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***Shifting Boundaries:***  
**Final Report on an Experimental Evaluation of a Youth Dating Violence Prevention Program in  
New York City Middle Schools\***

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## Abstract

The purpose of this multi-level experiment was to provide high-quality scientific evidence concerning the effectiveness of targeting a young, universal primary prevention audience with classroom-based curricula and school-level interventions. We randomly assigned a school-based intervention to 30 public middle schools in New York City, and within these schools we identified 117 sixth- and seventh-grade classes (over 2,500 students) to randomly receive our interventions called *Shifting Boundaries*. The classroom intervention was delivered through a six-session curriculum that emphasized the consequences for perpetrators of DV/H, state laws and penalties for DV/H, the construction of gender roles, and healthy relationships. The building-based intervention included the use of temporary school-based restraining orders, higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe “hot spots,” and the use of posters to increase awareness and reporting of DV/H to school personnel.

Our study included quantitative and qualitative data. Our quantitative surveys were implemented at baseline, immediately after the intervention and six months post-intervention and included the following measures: Knowledge, attitudes, behavioral intentions, intentions to intervene as a bystander, peer and dating partner physical and sexual violence (experienced as a victim and/or perpetrator), sexual harassment (experienced as a victim and/or perpetrator), and other background items. Our qualitative focus groups were conducted with interventionists and students to provide rich contextual to assess intervention implementation and student change associated with the interventions.

Participating students ranged in age from 10 to 15, with 53% female. Our sample was 34% Hispanic, 31% African American, 16% Asian, 13% white and 6% “other.” About 40% of our sample had prior experience with a violence prevention educational program. About half reported being in at least one dating relationship. About 20% of our sample reported having been the victim of dating violence and 66% victims of peer violence.

Compared to the control group which received no interventions we found the following:

- The combination of the classroom and building interventions increased student knowledge about laws and consequences about dating violence and sexual harassment.
- The students receiving the building intervention were more likely to intend to avoid perpetrating violence (more pro-social behavioral intentions) immediately after the intervention.
- The “building only” intervention was associated with more positive intentions to intervene as a bystander six months post intervention.
- The combination of the classroom and building interventions and the building intervention alone reduced sexual harassment (victimization and perpetration) by 26-34% six months post follow-up.
- The building intervention reduced victimization and perpetration of physical and sexual dating violence by about 50% up to six months after the intervention.

- The combination of the classroom and building interventions and the building intervention alone led to 32-47% lower peer sexual violence victimization and perpetration up to six months after the intervention.
- While the preponderance of results indicates that the interventions were effective in improving students' awareness/knowledge and behavioral intentions, as well as reducing violent incidents, a few anomalous results (e.g., reported declines in total peer violence frequency which were contradicted by higher prevalence estimates) did emerge. However, after careful analysis these anomalous results were deemed to be most likely spurious.

Overall, the “building only” intervention and the “both” interventions were effective at reducing DV/H. The success of the “building only” intervention is particularly important because it can be implemented with very few extra costs to schools. However, classroom sessions alone were not effective. Finally, our focus groups confirmed that the interventions were implemented as planned and straightforward to implement, teachers liked and were supportive of the interventions, and the positive survey results related to the interventions effectiveness were confirmed.

## Acknowledgements

The research team would like to acknowledge the efforts of those who contributed to the development, implementation, and evaluation of this National Institute of Justice (NIJ) project (co-funded by the Office of Safe and Drug-Free Schools, U.S. Department of Education). First, we would like to thank Dr. Carrie Mulford, Project Officer from NIJ for her leadership and support. Dr. Mulford has been a champion for research on teen dating violence prevention. She recognized the value of our interventions and rigorous evaluation work dating back to our first NIJ grant in 2005 to study an earlier version of our intervention in the Cleveland area schools. We are very grateful for her encouragement throughout the many twists and turns of this project. Next, we would like to thank Eve N. Birge from the Office of Safe and Drug-Free Schools, U.S. Department of Education. Ms. Birge became a trusted colleague and supported our project in numerous ways.

Special thanks to the Police Executive Research Forum (PERF) Executive Director, Chuck Wexler and PERF Research Director, Dr. Christopher Koper for their leadership and project oversight during a complex transition period when the project Principal Investigator (Dr. Bruce Taylor) left PERF for a new position at NORC at the University of Chicago. Other key members of the project team from PERF were Dr. Dan Woods (a co-author) who conducted most of the project data analyses, Nathan Ballard the project research assistant who fastidiously handled all project logistics, and Bruce Kubu (Senior Associate, PERF) who worked with our team to design the project survey.

Eric Pliner, formerly of the New York City Department of Education, Youth Development office was our guide and adviser into and through the NYC schools. With the support of Elayna Konstan, and her staff, including Marion Thomas, Lois Herrera, Nicole Yarde, Michele Singer, Rhodna Pagnaetti, Niel Rothberg, Zahidali Rohoman, Olmon Hairston, and Jennifer Hogan we were able to fashion the interventions/lessons for the middle school students; *Shifting Boundaries: Lessons on Relationships for Student in Middle Schools* emerged. Throughout the project's duration, we were helped often by Dr. Catherine Stayton of the New York City Department of Health and Mental Hygiene and by others in the New York City Alliance Against Sexual Assault.

Through the efforts and commitment from the 42 Substance Abuse Prevention/Intervention Specialists (SAPIS), and their middle school principals, the lessons in *Shifting Boundaries* were taught and implemented to over 2,500 students. In particular, we want to thank those SAPIS staff who served in our pilot phase: Jenci Banks, Jaclyn Guarneri, Ann Margaret Pasquenza, Dana Tomlinson, and Despina Triantafyllopoulos and those SAPIS staff who must remain anonymous, who helped us conduct our focus groups with their students. We could not have done any of this without their help, involvement and expertise.

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## Executive Summary

Dating violence and sexual harassment (DV/H) (including “interpersonal” or “gender” violence)<sup>i</sup> among adolescents represent serious problems for educators in K-12 schools (Shanklin et al. 2007; Taylor 2010; Mulford and Giordano 2008; Jouriles, Platt, and McDonald 2009). DV/H in school settings is pervasive, with around half of all teenagers having experienced TDV (Wekerle and Wolfe 1999; Foshee 1996; Hickman, Jaycox, and Aranoff 2004; Jouriles, Platt, and McDonald 2009; O’Keefe 1997; Centers for Disease Control and Prevention Accessed 2/11/11; Shorey, Cornelius, and Bell 2008; Silverman, Raj, and Clements 2004; Meyer and Stein 2004; Connolly and Josephson 2007; Foshee and Arriaga 2004; Foshee, Bauman, et al. 2005; Foshee et al. 1996; Foshee and Matthew 2007) and most have experienced sexual harassment (Malik, Sorenson, and Aneshensel 1997; Harris Interactive Inc. and Gay Lesbian & Straight Education Network 2005). DV/H can lead to serious injuries for victims, poorer mental/physical health, more “high-risk”/deviant behavior, and increased school avoidance (Howard, Wang, and Yan 2007; Gruber and Fineran 2008; Howard, Wang, and Yan 2007). In the last few years, new rigorous research has been conducted on the effectiveness of DV/H prevention programs (Foshee and Reyes 2009; Taylor 2010; Wolfe et al. 2009; Jaycox et al. 2006), and a number of these studies have shown positive results. However, these studies are few and generally address only 8th and/or 9th grade or older students (e.g., (Foshee et al. 1998; Wolfe et al. 2009; Lisa H. Jaycox et al. 2006). To date, only one study addressed 6th and 7th grade students and assessed a series of outcomes related to a DV/H prevention program through an experimental design (Taylor 2010).

### Project Purpose, Goals and Objectives

The purpose of this two-year randomized multi-level experiment was to provide high-quality scientific evidence concerning the effectiveness of targeting a young, universal primary prevention audience with classroom-based curricula and school-level interventions. In the long-term, we hope that the results from this study could be used to help prevent DV/H and other forms of violence and harassment. To achieve this goal we employed rigorous methods to provide clear results on the effectiveness of *Shifting Boundaries*. The specific aim of this study was to evaluate the relative effectiveness of a multi-level approach to DV/H prevention programming (in terms of knowledge, attitudes, intended behavior, and behavior of youth participants) for middle school students from a large urban school district.

### Methods

We randomly assigned a school-based intervention to 30 public middle schools in New York City, and within these schools we identified 117 sixth- and seventh-grade classes (over 2,500 students) to randomly receive our interventions called *Shifting Boundaries*. The classroom

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<sup>i</sup> In this report, we use the term *dating violence and harassment* (DV/H) to represent physical, emotional, or sexual abuse within a dating relationship, the definition that CDC uses for teen dating violence (TDV) (Centers for Disease Control and Prevention Accessed 2/11/11). More broadly, this problem has also been referred to as gendered adolescent interpersonal aggression (GAIA) (Smith, White, and Moracco 2009) Where cited studies used the term TDV, we also follow the language of the original research.

intervention was delivered through a six-session curriculum that emphasized the consequences for perpetrators of DV/H, state laws and penalties for DV/H, the construction of gender roles, and healthy relationships. The school (building-level) based intervention included the development and use of temporary school-based restraining orders, higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe “hot spots,” and the use of posters to increase awareness and reporting of DV/H to school personnel.

Our study included quantitative and qualitative data collection. Our quantitative methods provided for rigorous statistical comparisons using standardized surveys implemented at three points in time: baseline (before the intervention), immediately after the intervention and about six months post-intervention. The student surveys were divided into five sections measuring knowledge about laws related to DV/H, resources for help, rape myths, and skills; attitudes about the acceptability of violent, abusive, and harassing behaviors; behavioral intentions to avoid committing violent acts in the future as well as intentions to intervene when in the position of a bystander; behavior was measured by asking about peer and dating partner physical and sexual violence experienced as a victim or perpetrator and sexual harassment experienced as a victim or perpetrator; and other items covering a demographic profile of the students and questions on prior attendance at an educational program about sexual assault, harassment, or violence, and prior history of dating. Our qualitative data collection included conducting focus groups with interventionists and students from schools who used the classroom lessons only, those who used only the building/school-wide intervention, and those who were in schools who used “BOTH” classroom lessons and school-wide interventions. The focus groups provided rich contextual data to help the research team assess the quality of the implementation of the interventions (challenges and what went well), student change as a result of prevention programming, and the nature of their experience with the interventions.

### **Description of Participants**

The sample was fairly evenly split between 6th and 7th grade students, with 1,266 students (48%) in the 6th grade and 1,388 students (52%) in the 7th grade. Participating students ranged in age from 10 to 15, with 94.5% falling in the 11 to 13 age range. Slightly more of the overall sample was female (53%). Our sample had a similar ethnic breakdown to the overall city average for all NYC public school students (34% Hispanic, 31% African American, 16% Asian, 13% white and the remainder in the “other” racial category). Over a third of the study sample (40%) had prior experience with a violence prevention educational program. Nearly half of the sample (48%) reported at least one experience of being in a dating relationship that lasted one week or longer. About one in five respondents (19.4%) reported having been the victim of any physical or sexual dating violence at some point in time. Two-thirds of the sample (66%) reported having been the victim of any physical or sexual peer violence at some point in time. One in five respondents (20%) reported having perpetrated any physical or sexual dating violence at some point in time. Nearly three out of five (57%) reported having perpetrated any physical or sexual peer violence at some point in time and nearly half (45.8%) report having sexually harassed someone at some point in time.

## Quantitative Results

**Knowledge.** Participating students' knowledge scores as measured immediately post-intervention and six months later were significantly better among students who received the "both" intervention arm. This finding suggesting that the combination of the two interventions is necessary to improving 6<sup>th</sup> and 7<sup>th</sup> graders' knowledge. The "classroom only" intervention was close to significance immediately post intervention and six months later with p values of .08 and .10, respectively. The "building only" intervention was not significantly different from the control group knowledge scores and provides no support for this aspect of Hypothesis 1.

**Attitudes.** Overall, controlling for baseline attitudes, no statistically significant results below the .05 critical value level were found for our interventions on attitudinal outcomes immediately post-treatment nor at the six-month follow-up point. However, there were three borderline findings ( $p < .10$ ) in the desirable direction of the intervention improving attitudes. While we anticipated that our interventions would change attitudes, it is possible that our interventions operated more directly in changing intentions and behavior without this more distant precursor step.

**Intentions to intervene as a bystander.** Immediately post-treatment, none of the intervention groups reported significantly greater intentions to intervene as bystanders. However, six months after the intervention, the "building only" intervention exhibited a positive and significant effect on students' intentions to intervene in the suggested scenarios. The building intervention had a bystander component encouraging students to "speak up" if they see abusive behavior among students and this is the outcome that seems to have occurred.

**Personal behavioral intentions.** The building intervention was associated with pro-social intentions immediately post treatment compared to the control group's behavioral intentions. However, this finding was not significant at the six month follow-up point. Behavioral intentions among students in the three treatment groups did not differ significantly from behavioral intentions of the control group students six months after the interventions were implemented.

**Behavioral change.** We explored whether our interventions were demonstrated to be effective at reducing at least some of the sixteen combinations of violence we measured. A summary of our (statistically significant) behavioral model results related to harassment and violence are presented below (see Figure 1), inclusive of our immediate post-treatment (four significant results) and six-month post treatment (22 significant) findings. As seen in Figure 1, the bulk of our results such that the intervention decreased harassment and violence (in green on the left side of Figure 1), with four iatrogenic findings showing increases in violence (in red on the right side of Figure 1) associated with the building only intervention.

***Sexual victimization by a peer.*** Immediately post-treatment, the results indicate a 32% reduction in the prevalence of sexual victimization by a peer for students in the combined intervention arm compared to students in the control group. Immediately post-treatment, the estimated frequency of sexual victimization by a peer was also significantly lower (34%) for students in the combined intervention arm compared to students in the control group. This finding persisted six months post-treatment, at which point we estimate a 34% reduction in the prevalence of sexual victimization by a peer for students in the combined intervention arm compared to students in the control group. This reduction was mirrored by results reported by students in the building-only intervention arm (34% reduction). Six months post-treatment, results indicate a 35% reduction in the frequency of sexual victimization by peers for students in the building-only treatment group and a 40% reduction in the frequency of sexual victimization by peers for students in the combined treatment group.

***Total victimization by a peer.*** Our results for total victimization are more mixed. Students in the building-only intervention group reported an 88% higher prevalence of total victimization six months after the intervention compared to the control group. While the building intervention is associated with higher reported prevalence (compared to the control group) of total victimization by a peer six months after the intervention, the frequency of total victimization by a peer was reported as less than that of the control group immediately after the intervention and six months later. The combined classroom and building intervention was significantly associated with a 36% reduction in the frequency of total victimization by a peer immediately post-treatment. At the six-month follow-up point, in comparison to the control group, the building-only intervention was significantly associated with a 27% reduction in the frequency of total victimization by a peer, parallel to the 33% in the frequency of total victimization by a peer reported by the combined intervention students.

***Sexual violence perpetration in a peer relationship.*** Six months post intervention, students assigned to the building-only intervention as well as students participating in the combined classroom and building intervention reported significantly lower prevalence rates of perpetrating sexual violence on peers (approximately a 47% reduction). In addition to a reported reduction in the prevalence of perpetrating sexual violence against a peer, the reported frequency declined close to 40% vis-à-vis the control group for students experiencing the building-only intervention and the combined classroom and building intervention.

***Total violence perpetration in a peer relationship.*** Parallel to the victimization reports in peer relationships, the building-only intervention students reported a significantly greater prevalence in total violence perpetrated immediately post-intervention and six months later relative to the control group students. The reported frequency of perpetrating any violence in peer relationships did not vary across the study groups immediately post-treatment; but again parallel to the victimization reports, the reported frequency of perpetrating any violence in peer relationships was lower than the frequency in the control group by more than 30% in the building-only and the combined classroom and building treatment groups.

**Sexual victimization by a dating partner.** We had two significant treatment effects for this variable. Six months post intervention, students in the building-only intervention arm reported 50% reduction in the prevalence of sexual victimization by a dating partner and a 53% reduction in the incidence or frequency of such events.

**Total victimization by a dating partner.** Reports of total violence by a dating partner follow the same patterns as reports of sexual victimization in dating relationships. Immediately post-treatment, neither the prevalence nor the frequency of total violence was significantly associated with any of the interventions. However, results for the building-only treatment group indicated a 54% statistically significant reduction in the reported incidence of total violence by a dating partner at the six-month follow-up point.

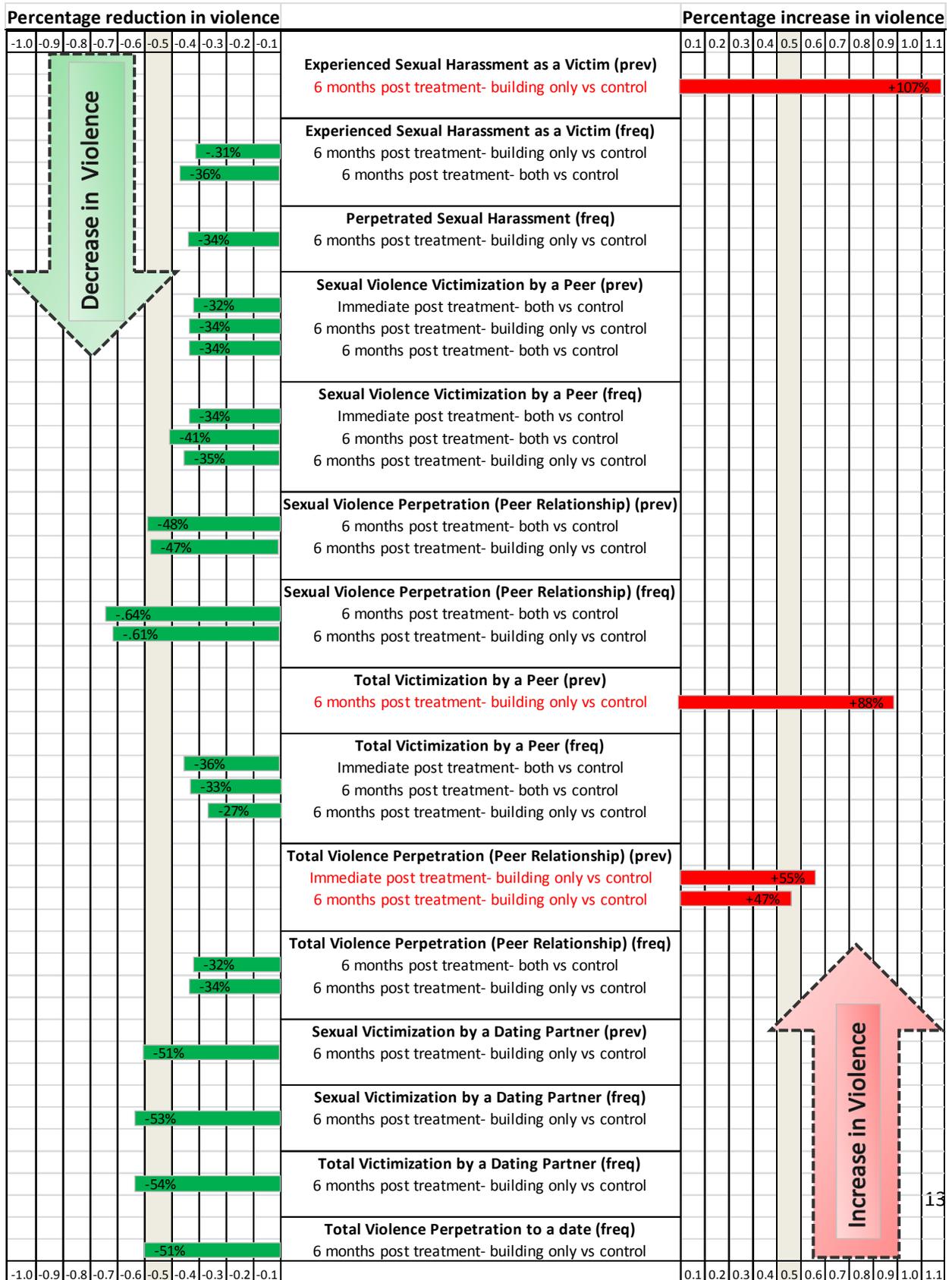
**Sexual violence perpetration in a dating relationship.** There is no statistically significant evidence for declines in perpetrating sexual violence against a dating partner associated with any of the three intervention arms immediately post-treatment.

**Total violence perpetration in a dating relationship.** Our measure of the frequency of total violence perpetration against a dating partner at six months following the intervention indicated reductions for the building-only condition (which was 51% lower compared to the reported frequency among control group students).

