

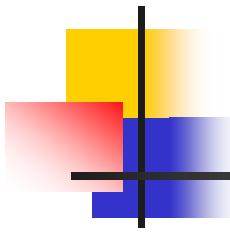


# Dating violence prevention

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The Safe Schools/Healthy Students Initiative aims to reduce violence and substance abuse through comprehensive, integrated, community-wide strategies to foster school safety and healthy youth development.

This three-year initiative is funded by the United States Departments of Education, Justice and Health and Human Services.



**Cook County  
Department of Public Health  
Cook County Bureau of Health Services**

**Bobbie Steele**  
President  
Cook County Board of Commissioners



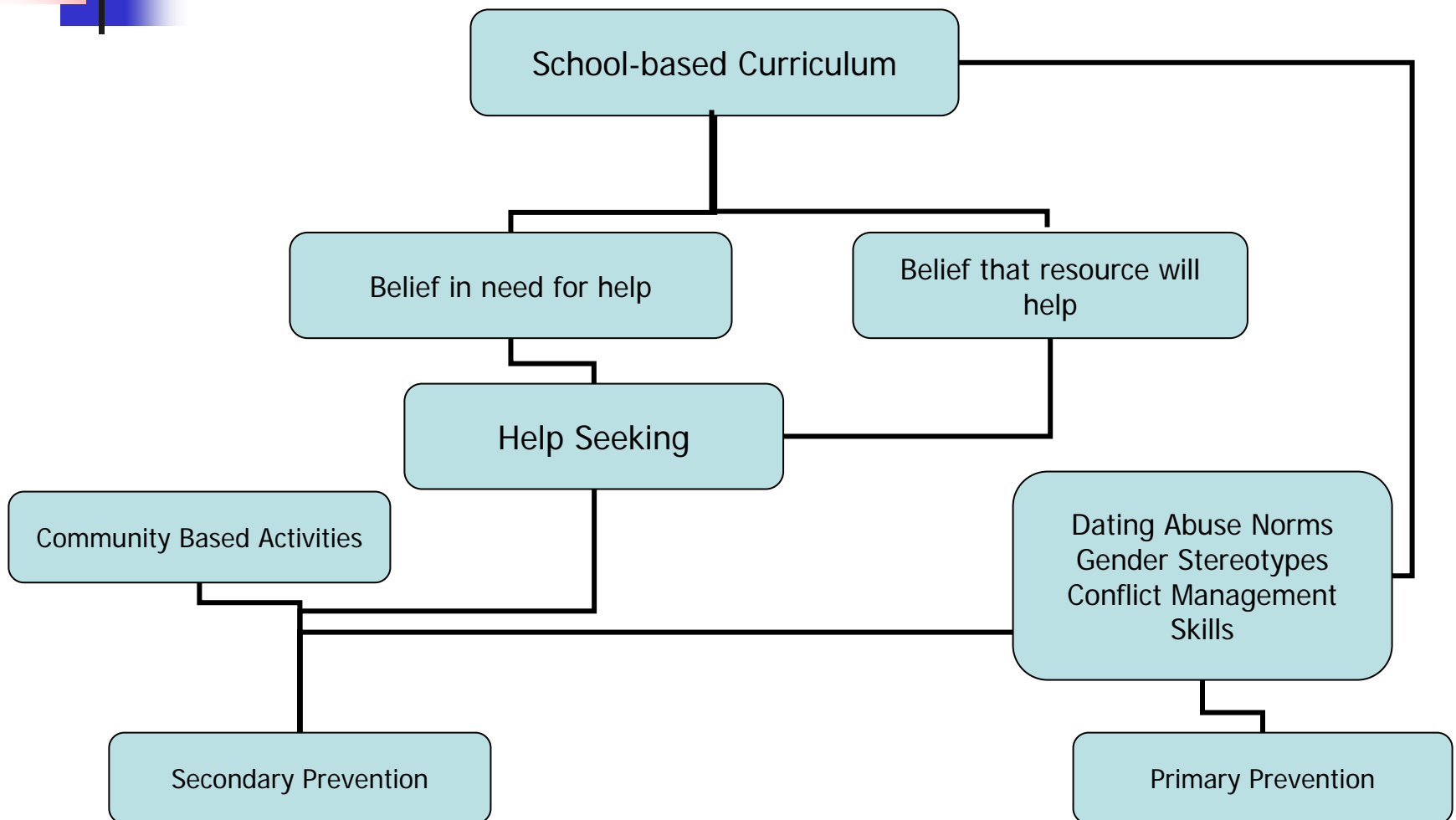


# Teens Learning to Choose-TLC

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- Based on the Safe Dates Program by Dr. Foshee and colleagues.
- Purpose: to prevent the initiation of teen dating violence and promote the formation of healthy dating relationships.
- Key aspects of Curriculum: Research based, interactive, gender balanced, addresses cognitive risk factors

# Safe Dates Model





# Curriculum

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- Defining caring relationships
- Defining dating abuse
- Why do people abuse
- How to help friends
- Helping friends
- Images of Relationships
- Equal power through communications
- How we feel; How we deal
- Sexual Assault
- Summary



## Why work on teen dating violence prevention?

Scope of the problem

- Dating experience
- Prevalence among teenagers

Serious psychological and physical health risks to youth results from teen dating violence:

- Dating violence can result in injury, homicide, pregnancy, sexual risk behaviors, and suicide.
- A strong correlation has been identified between dating violence and poor mental health outcomes (depression, anxiety, PTS).



# Scope of the problem

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- Adolescence dating violence is an important point in time in the pathway to adult partnership violence:
- first episode of adult partner violence typically occurs by age 15.
  - 60% of women in abusive relationships report that the abuse began in high school.

Kreiter, Krowchuck, Woods, Sinal, Lawless & DuRant (1999)



# Risk factors of dating violence among adolescents

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- Individual risks are: exposure to family violence, poor family functioning, low socio-economic status, a greater number of dating partners, alcohol use.
- Exposure to community violence the most significant contextual risk factor for dating violence.
- Consistent risk factors are conservative attitudes about gender roles and normative beliefs on dating violence.
- Other risk markers for dating violence are ethnicity and gender.



# Prevalence of dating violence

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- Lack of consensus on the operational definition presents a problem in the accuracy of prevalence rates.
- Prevalence rates varied across studies ranging from 9% to 46% of adolescents (males and females) reported being a victim or perpetrator (Glass et. al., 2003).
- According to the Center for Disease Control, the prevalence of non-sexual courtship ranges from 9% to 65%.



# Limitation of previous studies

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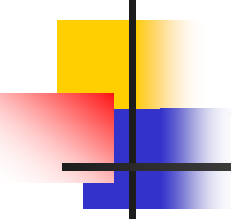
- Use of unrepresentative sampling:
- Much of the research on intimate partner violence has focused on college populations and married couples.
- Studies not representative of minority groups or of groups from low socio-economical backgrounds.
- Dating violence among middle school students has only been investigated recently so data are scarce.



# Dating violence among minority groups

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- Research has focused mainly on Caucasian middle class college students and has neglected African Americans & others due to small size samples and lack of research targeted specifically on these populations.
- These limitations suggest the importance of studying this population specifically.
- This study addressed this issue by presenting a large sample size of data on dating violence among African-American adolescents.



Purpose: program evaluation and prevalence rates among ethnically diverse suburban middle and high school students.

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- “Future studies are needed to determine the effectiveness of Safe Dates for adolescents living in other locales” (Foshee et. al., 2004).
- This study also examined ethnic differences in prevalence of adolescent dating violence.



# Introduction - Design

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- Composed of a 12-session classroom curriculum
- Confidential pre- and post-test questionnaires
- Measured six aspects including dating violence norms, dating violence prevalence, gender-role stereotyping, help ability, awareness of service and knowledge about substance abuse.
- The TLC program objectives were evaluated using quantitative methodology.
- Program implemented by a male and female team of facilitators



# Introduction - Objectives

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- Decrease acceptance of dating violence norms
- Decrease acceptance of traditional gender-role stereotypes
- Increase awareness of dating violence services
- Increase abilities to help a friend involved in dating violence



# Methods - Implementation

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- A twelve-session curriculum was provided to students from eight junior high schools and two high schools during school year.
- There were 1140 students who completed both pre- and post-test questionnaires.
- In 1140 students, 977 attended the program and 163 students served as control group.
- The comparison of program and control was limited to West students as both the program and control groups sizes were large.



