



Project SOAR:

Spotlight on Adolescent Relationships

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Dating Violence Stats

- Major public health problem
 - About 9% of both boys and girls report physical violence from partner in the past 12 months. (YRBSS)
 - Wide variation in statistics, higher rates are associated with more inclusive definitions
 - Physical dating violence rates cluster around 21% (Stacy, et al 1994)

Perpetration

- Both males and females perpetrate.
- 1 in 5 female teens experience physical or sexual abuse.
- 37% of males inflicted violence and 39% received it from partner.
- Females may sustain serious injuries

Victimization

- Female victimization is associated with poor weight management, smoking, use of drugs and alcohol, suicidal ideation, depression, poor self esteem.

What Works in Dating Violence Prevention

- More sessions rather than fewer
- Shorter sessions rather than longer
- Male/female prevention educators
- Address healthy relationship skills, warning signs of abusive relationships, role of drug and alcohol
- Small group discussions, role plays, drama, homework

What Is Safe Dates?

- 9 session dating violence curriculum
- Developed with 8-9th grade students
- Longitudinal Data
- Primary and secondary prevention
- CSAP & SAMHSA model program
- Teacher training outline

Safe Dates

- 4 years of longitudinal data by Foshee and her colleagues
- Students reported 56 to 92 percent less physical, serious physical and sexual dating violence victimization and perpetration after exposure to the curriculum
- Meyer & Stein review of 8 dating violence curricula, ranked SAFE DATES highest

Safe Dates Goals

- Change adolescent dating violence and gender role norms
- Improve conflict resolution and anger management skills
- Improve peer helping skills
- Promote belief in the need to seek help and availability of resources

Pilot Study

- ✓ Safe Dates is recommended for all middle and high school students, yet, only tested on 8th and 9th graders
- ✓ Development of knowledge measure
- ✓ Test Measure: Normative Beliefs about aggression

Hypotheses

- Student knowledge of dating violence will improve
- Students' acceptance of violence amongst peers and amongst couples will both decrease

Safe Dates Knowledge I

- Seven Short Answer Questions linked to curriculum (SA) (15 points)
- 10 True-False Questions (TF)
- No Reliability-Validity
- Measure is Included in Manual

Participants

School	Grade	N	% female
Middle	6-7	33	63
High	9-10	181	46

Middle School Results

	N	Mean	SD	T-value	P-Level
Male SA	12	Pre: 3.00 Post: 10.08	1.76 2.57	11.19	<.0001
Male TF	12	Pre: 6.42 Post: 7.92	1.38 1.08	4.45	.001
Female SA	21	Pre: 6.43 Post: 11.43	3.70 2.50	7.55	<.0001
Female TF	21	Pre: 6.05 Post: 7.57	2.04 1.36	3.02	.0068

High School Results

	N	Mean	SD	T-Value	P Value
Male SA	65	Pre: 9.80 Post: 12.02	3.79 2.40	5.31	<.0001
Male TF	62	Pre: 7.79 Post: 8.29	1.49 1.44	3.02	.001
Female SA	82	Pre: 11.33 Post: 13.00	3.01 2.09	6.33	<.0001
Female TF	84	Pre: 7.71 Post: 8.44	1.26 1.08	4.44	<.0001

Knowledge Test II

Revisions

- Standardized most questions to 3 pt scale (27 possible points)
- Added true false items (12 possible points)
- Raised total possible score

Participants Knowledge II

School	Grade	N	% Female
Middle Private & Public	6-8	67	37 %
High Private	9-12	27	52 %

Middle School knowledge

	N	X, SD	T, Signif
Male Short Answer	42	PRE: X=10.10 Sd =6.21 Post: X= 14.31,sd =6.23	T= 4.73 <.0001
Male T/F	42	Pre: X= 8.64, sd = 2.26 Post: X= 9.85, sd =2.13	T= 3.42 .0015
Female Short Answer	25	Pre: X=13.56, sd= 5.63 Post: X=18.56, sd=5.06	T= 4.08 .0004
Female T/F	25	Pre: X=8.36, sd= 2.23 Post: X=10.17,sd=1.58	T= 4.58 .0001

High School Knowledge

	N	Mean	SD	T	p level
Male SA	13	Pre: 12.38 Post: 15.85	6.12 5.91	2.67	.02
Male TF	13	Pre: 8.62 Post: 10.61	2.63 1.33	2.50	.03
Female SA	14	Pre: 18.36 Post: 17.07	5.42 5.33	-.83	ns
Female TF	13	Pre: 9.36 Post: 9.46	1.65 3.07	00	ns

Conclusions Re: Knowledge

- Students improved in their knowledge except for H.S. females.
- Sampling effects: age and type of school
- Students recognize myths but consistently fail "Sometimes a person's response to anger is uncontrollable."

Research on Gender and Attitudes Toward Violence

- High school boys have greater acceptance of violence and find excuses to endorse it
- There is a high correlation between attitudes endorsing violence and violence toward women
 - (See Jackson, 1999 for a review)

Normative Beliefs About Aggression (NO-BAGS)

- Huesmann & Guerra, Miller & Zelli, 1989
- 20 items, Likert Scale (1 = its really wrong to 4 = its perfectly ok)
- Ages 6 through adult
- Subtests: General approval of aggression, Approval of retaliation, Total approval of aggression

Results- No-Bags

- Overall analyses indicated
 - No change in general approval of aggression (floor effect)
 - High school students and middle school girls reduced their endorsement of retaliation (not middle school boys)

Acceptance of Couple Violence

- Foshee, 1998
- Measures acceptance of the use of violence against a partner
- Age range: 12-18 years
- Subtests: Acceptance of 1) male on female, 2) female on male violence and 3) general acceptance of violence

Participants and Findings

- 63 Middle, 24 high school
- 40% female
- Analyzed pre-post tests changes in three subtests within four groups:
- One significant change – middle school girls reduced their acceptance of female on male violence ($p = .003$)

Teacher Perceptions

- Curriculum was appropriate for 7-8th graders but not 6th graders
- Gender stereotyping difficult for MS (6th) but also generated discussion
- High school students > 9th grade need add'l materials to hold their attention, e.g., media
- full 45 minutes is needed
- Teachers need prep to deal with same sex and transgendered relationships

Student Perceptions

- Older high school students wanted more subtle information (e.g., grooming), use of media
- MS complained of boredom, but had little personal exposure to issues
- 7-9th graders liked most activities

Implementation Issues

- Many schools have minimal classroom time for new programs
- Staff need buy-in and smooth start up
- Context: urban:rural, public: private
- Very few parents prevented their child's involvement

Caveats

- No control groups
- Measures do not tap attitudes toward same sex toward violence

Next Steps

- Studies to include control groups
- Development of knowledge test
- Linking knowledge to behavior
- Further analyses by grade
- Fidelity of implementation

Resources

- ✔ Safe Dates is published by Hazelden Foundation.
- ✔ National Center for Victims of Crime:
www.ncvc.org
- ✔ Alabama Coalition against domestic Violence: www.ACADV.org
- ✔ Teen Dating Violence: Facing the Epidemic: NCVC