_ School District (the “District”) promotes the comprehensive prevention of and effective and consistent response to incidents of relationship abuse and sexual assault. (Appendix A, Definitions)

The District will assist schools in implementing these guidelines as part of existing policies and other related efforts to address social and emotional health and well-being, bullying, cyber-bullying, harassment, sexual harassment, or other forms of violence among students. This policy is designed to ensure that every school:

1. Implements comprehensive prevention strategies regarding adolescent relationship abuse and sexual assault;
2. Responds effectively and consistently to incidents of unhealthy or abusive behaviors; and
3. Reports all instances of adolescent relationship abuse and sexual assault to school authorities.

Students and parents/caregivers will be informed of the District’s policy regarding adolescent relationship abuse and sexual assault and receive a copy of the policy.

Students will be encouraged to contact the principal or designee or other school personnel if they or another student has been abused or sexually assaulted. Students will also be encouraged to report to school authorities if they are aware that another student has committed relationship abuse or sexual assault.

### A. PREVENTION OF ADOLESCENT RELATIONSHIP ABUSE AND SEXUAL ASSAULT

Schools will engage in the following three steps in the development and implementation of comprehensive strategies for preventing adolescent relationship abuse and sexual assault:

#### Step One - Create a Collaborative

Schools will identify an existing collaborative or create a collaborative and engage students, school personnel and, if possible, parents/caregivers and community organizations from intersecting disciplines (domestic and sexual violence programs, health care providers, youth organizations, law enforcement, juvenile justice, and community and governmental intervention organizations) in the development and implementation of comprehensive strategies to address adolescent relationship abuse and sexual assault.

Schools will designate a specific staff member responsible for overseeing the collaborative and the meetings to build its capacity to develop comprehensive strategies for preventing relationship abuse and sexual assault among students.

#### Step Two – Build Capacity of Collaborative

The collaborative will work together to build their capacity to provide culturally relevant prevention activities, to integrate prevention efforts with emerging Social and Emotional Learning and Positive Behavior Interventions and Support initiatives, and to reduce the risk of relationship abuse and sexual violence by promoting a safe and supportive school environment.

The collaborative is encouraged to assess strengths and needs in creating a prevention plan and evaluate the impact of the strategies.

### **Step Three – Design and Implement Comprehensive Prevention Strategies**

Schools will design and are encouraged to build their capacity to implement comprehensive prevention strategies that engage students, parent/caregivers and school personnel over the next five years. By engaging each of these populations, schools can reduce and prevent abusive behaviors and sexual assault from occurring and create a climate that promotes positive peer relationships.

#### **1. Students**

- a. Strengthen students' knowledge, attitudes and skills for healthy relationships by teaching evidence-based curricula in Health or related classes. (Appendix B, Curricula List; See also [www.casel.org](http://www.casel.org)); and
- b. Strengthen students' skills for modeling pro-social behavior and intervening as proactive bystander for the prevention and intervention of abusive behavior and/or sexual assault on campus; and
- c. Increase awareness among students of students' rights under district policy including how to report and seek help for students who may have experienced relationship abuse or sexual assault on campus.

#### **2. Parents/Caregivers and School Personnel**

- a. Strengthen parents/caregivers knowledge, attitudes and skills for promoting healthy relationships including positive bystander behavior through workshops, school newsletter, and other events;
- b. Strengthen school personnel's (administrators, teachers, coaches, and others) knowledge, attitudes and skills for promoting healthy relationships including modeling pro-social behavior or positive bystander behavior through professional development;
- c. Increase awareness among parents of students' rights under district policy including how to report and seek help for students who may have experienced relationship abuse or sexual assault;
- d. Increase awareness among school personnel of district policy including their responsibility to report incidents and concerns regarding relationship abuse and sexual assault; and
- e. Increase awareness among parents/caregivers and school personnel of school and community-based resources for students and families.

#### **3. School Climate**

- a. Strengthen positive school climate by engaging youth in developing social marketing campaigns and activities to promote healthy relationships and positive bystander behavior; and
- b. Reduce risk for relationship abuse and sexual assault by educating school personnel on how to support healthy teen relationships, implement prevention curricula, and respond effectively to incidents and disclosures.