## Methods – Demographic Info

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- Gender
  - 55.4 % female
  - 43.5 % male
  
- School Grade
  - 49.5% Junior High / Middle School
  - 30.7% East High School
  - 19.8% West High School
  
- Race / Ethnicity
  - 69.2% African-American
  - 20.1% Latino
  - 6.6% Asian
  - 2.9% White
  - 1.1% Unknown



# Measures

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- Modified version of previously validated scales (Foshee et. al. 1996). , including:
  - Demographics - ethnicity, grade, gender, school and age - 5 items
  - Gender Stereotyping - 8 items-Likert scale format
  - Normative Beliefs - 7 items-Likert scale format
  - Dating violence victimization - 11 items
  - Dating violence perpetration – 11 items
- Outcome variables were divided into six areas:
  - dating violence norms
  - gender-role stereotyping
  - ability to help
  - awareness of services
- Responses ranged from 0 for “No, I definitely don’t agree!” to 3 for “Yes, I definitely agree” except awareness of services which was “yes” or “no”.



# Dating violence victims and perpetrators

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- Dating violence victimization was measured by asking respondents “How often has a boyfriend or girlfriend done the following things to you” listing a total of 11 behaviors (e.g., “threatened to hurt me”, “slapped me”).
- For dating violence perpetration the same list of behaviors was used except that the base question used was “how often have you done the following things to your boyfriend or girlfriend”.



# Measures – Composite variables

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## Reliability coefficients: Cronbach's Alpha

- Dating Violence Norms-Acceptance
  - Pre-test .6426
  - Post-test .7372
- Dating Violence Norms-Prevalence
  - Pre-test .6497
  - Post-test .7263
- Awareness of Services
  - Pre-test .6951
  - Post-test .8298
- Ability to Help
  - Pre-test .7331
  - Post-test .7434
- Gender Stereotyping
  - Pre-test .6672
  - Post-test .7164



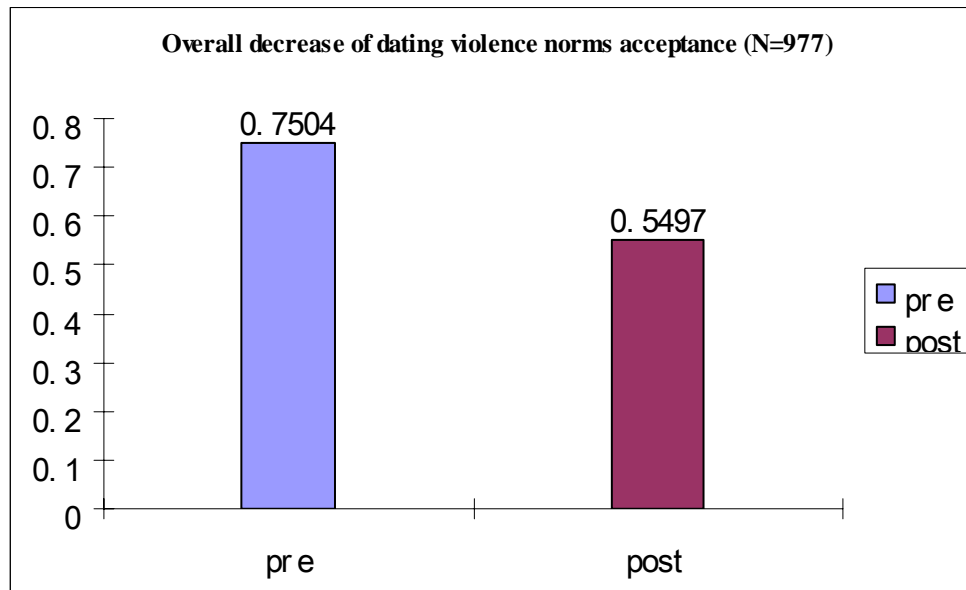
# Analysis strategy

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- The t-test was used to compare the pre-test and post-test from all program students (N=977)
- The Wilcoxon test was used to compare the pre-test and post-test changes of the program group (N=193) with the control group (N=129) from West high school
- Chi-square test was used to test the associations between the dating experience and different schools, the dating violence prevalence and different schools, the dating violence across gender and race
- Odds ratio was calculated to show the strength of the association

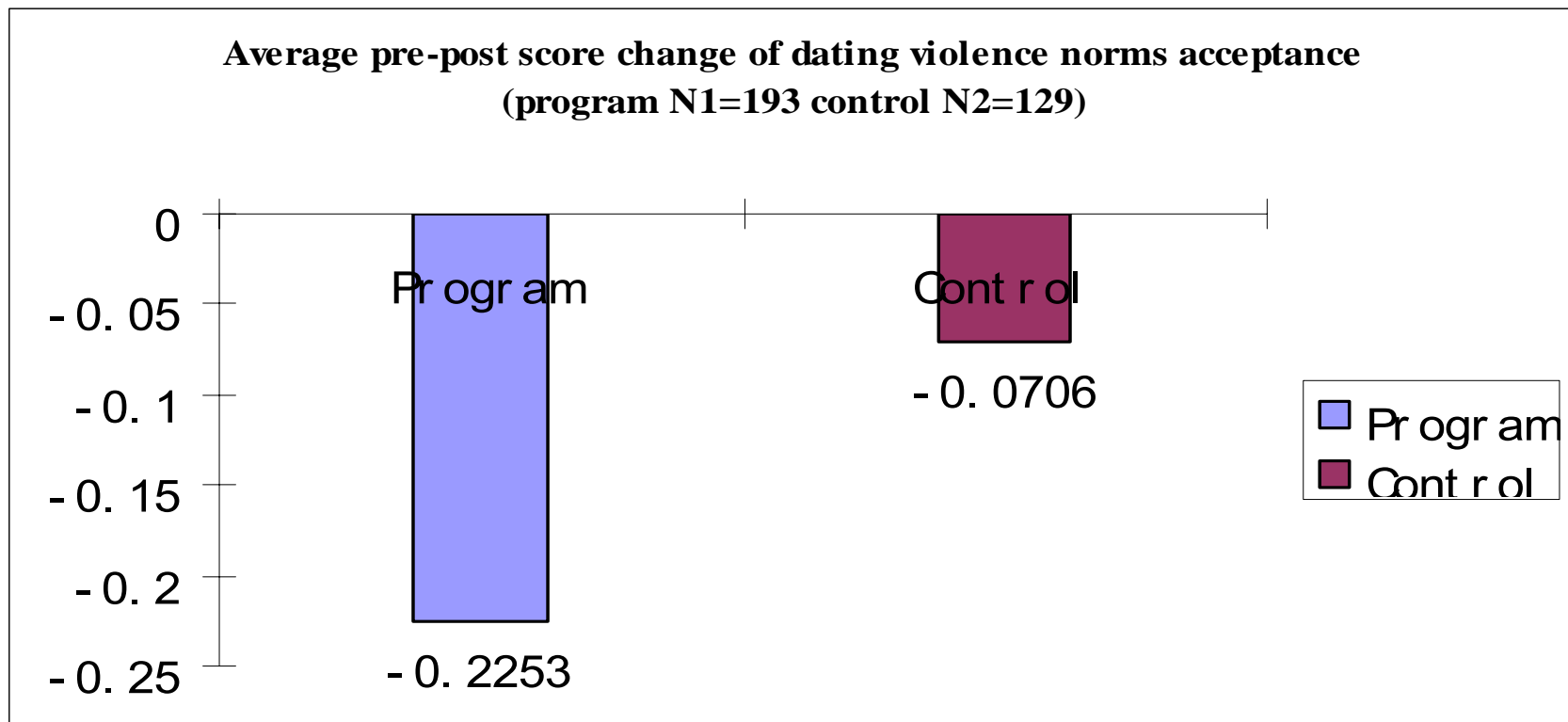
## Results I - Program significantly decreased acceptance of dating violence norms