**Experienced sexual harassment as a victim.** None of the three intervention groups reported any difference in the prevalence or the frequency of sexual harassment immediately post-treatment. The results six months after the interventions were implemented indicated some treatment effects contrary to expectations. The odds ratio of students in the building-only intervention reporting the *prevalence* of any sexual harassment victimization was 107% more than that of the control group (or more than twice as likely). However, the *frequency* of sexual harassment victimization reported by students in the building-only intervention was 31% lower than the reported *frequency* of sexual harassment victimization in the control group. Likewise, the frequency of sexual harassment victimization reported by students receiving the combined classroom and building intervention was 26% lower than the reported frequency of sexual harassment victimization in the control group.

**Perpetrated sexual harassment.** Six months following the intervention, students in the building-only intervention arm reported a 34% reduction in the frequency of perpetrating sexual harassment against others compared to control group reports. Overall, these results suggest that the building intervention by itself may be effective in reducing the frequency of both sexual harassment perpetration and victimization, although reports of the prevalence of any experience of sexually harassment victimization for students exposed to the building intervention increased.

**Figure 1: Summary of Statistically Significant Findings: NYC TDV Prevention Experiment - Shifting Boundaries Compared to Control Group**



## Qualitative Results

Below are the key themes from across the interventionist and student focus groups.

**The interventions were implemented as planned.** The evidence supports the fact that the interventions were implemented with high fidelity in the proper dosages and appropriate content.

**The teachers liked and were supportive of the interventions.** The interventionists reported that teachers were very supportive of the classroom interventions, and that they appreciated having the teachers stay in the rooms for the lessons. Similar positive feedback was reported by the interventionists regarding the building intervention.

**Confirmation of quantitative favorable results with building intervention.** The strong results observed based on our survey data for the building intervention were largely confirmed with our focus group data. The building only interventionists felt that it was empowering for the students and noticed a number of positive changes in the students. The interventionists and students reported that the posters on teen dating violence were well liked, triggered discussion, and were helpful for student victims in identifying abuse. However, the students also had some suggestions for small changes for the posters. Most of the students and interventionists had positive feedback on the mapping exercise. The mapping activity results were shared with the building principals and various safety committees, who were then able to implement a series of security upgrades/changes. The students felt the mapping activity made them more aware of the dangerous spots in their school, and they felt reassured that adults asked about safe/unsafe places. There was more of a mixed reaction to the Respecting Boundaries Agreement (RBA). The main concern was that the RBA was too long and difficult to understand. However, some assistant principals and deans reported to the interventionists that they liked the RBA and student feedback on the RBAs was positive.

**Support for the value of the classroom intervention was uncovered.** The “classroom only” focus groups (interventionists and students) reported many positive elements of the classroom lessons and indicated that they were very well received. The interventionists reported high levels of comfort with the curriculum, found it fairly easy to implement, and felt that it included the right number of lessons. The students liked the interactive, hands-on activities and understood the concepts being taught. The students felt that the lessons prepared them if they were the target of harassment or if there was a problem in which they needed to intervene as a bystander. The students said that based on the lessons they became much more aware of their personal space and their right to protect it.

**Suggestions for modifications of the interventions were advanced.** The main issue with the building intervention was the need to simplify and streamline the RBAs for ease of use. For the classrooms, the interventionists reported that the sixth grade students would be better served by more introductory classroom material and that the seventh grade students were

ready for more advanced material. The interventionists recommended adding more material about consequences for behavior, more use of videos, and building in a parent component to the interventions. The students felt that the interventions need to be offered to all middle school grades and some felt that there was a need for multiple dosages of the intervention across school years.

**Effects of interventions.** The girl students felt that they got the most out of the lessons compared to the boys, and paid most attention, took the lessons more seriously, and learned to speak up for themselves. Some of the girl students felt that that some boys joked or argued their way through the lessons, while others matured as a result of them. The students felt they better understood the advantages to telling adults about incidents of harassment. The students also reported being more willing to seek out adult advice/help, feeling more confident, courageous, and willing to intervene when they see harassment as a bystander. In general, they indicated that based on the interventions they noticed less physical forms of violence and harassment but did not observe much change in verbal harassment. Some of the students felt that the lessons helped victims more than perpetrators, helped students identify harassment as a problem and made it more likely for them to report DV/H to adults.

### **Key Study Limitations**

First, our study relied primarily on self-reports through student surveys, which are limited in capturing the intensity and context of violent behavior (Wolfe et al. 2009). Like other researchers in this area, we measured DV/H by having participants answer questions on whether they have performed a specific act against a partner or peer, such as pushing, kicking, hitting, etc. (or been the victim of these acts). These type of reports do not encompass motivations or circumstances surrounding violent acts or distinguish between acts of offense or defense (Wolfe et al. 2009). Next, our measure of sexual victimization was limited to two main items (“pushed, grabbed, shoved, or kicked you in your private parts” and “made you touch their private parts or touched yours when you did not want them to”). Despite some of these concerns around our measurement of violence, which likely were balanced across treatment and control groups, self-report surveys have become an accepted modality of collecting data on the subject matter of violence. Our study was also limited to two follow-up data collection points (immediately following the intervention and about six months later) and it is unclear whether our findings would change over a longer follow-up period.

Another major concern in our study was whether attrition in our study created any pattern of bias that would interfere with our ability to draw unequivocal inferences from our study. We had 12 sites that had students complete a baseline survey that did not have students complete a follow-up survey, due mostly because the interventionist in those sites were laid off because of budget cuts. Overall, we did not observe much by way of patterns in our study for the schools that continued on to complete the follow-up survey waves and those schools that dropped out after doing only a baseline survey. We observed few differences between the dropout schools and the completer schools on a variety of background factors and violence measures. Where there were some differences, we addressed this in our statistical modeling.

Also, there was the potential for differential rates of mobility/subject mortality in the four comparison groups. In our study we maintained a fairly even participation rate across the different comparison groups, with the 12 drop out schools falling out proportionally across the original random assignment to the four study conditions. Also, for our final sample of 30 schools, our response rate for students across all the survey waves was good.

### **Implications**

Our study had a number of features and strengths that make our analyses of the effectiveness of our youth dating violence prevention program important. First, we used a clustered randomized trial design to allow for the clearest possible interpretation of our results. Next, our sample with 30 schools was one of the larger youth dating violence experiments compared to the Foshee dating violence prevention experiment with 10 middle schools in rural North Carolina (Foshee et al. 2000), 15 high schools in the Jaycox experiment in Los Angeles (Jaycox et al. 2006) and the Wolfe study in Canada with 20 high schools (Wolfe et al. 2009). Therefore, even if fairly small statistical differences between the treatment and control groups were to emerge we would have a strong probability of detecting those differences. Next, our diverse sample of ethnic groups provides for findings that are applicable to a wide range of different groups. Our study was one of the few to include youth in the sixth and seventh grades in a study on youth relationship violence, which is often reserved for 8th grade and older students (Wolfe et al. 2009; Jaycox et al. 2006; Foshee et al. 2000; AveryLeaf et al. 1997). Also, our study included behavioral measures. The frequency or incidence of violent outcomes is sometimes not even measured in teen dating violence prevention studies (Rosen and Bezold 1996; Nightingale and Morrissette 1993), where the focus is sometime on attitudinal and knowledge changes (Whitaker, Morrison, Lindquist, Hawkins, O'Neil, et al. 2006; MacGowan 1997).

One of our most consistent findings to emerge from our analyses was that various combinations of our interventions were effective in reducing six months post intervention sexual violence (victimization and perpetration) involving peers and dating partners. While our focus was on dating partner violence, we believe that the building intervention (with its broader prevention elements and relocation of school personnel based on hotspot mapping of all violent encounters) can be effective for addressing a variety of forms of sexual violence, even (in some cases) when combined with the more dating relationship oriented classroom-based intervention. This finding concerning reductions in sexual violence is important given the generally scarcity of positive results in reducing sexual violence in adult populations (Lonsway et al. 2009).

Next, as hypothesized, a good number of our results concerning the effects of the building interventions on the experience of being a victim or perpetrator of dating violence were in the desirable direction of reducing its prevalence and frequency. A bit more surprising was our findings regarding peer violence reduction for a program that targeted the problem of dating violence. This phenomenon of diffusion of benefits from interventions has been documented in

other areas of criminal behavior such as hotspots policing of violent crime areas where areas near a treated area received similar benefits as the treated areas (Clarke and Weisburd 1994).

Another major theme to emerge from our findings was that while the building intervention alone and the combination of the classroom and building interventions were effective strategies to reduce dating violence, the classroom sessions alone were generally not effective at reducing dating violence. These results are consistent with our earlier study in the Cleveland area where a classroom-only intervention was generally effective at reducing peer but not dating violence. In this study as well, the classroom intervention, when combined with the building intervention was effective at reducing some forms of peer violence. Based on our data, we believe that the classroom sessions can be effective but they seem to need to be done in combination with the building intervention. It is possible that the broader focus of the building intervention creates some important changes in the school climate that allow for the classroom intervention to have an effect. Future research will need to measure climate change to assess this hypothesis.

## **Conclusion**

Unfortunately, there is only a modest literature for experimental studies assessing the effectiveness of existing primary prevention programs in addressing DV/H. Nevertheless, our team's prior DV/H experiment in the Cleveland area (Taylor 2010) was ground-breaking. We demonstrated, through a rigorous experiment, that a condensed five-session curriculum could be effective for students in the 6th and 7th grades. However, it was unknown whether our intervention would display similar positive effects in other cities. Guided by a well-tested theoretical model (i.e., TRA), we built on the strongest elements of the two interventions we tested in Cleveland, testing a new multi-level (classroom and building-wide) approach to reducing DV/H. Using an experimental design in NYC middle schools, we have provided scientific evidence that indicates that our building intervention and the combination of our building and classroom interventions can be effective in other cities. Our study helps fill the void of evidence-based guidance and approaches for preventing DV/H. The success of the building intervention alone is particularly intriguing, in terms of not only its effectiveness but because it can be implemented with very few extra costs to schools. Interventions such as our "building only" approach are critical to school districts during the current economic climate, a time in which fewer resources are available to address problems such as DV/H.

Overall, the building intervention and the combined building and classroom intervention were shown to affect student knowledge and behavioral intentions in a positive manner and as hypothesized (with some exceptions) were effective in reducing dating/peer violence (especially sexual violence) and sexual harassment. These results are encouraging and offer support to our contention that these types of lessons, activities and pedagogy are effective with students in sixth and seventh grades. As a result of this and prior studies, a body of scientific data is emerging about the beneficial effects of DV/H interventions targeted to middle school students. We encourage other researchers and program developers to expand on this study as they pursue efforts to interrupt the precursors to youth dating violence.

## Introduction

Dating violence and sexual harassment (DV/H) (including “interpersonal” or “gender” violence)<sup>ii</sup> among adolescents represent serious problems for educators in K-12 schools (Shanklin et al. 2007; Taylor 2010; Mulford and Giordano 2008; Jouriles, Platt, and McDonald 2009). DV/H in school settings is pervasive and associated with a number of problems. DV/H can have emotional, physical and sexual components (Centers for Disease Control and Prevention Accessed 2/11/11; Shorey, Cornelius, and Bell 2008) and may occur through in-person contact or through modern technology (mobile/smart phones, internet), either of which may involve private or public interactions. DV/H can lead to serious injuries for victims, poorer mental/physical health, more “high-risk”/deviant behavior, and increased school avoidance (Howard, Wang, and Yan 2007; Gruber and Fineran 2008; Howard, Wang, and Yan 2007). School-based sexual harassment interferes with the educational experience and constitutionally granted right to attend school in an environment that is free from sex discrimination and harassment (Title IX June 4, 1975; Davis v. Monroe County Board of Education 1999; Franklin vs Gwinnett County (GA) Public Schools 1992). Yet historically sexual harassment has often been tolerated and even normalized by school administrators and students alike (Stein 1999, 1995; American Association of University Women 2001, 1993). In the last few years, new rigorous research has been conducted on the effectiveness of DV/H prevention programs (Foshee and Reyes 2009; Taylor 2010; Wolfe et al. 2009; Jaycox et al. 2006), and a number of these studies have shown positive results. However, these studies are few and generally address only 8th and/or 9th grade or older students (e.g., Foshee et al. 1998; Wolfe et al. 2009; Lisa H. Jaycox et al. 2006). Only one study addressed 6th and 7th grade students (Taylor 2010).

This report provides a detailed account of the results of an experimental evaluation that used a randomized controlled trial of a DV/H prevention program for sixth and seventh grade students in New York City. The purpose of this two-year randomized multi-level experiment was to provide high-quality scientific evidence concerning the effectiveness of targeting a young, universal primary prevention audience with classroom-based curricula and school-level interventions. We randomly assigned a school-based intervention to 30 public middle schools in New York City, and within these schools we identified 117 sixth- and seventh-grade classes (over 2,500 students) to randomly receive our interventions. The classroom intervention was delivered through a six-session curriculum that emphasized the consequences for perpetrators of DV/H, state laws and penalties for DV/H, the construction of gender roles, and healthy relationships. The school (building-level) based intervention included the development and use of temporary school-based restraining orders, higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe “hot spots,” and the use of posters to increase awareness and reporting of DV/H to school personnel.

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<sup>ii</sup> In this report, we use the term *dating violence and harassment* (DV/H) to represent physical, emotional, or sexual abuse within a dating relationship, the definition that CDC uses for teen dating violence (TDV) (Centers for Disease Control and Prevention Accessed 2/11/11). More broadly, this problem has also been referred to as gendered adolescent interpersonal aggression (GAIA) (Smith, White, and Moracco 2009) Where cited studies used the term TDV, we also follow the language of the original research.

The study was designed to yield data that could help increase the capacity of schools to prevent DV/H. In the long-term, we hope that the results from this study could be used to help prevent DV/H and other forms of violence and harassment. To achieve this goal we employed rigorous methods to provide clear results on the effectiveness of strategies for altering the violence-supportive attitudes and norms of youth. The specific aim of this study was to evaluate the relative effectiveness of a multi-level approach to DV/H prevention programming (in terms of knowledge, attitudes, intended behavior, and behavior of youth participants) for middle school students from a large urban school district.

The sections that follow include a review of the extent DV/H research literature, a detailed presentation of the research methods used in our study, a summary of our theoretical framework for our interventions and the study hypotheses, our study results, a discussion of our study results and some concluding comments.

### **Literature Review**

To follow is a review of the DV/H research literature on the scope of the problem of DV/H, the nature of DV/H (including onset and developmental pathways and consequences associated with DV/H) and prior scientific studies evaluating school-based violence prevention programs.

#### **Dating Violence and Sexual Harassment: Scope of the Problem**

The focus of our interventions is the problem of youth DV/H which by a number of accounts is a pervasive problem. In the section that follows we review estimates of the prevalence of DV/H drawn from national surveys and localized studies of particular states or schools. Additional data are available in annual reports of school crime and safety, a compendium of various data sources, prepared by the National Center for Education Statistics and the Bureau of Justice Statistics (DeVoe et al. 2003; Dinkes, Cataldi, and Lin-Kelly 2007; Robers, Zhang, and Truman 2010). However, although the results were disputed, a 2007 New York City Department of Education audit indicated some concern about the reliability of school reporting systems (Thompson 2007). A commissioned review for the 2011 Department of Education's *Gender-Based Violence Summit* raises further concern about underreporting of sexual harassment in schools (Stein and Mennemeier 2011).

Multiple studies limited to local and regional samples have provided detailed estimates of TDV and have informed conceptual understanding of the problem. Based on this work, about half of all teenagers have experienced TDV (Wekerle and Wolfe 1999; Foshee 1996; Hickman, Jaycox, and Aranoff 2004; Jouriles, Platt, and McDonald 2009; O'Keefe 1997; Centers for Disease Control and Prevention Accessed 2/11/11; Shorey, Cornelius, and Bell 2008; Silverman, Raj, and Clements 2004; Meyer and Stein 2004; Connolly and Josephson 2007; Foshee and Arriaga 2004; Foshee, Bauman, et al. 2005; Foshee et al. 1996; Foshee and Matthew 2007) and

most have experienced sexual harassment (Malik, Sorenson, and Aneshensel 1997; Harris Interactive Inc. and Gay Lesbian & Straight Education Network 2005). However, other researchers have found lower rates of dating violence for young adolescents. In a detailed review of the literature, summarizing across different time periods of recall, different study populations, and varying definitions of TDV, Manganello reports an estimated 10-15% of adolescents have been victims of physical dating violence, a broader range (both boys and girls) report perpetration, and reported experiences of verbal or psychological abuse range from nearly none to nearly everyone (Manganello 2008).

The existence of peer-to-peer sexual harassment in K-12 schools has been well documented for decades (American Association of University Women 2001, 1993; Stein 1981; Stein 1999, 1995; Stein, Marshall, and Tropp 1993; Straus 1988). The American Association of University Women's national survey of sexual harassment in schools found 83% of girls and 79% of boys indicating that they had been sexually harassed (American Association of University Women 2001). Thirty percent of girls and 24% of boys reported that they were sexually harassed often (American Association of University Women 2001) and 60–79% of boys reported being verbally harassed (American Association of University Women 1993, 2001; Tolman et al. 2003).

There is an ongoing debate in adult research about whether men and women experience similar rates of interpersonal violence (Williams, Ghandour, and Kub 2008; Whitaker et al. 2007; Straus and Ramirez 2007; Romans et al. 2007; Swahn et al. 2008). Similar questions are emerging in the TDV literature (Reed et al. 2010; Simon et al. 2010) but, parallel to research in adult IPV (Tjaden and Thoennes 2000), it is important to understand the context of the gender symmetry question. While some research finds the frequency of female or male-perpetrated violence against partners to be of similar frequency, the nature [type, intensity and injuries (Arias 1989)] and implications of the violence varies considerably by gender (Molidor and Tolman 1998; Simon et al. 2010), especially for adolescent homicides (Federal Bureau of Investigation 2002). The data on TDV generally show that girls and boys both experience high rates of TDV; however, they experience, think of, and react to DV/H differently (O'Keefe and Treister 1998; Gruber and Fineran 2008). In terms of reporting, boys seem to underreport, deny or minimize their own aggression, and girls may over report to accept blame and take greater responsibility (Jackson 1999; Lejeune and Follette 1994). In terms of experiences, girls are more likely than boys to be sexually victimized (Foshee 1996; Molidor, Tolman, and Kober 2000; Wolitzky-Taylor et al. 2008), to sustain more relationship violence-related injuries than their male counterparts (Howard, Wang, and Yan 2007, 2007; Jackson, Cram, and Seymour 2000; Makepeace 1987; Molidor and Tolman 1998; O'Keefe 1997), and to report more fear (Foshee 1996; O'Keefe and Treister 1998; Molidor, Tolman, and Kober 2000). These studies have also

revealed that while males and females both perpetrate DV/H at high levels, the motivations (O'Keefe 1997; Mulford and Giordano 2008), attitudes (Jackson 1999; Lejeune and Follette 1994) and consequences (Molidor and Tolman 1998; Wolitzky-Taylor et al. 2008) are often very different.

### **The Nature of DV/H**

A significant amount of research has been done exploring the nature of the problem of DV/H including its onset and developmental pathways and the consequences associated with DV/H.

**Onset and developmental pathways.** For the most part, national and local data derived focus on students in grades 8-12 (Foshee et al. 1996a, 1996b; Foshee et al. 1998; Foshee et al. 2000; Foshee et al. 2001; Foshee, Bauman, et al. 2005; Foshee and Matthew 2007; Foshee et al. 2007; Jaycox et al. 2006). With few exceptions, data on students younger than 8<sup>th</sup> grade remain generally uncollected.

Although formal dating is limited among younger adolescents, early gendered conflicts are still measurable (Noonan and Charles 2009). Sexual harassment prevalence rates increase throughout middle school (McMaster et al. 2002; Pellegrini 2001; Manganello 2008; Bentley, Galliher, and Ferguson 2007), suggesting that middle schools may be training grounds for TDV (Stein 1995) and indicating an opportunity for early intervention (Noonan and Charles 2009; Mulford and Giordano 2008). Early childhood exposure to violence and socialization experiences can become developmental pathways for the perpetration of sexual violence (Nagayama Hall and Barongan 1997). For college students, early onset of sexual violence perpetration is a risk factor for later sexual violence perpetration (White and Smith 2004).