## **B. RESPONSE TO ADOLESCENT RELATIONSHIP ABUSE AND SEXUAL ASSAULT**

Schools will develop and implement an effective and consistent response to adolescent relationship abuse or sexual assault that takes place on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity as well as abusive behavior expressed through technology using District or school-provided computers, email addresses, or servers.

Schools should also develop and implement an effective response an incident of adolescent relationship abuse or sexual assault that occurs off campus when the incident negatively effects students at schools and interferes with students' access to education and /or extracurricular activities, such as peers or peer groups who actively align on the school campus with either the student who was impacted by the violence or who engaged in the abusive behavior or sexual assault and engage in unallowable behaviors such as harassment or bullying.

### **INVESTIGATION OF INCIDENTS**

The principal or designee will investigate all reported incidents of adolescent relationship abuse and peer-to-peer sexual assault<sup>1</sup>. If it is determined that it is more likely than not that adolescent relationship abuse or peer-to-peer sexual assault has occurred, the principal or designee will act appropriately within District discipline codes and take steps to increase the safety and well-being of the student experiencing the abuse and/or sexual assault on campus or at school events.

If an incident that occurs off campus negatively effects students at school, such as peer groups who actively align on the school campus with either the student who was impacted by the violence or who engaged in the abusive behavior or sexual assault and engage in unallowable behaviors, the principal or designee should take steps to minimize negative behavior and increase the safety and well-being of the student experiencing the abuse and/or sexual assault.

### **SUPPORT SERVICES**

The Principal or Designee will first take steps to increase safety and well-being of the student experiencing abuse and/or sexual assault. This might include offering individual or support group counseling for the student experiencing abuse and/or sexual assault at school or by referring the student to a local victim service organization. Efforts should also be made to assess the safety and well-being of the student who engaged in the abusive behavior and/or sexual assault and to provide counseling and support services as needed. School personnel should follow-up separately with students involved to ensure that no further incidents have occurred and that students are not experiencing any further problems related to the incident.

### **PROTECTION AGAINST RETALIATION**

No retaliation will be taken by the District or by any of its employees or students against any complainant or any participant in the complaint process, including witnesses, and will take steps to ensure there is no retaliation against any involved party, and will respond appropriately to any incident of retaliation. Any person found to have retaliated against another individual for reporting an incident of abuse, harassment or assault will be subjected to the same disciplinary action created in accordance with this policy. Those persons who assist or participate in an investigation of abusive behavior are also protected from retaliation under this policy.

### **CONFIDENTIALITY**

Any investigation that takes place pursuant to this policy will, to the maximum extent possible, be conducted in a manner that protects the privacy of the student experiencing abuse and/or sexual assault, complainant, and accused. However, if it is suspected that child abuse has occurred or any law has been violated, such abuse will be reported to the proper authorities under Idaho Code 18-1501. When possible students will be notified and reminded of limits of confidentiality and be made aware of possible reports to outside officials. Additionally, informing the targeted and accused students of the outcome of an investigation will not be in violation of this policy. Notification of the outcome of the investigation will be made in accordance with relevant state and federal law.

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<sup>1</sup> Investigations of peer-to-peer sexual assault should take place in accordance with the District's policy on sexual harassment and shall conform with the U.S. Department of Education, Office on Civil Rights' guidance on implementation of Title IX.

## **PRECLUSION**

This policy should not be interpreted as preventing a student experiencing abuse and/or sexual assault or someone participating in adolescent dating abuse or sexual assault from seeking redress under any other available law, either civil or criminal.

## **RECORD OF ALLEGATIONS**

The District will keep and maintain a confidential written record, including but not limited to, witness statements, investigative reports, and correspondence, from the date any allegation of abusive behavior or sexual assault is reported to district personnel. The information in the written record will include the action taken by the District in response to each allegation.

## **C. ROLES AND RESPONSIBILITIES**

### **The District will:**

1. Designate a specific individual at the district level who is the PMR (Person Most Responsible) for implementation of the policy and the provision of technical assistance and training for school personnel on the development and implementation of the three steps for a comprehensive prevention strategy and effective and consistent intervention and response to incidents of adolescent relationship abuse and sexual assault.
2. Assure students of their rights to be free from relationship abuse and sexual assault including cyber-harassment;
3. Ensure that students know that adolescent relationship abuse and sexual assault violate District policy; that abusive behavior should be reported; and that violators will be subject to disciplinary action;
4. All District personnel are expected to intervene directly or to contact school police when necessary, whenever they witness or become aware of an incident of adolescent relationship abuse or peer-on-peer sexual assault. There is a duty to report to the principal or principal's designee when any staff member knows or reasonably should have known of an incident of adolescent relationship abuse or sexual assault. Any staff member who permits or fails to report an incident of adolescent relationship abuse or sexual assault may be subject to disciplinary action.