- Overall t-test:  $X = -0.2007$ ,  $T = -14.067$ , 976 df,  $p < 0.0001$



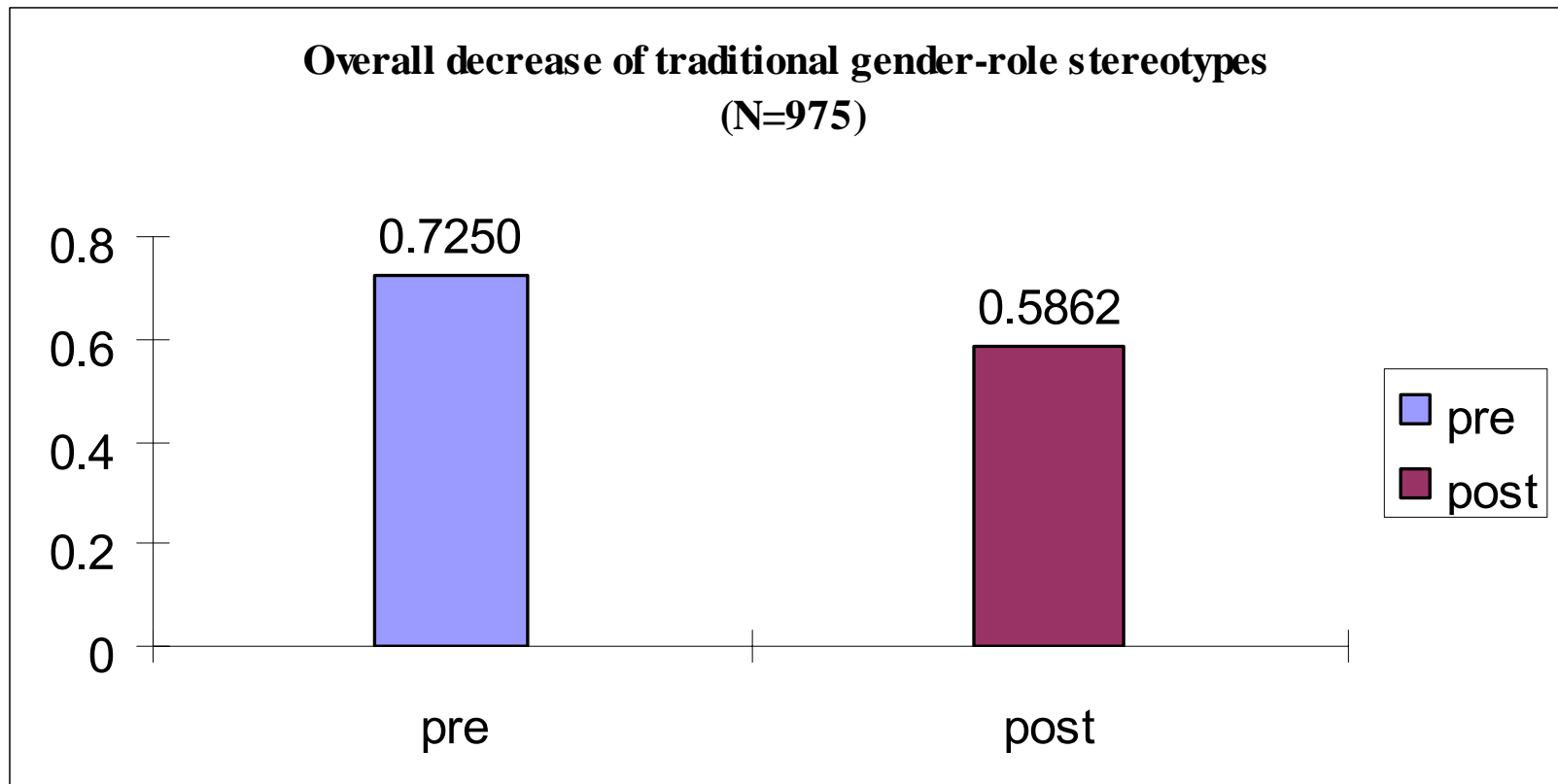
# Results I - Program significantly decreased acceptance of dating violence norms

- Program Vs Control: Wilcoxon rank sum test ( $X=0.1547$ ,  $W=-3.266$ ,  $p=0.001$ )



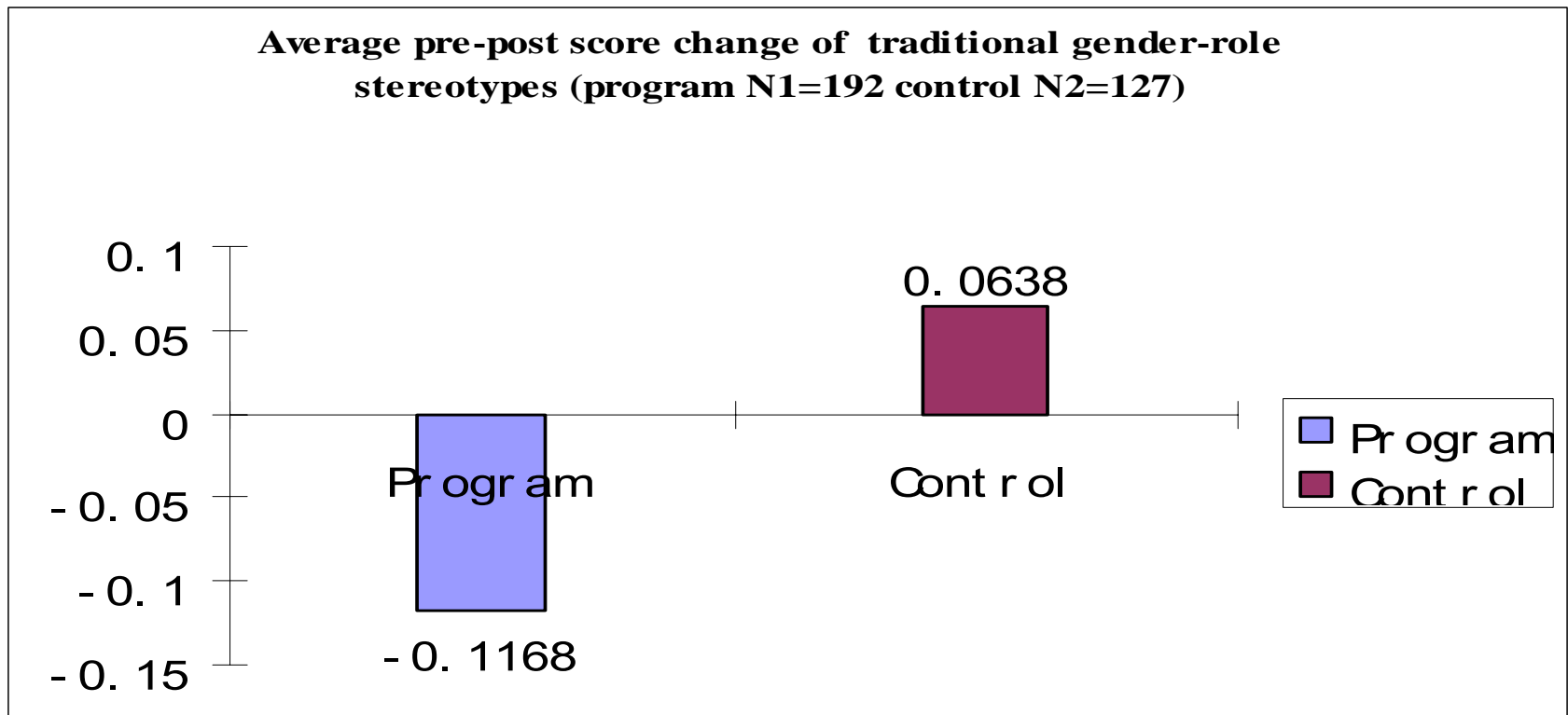
## Results II – Program significantly decreased acceptance of traditional gender-role stereotypes

- The overall t-test: ( $X=-0.1428$ ,  $t=-11.258$ , 965 df,  $p<0.0001$ )



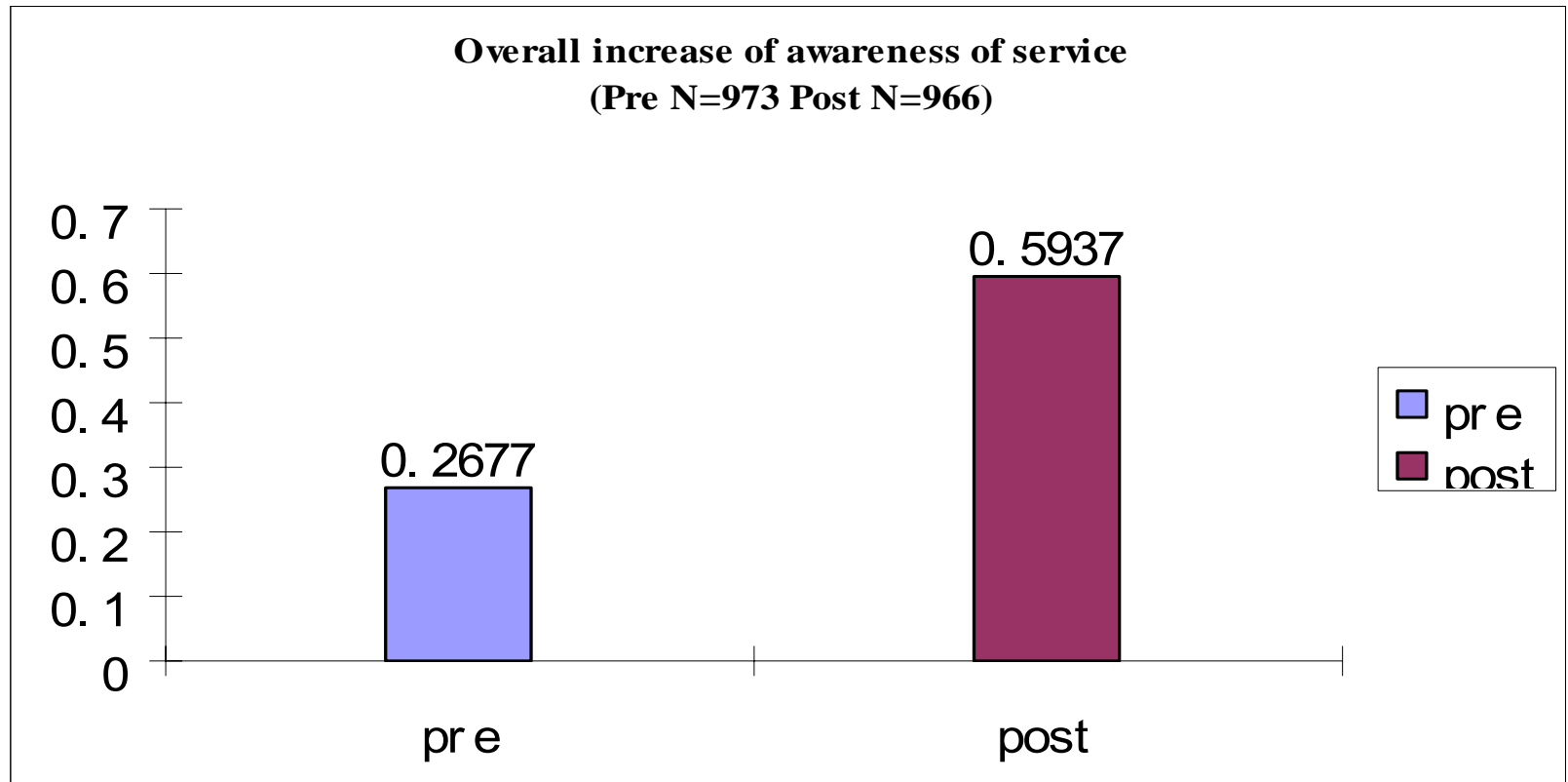
## Results II - Program significantly decreased acceptance of traditional gender-role stereotypes