The limited research suggests that adolescents may experience DV/H and sexual harassment as early as 6<sup>th</sup> grade (Callahan, Tolman, and Saunders 2003; O'Keefe 1997; Eaton et al. 2010), suggesting that prevention programs should target students in middle school (Foshee et al. 1998; American Association of University Women 2001; Basile et al. 2009; McMaster et al. 2002; Meyer and Stein 2004; Taylor et al. 2008; Taylor et al. 2010; Tolman et al. 2003; Wolitzky-Taylor et al. 2008; Burcky, Reuterman, and Kopsky 1988; Espelage and Holt 2007; Schewe 2000, 2002). According to one sample of 7<sup>th</sup> grade students who indicated that they have begun dating, one-third reported having committed acts of physical, sexual, or psychological aggression toward their dating partner (Sears, Byers, and Price 2007). Taylor et al. (Taylor 2010; Taylor et al. 2008) reported that 19% of 6<sup>th</sup> and 7<sup>th</sup> grade Cleveland area students were sexually victimized by a school peer.

**Consequences associated with DV/H.** The necessary rigorous longitudinal/cohort data devoted to youth DV/H to address the question of consequences is fairly limited. However, based on the best available data, a number of researchers have presented evidence that victims

of sexual harassment appear to have significantly poorer mental and physical health, more trauma symptoms, and greater school avoidance than those not sexually harassed (Larkin 1994; Gruber and Fineran 2008; Fineran and Gruber 2011 under review). Further, girls fare consistently worse on a number of physical (Foshee 1996; Malik, Sorenson, and Aneshensel 1997; O'Keefe 1997; Watson et al. 2001; Gruber and Fineran 2008; American Association of University Women 2001, 1993) and emotional outcomes (Foshee 1996; O'Keefe and Treister 1998; Molidor, Tolman, and Kober 2000). The available data also suggest that DV/H has serious health consequences for adolescents, including multiple health outcomes and other problem behaviors, such as depression and anxiety (Callahan, Tolman, and Saunders 2003; Banyard and Cross 2008; McDonald, Graham, and Martin 2010; Holt and Espelage 2005; Howard and Wang 2003; Howard and Wang 2003), substance use (Banyard and Cross 2008; Silverman et al. 2001; Ackard, Eisenberg, and Neumark-Sztainer 2007; Holt and Espelage 2005; Howard and Wang 2003; Mendelson, Turner, and Tandon 2010; Kreiter et al. 1999; Coker et al. 2000; Roberts and Klein 2003; Roberts, Klein, and Fisher 2003; Fineran and Bolen 2006; Chiodo et al. 2009; Hanson 2010; DuRant et al. 2000), risky sexual behavior (Silverman et al. 2001; Holt and Espelage 2005; Howard and Wang 2003; Chiodo et al. 2009; Champion et al. 2008), unwanted fertility outcomes (Silverman et al. 2001; Silverman, Raj, and Clements 2004; Mendelson, Turner, and Tandon 2010; Chiodo et al. 2009; Champion et al. 2008; Shrier et al. 1998), unhealthy weight control (Silverman et al. 2001; Ackard and Neumark-Sztainer 2002), and other trauma symptoms (Howard, Wang, and Yan 2007, 2007; Molidor and Tolman 1998). Finally, DV/H during adolescence is a significant risk factor for young adult intimate partner violence (IPV) (Gómez 2010); as much as half of teen dating violence may persist into adulthood (Halpern et al. 2009).

### **School-based Violence Prevention Programs**

Most research on broad school-based prevention programs conclude that they can be effective in preventing youth violence, and the magnitude and durability of the effects of school-based prevention efforts are typically comparable to those of delinquency prevention efforts in other settings (Gottfredson 2001). While prevention efforts about other forms of youth violence (e.g., gang violence, juvenile delinquency) enjoy widespread support, programs to prevent adolescent DV/H emerged more slowly (Wekerle and Wolfe 1999). In recent years, new rigorous research has been conducted on the effectiveness of prevention programs to address the problem of TDV, and a number of these studies have shown positive results. Based on their review of the research on dating violence prevention programs, Cornelius and Resseguie (2006) note that most prevention evaluations have documented at least a short-term positive change in knowledge and/or attitudes related to youth DV/H prevention (AveryLeaf et al. 1997; Foshee et al. 1996a; Foshee 1996; Foshee et al. 1998; Foshee et al. 2000; Foshee et al. 2004b; Foshee, Benefield, et al. 2004; Jaffe et al. 1992; Lavoie et al. 1995; MacGowan 1997; Ward 2002), while others show longer-term positive program effects (Foshee et al. 2004b; Foshee, Benefield, et al. 2004; Foshee, Bauman, et al. 2005; Wolfe et al. 2009).

However, many of these studies did not use research designs such as randomized experiments or other rigorous designs (Centers for Disease Control and Prevention 1998; Chalk,

King, and Eds. 1998; Meyer and Stein 2004; Ward 2002), and most studies are of high school students (Foshee and Reyes 2009; Jaycox et al. 2006; Wolfe et al. 2009; Foshee et al. 1998; Foshee, Bauman, et al. 2005; Foshee et al. 2000; Centers for Disease Control and Prevention 1998; Chalk, King, and Eds. 1998; Cornelius and Resseguie 2006; Hickman, Jaycox, and Aranoff 2004; Meyer and Stein 2004; Whitaker, Morrison, Lindquist, Hawkins, O'Neil, et al. 2006; Wolfe et al. 2003; AveryLeaf et al. 1997; Jones 1991; Lavoie et al. 1995; Pacifici, Stoolmiller, and Nelson 2001). *Safe Dates*, a U.S.-based program for 8<sup>th</sup> and 9<sup>th</sup> graders designed by Foshee et al. (Foshee, Bauman, et al. 2004; Foshee, Bauman, et al. 2005; Foshee et al. 2000; Foshee et al. 1998; Foshee et al. 1996), has experimentally shown a reduction in long-term physical dating violence after only 10 sessions. While *Safe Dates* is now relatively well known and implemented, the research was based on a small rural sample (n=14 schools). In another of the more rigorously evaluated interventions (the *4R: Skills for Youth Relationships* program delivered to Canadian 9<sup>th</sup> graders), Wolfe and colleagues (2009) found that after 21 sessions the program for the 9<sup>th</sup> grade Canadian students was able to reduce physical dating violence in the intervention group as compared to the control group up to 2.5 years post treatment. Based on this experimental research, Wolfe and colleagues (2009) called for interventions with younger students.

Of the small number of evaluations addressing 6th and/or 7th grade students (see reviews by (Whitaker, Morrison, Lindquist, Hawkins, O'Neil, et al. 2006; Cornelius and Resseguie 2007), two of these studies addressed only 7th grade students (Krajewski et al. 1996; Weisz and Black 2001), did not include behavioral measures and failed to use a randomized experimental design. The other study with 440 middle school students (Macgowan 1997) did not include behavioral measures. We are only aware of one other study with 6th and 7th grade students that included behavioral measures and a randomized experimental design (Taylor 2010; Taylor, Stein, and Burden 2010). Our earlier research has confirmed the importance of reaching middle school students with prevention programming (Taylor et al. 2008; Taylor 2010). Our team evaluated a DV/H prevention program for 6th and 7th grade students in middle schools bordering Cleveland using an experimental design (2008). Our team developed two five-lesson curricula to address DV/H. Our first treatment was an interaction-based curriculum focused on the setting and communication of boundaries in relationships, the determination of wanted and unwanted behaviors, and the role of the bystander as intervener. Our second treatment was a law and justice curriculum focused on laws, definitions, information, and data about penalties for sexual assault and sexual harassment. The control group did not receive either treatment.

Our findings from our earlier Cleveland experiment indicated that compared to the control group, students in the law and justice treatment program had significantly improved self-reported outcomes in awareness of their abusive behaviors, attitudes toward DV/H and personal space, and knowledge of DV/H laws and resources. Compared to the control group, students in the interaction-based treatment also had many self-reported positive outcomes, including lower rates of victimization, increased awareness of their abusive behaviors, and improved attitudes toward personal space requirements. Neither program affected the self-

reported experience of being a perpetrator or victim of sexual harassment, student interventions as a bystander, or behavioral intentions to reduce/avoid violence. While the intervention reduced self-reported peer violence victimization and self-reported perpetration on some of the measures in these areas, there was a conflicting finding regarding self-reported dating violence perpetration. The intervention seemed to increase self-reported dating violence perpetration for some of the measures in this area (but not self-reported dating violence victimization). Our team's research was important because it demonstrated, through an experiment, that a condensed five-session school curriculum could be effective for a group as young as 6<sup>th</sup> and 7<sup>th</sup> grade students. However, it was unknown whether our intervention would display similar positive effects in other cities larger than the mostly suburban area outside of Cleveland in this earlier project.

Finally, there have been other developments in the field. CDC is sponsoring ongoing work to develop and assess age-appropriate interventions to reduce dating violence.<sup>iii</sup> In FY 2009, Congress began providing the CDC with funding to rigorously address the problem of TDV. With this funding CDC developed a comprehensive TDV prevention initiative called "*Dating Matters: Strategies to Promote Healthy Teen Relationships.*" The *Dating Matters Initiative* serves as a demonstration project for preventing interpersonal violence within families and among acquaintances. Further, the prevention program targets middle school-aged individuals with varying curricula for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. The CDC is currently outlining plans to implement and evaluate the *Dating Matters Initiative*.

In this report we describe an experiment our team conducted in New York City in which we continue to focus on this understudied group of sixth and seventh grade students, but take the strongest elements of the two interventions we tested in Cleveland (see "Description of Interventions" section in this report) to create a new class curriculum. Our report also assesses the additional benefits of providing a school-level intervention involving protocols for identifying and responding to DV/H, the use of school-based restraining orders [the *Respecting Boundaries Agreement* (RBA), developed specifically for our *Shifting Boundaries* intervention], higher levels of faculty and security presence in areas identified by students and school personnel as unsafe "hot spots," and an anti-DV/H poster campaign.

### **Methods**

The purpose of this two-year randomized multi-level experiment (conducted from September 2009 to June 2010)<sup>iv</sup> was to provide high-quality scientific evidence concerning the effectiveness of targeting a young, universal primary prevention audience with classroom and

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<sup>iii</sup> See solicitation for program administration at <http://www.grants.gov/search/search.do;jsessionid=bWLNlIpNGQtqLJSm0d6L4tpz3LLdyzspPBkGMC2LTS0F8wmQyyB2!-888343268?oppld=72853&mode=VIEW>

<sup>iv</sup> The period of September 2009 to June 2010 was when we collected the actual project data for the experiment. However, the entire grant period ran from October 2008 to October 2011. In particular, we conducted training for the piloting of the intervention and surveys in February 2009, with pilot data collected from April 2009 to May 2009.

building-wide interventions. We randomly assigned a school-based intervention to 30 public middle schools in New York City, and within these schools we identified 117 sixth- and seventh-grade classes (n=1,266 6th grade students and n=1,388 7th grade students) to randomly receive our interventions. The classroom intervention was delivered through a six-session curriculum that emphasized the consequences for perpetrators of DV/H, state laws and penalties for DV/H, the construction of gender roles, and healthy relationships. The school (building-level) based intervention included the development and use of temporary school-based restraining orders, higher levels of faculty and security presence in areas identified by students and school personnel as unsafe “hot spots,” and the use of posters to increase awareness and reporting of DV/H to school personnel.

The study was designed to yield data that could help increase the capacity of schools to prevent DV/H. In the long-term, we hope that the results from this study could be used to help prevent DV/H and other forms of intimate violence and harassment. To achieve this goal we employed rigorous methods to provide clear results on the effectiveness of strategies for altering the violence-supportive attitudes and norms of youth. The specific aim of this study was to evaluate the relative effectiveness of a multi-level approach to DV/H prevention programming (in terms of knowledge, attitudes, intended behavior, and behavior of youth participants) for middle school students from a large urban school district. Also, our study included quantitative and qualitative data collection. Our quantitative methods provided for rigorous statistical comparisons using standardized surveys, and the qualitative inquiry (through focus groups) captured the context for our interventions.

The following material is covered in this section: A description of our intervention, the rationale for our research site location in New York City, our methods used to administer the student survey, a review of our survey measures, our qualitative data collection methods, our use of an experimental design, how we overcome a series of challenges in implementing our experiment, and how we addressed a number of data analytic issues.

### **Description of Interventions**

Our study randomly assigned New York City middle schools to one of four conditions: a classroom-based intervention; a school-wide intervention; interventions that included both classroom and school-wide components; or a (no treatment) control group. As discussed in our analysis section later, we had 12 schools that started our study (i.e., completed baseline surveys) that did not continue on in our study (due largely to layoffs of the interventionists). However, we had 30 schools start and complete our study and for all of these schools they followed and implemented their assigned condition as planned. For example, none of the control group schools were provided the intervention materials and there was no evidence that they even attempted to implement our interventions or something similar. Likewise, our implementation data indicated that the schools assigned to an intervention(s) were implemented as assigned.

**Classroom-based intervention.** We used the lessons that proved to be most effective from our prior NIJ-funded study (Taylor et al. 2008) in the Cleveland area (2005-2007) for this study. By combining a few activities from the Interaction-based treatment, we generally drew from the Law & Justice Treatment (LJT), and synthesized a set of lessons that proved to be most successful in the Cleveland area. Our merged six-session curriculum emphasized the consequences for perpetrators of DV/H, state and federal laws related to DV/H, the construction of gender roles, and healthy relationships. The clearest findings emerging from our earlier Cleveland area study related to our knowledge and attitude measures of DV/H and its prevention. The LJT group had a statistically higher level of knowledge than the control group at both waves. This finding verified the basic design and fact-based components of our LJT Curriculum. While there were not significant results for the Interaction Treatment group's score on our knowledge measure, the Interaction-based curriculum had not been designed to improve knowledge in the same way as it was incorporated into the LJT Curriculum.

Our team developed the interventions with significant input from the New York City Department of Education (NYC DOE) central office personnel. First, we held a meeting with a small group of prevention content experts from the NYC DOE to gain their feedback on the lessons and to look for and insert relevant local terms and expressions that are used in the NYC area. As we learned from the Taylor et al. (Taylor et al. 2008) study, input from local school personnel proved to be essential prior to the piloting testing and at the conclusion of the pilot testing. Incorporating school personnel feedback at all decision points helped shape our interventions in a way that best suited the students in NYC. The lessons were implemented by school personnel known as SAPIS (Substance Abuse Prevention and Intervention Specialists). The program component of our project team trained the SAPIS in the six lessons and building-level interventions. Intervention training for the staff was a key aspect of this project, and significant time was devoted to this task.

The classroom curriculum provided lessons that emphasize the consequences for perpetrators of DV/H, state and federal laws for DV/H and sexual harassment, the setting and communicating of one's boundaries in interpersonal relationships, and the role of bystanders as interveners. The six lessons were generally taught over six to ten weeks, depending on school schedules. Material covered included activities exploring the concepts of laws and boundaries (laws are a notion of boundaries), plotting the shifting nature of personal space, considering laws as they apply by gender in "Big deal/No big deal," and an activity on sexual harassment through the "Says Who" quiz (see Appendices 1a and 1b for a complete listing of intervention components). The lessons employed both concrete, applied materials (such as "mapping safe and unsafe spaces" and "measuring personal space"), as well as activities that offer more abstract thinking, as in the Respecting Boundaries Agreement (RBA). The curriculum also included a fact-based component based on the idea that increased knowledge about facts and consequences of one's behaviors are appropriate and effective primary prevention tools. These lessons present facts and statistics about sexual harassment, sexual assault and dating violence, including legal definitions of sexual assault, definitions of the different types of abuse, how to help a friend, and resources for help. Students move from discussions of measuring personal

space (see attached Lessons #1 in Appendices 1a and 1b), to behaviors that are against school rules, to behaviors that are against the law (see Lesson #3 in Appendices 1a and 1b). A key component of our curriculum was for the interventionists to be able to complete the teaching of the lessons in a relatively short amount of time (six classes). While we might have preferred to develop a longer more comprehensive program, we wanted to assess a curriculum that reflected the realities of limited class time for this type of effort, a sentiment that our team heard from educators across the Nation (including educators in New York City).

**School (building-level) based intervention.** As recommended at an NIH/National Institutes of Health (NIH) teen dating violence expert meeting (Dec. 4-5, 2007), multi-level interventions were included in our research. Specifically, we assessed the outcomes associated with building-level interventions including the following features: (1) revised school protocols for identifying and responding to DV/H, (2) the introduction of temporary school-based restraining orders (SBRO) (see Appendix 1c for a sample of our SBRO called a *Respecting Boundaries Agreement* or RBA), and (3) the placement of posters in school buildings to increase awareness and reporting of DV/H to school personnel. In addition, building on research by Astor, Meyer and others (Astor, Meyer, and Behre 1999; Astor, Meyer, and Pitner 2001), our intervention includes a fourth component to help schools work with students to identify any unsafe areas of schools through hotspot mapping. The student-developed hotspot maps were in turn used to allow for a greater presence of faculty or school security personnel in identified “hot spots” areas. To promote greater comparability across our interventions, we applied the same basic “dosage” for the building intervention as we applied for the classroom lessons. That is, the building interventions were conducted for the same number of weeks as the classroom-based intervention (about six to ten weeks). While our study design will not permit us to identify which of these four elements of the building interventions had an effect on our outcome measures, our priority was to determine if building-level interventions as a whole (and in combination) can have any effect on DV/H.

**Control group.** This group went through their normal class schedule and did not receive any of the elements of our classroom intervention or go to a school receiving our building-level intervention.

### **Research Site Location**

Partnering with the New York City (NYC) Department of Education (DOE) offered a rare opportunity to conduct our experiment with the largest school district in the U.S. NYC not only has the requisite number of middle school buildings called for in our design, but it also comprises one of the most ethnically, linguistically, and racially diverse populations in the U.S. For example, during the timeframe of our study, the racial makeup of students across the city was 36.7% Hispanic, 34.7% black, 14.3% Asian, and 14.3% white. Serving 1.1 million students, the system has over 1,600 schools, employs 80,000 teachers, and operates on an annual budget of \$21 billion. Because of its immense size, the NYC Public School System is one of the most influential in the U.S. New experiments in teacher training and classroom pedagogy often originate in New York and then spread to the rest of the country.

### **Student Survey Administration**

Pencil-and-paper surveys were designed for students to complete, and were administered by school personnel who were trained by a member of our research team in proper administration processes. The training consisted of a review of the study goals, objectives, activities and background history to the project; details on the instruments and required information contained on each form; and legal aspects and procedures to protect human subjects. The survey administrators provided an orientation to students on the purpose of the survey and instructions on completing it. The procedures did not reveal the assignment process to the research staff administering the survey or the students completing the survey. Surveys were distributed at three different times: immediately before the assignment to one of the four study conditions, immediately after the treatment (or control condition) was completed, and 5–6 months after their assignment to one of the four study conditions.<sup>v</sup> Surveys included a pre-numbered unique research identification number generated through a random number sequence. In addition, each survey had a removable sticker with the student's name and corresponding ID number affixed. This allowed the survey administrators to distribute surveys easily in classrooms. Students were instructed to remove the label before returning the completed surveys to the survey administrators to ensure confidentiality. This process occurred at the pre-test and at both post-tests. The ID-to-name code matrix was only available to the research team and was kept in a secure location. The student surveys (see Appendix 2a to 2c) were designed for optical scanning, and prior to the surveys being scanned into a database, they were reviewed for completeness, inadvertent missing data, and removal of all stray marks from the scan sheets. Scan operators conducted random samples of a portion of the scanned surveys (10% sample) to determine accuracy with raw data from the physical scan sheet. Passive parental consent and child assent forms were addressed prior to the administration of the survey. Consent included permission for the students to complete a baseline and all of the subsequent follow-up surveys. Students were asked to return parent/guardian decline forms to the school as soon as possible (parents/guardians were told that nothing had to be done if they chose to have their child participate in the survey). The surveys took about 40 minutes to complete. During regular school hours identified in consultation with each school, consented students were asked to complete the survey in a classroom during one classroom period.

### **Survey Measures**

The student surveys were divided into the following sections (in bold). **Knowledge** measures included questions about state rape laws, definitions of abuse and sexual harassment, resources for help, rape myths, and skills such as conflict resolution. **Attitudes toward DV/H** were measured by asking about the acceptability of violent, abusive, and harassing behaviors. **Behavioral intentions** were measured by asking about willingness to intervene in harmful situations, interrupt harassment, and show an intent to avoid harmful relationships. **Behavior** was measured by asking about perpetration and victimization involving

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<sup>v</sup> School scheduling precluded all the surveys being administered at the 6-month follow-up time.