### **The School will:**

#### **1. Staffing and Notification**

- a. Designate a specific individual at the school level who is the PMR (Person Most Responsible) for implementation of the policy, the provision of technical assistance and training for school personnel on prevention of adolescent relationship abuse and sexual assault and effective and consistent intervention and response to incidents of adolescent relationship abuse and sexual assault;
- b. Review policy and procedures on adolescent relationship abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy;
- c. Ensure that all staff, students, and parents/caregivers receive the name and contact information of the PMR at the school and district level, a summary of prohibited behaviors and a summary of this policy at the beginning of the school year, as part of the student handbook and/or information packet, as part of the new student orientation, and as part of the school system's notification to parents;
- d. Create easy public access to the full text of this policy via the school website(s), staff and student handbooks with complaint forms, District policy manuals, contact information for the PMR personnel, etc.
- e. Review policy and procedures on adolescent relationship abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy; and
- f. Create easy public access to the full text of this policy via the school website(s), staff and student handbooks with complaint forms, District policy manuals, etc.



## **2. Prevention**

- a. Identify an existing collaborative or create a collaborative and engage students and school personnel and, if possible, community-based organizations to collaborate on the development and implementation of comprehensive prevention strategies;
- b. Strengthen students' knowledge, attitudes and skills for healthy teen relationships, social and emotional learning, and pro-social behavior, such as positive bystander behavior through evidence-based or evidence-informed curricula, lesson plans, or other classroom or school-wide activities;
- c. Strengthen parents/caregivers' knowledge, attitudes and skills for promoting healthy relationships, social and emotional learning, such as positive bystander behavior through workshops, school newsletter, and other events;
- d. Strengthen school personnel knowledge, attitudes and skills for promoting healthy relationships and social and emotional learning, such as positive bystander behavior through professional development;
- e. Strengthen positive school climate through positive social norm youth-developed campaigns or activities to promote healthy relationship, social and emotional learning, and/or positive bystander behavior; and
- f. Assure students of their rights to be free from relationship abuse and sexual assault including cyber-harassment and that students know that adolescent relationship abuse and sexual assault violate District policy; that abusive behavior should be reported; and that violators will be subject to disciplinary action.

## **3. Intervention and Response**

- a. All school personnel are expected to intervene directly or to contact school police when necessary, whenever they witness or become aware of an incident of adolescent relationship abuse or peer-on-peer sexual assault. There is a duty to report to the principal or principal's designee when any staff member knows or reasonably should have known of an incident of adolescent relationship abuse or sexual assault. Any staff member who permits or fails to report an incident of adolescent relationship abuse or sexual assault may be subject to disciplinary action.
- b. Staff members must intervene or make a report when they witness, become aware of, or reasonably should have known of an incident of adolescent relationship abuse or sexual assault on the campus; while traveling to and from school or a school-sponsored activity; during the lunch period, whether on or off campus; or perpetrated using school-owned property such as email addresses and servers.
- c. Each incident reported will be promptly investigated in a manner that protects the student experiencing abuse and/or sexual assault's safety, and if requested, the target's confidentiality. Investigation may involve separate interviews with the accused student, targets, and witnesses and should include notification of parents or guardians.
- d. The school will make all efforts to keep a report of adolescent relationship abuse or sexual assault and the results of any investigation confidential to the extent permitted by law, except that the target and the accused will be notified of the outcome of an investigation consistent with federal and state laws.
- e. Increase students' safety and well-being by assisting student experiencing abuse and/or sexual assaults in accessing legal protection or by issuing a Stay Away Agreement to the offending student (Appendix C Stay Away Agreement);
- f. Provide early intervention for students who may be engaging in abusive behaviors by recognizing early warning signs and providing appropriate consequences as well as individual or support group counseling and/or referrals to community-based organizations as needed
- g. Support student experiencing abuse and/or sexual assaults by offering individual



counseling, support groups, and/or referrals to local victim service providers who serve minors. Establish a relationship with a local domestic or sexual violence program and/or health care providers experienced with adolescent relationship abuse and/or sexual assault for access to resources and training;

- h. Minimize negative peer group behavior in response to an incident and increase the safety and well-being of the student experiencing the abuse and/or sexual assault.