- Program Vs Control: Wilcoxon rank sum test ( $X=0.1728$ ,  $W=-3.568$ ,  $p<0.0001$ )



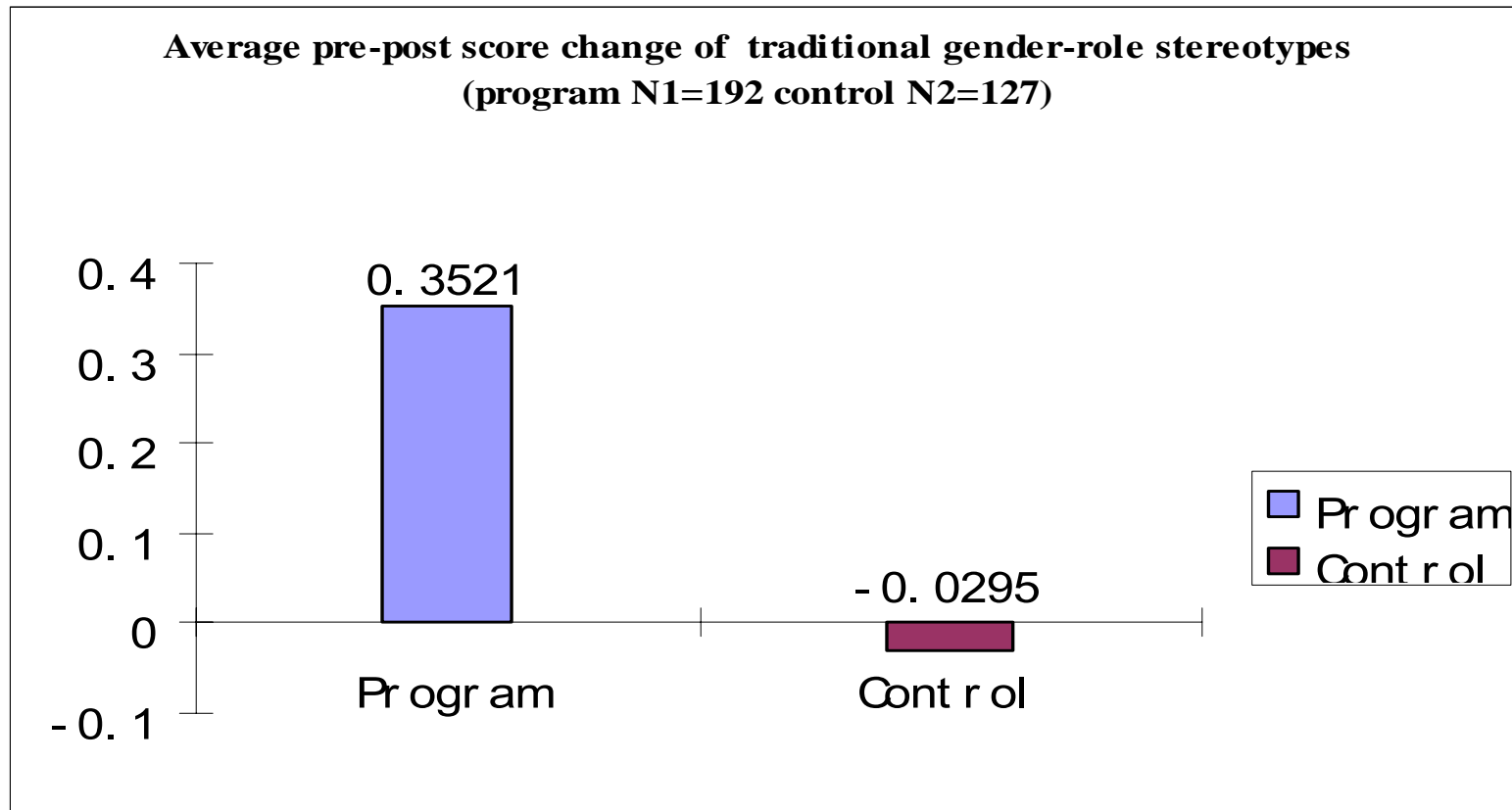
# Results IIIA - Program significantly increased awareness of dating violence services

- The overall t-test: ( $X=0.3260$ ,  $T=21.144$ , 961 df,  $p<0.0001$  )



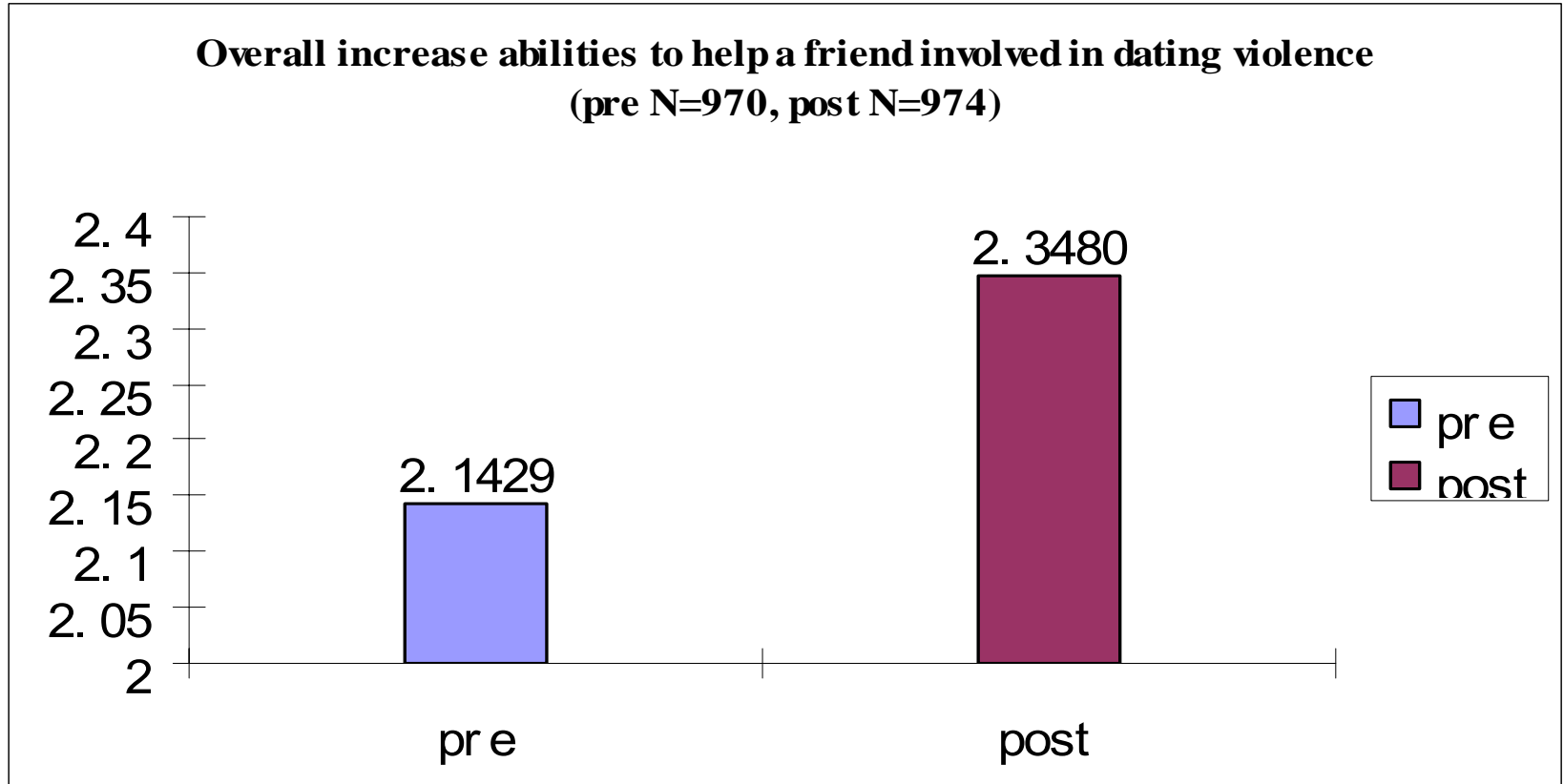
## Results IIIA - Program significantly increased awareness of dating violence services