DV/H. As with any self-reported measure, the study's survey measures had limitations. For example, students may have had trouble remembering the timing of a victimizing event, may have deliberately under-reported certain behavior (e.g., they may have been embarrassed to admit they were victimized or ashamed to admit they attacked someone else), or may have exaggerated certain behavior (e.g., over-reported the number of times they were physically abusive with a girl). Despite these potential problems, which likely were balanced across treatment and control groups, self-report surveys (especially confidential surveys like the type used in our study) have become an accepted modality of collecting data on the subject matter of violence. The survey also included a small number of **demographic variables** on the students, including age, gender, and ethnicity/racial background. We also included questions on prior attendance at an educational program about sexual assault, harassment, or violence, and prior history of dating.

**Knowledge related to DV/H prevention.** Based on our knowledge index from an earlier DV/H study in the Cleveland area (Taylor et al. 2008), our knowledge measures included questions about State rape laws, definitions of abuse and sexual harassment, resources for help, and sexual harassment myths. The items for this index were developed by the study team and pilot tested prior to use in this study. As shown in Appendix 3, our knowledge measures across Waves 1, 2, and 3 had acceptable Cronbach's alpha scores of .66, .77 and .80.<sup>vi</sup> Students were asked to answer "true" or "false" to the following questions:

- According to New York law, it is considered rape if a male has sex with a female who is under the influence of alcohol.
- As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.
- If two kids who are both under the age of 16 have sex, it is not against the law.
- If no one else sees me being harassed, there is nothing I can do because the harasser will just say I am lying.
- Girls cannot be sexually harassed by other girls.
- Boys cannot be sexually harassed by girls.
- Writing dirty things about someone on a bathroom wall at school is sexual harassment.
- If sexual harassment happens in your school, the school district can be sued in court.
- If a girl says she is being sexually harassed and the boy says he is only fooling, then it is not sexual harassment.
- If a person is not physically harming someone, then they are not really abusive.

**Student attitudes.** A series of questions explored student attitudes toward dating violence, asking about the acceptability of violent, abusive, and harassing behaviors (e.g., physical, sexual, and psychological abuse) and perceived norms of members of the students' referent

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<sup>vi</sup> Cronbach's alpha indicates how well a set of items (or variables) measures a single unidimensional latent construct. As a rule of thumb, Cronbach's alpha scores of 0.60, 0.70, or higher are generally considered acceptable levels of reliability (Streiner and Norman 2003; Nunnally and Bernstein 1994)

groups and the students' motivation to comply with these norms. The items for this measure were adapted from Ward's (Ward 2002) evaluation of an adolescent dating violence prevention program. While our attitude scale included a large number of survey items, five underlying dimensions emerged after a factor analysis was conducted. The study team examined these data using exploratory factor analyses (using the estimation technique Principal Component with Varimax rotation), which examined the correlations between scores on all the attitudinal measures for the first wave of data. Based on our analyses five factors emerged which accounted for 61% of the variance in the attitude measures (see Table 1) for our first wave of data. The factor loadings of the eighteen variables that made up our five factor solution are presented in Table 2.

Table 1: Total Variance Explained For Attitude Factor Analysis

	Rotation Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total Eigenvalues	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.650	31.665	31.665	3.451	16.435	16.435
2	2.199	10.473	42.137	3.445	16.403	32.839
3	1.713	8.155	50.293	2.716	12.935	45.774
4	1.243	5.917	56.210	1.988	9.466	55.240
5	1.040	4.951	61.161	1.243	5.921	61.161
6	.782	3.725	64.886			
7	.757	3.603	68.489			
8	.738	3.513	72.002			
9	.652	3.103	75.106			
10	.631	3.006	78.111			
11	.605	2.881	80.992			
12	.561	2.671	83.664			
13	.548	2.610	86.274			
14	.470	2.239	88.513			
15	.440	2.097	90.610			
16	.409	1.950	92.559			
17	.374	1.782	94.341			
18	.340	1.617	95.958			
19	.317	1.508	97.466			
20	.291	1.387	98.853			
21	.241	1.147	100.000			

Table 2: Factor Loadings for Attitude Measures

	Variable from attitude measures	
<b>Factor 1:</b> Inappropriate Attributions of Victim's Fault in Youth Dating Violence	girlslie 9e. "Girls lie about being touched inappropriately just to get back at their dates."	.763
	deserve 9d. "Girls are asking to be sexually harassed when they wear short skirts and tight clothes."	.788
<b>Factor 2:</b> Belief that Youth Dating Violence is not a Problem	bigprob 8b. "Sexual harassment isn't a serious problem in school since it only affects a few people"	.597
	havefun 8e. "Sexual harassment is just having fun."	.672
	compl 9a. "When boys make comments and suggestions about girls' bodies, girls should take it as a compliment."	.676
<b>Factor 3:</b> Intention to Confront Youth Dating Violence	tellgrpm 13d. "I would tell a group of my male friends that it was disrespectful to make sexual comments about girls."	.699
	putdown 13e. "I would tell my friend to stop using put-downs when he talks about a girl he is going with."	.696
	frnddisg 13f. "I would say something to a friend who is acting disrespectful toward girls."	.754
	tellmale 13a. "I would tell a group of my male friends about their sexist language or behaviors if I hear or see it."	.533
	skillfem 13b. "I have the skills to support a female friend who is being disrespected."	.606
<b>Factor 4:</b> Attitude Toward Preventing Youth Dating Violence	prevsexv 12e. "I can help prevent sexual violence against girls at my school."	.791
	femabuse 12d. "I have the skills to help support a female friend who is in an abusive/disrespectful relationship."	.520
	prevsexh 12c. "I can help prevent sexual harassment against girls at my school."	.817
<b>Factor 5:</b> Disposition about Own and Others' Personal Space	ownsize 11b. "Everybody has their own idea of the size of their "personal space.""	.684
	invade 11c. "I can tell when someone feels their "personal space" has been invaded by looking at their body language."	.593
	respace 11e. "Everybody has a responsibility to respect the "personal space" of others."	.622
	bgospace 11d. "Boys and girls have different ideas about the size of their "personal space.""	.634
	tospace 11f. "I could get into serious trouble if I do not respect the "personal space" of others."	.591

Five factors were created based on our analyses (by assigning items to the component on which they loaded most highly) and labeled based on item content. The following five attitudinal factors emerged:

- I. Inappropriate Attributions of Victims' Fault in Youth Dating Violence
- II. Belief that Youth Dating Violence is Not a Problem
- III. Intention to Confront Youth Dating Violence
- IV. Attitude toward Preventing Youth Dating Violence
- V. Disposition about Own and Others' Personal Space

For the first two factors (victim's fault and TDV is not a problem), higher scores were interpreted to represent more disagreement with a negative attitude. For Factors III to V, negative scores were interpreted to represent more agreement with a positive attitude.

After analyzing the factor structure, we estimated internal consistency with the Cronbach's alpha/reliabilities for the different factors. Table 3 summarizes the reliability analyses of the final five factors across the three waves of data. In most cases, the reliability of the factor scores is fairly good about .70 across all three waves. While Factors 1 and 2 have reliability values below .70, they were still above .60 in all three waves. Other survey items that added little to the variance explained of the factor analysis model for these attitude constructs were dropped and later excluded from our outcome models.

Table 3. Reliability of Factor Analysis Scores for Student Attitudes

Factor	Factor Name	Items Included	Alpha Reliability (Waves 1, 2, 3)
FACTOR 1	Inappropriate Attributions of Victim's Fault in Youth Dating Violence	9d. "Girls are asking to be sexually harassed when they wear short skirts and tight clothes." 9e. "Girls lie about being raped just to get back at their dates."	.61, .64, .61
FACTOR 2	Belief that Youth Dating Violence is not a Problem	8b. "Sexual harassment isn't a serious problem in school since it only affects a few people" 8e. "Sexual harassment is just having fun." 9a. "When boys make comments and suggestions about girls' bodies, girls should take it as a compliment."	.64, .69, .66
FACTOR 3	Intention to Confront Youth Dating Violence	13a. "I would tell a group of my male friends about their sexist language or behaviors if I hear or see it." 13b. "I have the skills to support a female friend who is being disrespected." 13d. "I would tell a group of my male friends that it was disrespectful to make sexual comments about girls." 13e. "I would tell my friend to stop using put-downs when he talks about a girl he is going with." 13f. "I would say something to a friend who is acting disrespectful toward girls."	.77, .77, .85
FACTOR 4	Attitude Toward Preventing Youth Dating Violence	12c. "I can help prevent sexual harassment against girls at my school." 12d. "I have the skills to help support a female friend who is in an abusive/disrespectful relationship." 12e. "I can help prevent sexual violence against girls at my school."	.75, .67, .83
FACTOR 5	Disposition about Own and Others' Personal Space	11b. "Everybody has their own idea of the size of their "personal space." 11c. "I can tell when someone feels their "personal space" has been invaded by looking at their body language." 11e. "Everybody has a responsibility to respect the "personal space" of others." 11d. "Boys and girls have different ideas about the size of their "personal space." 11f. "I could get into serious trouble if I do not respect the "personal space" of others."	.70, .86, .83

**Behavioral Intentions.** One of the concerns in relying on only behavioral measures of perpetration and victimization among young students is that many of them may be too young to engage in violence or only engage in it very rarely. Therefore, the intention of the students to engage in or avoid violence becomes a very important measure (Jaffe et al. 1992; Wekerle and Wolfe 1999). We measured behavioral intentions by asking about willingness to intervene in harmful situations, avoid violence, engage in retaliatory behavior, and engage in violence. Due to the limited amount of time available for students to complete the survey, we were only able to explore behavioral intentions within the context of heterosexual relationships. Therefore, separate questions were developed for boys and girls through the use of gender-specific items. We also provided a variety of scenarios for the students to consider in assessing their intentions to use or not use violence. During pre-testing, we learned that many students were not likely to admit using violence in the abstract, but instead claimed to use violence because of some perceived slight or form of disrespect directed against them. The following four scenarios were used to aid in our measurement of behavioral intentions:

- If a guy/girl you are going with/dating embarrassed you, how likely is it that you would do one of the following?
- If a guy/girl you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?
- If a guy/girl you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?
- If you heard about something that a guy/girl you are going with/dating did that you did not like, how likely is it that you would do one of the following?

From the behavioral intentions survey items, we were able to develop a single summed scale across the four scenarios. The responses of “(a) ignore what she/he did; (b) tell her/him not to do that again” were reverse scored so that a higher value was associated with more pro-social behavioral intentions. For the items (c) embarrass her back and (d) react with physical violence, higher scores were associated with more pro-social behavior (where very likely=1, somewhat likely= 2, not sure=3, somewhat unlikely= 4 and very unlikely=5). The items for this survey were adapted from Ward’s evaluation (Ward 2002) of an adolescent gender violence prevention program and from the work of Taylor and colleagues (Taylor 2010). As shown in Appendix 3, all the intentions to reduce or avoid violence measures across Waves 1, 2, and 3 have Cronbach’s alpha scores above .75 for the girl and boy students.

**Intention to intervene as a bystander.** For this measure, a set of questions were developed to assess whether students would intervene in various situations with peers as a bystander where the perpetrator is a good friend of the student, is not a friend of the student, is a popular boy in school, the student is alone and confronted with the situation, and where the victim is a good friend of the student or not a friend of the student. The items for this survey were adapted from Ward’s evaluation (Ward 2002) of an adolescent gender violence prevention program and used in the authors earlier dating violence program evaluation in the Cleveland area (Taylor et al. 2008). As shown in Appendix 3, all intentions to intervene as a bystander

measures across Waves 1, 2, and 3 have Cronbach's alpha scores above 0.91. The following three scenarios were used in the survey:

- "Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria."
- "Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date."
- "Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a 'fag' or 'gay.'"

**Sexual and physical violence victimization and perpetration.** The survey included prevalence (yes/no) and frequency (number of times) questions on the experience of being a victim and/or perpetrator of sexual violence and physical/non-sexual violence by/of peers<sup>vii</sup> and people that you have dated.<sup>viii</sup> Physical violence items included: slapping or scratching; physically twisting an arm or bending back fingers; pushing, grabbing, shoving, or kicking somewhere on the body other than in the private parts; hitting with a fist or with something hard besides a fist; and threatening with a knife or gun. Sexual violence items included: pushing, grabbing, shoving, or kicking in the private parts; and made you touch their private parts or touched yours when you did not want them to. The items for this survey were taken largely from instruments tested and validated in our earlier dating violence study in the Cleveland area (see (Taylor et al. 2008) for a full review of the psychometric properties of our measures). The Taylor et al. (2008) measures in turn were based on a number of surveys developed specifically for assessing the impact of DV/H programs including a 2004 Research Triangle Institute project funded by CDC, the STAR Project survey (Schewe 2000), the male and female surveys for evaluating the Mentors in Violence Prevention Program (Ward 2002), and measures used by Foshee (Foshee et al. 2000; Foshee et al. 2004b; Foshee et al. 1998; Foshee and Arriaga 2004a; Foshee 1996; Foshee, Bauman, et al. 2005) to evaluate the Safe Dates program. Appendix 3 presents Cronbach's alpha reliability scores for each of the study measures.<sup>ix</sup> Most of the violent victimization measures had Cronbach's alpha scores above .80, and only one measure was below the .70 level (the prevalence of any peer violence perpetration in Wave 1 at 0.60).

**Sexual harassment victimization and perpetration.** The survey included prevalence (yes/no) and frequency (number of times) questions on the experience of being a victim and/or perpetrator of sexual harassment. Sexual harassment questions included: made sexual

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<sup>vii</sup> Defined for students as, "People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and are both girls and boys the same age as you. You might or might not know them or think of them as your friends."

<sup>viii</sup> Defined for students as, "People who you are 'going with,' 'dating,' 'going steady with,' or have 'gone out with,' 'dated,' or 'gone steady with' for at least a week. This group also includes anyone who is or was your boyfriend/girlfriend for at least a week."

<sup>ix</sup> As a rule of thumb, Cronbach's alpha scores of 0.60, 0.70, or higher are generally considered acceptable levels of reliability (Streiner and Norman 2003; Nunnally and Bernstein 1994).

comments, jokes, gestures, or looks; showed, gave, or left sexual pictures, photographs, messages, or notes about you; wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places; spread sexual rumors about you; said you were gay or a lesbian, as an insult; spied on you as you dressed or showered at school; “flashed” or “mooned” you; touched, grabbed, or pinched you in a sexual way; intentionally brushed up against you in a sexual way; pulled at your clothing in a sexual way; pulled your clothing off or down; blocked your way or cornered you in a sexual way; made you kiss him or her; and made you do something sexual, other than kissing. The survey also included questions on the gender of the perpetrator and victim of sexual harassment. The items for this survey were used in the earlier referenced Cleveland study by the authors, but were originally adapted from the AAUW Educational Foundation’s (American Association of University Women 2001, 1993) sexual harassment in schools survey, from work by Fineran and Bennett (Fineran and Bennett 1999) and Basile and colleagues (Basile et al. 2009). As shown in Appendix 3, all the sexual harassment measures both as a victim and as a perpetrator have Cronbach’s alpha scores above 0.80.

### **Qualitative Data Collection**

**Focus groups with interventionists.** The school Substance Abuse Prevention Specialists (SAPIS) implemented our study interventions. These individuals address a variety of problematic adolescent behavior in schools through prevention programming and are sensitive to changes in school climate and can be considered barometers of DV/H effects. Therefore, focus groups (n=4) with these interventionists were conducted in order to assess their implementation of our study interventions plus measure student change as a result of prevention programming. Focus groups involve the “explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group” (Morgan 1988, 12). Focus groups can be used in an exploratory manner and can be more effective in certain research processes than more traditional approaches like individual interviewing (Greenbaum 1993; Vaughn, Schumm, and Sinagub 1996). One obvious advantage of focus groups is that greater amounts of information can be gathered in shorter and more efficient time spans (Krueger 1994). Secondly, the group synergy fosters more creativity and therefore provides for a greater range of thought, ideas, and experiences (Vaughn, Schumm, and Sinagub 1996).

We conducted the focus groups soon after the completion of the interventions. That is, the focus groups with the SAPIS staff took place during the spring semester of the school year immediately after they had implemented the lessons/interventions (February 2010). The focus groups were led by the two project Co-Principal Investigators. The SAPIS members were assigned a focus group based on which of the three interventions they had implemented in their schools. There were two groups for the treatments utilizing both classroom lessons and school-wide interventions (“BOTH”), one group for the school-wide interventions only group (SIO), and one group for those utilizing classroom lessons only (CLO). Each focus group had six or seven participants, all of whom had been directly involved in implementing their assigned treatment type. The focus group sessions lasted about an hour and a half. Each staff member was required to read and sign an informed consent document.

We assembled a set of open-ended topics, posed through about fifteen questions, to start the discussion, including: observations of changes in incidence of verbal abuse, inappropriate language, controlling and violent/harassing behavior, bystander intervention, and willingness of students to seek help since the DV/H instruction began. We asked participants to indicate if the behaviors targeted by the instruction have increased or decreased noticeably. Our team also asked the participants to describe events upon which their judgment was based. Two members of our research team conducted each of the focus groups and took hand written notes during the session. We also asked the participants to share their perceptions of the study and important elements that need to be considered for replication purposes. For our analyses of these data, primary patterns and themes in the data were allowed to emerge rather than being imposed on them (Miles and Huberman 1994; Patton 1990).

**Focus groups with students.** Three focus groups comprised of middle school students who had received our interventions/lessons were held in April 2010 soon after the completion of the interventions (around January 2010). With the help of the NYC- Department of Education central office staff, three SAPIS staff were identified as particularly engaged in the use of our interventions, and therefore, their students were asked to participate in these focus groups. We hoped to maximize the insights from the most engaged SAPIS staff by speaking with their students.

“Active” consent letters to parents and students were sent out via the SAPIS staff and their principals. Only those students who returned signed parental consent forms and provided their assent were allowed to join in the focus groups. Interestingly it was generally girls, not boys, who returned signed parental consent forms; thus our focus groups largely consisted of female students (one group had one boy and six girls; a second group had no boys and five girls; and the third group consisted of three boys and five girls).

One focus group was conducted with a “BOTH” treatment group school (who received the classroom lessons and the school-wide interventions); a second focus group was held at a school that had received only the classroom lessons; and a third focus group was made up of students who had received only the school-wide interventions. The focus groups were led by the two project Co-Principal Investigators and had between five and eight student participants. Each focus group lasted approximately seventy-five minutes, and included about 12- 16 open-ended questions covering the students’ experience with the intervention(s) and about changes in students’ behavior that may have resulted from the intervention(s).

### **Experimental Design**

Our design responds to the call of policymakers to conduct rigorous research and meets the highest standards of social science evidence. Among the flaws found in the DV/H prevention program literature are some earlier studies with non-comparable comparison groups (for example, (Hilton et al. 1998; Jaffe et al. 1992). The best of these studies have attempted to draw comparison groups in ways that maximize the likelihood that they will be similar to the

treatment group. Our team (Taylor 2010) and Vangie Foshee and colleagues (Foshee et al. 1998) have conducted randomized experiments with middle school students on DV/H prevention, and there have been a few quasi-experiments (QEs) with matched control groups (Jones 1991; Krajewski et al. 1996; Weisz and Black 2001). The problem with the QEs is that although measured differences can be statistically controlled, the many unmeasured variables related to the outcome variable (e.g., motivation to change) cannot be controlled. Randomized control trials (RCTs) are typically considered the best method for eliminating threats to internal validity in evaluating social policies and programs (Berk et al. 1985; Boruch, McSweeney, and Soderstrom 1978; Campbell 1969; Campbell and Stanley 1963; Dennis and Boruch 1989; Riecken et al. 1974). RCTs provide the best counterfactual describing what would have happened to the treatment group if they had not been exposed to the treatment (Rubin 1974; Holland 1986). When RCT results are contrasted with results from other major designs and statistical alternatives, different effect sizes are found (Lalonde 1986; Fraker and Maynard 1987). Also, the variation in results across the QEs is greater than across the RCTs (Lipsey and Wilson 1993).

Our study employed a multi-level, experimental, longitudinal design, with data collection taking place from September 2009 to June 2010. Our team randomly assigned a school-based and classroom-based intervention through a stratification process with 30 public middle schools in New York City. Each building included two sixth and two seventh grade classrooms in each building, including a total of 117 classrooms (n=58 classes in 6<sup>th</sup> grade & 59 in 7<sup>th</sup> grade) and 2,655 students (n=1,266 students in 6<sup>th</sup> grade and n=1,388 7<sup>th</sup> grade). As explained in more detail in our “Power Analysis” section, we had good statistical power (80%) to find differences even as small as 8% between the treatment and control groups. Also, with this type of design (students nested within classes which are nested within schools), we discuss in the “Analysis Section” how we added a statistical correction in our models to provide for robust clustered standard errors.