It is recommended that all schools adopt (with student input) a **Student Code of Conduct** regarding adolescent relationship abuse and sexual assault to be followed by every student while on school grounds, when traveling to and from school or at a school-sponsored activity, and during lunch periods whether on or off campus (Appendix D, Student Conduct)

#### **D. POLICY MONITORING**

The District will establish and implement tools to monitor and assess incidents and responses, as set out in this policy, such as:

- Publishing an annual report to the community about school safety, including incidents of adolescent relationship abuse and sexual assault; and
- Tracking rates of relationship abuse and sexual assault through student surveys (e.g. adding adolescent relationship abuse and peer-to-peer sexual assault questions to school climate surveys or locally adapted national surveys) and implementing tracking systems or other mechanisms to provide relevant information for the school community.

#### **E. CONSTITUTIONAL SAFEGUARD**

This policy does not imply to prohibit expressive activity protected by the First Amendment of the United States Constitution.

#### **F. SEVERABILITY**

If a provision of this policy is or becomes illegal, invalid, or unenforceable in any jurisdiction, that will not affect the validity or enforceability in that jurisdiction of any other provision of this policy.

# Appendix A

## Definitions

Abusive Behavior: intentional use of physical, sexual, verbal, or emotional abuse against a peer or dating partner, including bullying, harassment, sexual harassment, adolescent relationship abuse, sexual assault, or using technology to cause abuse.

Adolescent Relationship Abuse: the use of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.

Dating partner: any person, regardless of sexual orientation or gender identity, involved in a relationship with another person, where the relationship is primarily characterized by social contact of a sexual or romantic nature, whether casual, serious, short-term, long-term, or as defined by both persons.

School Climate: refers to the quality and character of school life. School climate is based on patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Sexual Harassment: see the definition of sexual harassment in this district's policy titled "Student Harassment."

Sexual Assault: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim.

Targeted Student: the student who has experienced adolescent relationship abuse or sexual assault as defined in this policy.

Technological Abuse: the behavior used to harm, threaten, intimidate, control, harass, monitor, coerce, stalk, or victimize, except as otherwise permitted by law, that is perpetrated through the internet, social networking sites, spyware or global positioning system (GPS) tracking technology, cellular phones, or instant or text messages. Technological abuse can include, but is not limited to: monitoring; unwanted, repeated calls or text messages; non-consensual access to email, social networking accounts, text or cell phone call logs; and, pressuring for or disseminating private or embarrassing pictures, videos, or other personal information.

The jurisdiction of the District policy limits technological abuse through the use of any electronic device or data while on school grounds or on a school bus, or by computer software that is accessed through a computer, computer system, or computer network of the District.

# Appendix B

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

### Introduction

As part of a comprehensive 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, comprehensive 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 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

<p>Comprehensive Approaches</p>	<p>The comprehensive 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, comprehensive programs tend 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.</p>
<p>Curricula (Healthy Relationship Education)</p>	<p>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.</p>
<p>Community Mobilization (Engaging Youth)</p>	<p>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.</p>