- Program Vs Control: Wilcoxon rank sum test ( $X=0.3913$ ,  $W=7.033$ ,  $p<0.0001$ )



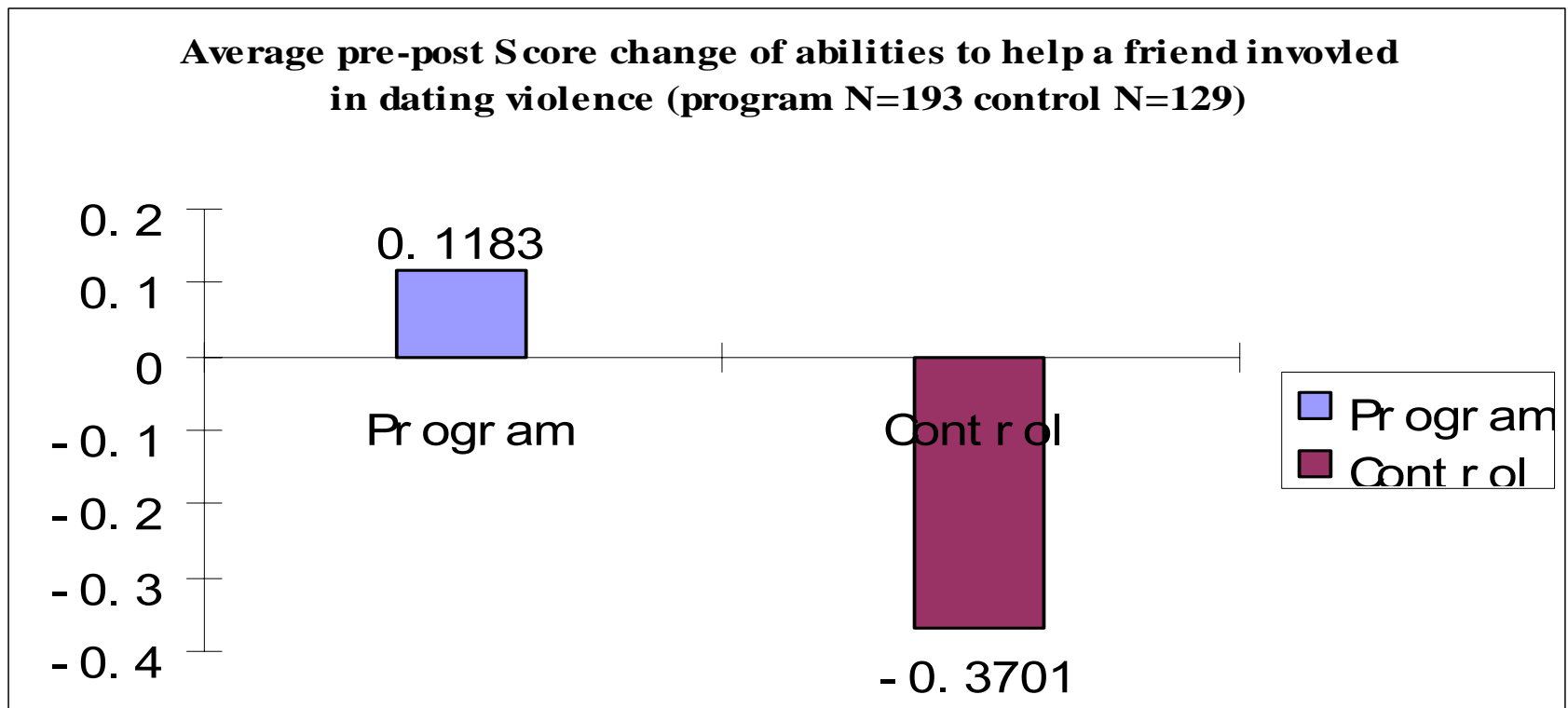
## Results IIIB - Program significantly increased the abilities to help a friend involved in dating violence

- The overall t-test: ( $X=0.209$ ,  $T=9.135$ , 966 df,  $p<0.0001$  )



## Results IIIB - Program significantly increased the abilities to help a friend involved in dating violence

- Program Vs Control: Wilcoxon rank sum test ( $X=0.4885$ ,  $W=5.339$ ,  $p<0.0001$ )



# Result IV – Dating experience by junior middle school and high school

Frequency Percent	Ever had a boy/girl friend			How many boy/girl friends				
	No	Yes	Total	1	2~3	4~9	>=10	Total
<b>All Junior Middle Schools</b>	53	422	475	62	131	141	95	429
	5.5%	43.9%	49.4%	7.1%	15.1%	16.2%	10.9%	49.3%
<b>All High Schools</b>	45	442	487	50	116	176	99	441
	4.7%	46.0%	50.6%	5.8%	13.3%	20.2%	11.4%	50.7%
<b>Total</b>	98	864	962	112	247	317	194	870
	10.2%	89.8%	100.0%	12.9%	28.4%	36.4%	22.3%	100.0%
<b>Frequency Missing = 15</b>				<b>Frequency Missing = 107</b>				

# Result V– Dating violence by junior middle schools and high schools

Frequency Percent	How often hit a person on date without self-defense				
	Never	Once	2~3	>=10	Total
All Junior Middle Schools	372	32	19	11	434
	42.4%	3.6%	2.2%	1.3%	49.4%
All High Schools	352	44	33	15	444
	40.1%	5.0%	3.8%	1.7%	50.6%
Total	724	76	52	26	878
	82.5%	8.7%	5.9%	3.0%	100.0%

# Association between psychological victim and perpetrator

<b>Psychological (Victim)</b>	<b>Psychological (Perpetrator)</b>		
	<b>No</b>	<b>Yes</b>	<b>Total</b>
<b>Frequency Percentage</b>			
<b>No</b>	403	78	481
	46.3%	9.0%	55.2%
<b>Yes</b>	157	233	390
	18.0%	26.8%	44.8%
<b>Total</b>	560	311	871
	64.3%	35.7%	100.0%
<b>Frequency Missing = 106</b>			

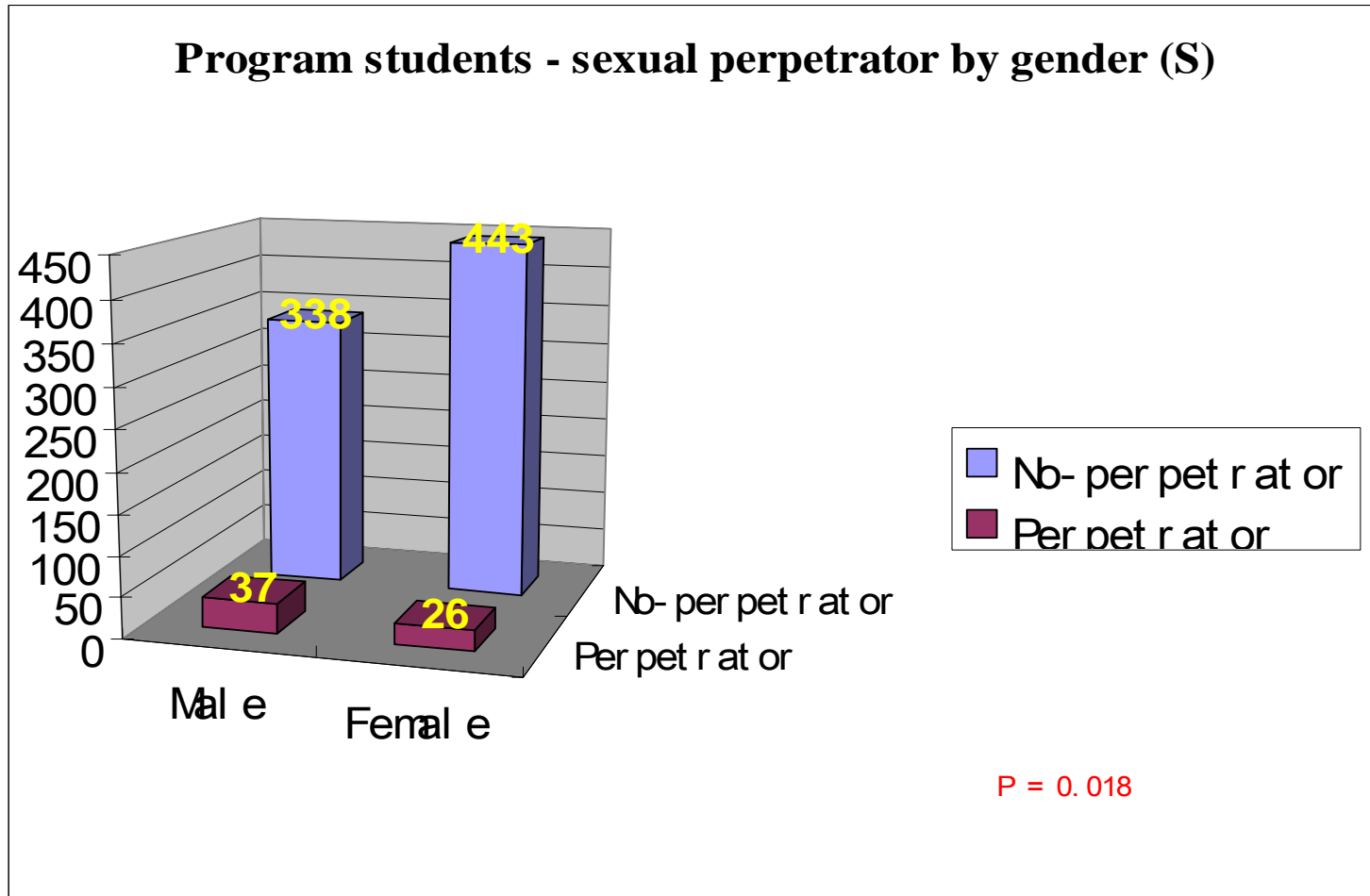
# Association between physical victim and perpetrator