We used a stratified random allocation procedure (Boruch 1997). Schools were classified by two stratifying criteria: School size and borough [location] in the city. Although not strictly necessary, pre-stratification ensured that the comparison groups started out with some identical characteristics and assure that we have adequate numbers of schools in each of the cells of the study. The schools were assigned to one of the four cells detailed in Table 4 below: (1) receive the school and classroom interventions, (2) receive the school only intervention, (3) receive the classroom only intervention or (4) receive neither intervention (control). Within each of these four cells, a random sample of classrooms was selected for participation in the study to complete all three waves of the student survey. The key elements of the school-based intervention and class-based curriculum are outlined in the “Description of Interventions” section of this report. Table 4 is a depiction of our four-cell experiment:

Table 4: Our four-cell experimental design with 30 schools and 117 classrooms

	<b><i>Receives building-level</i></b>	<b><i>No building-level</i></b>
<b><i>Receives_Classroom</i></b>	<i>7 schools &amp; 28 classrooms "BOTH"</i>	<i>6 schools &amp; 23 classrooms <u>Classroom only</u></i>
<b><i>No classroom</i></b>	<i>8 schools &amp; 30 classrooms <u>Building only</u></i>	<i>9 schools &amp; 36 classrooms <u>Neither</u></i>
<b><i>Total</i></b>	<i>15 schools &amp; 58 classrooms</i>	<i>15 schools &amp; 59 classrooms</i>

The unit of assignment and unit of analysis included schools and classrooms. Schools and classrooms were assigned to conditions according to SAS computer-generated random numbers (Shadish, Cook, and Campbell 2002). Logistically, it would not have been possible to assign individual students to the four cells of our experiment, for that would require taking them out of their regular class schedules. Also, randomly assigning at the classroom level opens up the possibility of contamination concerns and becomes a more complex management task for the school buildings and research team. The strengths of our design were that there was very little possibility of contamination across the four cells. That is, the classrooms and students from the four cells were in different buildings with little opportunity for contact. Additionally, the management of this project was simplified, for each building was dedicated to one of the four assigned cells. For example, for the 7 buildings in the upper left corner of Table 4 all of the 28 study classes were designated to receive the classroom intervention and all 7 buildings received the building-level intervention. Despite the simplicity of our design, procedures were put in place to monitor the integrity of the school and classroom assignment process (and monitor for expectancy, novelty, disruption, and local history events) and to measure and control for any contamination. Also, later in the analysis section, we present data demonstrating that the experiment achieved its basic purpose of creating comparable conditions to assess outcome differences in our treatment and control groups. That is, while we found a few small differences between the treatment and control conditions prior to the experiment (during the baseline period), the four study groups/conditions were very similar on the vast majority of our measures, leaving the only major differences across the groups their assigned intervention or control condition.

**Challenges in Implementing our Experiment:**

Our own experience and that of others have shown that conducting RCTs in field settings is a challenging undertaking (Davis and Taylor 1995; Sherman 1992; Davis and Taylor 1997; Taylor et al. 2008). Our team examined the potential for contamination in the conduct of our field

study. Some contamination problems could be due to the student participants (e.g., diffusion or imitation could occur if the control group learns about the treatment). There was no evidence that this occurred in our study. Our study school sites were spread out across the five boroughs of New York City and based on focus groups and discussion with the site interventionists there was little to no communication across the sites, and no evidence of diffusion of the intervention to the comparison sites. Other problems could be due to the interventionists (e.g., "Hawthorne effects," "compensatory equalization"). The interventionists were kept blind to the study design and were not aware of the fact that sites were receiving different conditions. Program materials were carefully controlled by our research team, with strict prohibitions against the intervention sites sharing program materials. Therefore, even if a site wanted to implement a different condition than they were assigned they would not have the materials to carry out such a deviation.

Another potential problem is uncontrollable environmental changes (e.g., staff turnover). In general, because the buildings selected into the study were located in the same school district and in the same state and city, we anticipated that environmental changes would be experienced similarly across participating building sites. However, one issue did emerge in our study in this area of uncontrollable environmental events. There were twelve sites that had students completed a baseline survey that did not have students complete a follow-up survey. Among these twelve sites, ten of them had their SAPIS worker laid off due to budget cuts in the NYC DOE budgets (the other two had other problems that precluded their further participation). Later in the Methods section (under "Data Analytic Issues"), we present data comparing these 12 schools that only participated in the baseline survey to the 30 sites that participated fully in the project and found no major differences between these types of sites on a variety of background factors and violence measures.

Also, there is the potential for differential rates of mobility/subject mortality in the four study groups. In our study we maintained a fairly even participation rate across the different comparison groups. Our original distribution of 42 schools buildings across the four study conditions is shown below in Table 5 compared to the distribution of school buildings for our sample of 30 schools in our final sample. For example, where as our original distribution had 19% of the schools assigned to the "classroom only" condition this changed by 1% to 20% of the schools assigned to the "classroom only" condition in our final sample. The greatest variation we had was for our "building only" condition, but even in that case the distribution was only different by 5% (from 22% to 27%).

Table 5: Distribution of school buildings across the four assigned study conditions

	N of buildings for original group of 42		N of buildings for final group of 30		Change in % distribution
Building only	9	22%	8	27%	+5%
Classroom only	8	19%	6	20%	+1%
“BOTH”	11	26%	7	23%	-3%
Neither (control)	14	33%	9	30%	-3%
Total	42	100%	30	100%	

Another challenge in conducting our study was collecting survey data from all the students in our sample. As discussed earlier, we collected three waves of surveys with the students. The first survey provided baseline measures for each of the treatment groups, the second survey measured immediate changes from baseline, and the third helped our team assess if the changes persisted over a six month follow-up period. We created a linked longitudinal analytic file that contained contemporaneous measures for each respondent at each of these points in time. The advantages of a longitudinal survey include: reduction of sampling variability in estimates of change, measures of gross change for each sample unit, and collection of data in a time sequence that clarifies the direction as well as the magnitude of change among variables.

Nonresponse in a longitudinal survey creates analytical complexities. The effect of nonresponse is most pronounced when it is correlated with the objectives of the survey and may create serious biases in the analysis. We attempted to keep nonresponse to a minimum by providing flexible scheduling, and using a passive consent system. Despite our best efforts, there was some unavoidable nonresponse. Within our final sample of 30 schools, our response rate for students was 93% at the baseline survey. That is, 93% of the students in classes assigned to take our survey (based on class rosters sent to our research team) completed the survey (with no statistically significant differences observed for the treatment and control groups on participating in the baseline survey). Most of those that did not participate in the survey either had a parent or guardian that submitted a decline form for the survey (3%), the student chose not to participate (0.5%) or the student was absent on the day of the survey and make-up survey date (3.5%). Eight-seven percent of the students in classes assigned to take our survey, within our final sample of 30 schools, completed the first follow-up survey (immediately after the intervention) and 82% for the six-month follow-up survey (once again, we found no statistically significant differences observed for the treatment and control groups on participating in the first or second follow-up surveys). Given that consent issues were addressed in the baseline survey, the only reason for non-response in these last waves of the survey were due to students not being available for taking the survey (e.g., student moved out of school, student was absent on the day the survey and makeup survey date) or student refusal to take the survey (this was only about 1% in waves 2 and 3).

We also took some additional steps to avoid contamination. The research team controlled the random assignment process and set up procedures to safeguard against non-research staff manipulating the random assignment process. Problems have been found in implementing randomization when a variety of human factors are not addressed (Berk, Smyth, and Sherman 1988; Boruch and Wolhke 1985; Conner 1977). To address these concerns we piloted the random assignment procedures to test the feasibility and acceptability of the process in the semester prior to implementation of the study. Next, we analyzed the randomization algorithm and verified that the assignment was, in fact, random and that there was an absence of non-random strings (Boruch 1997). Next, we monitored the delivery of the intervention to ensure members of the sampled population were placed in the correct group. We also explained the nature, rationale, and purpose of the randomization process to the NYC SAPIS managers to seek their input on implementation issues. We also enlisted them as advocates for the experiment to help if questions emerged among the SAPIS line staff that would be implementing the intervention.

### **Data Analytic Issues**

In this section, we discuss three analytic issues related to: (1) whether we had enough cases in our study to adequately detect statistical differences between the treatment and control groups (“Achieved statistical power”), (2) whether the experiment achieved its basic purpose of creating comparable treatment and control groups (“Pre-treatment study arm comparison”), and (3) whether attrition in our study created any pattern of bias that would interfere with our ability to draw inferences from our study (“Attrition analyses”).

**Achieved statistical power.** Statistical power provides an estimate of how often one would fail to identify a statistical relationship that in fact existed (Cohen 1988; Weisburd, Petrosino, and Mason 1991). Based on a power analysis for an RCT design, using software by Spybrook, Raudenbush and colleagues (Spybrook et al. 2011) that adjusts for the nesting of our multiple levels of data, with our achieved sample size (30 schools, 117 classes, 2,655 students) we had power of 80% to find 8% differences between any of the three treatment groups (e.g., 11%) compared to the control group (e.g., 19%).<sup>x</sup> What this means is that our study, with power of over 80%, will find statistically significant results even when the differences between treatment and control groups are fairly small. Our power levels would be higher for effects larger than 8%. We believe effect sizes smaller than 8% are not likely to be meaningful from a policy

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<sup>x</sup> For our power analysis we made the following assumptions:

1. Based on our data, we assumed that the prevalence of dating violence was 19%, and then varied our treatment group prevalence rate to 11%.
2. We assumed that the intervention lowers dating violence. Thus, we will assume that the proportion of violence from the treatment group is lower than that of the control group.
3. We assumed a type I error of 5%. This is the significance level (alpha).
4. We assumed that there is grade effect ( $J=2$ ). Thus 6<sup>th</sup> and 7<sup>th</sup> grades vary. We however assume no class effect. Thus all classes of the same grade are not significantly different.
5. We assumed that there was a school-level effect ( $K=30$ ).

perspective. Our sample with 30 schools was also larger than the Foshee dating violence prevention experiment with 10 middle schools in rural North Carolina (Foshee et al. 2000), the Jaycox experiment in Los Angeles with 15 high schools (Jaycox et al. 2006) and the Wolfe study in Canada with 20 high schools (Wolfe et al. 2009).

Our power analysis was based on a three-level Cluster Randomized Trial (3-level CRT) where students are nested within classes, and classes are nested within schools. We expressed our model in the following manner:

Level-1	Student	$Y_{ijk} = \pi_{0jk} + e_{ijk}$
Level-2	Grade	$\pi_{0jk} = \beta_{00k} + r_{0jk}$
Level-3	School	$\beta_{00k} = \gamma_{000} + \gamma_{001}W_k + u_{00k}$

Where

$$e_{ijk} \sim N(0, \sigma^2), \quad r_{0jk} \sim N(0, \tau_\pi), \quad u_{00k} \sim N(0, \tau_\beta)$$

Also  $\rho_2 = \frac{\tau_\pi}{\tau_\pi + \tau_\beta + \sigma^2}$  and  $\rho_3 = \frac{\tau_\beta}{\tau_\pi + \tau_\beta + \sigma^2}$

**Pre-treatment study arm comparison.** The basic purpose of a randomized experiment is to create comparable conditions to assess outcome differences in treatment and control groups. It is always prudent to assess if this was achieved. In the analyses that follow we assess descriptively (with available data) if our experiment succeeded at this task of creating comparable experimental conditions. A comparison of the treatment and control groups (see Appendix 4a and 4b) indicated that all four groups were similar regarding the following characteristics at baseline:

- Age
- Gender
- Prior experience with dating violence prevention programs
- Number of people dated for more than one week
- Length of prior dating relationships
- Any peer violence victimization in lifetime
- Any dating violence victimization in lifetime.

Despite random assignment, some statistically significant pre-treatment differences ( $p < .05$ ) in the treatment and control groups did emerge (see Appendix 4a), as follows:

- The classroom-only arm of the study included more 7<sup>th</sup> grade students (57%) than did the control arm of the study (48%) ( $X^2 = 13.7, p = .03$ ).
- The building-only arm had fewer Hispanics (35%) than did the control arm of the study (47%) and the “both” group (49%) ( $X^2 = 18.3, p = .001$ ).

- All three treatment arms (classroom only= 49%, building only= 60%, and “BOTH”= 55%) included a greater proportion of respondents who had ever dated someone for at least a week than did the control arm of the study (37%) ( $X^2= 50.9, p= .001$ ).
- The classroom-only arm of the study included more respondents who reported having ever perpetrated violence against a date (26%) than did the building-only group (19%), the group receiving “BOTH” interventions (19%), and the control group (20%) ( $X^2= 58.3, p= .001$ ).
- The classroom-only arm of the study included more respondents who reported having ever perpetrated violence against a peer (63%) than did the building-only group (54%), the group receiving “BOTH” interventions (53%), and the control group (58%) ( $X^2= 82.1, p= .001$ ).
- The classroom-only arm of the study included more respondents who reported having ever been sexually harassed (73%) than did the control arm of the study (65%) ( $X^2= 70.2, p= .001$ ).
- The classroom-only arm of the study included more respondents who reported having ever sexually harassed someone else (52%) than did the control arm of the study (44%), building-only group (44%), and the group receiving “BOTH” interventions (45%) ( $X^2= 62.5, p= .001$ ).

While we found some differences between the treatment and control conditions prior to the experiment (during the baseline period), most of these differences (while statistically significant) were not very large differences. For the most part, the four study groups/conditions were similar on the majority of our measures leaving the only major differences across the groups their assigned intervention or control condition. Additionally, random assignment procedures were followed closely (no “overrides”). All schools assigned to treatment received their appropriate treatment. The same held true for the control group. Finally, we included the variables where there were pre-treatment differences into our outcome models as covariates to remove any potential biases these small imbalances might have presented for the interpretation of our results.

**Attrition analyses.** Missing data can cause problems with research by reducing power and threatening the validity of statistical inferences (Fichman and Cummings 2003). To address missing data from partially completed questionnaires, the study team used multiple imputations in the analyses. First, we created five multiply imputed datasets in Stata. Next, we analyzed the datasets in Stata which supports the analysis of multiple imputed data.

We originally approached 60 schools to participate in our study. Of these 60 schools, 42 agreed to participate in our study and at least did a baseline survey. Of these 42 schools, 12 only did the baseline survey and dropped out of our study (leaving 30 fully participating schools). In the analyses that follow we compare our 30 fully participating schools to these other 30 schools that did dropped out of the study (either not participating at all or dropping out after completing a baseline survey). We examined aggregated school-level data from these 60 schools. A comparison of the aggregate data from the 30 schools that participated fully in

the project to the 30 dropout schools (see Appendix 5a) indicated that there was only one statistically significant difference. The 30 fully participating schools had more students suspended in 2006 (112) and 2007 (118) compared to the 30 dropout schools in 2006 (66) and 2007 (73) (2006:  $F= 7.60$ ,  $p= 0.01$ ; 2007:  $F= 5.22$ ,  $p= 0.03$ ). However, these differences were not present in 2008 and 2009 (years closer to the time frame of our study conducted from September 2009 to June 2010). Also, no differences were found between the two groups regarding the following characteristics at baseline across all four years of aggregate data (2006-2009):

- Percent of study body that were White
- Percent of student body attending school on a daily basis
- Student stability (% students staying at school since the last year)
- Percent above poverty (% of students from households that are above the poverty level)
- Number of students enrolled in the school
- Number of teachers in school
- Student/Teacher ratio
- Percent of student body meeting/exceeding math proficiency standards
- Percent of student body meeting/exceeding reading proficiency standards

While we are limited to extant aggregated school data for these comparisons, these results suggest that no particular bias was introduced due to schools dropping out or not participating in our study.

Another concern is whether the twelve schools that had students complete a baseline survey but did not otherwise participate in the study (including failing to have students complete any of the follow-up surveys) were different than the 30 schools that did fully participate. Among these twelve sites, ten of them had their SAPIS worker laid off due to budget cuts in the NYC DOE budgets (the other two had other problems that precluded their further participation). In this section, we present data comparing these 12 schools that only participated in the baseline survey ( $n= 950$  students) to the 30 sites that participated fully in the project ( $n= 2,655$  students). A comparison of the aggregate data from the 30 schools that participated fully in the project to the survey data from the 12 dropout schools (see Appendix 5b) indicated that there were no differences between the two groups regarding the following characteristics at baseline across all four years of aggregate data (2006-2009):

- Percent of student body attending school on a daily basis
- Student stability (% students staying at school since the last year)
- Percent above poverty (% of students from households that are above the poverty level)
- Number of teachers in school
- Student/Teacher ratio
- Percent of student body meeting/exceeding math proficiency standards
- Percent of student body meeting/exceeding reading proficiency standards

A comparison of the aggregate data from the 30 schools that participated fully in the project to the survey data from the 12 dropout schools (see Appendix 5b) indicated that there were statistically significant differences ( $p < .05$ ) between the two groups regarding the following characteristics at baseline:

- Percent White: The 30 fully participating schools had a higher percentage of White students for all four years (13.1% to 14.5%) compared to the 12 dropout schools (about 1.5%) ( $F = 6.03, p = 0.019$ ;  $F = 6.07, p = 0.018$ ;  $F = 5.91, p = 0.02$ ;  $F = 5.9, p = 0.02$ ).
- Student Enrollment: The 30 fully participating schools had more students enrolled in their school for 2006 (862) and 2007 (877) compared to the 12 dropout schools in 2006 (559) and 2007 (577) (2006:  $F = 4.52, p = 0.04$ ; 2007:  $F = 4.72, p = 0.04$ ). However, these differences were not present in 2008 and 2009 (years closer to the time frame of our study conducted from September 2009 to June 2010).
- Number of Suspensions: The 30 fully participating schools had more students suspended for 2006 (112) and 2008 (123) compared to the 12 dropout schools in 2006 (66) and 2008 (59) (2006:  $F = 3.95, p = 0.054$ ; 2008:  $F = 5.84, p = 0.02$ ). However, these differences were not present for the 2007 data and 2009 (one of the years our study was conducted).

In addition to examining the aggregated school-level data, we also examined student survey data we collected from these schools. A comparison of the survey data from the 30 schools that participated fully in the project to the survey data from the 12 dropout schools (see Appendix 5c for proportions and see footnotes for differences for means comparisons) indicated that there were no differences between the two groups regarding the following characteristics at baseline:

- Gender
- Ever been in a dating relationship
- Number of dating partners<sup>xi</sup>
- Length of relationship
- Age<sup>xii</sup>
- Proportion experiencing any dating violence victimization
- Proportion perpetrating any dating violence
- Proportion experiencing any peer violence victimization
- Proportion perpetrating any peer violence
- Proportion perpetrating any sexual harassment

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<sup>xi</sup> Students in the dropout schools had a mean of 7 partners and students in the schools that remained in the study had a mean of 6.5 partners ( $F = 0.46, p = .50$ ).

<sup>xii</sup> Students in the dropout schools had a mean age of 11.9 and students in the schools that remained in the study had a mean age of 11.8 ( $F = 0.25, p = .80$ ).

A comparison of the survey data from the 30 schools that participated fully in the project to the 12 dropout schools (see Appendix 5c) indicated that there were statistically significant differences ( $p < .05$ ) between the two groups regarding the following characteristics at baseline:

- Whether the student respondent was Hispanic: The 30 fully participating schools had 44.2% Hispanic students and the 12 dropout schools had 50% ( $X^2 = 5.8, p = .02$ ).
- Race: The 30 fully participating schools had 14.7% Asian students and the 12 dropout schools had 8.7%, the 30 fully participating schools had 31% African American students and the 12 dropout schools had 43%, the 30 fully participating schools had 14.4% White students and the 12 dropout schools had 3.6% ( $X^2 = 79.7, p = .001$ ).
- Any sexual harassment victimization: The 30 fully participating schools had 52% of their sample that were victims of any sexual harassment and the 12 dropout schools had 47.8% ( $X^2 = 4.5, p = .04$ ).

Overall, we did not observe much by way of patterns in our study for the schools that continued on to complete the follow-up wave surveys and those schools that dropped out after doing only a baseline survey. For the survey data, we found differences in the number of Hispanics/race and the level of pre-treatment exposure to sexual harassment victimization for our 30 fully participating schools compared to the dropout schools. In our later outcome models we include, among other variables, race and pre-treatment exposure to violence/harassment as covariates. Therefore, whatever impact these small differences might have on our outcome models are controlled for through the use of covariates. While we had some differences on the aggregate school level data between our fully participating schools compared to the dropout schools, most of our comparisons with these measures were not statistically significant. For the greater number of white student in our fully participating schools we are already controlling for race through a covariate in our model. For the differences in student enrollment data these only showed up for the 2006 and 2007 data but not the more recent 2008 and 2009 data (years closer to the time frame of our study). A similar situation existed for the suspension data where statistically significant differences were only present for 2006 and 2008 (but not 2009).