## 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.



## Comprehensive Approaches Middle School

### Dating Matters: Strategies to Promote Healthy Teen Relationships

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p><b>Program Objectives</b> Dating Matters employs a comprehensive public health approach to teen dating abuse prevention at each level of the social ecology.</p> <p><b>Individual/Relationship/Organization</b></p> <ul style="list-style-type: none"> <li>6<sup>th</sup> grade and 7<sup>th</sup> grade students are exposed to a researched informed curriculum created by the CDC.</li> <li>8<sup>th</sup> grade students participate in Safe Dates, an evidence-based classroom curriculum focusing on preventing psychological, physical, and sexual violence among adolescent populations.</li> <li>6<sup>th</sup> and 7<sup>th</sup> grade parents participate in Parents Matter! – a curriculum that promotes effective parent-child communication on healthy relationship and sexual development topics.</li> <li>8<sup>th</sup> grade parents participate in Families for Safe Dates – an evidence-based curriculum that focuses on parent-child interactions and fosters discussion of teen dating abuse.</li> <li>Educators participate in a free, online training regarding risk and protective factors for teen dating abuse and their role in promoting healthy relationships.</li> </ul> <p><b>Relationship/Organization/ Neighborhood</b></p> <ul style="list-style-type: none"> <li>Community-wide communications campaign including social media, Short Message Service (SMS), and a brand ambassador program.</li> <li>Policy package on how to best inform teen dating abuse prevention policies.</li> </ul>	<p><b>Target Audience</b></p> <ul style="list-style-type: none"> <li>Middle school (ages 11-14)</li> </ul> <p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>23 total for students</li> <li>(across 6th, 7th, and 8th grade)</li> <li>12 total for parents</li> <li>(across 6th, 7th, and 8th grade)</li> <li>50 min each</li> <li>Presented to mixed gender audiences</li> </ul> <p><b>Classroom Integration</b></p> <ul style="list-style-type: none"> <li>During school</li> </ul> <p><b>Measureable Component</b></p> <ul style="list-style-type: none"> <li>Undetermined</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>Undetermined</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>Universal</li> </ul>	<p>Currently undergoing a rigorous evaluation by the CDC.</p> <ul style="list-style-type: none"> <li>Evaluation from 2011 – 2015</li> </ul>	<p><b>Strengths</b> Incorporates an evidence-based curriculum</p> <p><b>Barriers</b> 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"> <li>Updated statistics and facts</li> <li>Information on dating abuse through technology</li> <li>All handouts and parent resources on CD-ROM</li> <li>New Families for Safe Dates program to get families talking about healthy dating relationships and dating abuse</li> </ul> <p><b>Safe Dates Materials:</b> <a href="http://www.hazelden.org/web/public/safedates.page">http://www.hazelden.org/web/public/safedates.page</a></p> <p><b>Dating Matters Materials:</b> <a href="http://www.cdc.gov/violenceprevention/datingmatters/index.html">http://www.cdc.gov/violenceprevention/datingmatters/index.html</a></p>

## Shifting Boundaries

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

## Comprehensive Approaches Middle & High School

### The Green Dot Strategy

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p><b>Program Objectives</b></p> <ul style="list-style-type: none"> <li>• Targets all members of the community as potential bystanders through peer and cultural influences across the socio-ecological model.</li> <li>• Engages bystanders through awareness, education, and skills-practice with pro-active and safe reactive bystander interventions.</li> <li>• 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.</li> <li>• 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.</li> <li>• Utilizes a social marketing campaign to facilitate the social movement.</li> </ul>	<p><b>Target Audience</b></p> <ul style="list-style-type: none"> <li>• Middle school, high school &amp; college</li> </ul> <p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>• Overview speeches <ul style="list-style-type: none"> <li>- Numbers may vary</li> <li>- 15 – 50 minutes each</li> </ul> </li> <li>• 1 bystander training <ul style="list-style-type: none"> <li>- 8 hours</li> </ul> </li> <li>• Presented to mixed gender audiences</li> </ul> <p><b>Classroom Integration</b></p> <ul style="list-style-type: none"> <li>• Adaptable</li> </ul> <p><b>Measureable Component</b></p> <ul style="list-style-type: none"> <li>• Undetermined</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Universal</li> </ul>	<p>High school strategy currently undergoing a rigorous evaluation by the CDC.</p> <ul style="list-style-type: none"> <li>• Evaluation from 2011 – 2014</li> </ul> <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Implemented in over 60 colleges nationwide</li> <li>• Implemented in over 26 high schools throughout Kentucky</li> <li>• 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.</li> </ul>	<p><b>Strengths</b></p> <p>When fully implemented using all components, a comprehensive 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><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Planning intensive.</li> <li>• Evaluation occurring within Kentucky schools only (limits external validity)</li> </ul>	<p>The cost varies based on a multitude of factors. For pricing information, contact Jennifer Sayre at:</p> <p><b>E-mail:</b> sayre@livethegreendot.com</p> <p><b>Telephone:</b> 540.319.0913</p>