Physical (Victim)	Physical (Perpetrator)		
	No	Yes	Total
Frequency Percentage			
No	<b>524</b>	<b>85</b>	<b>609</b>
	<b>60.6%</b>	<b>9.8%</b>	<b>70.4%</b>
Yes	<b>110</b>	<b>146</b>	<b>256</b>
	<b>12.7%</b>	<b>16.9%</b>	<b>29.6%</b>
Total	<b>634</b>	<b>231</b>	<b>865</b>
	<b>73.3%</b>	<b>26.7%</b>	<b>100.0%</b>
<b>Frequency Missing = 112</b>			

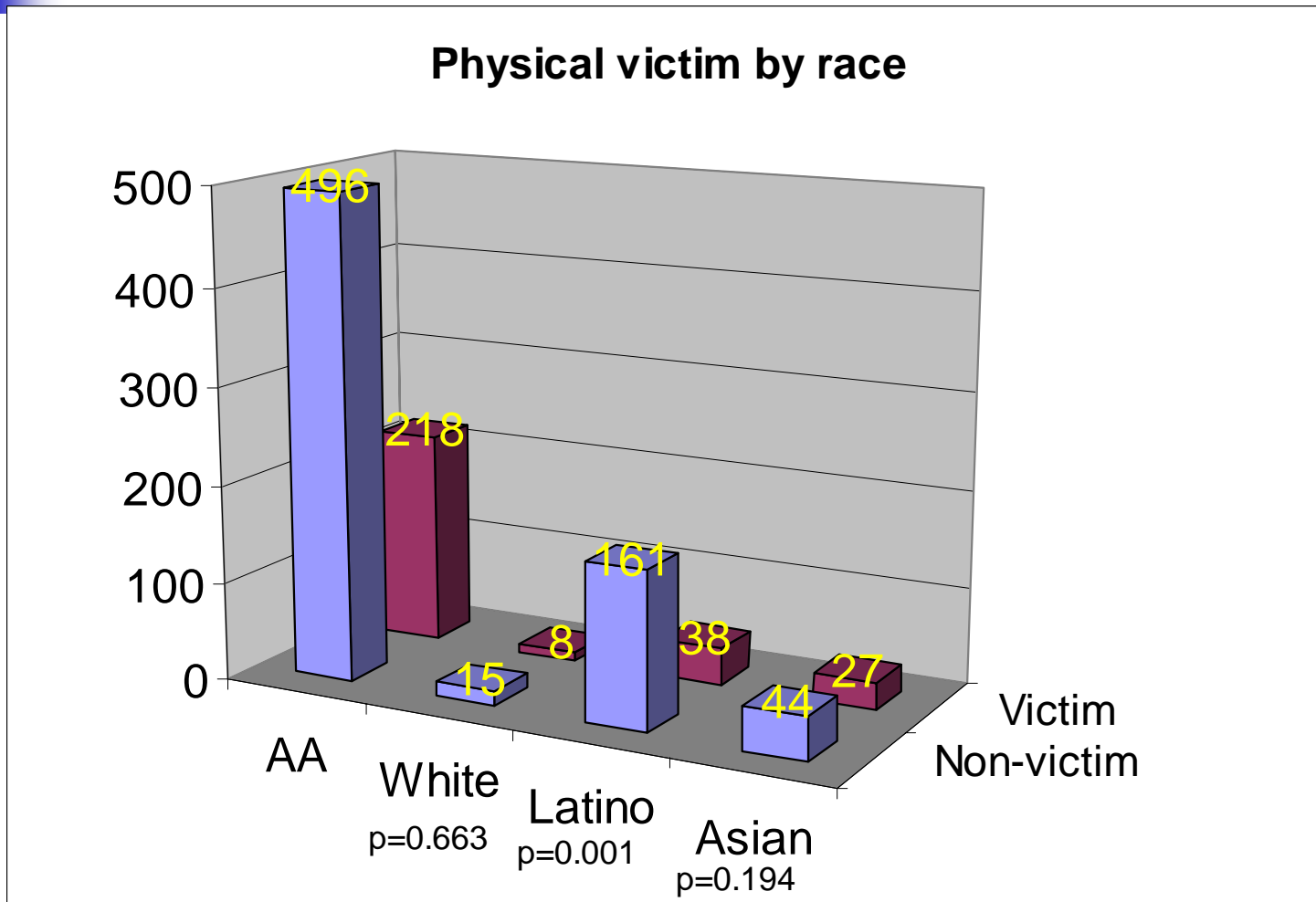
# Association between sexual victim and perpetrator

Sexual (Victim)	Sexual (Perpetrator)		
	No	Yes	Total
Frequency Percentage			
No	<b>730</b>	<b>26</b>	<b>756</b>
	<b>85.8%</b>	<b>3.1%</b>	<b>88.8%</b>
Yes	<b>58</b>	<b>37</b>	<b>95</b>
	<b>6.8%</b>	<b>4.4%</b>	<b>11.2%</b>
Total	<b>788</b>	<b>63</b>	<b>851</b>
	<b>92.6%</b>	<b>7.4%</b>	<b>100.0%</b>
<b>Frequency Missing = 126</b>			