### **Theoretical Framework for Interventions and Study Hypotheses**

The design of our interventions (described in the methods section) was informed by the Theory of Reasoned Action (Ajzen and Fishbein 1980; Fishbein 1967). More than 40 years ago Martin Fishbein (1967) developed a versatile behavioral theory and model called the Theory of Reasoned Action (TRA). In later years Ajzen and Fishbein (1980) refined and further specified the conditions under which behavioral change occurs. TRA emerged from prior research and theories on attitudes and later work on the relationship between attitudes and behavior. TRA addressed some of the problems with traditional attitude-behavior research, much of which found weak correlations between attitude measures and performance of behaviors (Hale,

Householder, and Greene 2003). TRA explains the main elements and inputs that result in any particular behavior. The most basic form of the TRA model<sup>xiii</sup> is the following:



TRA proposes that your attitude towards a behavior consists of a belief that that particular behavior leads to a type of outcome and an assessment of the outcome of that behavior. If your assessment of the outcome is good you may then intend to or actually carryout such a behavior. Also a part of your attitude toward a behavior is your perceptions of what others around you believe that you should do. In the end, your attitude toward a behavior can lead to an intention to act or not act and this intention will change your likelihood of enacting a certain behavior. More specifically, TRA is based on research that demonstrates that intentions to behave are immediate predecessors to specific actions. Behavioral intentions are the proximal predictors of behavior. Based on TRA, attitudes toward and perceived norms about the desired behavior facilitate the intention to change, modify, or adopt a particular behavior.

A body of TRA-based research has emerged that suggests that people will usually act in accordance with their intentions and perceptions of control over their behavior. Over the last 30 years, TRA has helped to explain and predict behavior and has been used in a variety of contexts to better understand, for example, adolescents' intention to have sex (Fores, Tschann, and Marin 2002), youth alcohol use (O'Callaghan et al. 1997), smoking (McGahee, Kemp, and Tingen 2000), drug use (Budd, Bleiker, and Spencer 1983; Conner and Sherlock 1998) and safer sex behaviors (De Vroome et al. 2000).

The primary purpose of the TRA is to express the key factors associated with behavior change and to attempt to explain a person's behavior. While that enterprise is fraught with difficulties and is probabilistic in nature, the model served a valuable function of orienting the developer of *Shifting Boundaries* (Dr. Nan Stein) to consider the environmental context that surrounds and influences intentions and behavior. We did not set out in this project to do a formal test of TRA, but rather used it in this project to provide a framework for the development of *Shifting Boundaries*. The interventions in turn were designed to address elements of the Theory of Reasoned Action (increased knowledge is designed to change

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<sup>xiii</sup> In 1991, Ajzen modified the model to include an interaction component called perceived behavioral control (Ajzen 1991). This component acknowledges that there may be factors outside an individual's control that influence behavior and the intention to change or adopt new behaviors. The interaction suggests that the intention to behave (motivation) and the ability to perform (behavioral control) combine as a meaningful predictor of change. Ajzen (1991) called the modified TRA the Theory of Planned Behavior (TPB). Ajzen also suggested that access to resources influence an individual's perceived control or power to change. Resources may include such things as support—emotional, financial as well as such daily needs as transportation to and from other resource centers. Both the TRA and TPB modification hold that the best determinant of behavior change is a person's intention to perform or not perform the behavior. The intention is influenced by multiple factors: subjective norms, attitudes towards the behavior, perceived control to engage in the behavior, and resources supportive of the desired behavior.

attitudes which in turn affects behavioral intentions leading to behavioral change). Based on our theoretical framework and the earlier reviewed extent literature we derived the following set of directional hypotheses:

### **Hypothesis 1**

The interventions will increase the knowledge and awareness of all three groups that receive any one of the three interventions (classroom lessons only, building-based intervention only, or “BOTH” interventions) compared to the control group on issues such as state rape laws, definitions of abuse and sexual harassment, resources for help, rape myths, and skills such as conflict resolution. Knowledge is the most basic change we hope to achieve and with this change in knowledge we hoped to trigger the main components of the TRA (attitudinal change which in turn affects behavioral intentions leading to behavioral change).

### **Hypothesis 2**

The interventions will promote pro-social attitudes of all three groups that receive any one of the three interventions compared to the control group in the direction of viewing TDV as wrong and something that people should not perpetrate. We hypothesize that the treatment group will be less likely (compared to the control group) to make an inappropriate attribution regarding the victims’ fault in youth dating violence, and less likely to believe that youth dating violence is not a problem. We hypothesize that the treatment group will be more likely (compared to the control group) to have a positive attitude of confronting teen dating violence perpetrators, more likely to believe it is a good idea to prevent youth dating violence, and more likely to have an attitude respectful of their own and others’ personal space.

### **Hypothesis 3**

The interventions will promote non-violent behavioral intentions of all three groups that receive any one of the three interventions compared to the control group in terms of intentions to avoid committing violent acts in the future as well as intentions to intervene when in the position of a bystander. Behavioral intentions are a precursor to behavioral change that we measure in Hypotheses 4 and 5.

### **Hypothesis 4**

The interventions will reduce the occurrence of dating and peer violence (both victimization and perpetration) in all three groups that receive any one of the three interventions compared to the control group. We hypothesize that our interventions will be effective at reducing sixteen combinations of violence, including: the prevalence and frequency of both dating and peer violence in the form of physical violence and sexual violence experienced as a victim or undertaken as a perpetrator.

### **Hypothesis 5**

The interventions will reduce the occurrence of sexual harassment (both victimization and perpetration) in all three groups that receive any one of the three interventions compared to the control group. We hypothesize that our interventions will be effective at reducing four

combinations of sexual harassment, including: the prevalence and frequency of sexual harassment experienced as a victim or undertaken as a perpetrator.

## Results

To follow are the main analyses we conducted for this study, including: Descriptive statistics on the sample, outcome models, and qualitative focus group results.

### Sample Description

Our first sets of analyses describe the key analytic variables connected with the project aims. A series of frequencies were summarized with measures of central tendency and measures of dispersion (see Appendix 6a and 6b). Our study not only provided for a rigorous comparison (the evaluation component), but also provided useful descriptive information about an understudied phenomenon (DV/H) among students in the sixth and seventh grades.

**Demographics.** As described in the Methods section above, a total of 2,665 students in 117 classrooms participated in this research study at 30 public middle schools in New York City. The sample was fairly evenly split between 6th and 7th grade students, with 1,266 students (48%) in the 6th grade and 1,388 students (52%) in the 7th grade. Participating students ranged in age from 10 to 15, with 94.5% falling in the 11 to 13 age range. Slightly more of the overall sample was female (53%); this percentage was the same in 6th and 7th grades. The 6th grade had 53% females and the 7th grade had a similar percentage with 54% females ( $\chi^2 = 0.31, p = .58$ ).

Partnering with the NYC Department of Education (DOE) offered a rare opportunity to conduct our experiment with the largest school district in the U.S. NYC not only had the requisite number of middle school buildings called for in our design, but it also comprises one of the most ethnically, linguistically, and racially diverse populations in the U.S. The racial makeup of students across the city is 36% Hispanic, 33% African American, 14% Asian, and 14% white and 3% other. While we present our data in Appendix 6a with Hispanic as a separate question from race, for comparability purposes with overall city data we assembled the following: In our sample, we had a fairly close ethnic breakdown to the overall city average of 34% Hispanic, 31% African American, 16% Asian, 13% white and the remainder in the “other” racial category.

**Prior education in violence prevention.** As seen in Appendix 6a, over a third of the study sample (40%) had prior experience with a violence prevention educational program. The item queried experience with “*educational program[s] about sexual harassment, sexual assault/rape, dating violence, and/or family/domestic violence.*” However, the specific nature of that educational program and the extent to which it addressed peer relationship violence was not explored.

**Prior relationship experience.** As seen in Appendix 6a, nearly half of the sample (48%) reported at least one experience of being in a dating relationship that lasted one week or longer. Not shown in the tables, the majority of those who report having dated (57%) had at

least 3 partners (27% reported one prior partner, and 17% reported two partners). Also, 27% of our sample report having 6 or more partners in their lifetime. The relative frequency of relationships for middle school students is tempered by their short duration: only 30% of students who reported ever having been in a dating relationship indicated that they had been in a relationship that lasted more than six months.

**Prior experience of victimization.** The project collected data on three main forms of victimization: dating violence (any physical and sexual violence), peer violence (any physical and sexual violence), and sexual harassment. As seen in Appendix 6b, one in five respondents (19.4%) reported having been the victim of any physical or sexual dating violence at some point in time and 12.2% were the victim of sexual dating violence at some point in time. Two-thirds of the sample (66%) reported having been the victim of any physical or sexual peer violence at some point in time, and 28.8% were the victim of sexual peer violence at some point in time. Also, 69% report having been sexually harassed at some point in time. As seen in Appendix 6b, for each of these victimization data points, boys are reporting statistically higher rates of victimization than girls. For example, for our measure of any peer violence victimization, boys report a rate of 72.3% and girls report a rate of 61.3% ( $X^2=204$ ,  $p < .001$ ).

**Prior experience of perpetration.** The project collected data on three main forms of perpetration: dating violence (any physical and sexual violence), peer violence (any physical and sexual violence), and sexual harassment. As seen in Appendix 6b, one in five respondents (20%) reported having perpetrated any physical or sexual dating violence at some point in time. About 13% of the respondents reported having perpetrated sexual dating violence at some point in time. Nearly three out of five (57%) reported having perpetrated any physical or sexual peer violence at some point in time. A little more than one out of five (22%) reported having perpetrated sexual peer violence at some point in time and nearly half (45.8%) report having sexually harassed someone at some point in time. As seen in Appendix 6b, for each of these perpetration data points (except for our measure of total violence perpetration in a dating relationship), boys are reporting statistically higher rates of perpetration than girls. For example, for our measure of perpetrated sexual harassment, boys report a rate of 51.3% and girls report a rate of 42.3% ( $X^2=121$ ,  $p < .001$ ). Based on the victimization and perpetration measures, our data suggest that boys are more involved in violence than girls, both as victims and perpetrators.

### **Outcome Models**

As described earlier, given our use of a Clustered Randomized Trial, we needed a statistical technique to address the clustered nature of our data (students nested within classes which are nested within schools). This is a concern because variables at the student-level, class level, and school level may be correlated (i.e., not independent). In the past, hierarchical data were analyzed using conventional regressions, but these techniques yield biased standard errors and sometimes spurious results (Hox 2002). Also, analyzing only at the aggregate level will lead to a loss of information and power.

As early as 1978, experimental researchers noted, “analyses of group randomized trials that ignore clustering are an exercise in self-deception” (Cornfield 1978). To address this concern, we added a statistical correction in our models to provide for robust clustered standard errors. That is, for each outcome model, we included a robust variance estimate to adjust for within-cluster correlation. More specifically, we used logistic regression with a robust variance estimate for our dichotomous outcome variables, a type of count model called a negative binomial regression with a robust variance estimate for our count data for each of our behavioral measures (violence and sexual harassment) and Ordinary Least Squares (OLS) regression with a robust variance estimate for our normally distributed/linear outcomes such as knowledge, attitudes and intentions.

We conducted these analyses using Stata 12.0 statistical software with the *vce (cluster clustvar)* option. The robust variance estimator comes under various names in the literature, but within the Stata software it is known as the Huber/White/sandwich estimate of variance (Rogers 1993; Williams 2000; Froot 1989). The names Huber and White refer to the seminal references for this estimator (Huber 1967; White 1980). The name “sandwich” refers to the mathematical form of the estimate, namely, that it is calculated as the product of several matrices.<sup>xiv</sup> Given our substantive interest in the individual data, and our need to only control for the classroom- and building-level data, our use of a robust variance estimator to address the clustered nature of our data and produce unbiased estimates was adopted (Rogers 1993; Williams 2000).<sup>xv</sup> To follow is a presentation of outcome models from Appendix 7 in the following areas for Wave B (immediately post treatment) and Wave C (about 6 months post treatment): knowledge (Appendix 7.1a - b), attitudes (Appendix 7.2a - i), bystander intentions (Appendix 7.3 a - b), behavioral intentions (Appendix 7.4 a - b), sexual harassment (Appendix 7.5 a-h), and violent behavior (Appendix 7.6.1a- p for peers and 7.6.2a-p for dating relationships).

**Knowledge.** Participating students’ knowledge scores as measured immediately post-intervention and six months later were significantly better among students who received both the classroom and the building interventions. Given the general normal distribution of the knowledge measure data, we used Ordinary Least Squares (OLS) regression (with a correction for nested standard errors) to estimate our multivariate models for our knowledge outcomes. Linear regression coefficients for students in the combined classroom and building intervention condition (see Appendix 7.1a - b) were positive and significant at both follow-up survey time

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<sup>xiv</sup> The matrix formed by taking the outer product of the observation-level likelihood/ pseudo-likelihood score vectors, used as the middle of these matrices (the meat of the sandwich), and this matrix is in turn pre- and post-multiplied by a model-based variance matrix (the bread of the sandwich) (Rogers 1993). The robust calculation is generalized by substituting the meat of the sandwich with a matrix formed by taking the outer product of the *cluster-level* scores, where within each cluster the cluster-level score is obtained by summing the observation-level scores (Wooldridge 2002; Rogers 1993; Williams 2000).

<sup>xv</sup> Given our need to adjust for clustered standard errors through a modeling based approach, we do not present simple means for the treatment and control groups.

points (immediately post intervention  $\beta=.069$ ,  $p=.02$  and six month follow-up  $\beta=.049$ ,  $p=.05$ ), suggesting that the combination of the two interventions may be effective in improving 6<sup>th</sup> and 7<sup>th</sup> graders' knowledge of relevant norms, laws, resources, and skills. Neither the classroom alone nor the building interventions alone were independently significantly different from the control group knowledge scores.

**Attitudes.** Analyses of student attitudes regarding the acceptability of violent, abusive, and harassing behaviors and perceived peer norms as well as students' motivation to adhere to these norms are presented in Appendix 7.2 (a – i) for the five constructs described in the Methods section above. Overall, controlling for baseline attitudes, no statistically significant results were found for our interventions on attitudinal outcomes (see Appendix 7.2a - i). The interventions were not statistically associated with more or less pro-social attitudes immediately post-treatment or at the six-month follow-up point compared to the control group student attitudes.

**Bystander intentions.** Researchers queried bystander intentions regarding three scenarios, distinguishing whether the perpetrator or the victim were close friends of the respondent, popular in school, or strangers to the respondent. Immediately post-treatment, none of the intervention groups reported significantly greater intentions to intervene as bystanders (see Appendix 7.3a). However, six months after the intervention (see Appendix 7.3b), the building only intervention exhibited a positive and significant effect on students' intentions to intervene in the suggested scenarios ( $\beta=2.13$ ,  $p=.05$ ). The bystander intentions of the classroom only intervention group and the combined intervention group were not statistically different from the control group's bystander intentions.

**Behavioral intentions.** Personal behavioral intentions to avoid perpetration of violence in dating relationships as defined in the survey (see Methods) showed positive results but in a different pattern compared to the bystander intentions for the first and second follow-up data points. In this case, the building intervention was associated with pro-social intentions immediately post treatment ( $\beta=3.38$ ,  $p=.011$ ) compared to the control group's behavioral intentions (see Appendix 7.4a). However, this finding is no longer significant at six month follow-up ( $\beta=.863$ ,  $p=.331$ ) (see Appendix 7.4b). Behavioral intentions among students in the three treatment groups did not differ significantly from behavioral intentions of the control group students six months after the interventions were implemented.

**Sexual harassment.** The behavioral outcomes are complex in that they encompass both physical and sexual victimization and perpetration in peer relationships and in dating relationships. Sexual harassment (see Appendix 7.5 a-h for outcome models) is measured without distinguishing the nature of the relationship (i.e., we did not collect separate measures of sexual harassment in a dating and then a peer relationship to reduce the burden associated with completing the survey).

**Experienced sexual harassment as a victim.** We estimated two models of sexual harassment victimization immediately post-treatment, reflecting the prevalence or the frequency of having been sexual harassed since the baseline survey. None of the three intervention groups reported any difference in the prevalence or the frequency of sexual harassment immediately post-treatment.

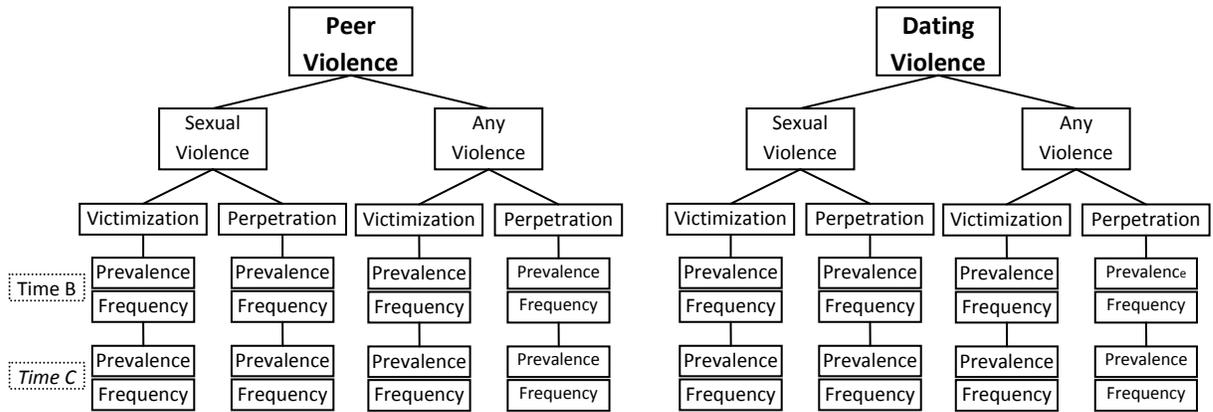
The results six months after the interventions were implemented indicated some treatment effects contrary to expectations. The odds ratio of students in the building-only intervention reporting the *prevalence* of any sexual harassment victimization was 107% more than that of the control group (OR=2.07,  $p=.002$ ). However, the *frequency* of sexual harassment victimization reported by students in the building-only intervention was 30.5% lower than the reported *frequency* of sexual harassment victimization in the control group (IRR=.695,  $p=.014$ ). Likewise, the frequency of sexual harassment victimization reported by students receiving the combined classroom and building intervention was 26% lower than the reported frequency of sexual harassment victimization in the control group (IRR=.736,  $p=.026$ ).

**Perpetrated sexual harassment.** We estimated both the prevalence and the frequency of student reports of perpetrating sexual harassment immediately post-treatment. None of the three intervention groups report any difference in the prevalence or the frequency of sexual harassment perpetration immediately post-treatment.

Six months following the intervention, the reported prevalence of perpetrating sexual harassment was no different between the intervention and control groups. However, students in the building-only intervention arm reported a 34% reduction in the frequency of perpetrating sexual harassment against others compared to control group reports (IRR=.658,  $p=.025$ ). While not statistically significant, we found results trending in a similar direction for students in the combined intervention group (IRR=.744,  $p=.085$ ).

**Violent behavior.** We measured the prevalence (did a specific act occur yes or no) and incidence (i.e., the frequency or the number of incidents of a behavior) of violence both in terms of victimization and perpetration. As seen below in our behavioral outcome models, this distinction between prevalence and frequency is important, and in some cases the results do not coincide (e.g., the prevalence of a behavior can be higher for the treatment group compared to the control group but the frequency of the same behavior can be lower for the treatment group compared to the control group on the same basic measure). Further, our measurement distinguished the nature of the relationship, specifying whether the victim/perpetrator was a peer or a dating partner. Finally, we separately measured reports of sexual and nonsexual (physical) violence, yielding a measure of total (any) violence for both victimization and perpetration. Below in Figure 1, we summarize our model estimates of the treatment effects on sexual victimization and on any victimization (a summary measure of both sexual and physical victimization events), for peer and dating relationships separately (32 models in total are presented in Appendix 7.6.1a- p for peers and 7.6.2a-p for dating relationships).

**Figure 2: Models of Violence Outcomes (32 models)**



**KEY:**

*Any Violence* (reported here) is the sum of *sexual* and *physical* violence measures.

*Time B*: immediately post-intervention. *Time C*: Approximately 6 months post-intervention.