## Respect WORKS!

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p><b>Program Objectives</b> Addresses adolescent dating abuse and incorporates four components:</p> <ul style="list-style-type: none"> <li>• <i>Safe Dates - an evidence-based curriculum</i> <ul style="list-style-type: none"> <li>○ Raise student awareness of what constitutes healthy and abusive dating relationships.</li> <li>○ Raise student awareness of dating abuse and its causes and consequences.</li> <li>○ Equip students with the skills and resources to help themselves or friends in abusive dating relationships.</li> <li>○ Equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution.</li> </ul> </li> <li>• <i>Break the Cycle's School Policy Kit</i> <ul style="list-style-type: none"> <li>○ Prepares schools to meet standards of school safety and legal liability.</li> </ul> </li> <li>• <i>Ending Violence (interactive DVD –based curriculum)</i> <ul style="list-style-type: none"> <li>○ Participants understand legal rights and responsibilities</li> <li>○ Creates a framework for building healthy relationships in the future.</li> </ul> </li> <li>• <i>Speak.Act.Change Youth Advocacy Kit</i> <ul style="list-style-type: none"> <li>○ Develop the next generation of anti-violence advocates.</li> <li>○ Learn about leadership and other positive youth development skills.</li> </ul> </li> </ul>	<p><b>Target Audience:</b></p> <ul style="list-style-type: none"> <li>• Middle &amp; high school</li> </ul> <p><b>Sessions</b> <i>Safe Dates</i></p> <ul style="list-style-type: none"> <li>• 9 sessions</li> <li style="padding-left: 20px;">-50 min each</li> <li style="padding-left: 20px;">-Play</li> <li style="padding-left: 20px;">-Parental components</li> </ul> <p><i>Ending Violence</i></p> <ul style="list-style-type: none"> <li>• 3 sessions</li> <li style="padding-left: 20px;">-45 – 60 minutes each</li> </ul> <p><b>Classroom Integration</b></p> <ul style="list-style-type: none"> <li>• Adaptable</li> </ul> <p><b>Measureable Component</b></p> <ul style="list-style-type: none"> <li>• Undetermined</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Each component included user-friendly instructions and directions</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Universal</li> </ul>	<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"> <li>• Decreased physical, sexual, and serious physical violence perpetration</li> <li>• Decrease sexual violence and dating abuse</li> </ul> <p><i>Ending Violence</i></p> <ul style="list-style-type: none"> <li>• Increase in knowledge of laws related to dating abuse – retained up to 6 months later</li> <li>• Increased knowledge about attorneys, proclivity to seek legal assistance, and perceived helpfulness of the professionals</li> </ul>	<p><b>Strengths</b> Comprehensive 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><b>Barriers</b> <i>Safe Dates</i></p> <ul style="list-style-type: none"> <li>• Evaluation was conducted in rural areas in one state only in 2005</li> </ul> <p><i>School Policy Kit</i></p> <ul style="list-style-type: none"> <li>• No evaluation has been conducted</li> <li>• Initiatives more response than prevention based</li> </ul> <p><i>Speak.Act.Change</i></p> <ul style="list-style-type: none"> <li>• No outcome data</li> </ul> <p><i>Ending Violence</i></p> <ul style="list-style-type: none"> <li>• Did not change behaviors</li> <li>• No change in male perpetrated violence</li> <li>• Sample included Latino youth only</li> </ul>	<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><b>Available at:</b> Break the Cycle</p> <p><a href="http://www.respect-works.com/respect-works">http://www.respect-works.com/respect-works</a></p> <p><b>E-mail:</b> <a href="mailto:info@breakthecycle.org">info@breakthecycle.org</a></p> <p><b>Telephone:</b> 202.824.0707</p>