# Association between sexual perpetrator and gender

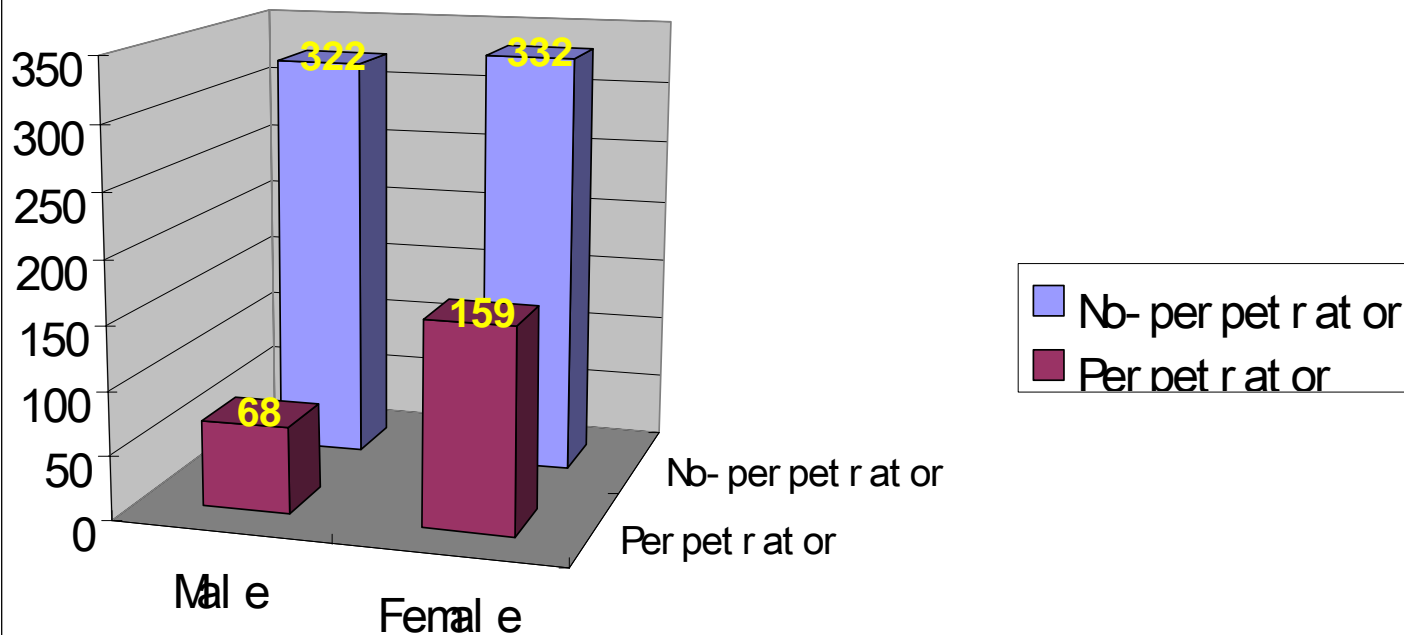


# Association between physical dating violence and race



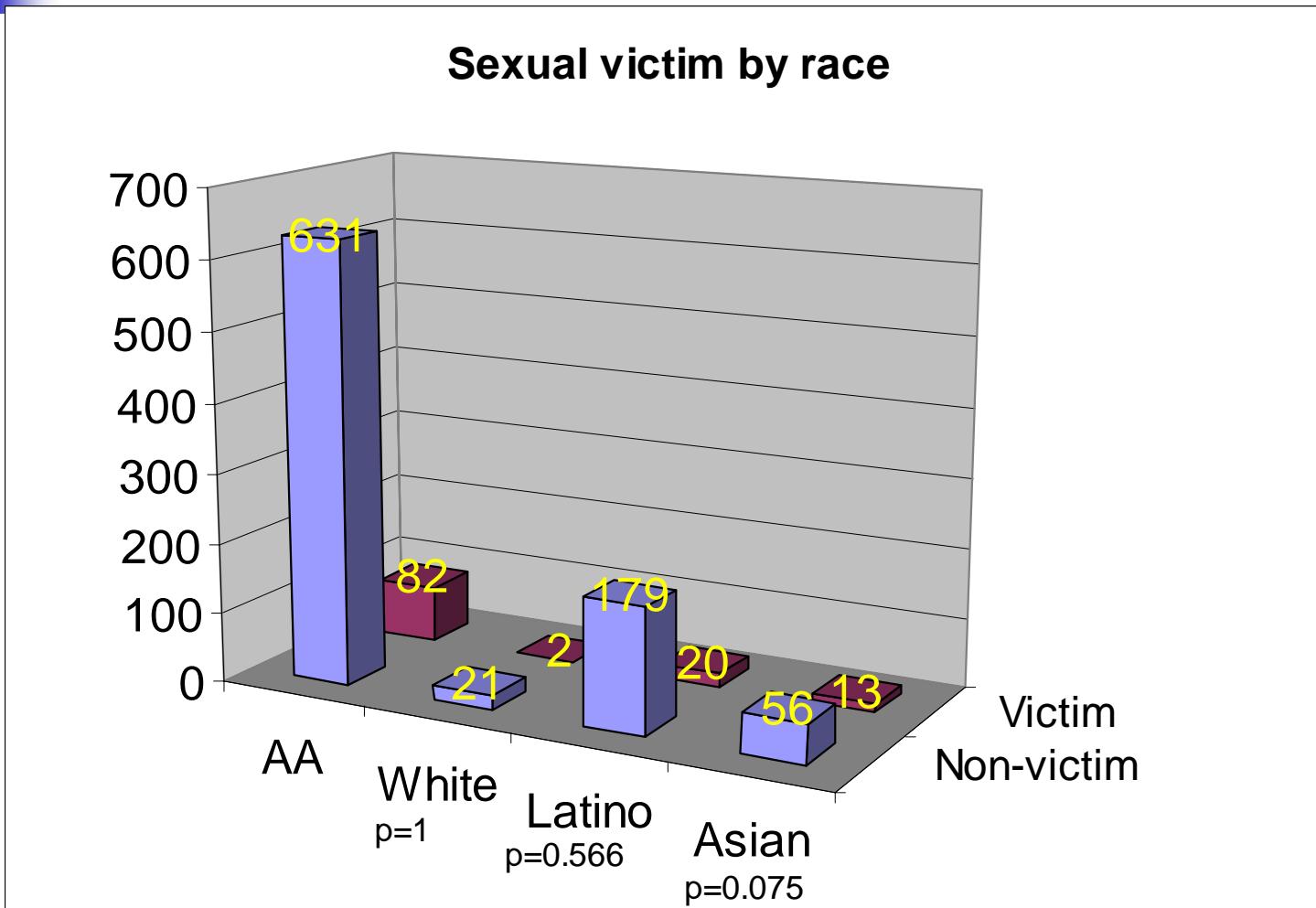
# Association between physical perpetrator and gender

Program students: - physical perpetrator by gender (S)