**Peer violence.** To follow are our results of violence experienced as a victim of a peer or perpetrated by peers in the areas of sexual violence or any physical violence (inclusive of sexual violence referred to below as “total violence”)

*Sexual violence victimization by a peer.* Immediately post-treatment, the results indicate a 32% reduction in the prevalence of sexual victimization by a peer (OR=.68,  $p=.025$ ) for students in the combined intervention arm compared to students in the control group. Immediately post-treatment, the estimated frequency of sexual victimization by a peer was also significantly lower (34%) for students in the combined intervention arm compared to students in the control group (IRR=.658,  $p=.005$ ). This finding persists six months post-treatment, at which point we estimate a 34% reduction in the prevalence of sexual victimization by a peer (OR=.659,  $p=.011$ ) for students in the combined intervention arm compared to students in the control group. This reduction was mirrored by results reported by students in the building-only intervention arm (OR=.662,  $p=.028$ ). Further, the reported frequency of sexual victimization by a peer indicates the same positive effects of the building-only and combined classroom and building interventions. Six months post-treatment, results indicate a 35% reduction in the frequency of sexual victimization by peers for students in the building-only treatment group (IRR=.654,  $p=.03$ ) and a 40% reduction in the frequency of sexual victimization by peers for students in the combined treatment group (IRR=.597,  $p=.002$ ).

*Sexual violence perpetration in a peer relationship.* Immediately post-intervention, student reports of perpetrating sexual violence against a peer (both prevalence and frequency) did not

vary significantly across the four study arms. Six months later, however, students assigned to the building-only intervention as well as students participating in the combined classroom and building intervention reported significant lower prevalence of perpetrating sexual violence on peers. The reduction was comparable (approximately 47%) for the two groups (building-only OR=.527,  $p=.002$ ; combined intervention OR=.524,  $p=.001$ ) in comparison to the control group. In addition to a reported reduction in the prevalence of perpetrating sexual violence against a peer, the reported frequency declined close to 40% vis-à-vis the control group for students experiencing the building-only intervention (IRR=.605,  $p=.016$ ) and the combined classroom and building intervention (IRR=.644,  $p=.009$ ).

*Total violence victimization by a peer.* Our results for total victimization are more mixed. Students in the building-only intervention group reported an 88% higher prevalence of total victimization six months after the intervention (OR=1.88,  $p=.014$ ) compared to the control group. While the building intervention is associated with higher reported prevalence (compared to the control group) of total victimization by a peer six months after the intervention, the frequency of total victimization by a peer was reported as less than that of the control group immediately after the intervention and six months later. The combined classroom and building intervention was significantly associated with a 36% reduction in the frequency of total victimization by a peer (IRR=.743,  $p=.008$ ) immediately post-treatment. At the six-month follow-up point, in comparison to the control group, the building-only intervention was significantly associated with a 27% reduction in the frequency of total victimization by a peer (IRR=.732,  $p=.022$ ), parallel to the 33% in the frequency of total victimization by a peer reported by the combined intervention students (IRR=.672,  $p=.001$ ).

*Total violence perpetration in a peer relationship.* Parallel to the victimization reports in peer relationships, the building-only intervention students reported a significantly greater prevalence in total violence perpetrated immediately post-intervention (OR=1.45,  $p=.029$ ) and six months later (OR=1.53,  $p=.025$ ) relative to the control group students. The reported frequency of perpetrating any violence in peer relationships did not vary across the study groups immediately post-treatment; but again parallel to the victimization reports, the reported frequency of perpetrating any violence in peer relationships was lower than the frequency in the control group by more than 30% in the building-only (IRR=.66,  $p=.009$ ) and the combined classroom and building treatment groups (IRR=.675,  $p=.003$ ).

**Dating violence.** To follow are our results of violence experienced as a victim of a dating partner or perpetrated by a dating partner in the areas of sexual violence or any physical violence (inclusive of sexual violence referred to below as “total violence”)

*Sexual victimization by a dating partner.* Neither the prevalence nor the frequency of sexual victimization by a dating partner varied by intervention status immediately post intervention. Six months later, however, students in the building-only intervention arm reported 50% reduction in the prevalence of sexual victimization by a dating partner (OR=.498,  $p=.007$ ) and a 53% reduction in the incidence or frequency of such events (IRR=.474,  $p=.011$ ).

Students participating in the classroom-only or the combined classroom and building interventions did not report significantly different rates or incidence of sexual victimization than the control group.

*Sexual violence perpetration in a dating relationship.* There is no statistically significant evidence for declines in perpetrating sexual violence against a dating partner associated with any of the three intervention arms immediately post-treatment. However, while not statistically significant at the  $\alpha=.05$  level, at the six-month follow-up point we found potentially important reductions in prevalence for two intervention groups compared to the control group: a 50% reduction in prevalence in the building-only group (OR=.503,  $p=.075$ ), mirrored by a 52% reduction in frequency in the building-only group (IRR=.479,  $p=.061$ ).

*Total victimization by a dating partner.* Reports of total violence by a dating partner follow the same patterns as reports of sexual victimization in dating relationships. Immediately post-treatment, neither the prevalence nor the frequency of total violence was significantly associated with any of the interventions. Prevalence at the six-month follow-up point appeared to have declined substantially in the building-only treatment group although this result was not statistically significant (OR=.69,  $p=.094$ ). However, results for the building-only treatment group indicated a 54% reduction in the reported incidence of total violence by a dating partner (IRR=.459,  $p=.008$ ) at the six-month follow-up point. Compared to the control group, we found no significant effects of the classroom-only or the combined classroom and building interventions for reports of total violent victimization by a dating partner.

*Total violence perpetration in a dating relationship.* While trends in total violence perpetration against a dating partner by six months following the interventions indicated reductions (IRR= .57,  $p=.11$  for building only intervention), only the reported frequency of these events by students in the building-only condition were significantly lower (51%) than the reported frequency among control group students (IRR=.49,  $p=.033$ ). The reported prevalence at both follow-up time points and the reported frequency immediately post-treatment did not vary significantly across the intervention conditions relative to the control group.

### **Qualitative Focus Group Results**

To follow is a review of our qualitative data collection results, including focus groups with interventionists and students. For the interventionists and students we conducted separate focus groups with those from schools who used the classroom lessons only, those who used only the building/school-wide intervention, and those who were in schools who used “BOTH” classroom lessons and school-wide interventions.

**Focus groups with interventionists.** As discussed earlier in the methods section, four focus groups were conducted with SAPIS staff of the New York City schools during the spring of the school year when they had implemented the lessons/interventions. The SAPIS members were assigned a focus group based on the intervention they had implemented in their schools. There was one group for those utilizing classroom lessons only (CLO), one group for the school-wide

interventions only group (SIO), and two groups for the treatments utilizing both classroom lessons and school-wide interventions (“BOTH”).

***Classroom lessons only (CLO).*** SAPIS staff found that the many of the classroom lessons were very well received by their students. Although one of the exercise called “Big Deal/No Big Deal” (see Appendix 1a) seemed long and had too many instructions, the lesson prompted debate. Also, the lesson covering minors having sex (e.g., Question 12 regarding sex between a 14 and 18 year old) shocked the sixth grade students, in particular. The SAPIS reported that most students wanted to talk about the lessons, but some of the gay students felt uncomfortable expressing their opinions. The seventh grade students were particularly inquisitive about the lessons.

Many SAPIS staff indicated that the sixth grade students found the lessons shocking and uncomfortable. The SAPIS staff suggested that the lessons (particularly “Big Deal/No Big Deal”) be modified for the sixth grade students, so as to be more reassuring and less shocking. They also suggested incorporating more interactive, hands-on activities like “Measuring Personal Space” (see Appendix 1a). There were conflicting ideas about the extent to which writing should be incorporated into the lessons; some SAPIS staff felt that there should be less writing in general, while others felt that having students write down their thoughts before discussion worked best. Students also wanted more DVDs like the “Shantai film”, but they wanted longer versions, and wanted to see a video example of a boy being sexually harassed (instead of just a girl named Shantai).

Without prompting, SAPIS staff brought up that teachers were very supportive of the interventions, and that they appreciated having the teachers stay in the rooms for the lessons. One SAPIS staff reported that a math teacher particularly liked the applied math involved in “Measuring Personal Space.”

SAPIS staff reported that the concepts and language from the lessons made their way into the students’ vocabulary, as they started using terms like “you are in my space” and other sexual harassment terminology outside of class. Students also seemed more aware of the effects of rumors. While more students started coming to the SAPIS staff for help, the SAPIS staff had some trouble trying to dissuade the students that that form of “snitching” was warranted. Due to the increase in students’ use of the language associated with the concepts they learned, SAPIS staff suggested that parents needed more education about these issues, perhaps in the form of an information packet sent home to them.

The interventions, according to the SAPIS staff, were easier to implement after their first set of classes, after they had put in the time and effort to grow comfortable with the materials. The students appreciated their work so much that some of the SAPIS staff members were applauded by the students when they conducted the lessons/intervention.

***School-wide interventions only group (SIO).*** In general, across all three interventions, the interventions generally took longer to implement than planned. That is, instead of a certain planned activities taking two days to complete they took three days to implement. The largest concern in the SIO treatment appeared to be the Respecting Boundaries Agreement (RBA), which was described by most of the focus group members as too long, difficult to understand, and uninteresting. SAPIS staff indicated that students were concerned that their principals might read their individual responses. Additionally, this group found that their students disliked using the hypothetical “Shantai case” to practice the RBA (e.g., some felt that the video itself was not urban enough).<sup>xvi</sup> Due to these various concerns, a couple of SAPIS workers felt uncomfortable using the RBA, and therefore did not use it during implementation of the intervention. (Those who used the RBA gave it an average score of 5 out of 10 for student level of engagement.) Nevertheless, some of the SAPIS reported that the students they worked with enjoyed the Shantai video and learned about what can constitute sexual harassment from watching the video.

In contrast, the posters on teen dating violence were very well received, particularly the photographic posters, as opposed to the artistic/cartoonish posters. The posters that were put up on the walls of school buildings were left untouched, and generated both discussion and awareness. SAPIS staff reported that parents were in favor of the posters. Because the photographic posters were most effective, SAPIS workers suggest that Spanish versions of those posters be added (Spanish posters were available for the artistic/cartoon posters).

There were mixed reactions to the mapping exercise. Some SAPIS felt that students were indifferent, while others thought their students were interested and very engaged in the activity. The participants reported that the sixth grade student liked the mapping activity better than the seventh grade students; this could be due to the fact that the sixth grade students were new to the building and enjoyed the opportunity to become more familiar with it. Some of the students reported to the SAPIS that they feared that by doing the activity, they would be giving up their “hiding spots.”

Importantly, the mapping activity results were shared with the building principals and various safety committees, who were then able to implement changes via security cameras, additional teacher supervision in hallways, and signage. Some assistant principals and deans were also in favor of using the RBA.

Overall, this group felt that the interventions were empowering. They noticed some positive changes that seemed to spread even outside the sixth and seventh grade classes, as when some eighth grade girls came to one of the SAPIS staff to report that a friend was being harassed.

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<sup>xvi</sup> The “Shantai case” was a short video scenario that described a middle school student named “Shantai” being sexually harassed and threatened by another middle school student. The video stops at different points to explain how the actions of certain students would be considered sexual harassment and what steps the victim could take to address the situation more effectively.

SAPIS staff in this treatment group recommended that in the future, school-wide interventions should be accompanied by classroom lessons, or possibly used in conjunction with existing New York City curriculums (e.g., the life skills program). They also suggested that schools' "hassle logs" be integrated into the intervention.

***"BOTH" classroom lessons and school-wide interventions.*** Generally, the two "BOTH" groups had similar comments to those offered by members of the SIO and CLO focus groups. As with SIO, the "BOTH" group members found the RBA to be a weak point, largely due to its length and redundancy. Students found the RBA form to be too official looking, and were concerned that they would get in trouble with the principal if they admitted to certain behaviors on the RBA. As an activity, the SAPIS staff felt that the RBA was the hardest activity to facilitate and the least self-explanatory, thereby generating low engagement and interest from the students. Some SAPIS staff found that the RBA was hard to apply to the Shantai case, while others said that it should only be applied to the Shantai case and not to the students' own experiences. One SAPIS staff member reported using the RBA as a bridge to talking about non-sexual harassment issues.

Some of the SAPIS staff indicated that their own principals and deans liked the RBA (though one dean thought it was too long). They also proposed that deans, assistant principals, and guidance counselor be responsible for implementing the RBAs. Assistant principals and deans had mixed feelings about the posters; some loved them, one school would not permit them to be placed on the walls, while another principal reluctantly agreed for them to be hung, and one allowed them to be put up but did not like them.

The SAPIS reported that the students found the posters to be extremely valuable. Like the SIO focus group members, they too liked the photographic posters better than the "cartoonish" posters. The posters triggered discussion, and some students sought out SAPIS workers regarding the posters (each poster contained the contact information for the SAPIS). The posters, SAPIS workers claimed, were helpful for student victims in identifying abuse, and they also reached more students than other pieces of the intervention.

Mapping also seemed to be a popular activity, perhaps because of its novelty. The sixth graders in particular liked mapping because the building was new to them. Some students were afraid of giving up their hiding spots, however. SAPIS staff also had to emphasize the difference between "tattling" and reporting abusive behavior.

Students in this group liked the Shantai video, and requested more DVDs with more scenes. The SAPIS staff felt that the sixth grade students especially might have benefited from more videos. Many liked the ambiguity, but some did not like the Shantai character and felt that there were not enough consequences for Laura (the abusive girl) in the video. Also, the video was deemed by some students to be not contemporary or urban enough.

The “Boundaries” lessons and the “Says Who” lesson (see Appendix 1c) generated the best feedback, because they generated lively discussion and applied to a variety of situations (e.g., students saw boundary parallels to parents and friends, and “Says Who” avoided laying all the blame for abuse on boys). Students seemed to enjoy actively participating in “Measuring Personal Space,” but some SAPIS staff worried that it was hard to combat immaturity in the students. Some SAPIS staff felt that the “Big Deal/No Big Deal” segment needed some simplification, and SAPIS staff reported that the language was difficult for some of the sixth grade students. In general, the SAPIS staff felt that there were a good number of lessons, and they believed that the lessons managed to communicate the concepts of the intervention; students grasped concepts like responsibility, consent, and the difference between relationships and friends. SAPIS staff also received positive feedback from teachers, who reported that the concept of personal space got through to the students.

The SAPIS staff in the “both” group noticed some significant differences in the ways in which the sixth grade students and seventh grade students responded to the interventions. The SAPIS staff felt that the sixth graders needed more introductory material. Some of the material covered was deemed too mature for the sixth graders, causing some discomfort. The seventh graders were much more involved and eager to discuss these issues. However, SAPIS staff found that students in both grades gained from participation in the lessons, even though the differences in maturity levels within each class made some of the material more difficult to cover.

SAPIS staff suggested that the lessons be simplified for sixth grade students and better aligned to their maturity level. They also recommended adding more material about consequences for behavior, and more use of videos. In general, they wanted more information included about laws and about identifying abuse and controlling behaviors in relationships. They also felt that lessons should be more introspective, about understanding oneself. They emphasized the concept of “good touch/bad touch,” but recommended that the discussion be expanded to apply to peers and children/adults. They also proposed that a glossary of definitions be added. Some SAPIS staff added reflective writing exercises as homework.

**Focus groups with students.** As discussed in the Methods section, we conducted three focus groups with middle school students who had received our interventions. Only those students who returned signed parental consent and student assent forms were allowed to join in the focus groups. Interestingly it was generally girls, not boys, who returned signed parental consent forms; thus our focus groups consisted of more female students. One focus group was conducted with a school that had received only the classroom lessons, a second focus group was made up of students who had received only the school-wide interventions, and a third focus group was conducted with a “BOTH” treatment group school (who received the classroom lessons and the school-wide interventions).

**Classroom lessons only (CLO).** The classroom only student focus group was made up of only girls: four girls in the seventh grade and one girl from the sixth grade. The students in this

group recommended that other students in their school receive the classroom lessons. They felt that the lessons prepared them if they were the target of harassment or a bystander who needed to intervene. The students reported that many students liked the *Measuring Personal Space* activity. Other favorite activities were the *Shantai DVD* and *Mapping Safe and Unsafe Spaces at School*. They liked the applicability of the DVD. When asked about their least favorite lessons, the students stated that they had trouble with the wording in the *Says Who* lesson.

The girls in the focus group felt that relationships between boys and girls in the school are often problematic, consisting of sexual comments from boys towards the girls and passivity from the girls in the face of this sexual harassment. In terms of changes in student behavior as a result of the lessons, students felt that the lessons affected girls more than boys by teaching them about personal space and helped them to “speak up” for themselves. This focus group felt that some of the boys walked away with a message of non-violence, but others took the lessons as a joke or argued with other students about the lesson material. Some of the students in the focus group felt that some boys matured through the lessons and changed significantly. The students also felt that the lessons helped victims more than perpetrators, and helped students be able to identify harassment as a problem. They reported that they could identify “our own problems” in the *Big Deal* lesson and that now the girls (as well as many of the boys) know that harassment is a big deal.

The students in this focus group felt that the lessons helped students learn the advantages of telling adults about incidents of harassment. They suggested that students are now more likely to report problems to adults. The take-away message, according to them, was that it is good to let out your feelings and get help from adults. While students in the focus group reported that boys often laughed at the lessons and had caused problems at the beginning of the unit/lessons, they felt that the boys eventually stopped this disruptive behavior, and some began to absorb the information. One student reiterated that it’s a “good idea to let your ideas out.”

Focus group participants also reported that students are much more likely to help their peers if they see someone being harassed. The focus group students felt that the lessons helped to give students the confidence and courage to step in. They mentioned here that the eighth grade students harassed the sixth graders and that the seventh graders found themselves in a position to intervene.

The students mentioned towards the end of the session that they experienced harassment from the eighth graders as well as peer pressure around sexual behaviors. The seventh and eighth grade students were asserted to do a lot of touching, and that the girls reported it, which resulted in the boys getting into trouble. The students used to giggle when they heard the term “sexual harassment,” but after the lessons they treat this issue more seriously. The final advice given by this group of students was to give the lessons to the eighth graders, to give more advanced material to seventh and eighth grade students, and to add more hands-on activities,

sheets and survey questions. The students stated that over all, the lessons were helpful and fun to do.

***School-wide interventions only group (SIO).*** The SIO focus group was more balanced between boy and girl participants and included the following: one sixth grade boy, two sixth grade girls, two seventh grade boys, and three seventh grade girls. First, the students reported that they were aware of the posters placed around the school building. One student reported that she never noticed other students reading the posters, but in general, students in the focus group had all read the posters. One boy said that one of the cartoonish posters grabbed his attention, but that he felt that the posters emphasized physical violence too much rather than the more common verbal aspects of harassment. Another critique of the posters that emerged from the group was that they were too generic; the students suggested making the posters more specific, gearing them more evenly towards both verbal and physical abuse, adding a catchy slogan to the posters, or placing a sign with a common slogan, such as “stop the abuse,” above the posters to draw students’ attention.

Students reported that the mapping activity was helpful, that is opened their eyes to dangerous spots in their school, and that other students were willing to participate. Besides being helpful to the students to process spatially where they feel most threatened in their school environment, the students reported that they felt reassured to know that adults wanted to know what the student experience was regarding safe and unsafe spaces. One student reported that he received community service credit for drawing a map of his school for the activity. Overall, the students felt that the mapping activity was a good way for them to communicate potential danger to the adults.

The students provided a mixture of positive feedback and constructive criticism regarding the Respecting Boundaries Agreement (RBA). They felt that the RBA helped in that it felt safer and better to write, rather than report orally, the details of an incident. They reported that students were willing to fill out and turn in the forms. All of the teachers in the school were given the RBA in order to make the document available to all students. The students reported that the RBA is in need of simplification, as it is difficult to understand and sometimes repetitive. Overall, they felt that a form such as the RBA would be helpful if they were to be the target of harassment, and that the child named on the form as the harasser may do less harassment as a result of this form.

Some students felt that substantial changes had taken place in the school environment since the implementation of the interventions, while others felt that few changes had occurred or were visible to them. One boy reported that while there was less physical harassment of girls by the boys that verbal harassment had increased. Another student indicated that fewer students were disregarding the rules. Some students felt a little safer after the interventions, claiming that harassment had diminished. The students reported feeling that the deans normally did not take seriously student feedback about school safety, and that going to the dean repeatedly with concerns did not result in change until this intervention was

implemented. The SAPIS reported that changes to security measures had been made based primarily on student feedback through the mapping of hotspots exercise.