## Expect Respect

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

**Curricula  
Healthy Relationships Education  
Middle School**

**Second Step: Student Success Through Prevention**

<b>Program Details</b>	<b>Implementation</b>	<b>Evidence of Effectiveness</b>	<b>Strengths &amp; Barriers</b>	<b>Cost</b>
<p><b>Program Overview</b> A prevention program that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence.</p> <p>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><b>Target Audience:</b></p> <ul style="list-style-type: none"> <li>• Middle School</li> </ul> <p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>• 13 – 15 total per grade</li> <li>• 25 - 45 minutes each</li> <li>• Presented to mixed gender audiences</li> </ul> <p><b>Classroom Integration:</b></p> <ul style="list-style-type: none"> <li>• Language arts, theatre, civics, science, math, health and life skills</li> </ul> <p><b>Measureable Component:</b></p> <ul style="list-style-type: none"> <li>• Formative and summative assessments</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Free online training</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Universal</li> </ul>	<ul style="list-style-type: none"> <li>• Designated as an evidence based program by the SAMHSA. Also selected for the National Registry of Evidence-based Programs and Practices (NREPP).</li> <li>• 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</li> <li>• 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).</li> </ul>	<p><b>Strengths:</b> 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><b>Barriers:</b> 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, &amp; 8) for \$919.00. The total program includes:</p> <ul style="list-style-type: none"> <li>• Lessons plans</li> <li>• Grade-Level Lesson Companion DVD</li> <li>• Posters for each grade</li> <li>• Academic integration activities</li> <li>• Reproducible homework and Family Letters</li> <li>• Formative and summative assessments</li> </ul> <p>Curricula can be purchased by each grade level as well for \$339.00 each.</p> <p><b>Website:</b> <a href="http://www.cfchildren.org/second-step.aspx">http://www.cfchildren.org/second-step.aspx</a>.</p> <p><b>Telephone:</b> 206.343.1223</p>

**Curricula  
Healthy Relationships Education  
Middle & High School**

**The Fourth "R"**

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

## Safe Dates

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p><b>Program Objectives</b></p> <ul style="list-style-type: none"> <li>• Raise student awareness of what constitutes healthy and abusive dating relationships.</li> <li>• Raise student awareness of dating abuse and its causes and consequences.</li> <li>• Equip students with the skills and resources to help themselves or friends in abusive dating relationships.</li> <li>• Equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution.</li> </ul>	<p><b>Target Audience</b></p> <ul style="list-style-type: none"> <li>• Middle and high school students (grade 7-12)</li> </ul> <p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>• 9 total</li> <li>• 50 Minutes</li> <li>• Presented to mixed gender audiences</li> </ul> <p><b>Classroom Integration</b></p> <ul style="list-style-type: none"> <li>• Health, P.E., English &amp; after school programs</li> </ul> <p><b>Measureable Component</b></p> <ul style="list-style-type: none"> <li>• Fidelity checklist</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• 8 hours of training <ul style="list-style-type: none"> <li>- Recommended, not required</li> </ul> </li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Universal</li> </ul>	<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, &amp; 2005 showed:</p> <ul style="list-style-type: none"> <li>• Decreased physical and sexual violence perpetration</li> <li>• Decreased sexual and dating violence victimization</li> <li>• Stronger communication and anger management skills</li> <li>• Less gender stereotyping</li> <li>• Increased awareness of community resources</li> </ul>	<p><b>Strengths</b></p> <p>Strong outcomes when implemented with fidelity. Includes a fidelity checklist. Materials and user manual is user friendly.</p> <p><b>Barriers</b></p> <p>Limitations with empirical research evaluations.</p> <ul style="list-style-type: none"> <li>• Last evaluation of curriculum only was in 2005 in rural areas and one state.</li> <li>• Results of rigorous evaluation may not be generalizable to urban or suburban areas.</li> </ul>	<p>\$225.00 includes instructor's manual and CD with program forms, handouts and parent resources.</p> <p>Available from <b>Hazelden Publishing:</b> www.hazelden.org</p> <p><b>Telephone:</b> 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><b>Program Objectives</b></p> <ul style="list-style-type: none"> <li>• Build skills through social norm change theory to increase bystander behavior related to domestic violence prevention</li> </ul>	<p><b>Target Audience:</b></p> <ul style="list-style-type: none"> <li>• High school</li> </ul> <p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>• 12 total</li> <li>• 10-15 minutes each</li> <li>• Male students only</li> </ul> <p><b>Classroom Integration:</b></p> <ul style="list-style-type: none"> <li>• Short lessons before practice to be done in the gym, classroom, or designated area</li> </ul> <p><b>Measureable Component:</b></p> <ul style="list-style-type: none"> <li>• Pre and post-test for both coaches and players</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• 90 minute coaches</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Targeted</li> </ul>	<p>Miller et al. 2012 conducted a cluster-randomized control evaluation.</p> <ul style="list-style-type: none"> <li>• Compared to control group, athletes reported increased intentions to intervene and more positive bystander behaviors</li> <li>• Increased bystander intervention behaviors than control subjects</li> <li>• 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</li> </ul>	<p><b>Strengths:</b></p> <p>User friendly and self-taught materials. Most materials are downloadable or can be ordered at a relatively low cost</p> <p><b>Barriers:</b></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><a href="http://www.coachescorner.org">http://www.coachescorner.org</a></p>