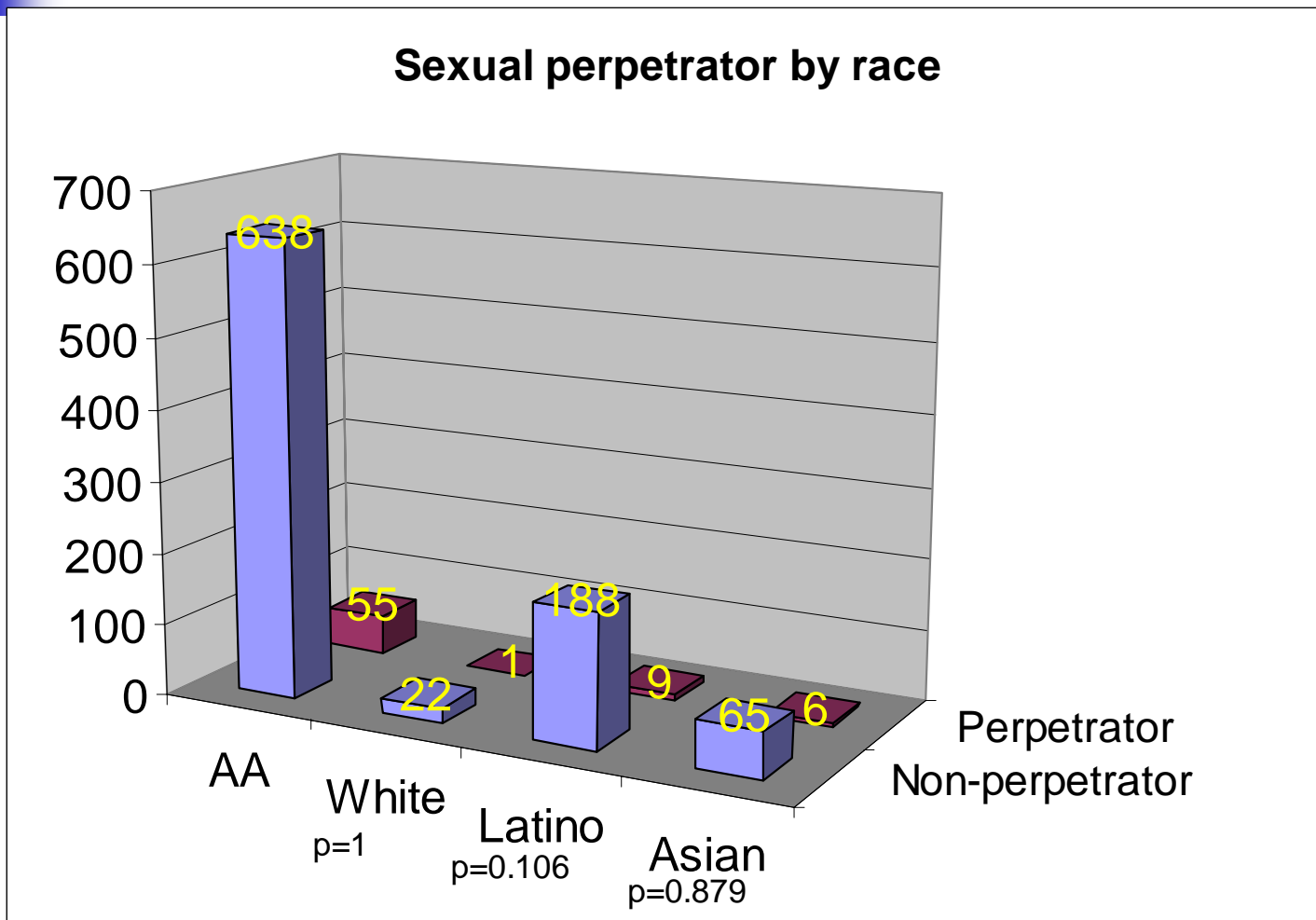


$P < 0.0001$

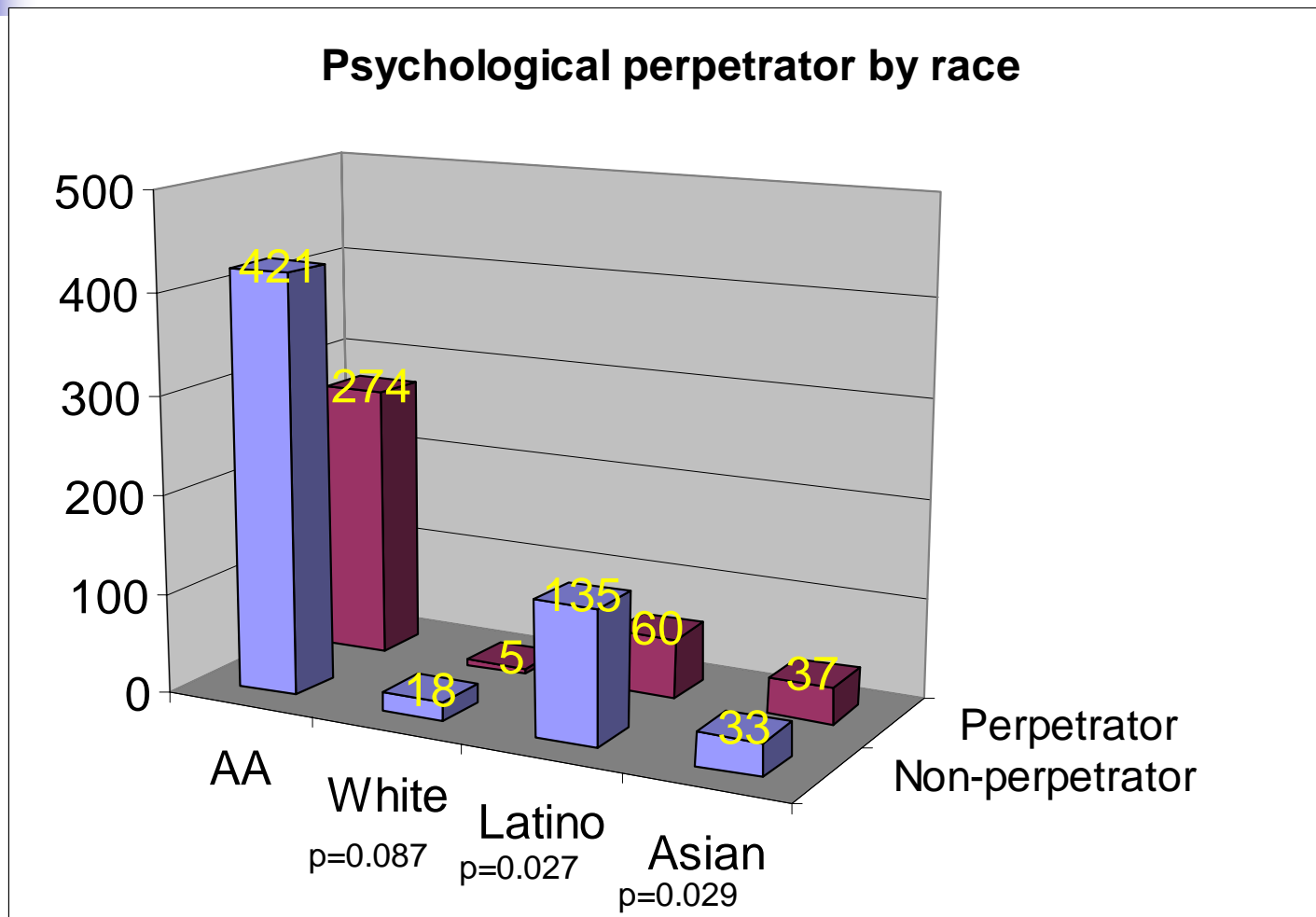
# Association between sexual dating violence and race



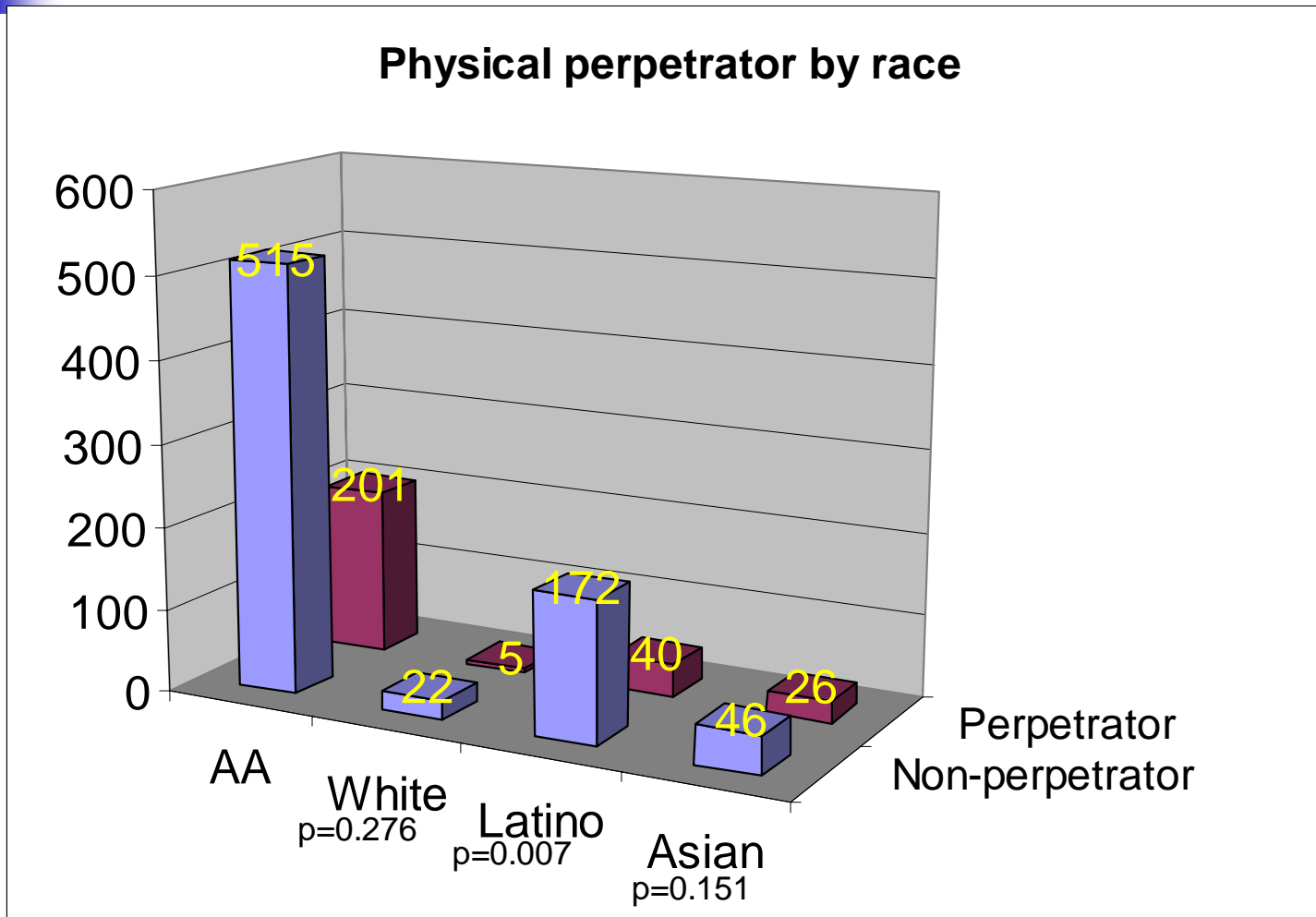
# Association between sexual dating violence and race



# Association between psychological dating violence and race



# Association between physical dating violence and race





## Conclusion and discussion

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1. Middle school students, whether girls or boys, experience dating violence at an equal rate than high school and college students.
2. African-Americans reported more perpetration of physical violence and psychological victimization.
3. Girls were significantly more likely than boys to report perpetration of physical violence.
4. Students who received the program positively shifted their knowledge, beliefs and attitudes significantly more than students who did not receive the program.



# Conclusion and discussion

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## Strengths of this study

- The sample size was large and from the general population.
- The current study is one of the few studies to have included middle school adolescents and ethnically diverse students.
- This study is the first to assess solely the curriculum component of the Safe Dates program.
- This is the first study of Safe Dates in an ethnically diverse suburban community.

## Limitations of this study

- Neither intervention nor control group was selected randomly.
- Methodological limitations did not allow the assessment of the impact of the program on behavior.



# Prospective

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The study results:

- Confirm the need for early intervention to reduce violence in dating relationships.
- Specify clear targets for intervention and dating violence prevention.
- Program adaptations are needed which recognize the mutually abusive patterns among adolescent girls and boys.
- Experimental studies testing the long term effects of dating violence prevention programs are needed to expand knowledge of the risk and protective factors