## MOST Clubs by Men Can Stop Rape

Program Details	Implementation	Evidence of Effectiveness	Strengths & Barriers	Cost
<p><b>Program Objectives</b></p> <ul style="list-style-type: none"> <li>• Raise adolescent male awareness of the importance of male involvement in rape prevention</li> <li>• Provide young men an opportunity to connect with male peers in a supportive and safe place</li> <li>• Expose young men to healthier, nonviolent models/visions of manhood</li> <li>• Increase young men’s awareness that they can serve as allies to women and girls</li> </ul>	<p><b>Target Audience:</b></p> <ul style="list-style-type: none"> <li>• Middle &amp; High school</li> </ul> <p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>• 22 total</li> <li>• 45 minutes each</li> <li>• Male students only</li> </ul> <p><b>Classroom Integration:</b></p> <ul style="list-style-type: none"> <li>• Short lessons before practice to be done in the gym, classroom, or designated area</li> </ul> <p><b>Measureable Component:</b></p> <ul style="list-style-type: none"> <li>• Pre and post-test outcome evaluations</li> </ul> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Three day Train the Trainer</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>• Universal</li> <li>• Targeted</li> </ul>	<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"> <li>• Increased likelihood of intervening in a situation when a young women was inappropriately touched by her male peers</li> <li>• Increased likelihood of males intervening when they witnessed a young man who is popular in school can another young man negative names</li> </ul> <p>Findings from the 2010 evaluation demonstrated:</p> <ul style="list-style-type: none"> <li>• Decreased harassment and bullying behaviors</li> <li>• Increased knowledge and awareness regarding men’s potential in reducing violence in their schools and communities</li> <li>• Disagreement with statements supporting the dominant story of masculinity and pro-harassment beliefs</li> </ul>	<p><b>Strengths:</b></p> <p>This program has been established as a Promising Practice by the CDC</p> <p><b>Barriers:</b></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><b>Email:</b> info@mencanstoprape.org</p> <p><b>Telephone:</b> 202.265.6530</p>

## Community Mobilization Engaging Youth

### Mentors in Violence Prevention (MVP)

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

# Appendix C

## School-Based Stay Away Agreements

At the request of the targeted student, schools may create stay away agreements that may be used on their own or as a tool to implement court-issued protection or no contact orders. School-based stay away agreements may include the following elements:

- A description of the relationship between the targeted student and person accused of or found to have engaged in adolescent relationship abuse or sexual assault.
- A list of behaviors that the person accused of or found to have engaged in adolescent relationship abuse or sexual assault may not do (e.g., talk to the targeted student, sit near the targeted student, send notes to the targeted student, including texting or emailing, or otherwise directly or indirectly contacting or harassing the targeted student).
- Schedule changes for the person accused of or found to have engaged in abusive behavior, including classes, lunch period, arrival and dismissal times, locker location, and extracurricular activities.
- Notes on other disciplinary actions taken.
- Disciplinary consequences if the person accused of or found to have engaged in abusive behavior violates the stay away agreement.
- Dates during which the stay away agreement is valid.
- Date when the stay away agreement will be reviewed by school appropriate school staff.
- Signature of parent/guardian, person accused of or found to have engaged in abusive behavior, and school administrator.



# Appendix D

## Sample Student Code of Conduct

- **Relationship skills:** Students need to establish and maintain healthy and rewarding relationships based on respect and equality with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting or minimizing inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed in the situation of adolescent relationship abuse or sexual assault.
- **Responsible decision-making:** Students need to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
- **Self-awareness:** Students need to recognize their emotions and thoughts and their influence on behavior. This includes accurately assessing strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** Students need to regulate their emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating themselves, and setting and working toward achieving personal and academic goals.
- **Social awareness:** Students need to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Reporting:** Students are expected to immediately report incidents of adolescent relationship abuse, whether physical or emotional, and sexual assault to the principal or designee. Reporting safety concerns to adult authorities shows concern for the person or persons being harmed.
- **Disciplinary Action:** Any student who engages in adolescent relationship abuse and/or sexual assault may be subject to disciplinary action under the District disciplinary code. Students shall not engage in retaliatory behavior against any complainant or any participant in the complaint process.