The group reported that some students are more willing to intervene in order to help students who are being harassed since receiving the intervention. The students stated that some girls will “step up” for other girls with comments like “can you leave her alone?” Some boys intervene as well, though one boy mentioned that some girls laugh when boys try to intervene. The same boy as well as a second boy stated that boys do not take the girls seriously when they say “stop” because they are smiling as they speak. According to the boys, the girls have to put their foot down and not smile when they say “no” or when others try to help them. A different boy reported that many of the boys know which girls they can touch and which teachers will act passively towards harassment taking place in their presence.

There were mixed feelings from the students about whether they feel comfortable approaching adults after completing the interventions than they did prior to engaging in the interventions. Some students felt that students are more willing to go to teachers and SAPIS to share their feelings or get advice, while others believe that students are still too scared to go to adults, in part because they do not want to be considered a “snitch,” “rat” or “chicken.” The girls who are willing to report inappropriate behavior with teachers often are known by the students as “snitches.” One boy stated that he felt that more students are trying to stay away from teachers now than before, and one girl said that more students are putting “locks on their feelings.”

**“BOTH” classroom lessons and school-wide interventions.** The “BOTH” focus group was comprised of three girls in sixth grade, and three girls in seventh grade, and one boy in sixth grade. Like the CLO group, the first recommendation from this group of students was that other students in their school receive the classroom lessons. Their favorite lesson was *Measuring Person Space*, followed by *What is a Boundary* and *Mapping Safe and Unsafe Spaces at School*. One student remarked on learning to view stealing as a form of a personal space violation. Some students reported the mapping activity as their least favorite activity due to the fact that the map given to them showed only the ground floor of the building, which is the safest and most heavily staffed floor of the building. The students noted that by coloring in only one floor, they were unable to mark some of the eighth grade hallways, which were the scariest in the school. One student stated that *What is a Boundary* was his least favorite lesson. However, many of the students in the group stated that they liked all of the lessons.

The students indicated that they liked the idea of the Respecting Boundaries Agreement (RBA) and said they did use them. The SAPIS specialist, the dean, and the guidance counselor each kept stacks of RBAs on their desks in case students wished to use them. The students liked the idea of being able to write (on the RBA forms) about interactions with other students without having to confront the perpetrator directly, but they indicated that they would only use an RBA if they felt desperate. The students suggested that the RBA be shortened and look less

formal. One student suggested that the RBA activity in the classroom lessons be turned into a group project.

The students all expressed interest in the posters. They indicated that the posters gave good advice about recognizing abusive relationships. Several students said that once they had seen one poster, they wanted to see them all. Some even encouraged friends to seek out the posters. One student wanted more posters up around the school and another indicated that posters should be placed in more locations.

When asked whether they thought student behavior had changed for the better or worse, some students reported little change. Many students indicated that most dating partners treated each other respectfully, although sometimes students engage in extreme displays of affection. The behavioral changes that the students noticed were “less hitting and bullying” but they also noticed that more students got into trouble for harassing behaviors. One student claimed that the behaviors had not changed because they were not so bad to begin with. The students indicated that since receiving the lessons, they are now more willing to seek help from adults and to remind their friends to do the same. The lessons also reminded students to talk to their parents about concerns. Some of the students indicated that the lessons may have been more helpful for the girls, since some of the boys seemed to ignore the lessons. In general, however, the lessons helped students think about behaviors related to dating and their boundaries. The students indicated that eighth graders should also be exposed to the lessons, though ideally, they should receive the lessons starting in sixth grade.

The students suggested that they are now more willing to intervene when they see other students acting disrespectfully toward their dating partner. Some students indicated that whether they laugh at the situation or step in depends on how friendly they are with the involved parties. One girl said that she would be willing to intervene even when she saw strangers behaving disrespectfully; some of the students believed that intervening has the potential to make the problem bigger. The students also indicated that the teachers tended not to intervene even when they saw students behaving disrespectfully toward dating partners.

Stalking seemed to be the biggest problem that students identified and wished the intervention had addressed more intensely. They related the concept of “personal space” to stalking, and through their comments indicated that the *Measuring Personal Space* activity may have been limited because it only involved measuring forward, while personal space should also extend behind people. Students said that more boys stalked people than did girls did, but that girls also engaged in stalking behaviors. Also, some of the students talked about the role of gangs in their school. The students reported that gangs determine a significant portion of how comfortable students feel at schools. Some students try to fit into gangs, and once they have entered a gang, they are very loyal to their gang, and act violently toward members of other gangs.

The students also indicated that some of the violence at school came from girls teasing boys and feigning interest in them. The students also described frequent everyday fighting between boys. With some forms of violence, the perpetrators picked students who looked weak and would not talk back, often using abusive language to get the attention of victims and to provoke them. Students suggested that abusive language should also be included in the lessons/interventions.

### Discussion

In this study, we estimated, among other measures, the prevalence and frequency of sexual harassment, peer violence, dating violence in a sample of 6th and 7th grade students in 30 New York City middle schools participating in a randomized experiment to assess the impact of two interventions and the combination thereof. Our study had a number of features and strengths that make our analyses of the effectiveness of a youth dating violence prevention program important. First, we used a clustered randomized trial design to allow for the clearest possible interpretation of our results. Next, our sample with 30 schools was one of the larger youth dating violence experiments compared to the Foshee dating violence prevention experiment with 10 middle schools in rural North Carolina (Foshee et al. 2000), 15 high schools in the Jaycox experiment in Los Angeles (Jaycox et al. 2006) and the Wolfe study in Canada with 20 high schools (Wolfe et al. 2009). Therefore, even if fairly small statistical differences between the treatment and control groups were to emerge we would have a strong probability of detecting those differences.<sup>xvii</sup> Next, our diverse sample of ethnic groups<sup>xviii</sup> provides for findings that are applicable to a wide range of different groups. Our study was one of the few to include youth in the sixth and seventh grades in a study on youth relationship violence, which is often reserved for 8th grade and older students (Wolfe et al. 2009; Jaycox et al. 2006; Foshee et al. 2000; AveryLeaf et al. 1997). Our study included behavioral measures. The frequency or incidence of violent outcomes is sometimes not even measured in teen dating violence prevention studies (Rosen and Bezold 1996; Nightingale and Morrissette 1993), where the focus is sometime on attitudinal and knowledge changes (Whitaker, Morrison, Lindquist, Hawkins, O'Neil, et al. 2006; MacGowan 1997). Our sample also consisted of a relatively large number of students who already had experienced dating violence in their lifetime (19.4% of the sample had experienced at least one act of dating violence in their lifetime, as reported in the baseline survey). As pointed out earlier this percent is considerably higher than the national average reported by youth in the YRBS (Silverman, Raj, and Clements 2004). The sample also included perpetrators of dating violence (at baseline, 20% of the sample reported perpetrating at least one act of dating violence in their lifetime).

To follow in this section is a discussion of our findings in terms of the estimated rate of violence; the main effects of our interventions on our study hypotheses; major substantive

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<sup>xvii</sup> As discussed in the methods section, we had power of 80% to find 8% differences between any of the three treatment groups compared to the control group.

<sup>xviii</sup> As discussed earlier, we had 34% Hispanic, 31% African American, 16% Asian, 13% white and the remainder in the "other" racial category.

themes to emerge from our analyses, a more detailed look at the few backfire/iatrogenic findings from our study, potential mechanisms that help explain our results, a review of what we learned from our qualitative data, the limitations associated with our study, and the implications of our results for policy/practice and future research.

### **Prevalence of Youth Dating Violence**

Our first observation was that the rate of lifetime physical dating violence victimization in our NYC sample (19.4%)<sup>xix</sup> was higher than found in most national studies of youth dating violence, despite the fact that our sample was generally younger than the samples used in the national studies. Part of the reason for this was that we used a detailed scale on dating violence based on Foshee's work (Foshee et al. 2000), and the national studies were often restricted to a couple of global items on dating violence. For example, the YRBS only has one main item on youth dating violence and the national estimate of dating violence reported by high school students (defined by a single item as ever having been "hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend") was 9.8% (Eaton et al. 2010). This estimate does not include younger teens nor does it include sexual violence (a question about forced sexual intercourse does not specify whether the offender was a peer, a dating partner or someone older). NCVS estimates of physical or sexual victimization was 0.3% among girls ages 12-15 and 0.1% among boys of the same age group (Hickman, Jaycox, and Aranoff 2004). Finkelhor and colleagues report estimates from the 2008 National Survey of Children's Exposure to Violence (*NatSCEV*) that 1.4% (past year) and 2.1% (lifetime) of adolescents ages 12-17 answered in the affirmative the question, "At any time in your life, did a boyfriend or girlfriend or anyone you went on a date with slap or hit you?" (Finkelhor, Turner, Ormrod, and Hamby 2009). These relatively high rates of youth dating violence, peer violence (66% victimization rate) and sexual harassment (69% victimization rate) set the backdrop for our study, and created a situation where our interventions were needed and had an opportunity to make a difference in the lives of a larger number of youth.

### **Effectiveness of Interventions**

In an effort to summarize our multiple set of model results, presented in dozens of tables in the Appendix, we developed Exhibit 1. As can be seen in Exhibit 1, we had (with some small exceptions) a large number of significant findings in the direction of suggesting that treatment is effective. To follow is a review of the substantive findings from the interventions on key outcome measures in the following areas related to each of our study hypotheses: knowledge, attitudes, bystander intentions, behavioral intentions, sexual harassment, and violent behavior.

**Knowledge.** Our Hypothesis 1 was that interventions will increase the knowledge and awareness of all three groups that receive any one of the three interventions compared to the

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<sup>xix</sup> It is worth noting that our NYC estimates of 19.4% were slightly lower than our rate of dating violence victimization in our Cleveland sample (28%) (Taylor et al. 2008), but the reported lifetime rate of perpetrating dating violence was comparable in NYC (20%) and Cleveland (21%) (Taylor 2010).

control group on issues such as state rape laws, definitions of abuse and sexual harassment, resources for help, rape myths, and skills such as conflict resolution. We found some support for this hypothesis. Participating students' knowledge scores as measured immediately post-intervention and six months later were significantly better among students who received the "both" intervention arm. This finding suggesting that the combination of the two interventions is necessary to improving 6<sup>th</sup> and 7<sup>th</sup> graders' knowledge. The "classroom only" intervention was close to significance immediately post intervention and six months later with p values of .08 and .10, respectively. The "building only" intervention was not significantly different from the control group knowledge scores and provides no support for this aspect of Hypothesis 1.

**Attitudes.** Our Hypothesis 2 was that the interventions will promote pro-social attitudes of all three groups that receive any one of the three interventions compared to the control group in the direction of viewing TDV as wrong and something that people should not perpetrate. We did not find support for Hypothesis 2. Overall, controlling for baseline attitudes, no statistically significant results below the .05 critical value level were found for our interventions on attitudinal outcomes immediately post-treatment nor at the six-month follow-up point. However, there were three borderline findings ( $p < .10$ ) in the desirable direction of the intervention improving attitudes. The group assigned to receive the combined intervention group had better attitudes than the control group for Attitude Factor 1 (more specifically, more disagreement with a negative attitude of believing teen dating violence is the victim's fault). Also, the group assigned to receive the building only intervention had better attitudes than the control group for Attitude Factor 3 and 5 (more specifically, more agreement with a positive attitude of confronting teen dating violence perpetrators and recognizing the personal space of others). While we anticipated that our interventions would change attitudes, it is possible that our interventions operated more directly in changing intentions and behavior without this more distant precursor step.

**Intentions to intervene as a bystander.** Hypothesis 3 was that the interventions will promote non-violent behavioral intentions of all three groups that receive any one of the three interventions compared to the control group in terms of intentions to avoid committing violent acts in the future as well as intentions to intervene when in the position of a bystander. We found some support for Hypothesis 3. Immediately post-treatment, none of the intervention groups reported significantly greater intentions to intervene as bystanders. However, six months after the intervention, the "building only" intervention exhibited a positive and significant effect on students' intentions to intervene in the suggested scenarios. The building intervention had a bystander component encouraging students to "speak up" if they see abusive behavior among students and this is the outcome that seems to have occurred.

**Personal behavioral intentions.** The other part of Hypothesis 3 is personal behavioral intentions to avoid perpetration of violence. Here we showed positive results but in a different pattern compared to the bystander intentions for the first and second follow-up data points. In this case, the building intervention was associated with pro-social intentions immediately post treatment compared to the control group's behavioral intentions. However, this finding is no

longer significant at six month follow-up. Behavioral intentions among students in the three treatment groups did not differ significantly from behavioral intentions of the control group students six months after the interventions were implemented. This finding provides some support for Hypothesis 3, with statistically significant differences emerging immediately after the intervention. However, a booster session may be necessary to maintain these findings over longer follow-up periods.

**Behavioral change.** For Hypothesis 4 we explored whether our interventions will be effective at reducing at least some of the sixteen combinations of violence we measured, including: the prevalence and frequency of both dating and peer violence in the form of physical violence and sexual violence experienced as a victim or undertaken as a perpetrator. As discussed below, we found mixed support for Hypothesis 4.

**Sexual victimization by a peer.** Immediately post-treatment, the results indicate a 32% reduction in the prevalence of sexual victimization by a peer for students in the combined intervention arm compared to students in the control group. Immediately post-treatment, the estimated frequency of sexual victimization by a peer was also significantly lower (34%) for students in the combined intervention arm compared to students in the control group. This finding persisted six months post-treatment, at which point we estimate a 34% reduction in the prevalence of sexual victimization by a peer for students in the combined intervention arm compared to students in the control group. This reduction was mirrored by results reported by students in the building-only intervention arm (34% reduction). Six months post-treatment, results indicate a 35% reduction in the frequency of sexual victimization by peers for students in the building-only treatment group and a 40% reduction in the frequency of sexual victimization by peers for students in the combined treatment group. As discussed below, our results on sexual violence were some of clearest and most consistent findings of the effectiveness of *Shifting Boundaries*.

**Total victimization by a peer.** Our results for total victimization are more mixed. Students in the building-only intervention group reported an 88% higher prevalence of total victimization six months after the intervention compared to the control group (also a 36% higher prevalence rate for this same measure was detected immediately post intervention for the building only and classroom only but those differences were just above the critical value at .07 and .10 respectively). While the building intervention is associated with higher reported prevalence (compared to the control group) of total victimization by a peer six months after the intervention, the frequency of total victimization by a peer was reported as less than that of the control group immediately after the intervention and six months later. The combined classroom and building intervention was significantly associated with a 36% reduction in the frequency of total victimization by a peer immediately post-treatment. At the six-month follow-up point, in comparison to the control group, the building-only intervention was significantly associated with a 27% reduction in the frequency of total victimization by a peer, parallel to the 33% in the frequency of total victimization by a peer reported by the combined intervention students.

***Sexual violence perpetration in a peer relationship.*** Six months post intervention, students assigned to the building-only intervention as well as students participating in the combined classroom and building intervention reported significantly lower prevalence rates of perpetrating sexual violence on peers (approximately a 47% reduction). While only approaching statistical significance ( $p = .08$ ), the “BOTH” group immediate post intervention was associated with less prevalence of perpetrating sexual violence against a peer. In addition to a reported reduction in the prevalence of perpetrating sexual violence against a peer, the reported frequency declined close to 40% vis-à-vis the control group for students experiencing the building-only intervention and the combined classroom and building intervention.

***Total violence perpetration in a peer relationship.*** Parallel to the victimization reports in peer relationships, the building-only intervention students reported a significantly greater prevalence in total violence perpetrated immediately post-intervention and six months later relative to the control group students (similar findings emerged for the classroom only group at both follow-up points but those findings only approached statistical significance at the .10 level). The reported frequency of perpetrating any violence in peer relationships did not vary across the study groups immediately post-treatment; but again parallel to the victimization reports, the reported frequency of perpetrating any violence in peer relationships was lower than the frequency in the control group by more than 30% in the building-only and the combined classroom and building treatment groups.

***Sexual victimization by a dating partner.*** We had two significant treatment effects for this variable. Six months post intervention, students in the building-only intervention arm reported 50% reduction in the prevalence of sexual victimization by a dating partner and a 53% reduction in the incidence or frequency of such events. Once again, we had results suggesting the effectiveness of one of our interventions on reducing sexual violence.

***Total victimization by a dating partner.*** Reports of total violence by a dating partner follow the same patterns as reports of sexual victimization in dating relationships. Immediately post-treatment, neither the prevalence nor the frequency of total violence was significantly associated with any of the interventions. Prevalence at the six-month follow-up point appeared to have declined substantially in the building-only treatment group although this result was not statistically significant ( $OR = .69, p = .094$ ). However, results for the building-only treatment group indicated a 54% statistically significant reduction in the reported incidence of total violence by a dating partner at the six-month follow-up point.

***Sexual violence perpetration in a dating relationship.*** There is no statistically significant evidence for declines in perpetrating sexual violence against a dating partner associated with any of the three intervention arms immediately post-treatment. However, while not statistically significant at the  $\alpha = .05$  level, at the six-month follow-up point we found potentially important reductions in prevalence for two intervention groups compared to the control group:

a 50% reduction in prevalence in the building-only group (OR=.503,  $p=.075$ ), mirrored by a 52% reduction in frequency in the building-only group (IRR=.479,  $p=.061$ ).

**Total violence perpetration in a dating relationship.** While trends in total violence prevalence perpetration against a dating partner by six months following the interventions indicated reductions ( $p=.10$ ), only the reported frequency of these events by students in the building-only condition were significantly lower (51%) at six months ( $p < .05$ ) compared to the reported frequency among control group students. Also, the frequency of these events by students in the “BOTH” condition were lower compared to the control group immediately post intervention, but these results only approached statistical significance (at the .10 level).

**Experienced sexual harassment as a victim.** Hypothesis 5 was that the interventions will be effective at reducing the prevalence and frequency of sexual harassment experienced as a victim or undertaken as a perpetrator. We found mostly support for this hypothesis. None of the three intervention groups reported any difference in the prevalence or the frequency of sexual harassment immediately post-treatment. The results six months after the interventions were implemented indicated some treatment effects contrary to expectations. The odds ratio of students in the building-only intervention reporting the *prevalence* of any sexual harassment victimization was 107% more than that of the control group. However, the *frequency* of sexual harassment victimization reported by students in the building-only intervention was 31% lower than the reported *frequency* of sexual harassment victimization in the control group. Likewise, the frequency of sexual harassment victimization reported by students receiving the combined classroom and building intervention was 26% lower than the reported frequency of sexual harassment victimization in the control group.

**Perpetrated sexual harassment.** The perpetration of sexual harassment is the other part of our Hypothesis 5. We had one significant treatment finding. Six months following the intervention, students in the building-only intervention arm reported a 34% reduction in the frequency of perpetrating sexual harassment against others compared to control group reports. While not statistically significant, we found one result trending in a similar direction for students in the combined intervention group (IRR=.744,  $p=.085$ ).

Overall, these results suggest that the building intervention by itself may be effective in reducing the frequency of both sexual harassment perpetration and victimization, although reports of the prevalence of any experience of sexually harassment victimization for students exposed to the building intervention increased.

### **Major Themes to Emerge from our Analyses**

One of our most consistent findings to emerge from our analyses was that various combinations of our interventions were effective in reducing six months post intervention

sexual violence (victimization and perpetration) involving peers and dating partners.<sup>xx</sup> While our focus was on dating partner violence, we believe that the building intervention (with its broader prevention elements and relocation of school personnel based on hotspot mapping of all violent encounters) can be effective for addressing a variety of forms of sexual violence, even (in some cases) when combined with the more dating relationship oriented classroom-based intervention. This finding concerning reductions in sexual violence is important given the generally scarcity of positive results in reducing sexual violence in adult populations (Lonsway et al. 2009).

Next, as hypothesized, a good number of our results concerning the effects of the building interventions on the experience of being a victim or perpetrator of dating violence were in the desirable direction of reducing its prevalence and frequency, even while some of those results were not statistically significant (even without statistical significance it is worth pointing out that they were trending in the right direction which suggests a degree of empirical regularity). What might be a bit more surprising were our findings regarding peer violence reduction for a program that targeted the problem of dating violence. The fact that an intervention targeting dating violence could have effects on peer violence should really not be too surprising and was why we decided to measure peer violence. This phenomenon of diffusion of benefits from interventions has been documented in other areas of criminal behavior such as hotspots policing of violent crime areas where areas near a treated area received similar benefits as the treated areas (Clarke and Weisburd 1994). It is encouraging the building based interventions had a positive effect on reducing dating and peer violence.

Another major theme to emerge from our findings was that while the building intervention alone and the combination of the classroom and building interventions were effective strategies to reduce dating violence, the classroom sessions alone were generally not effective at reducing dating violence (even though the combined classroom and building intervention was associated with marginally significant reductions in the frequency of the perpetration of any dating violence). These results are consistent with our earlier study in the Cleveland area where a classroom-only intervention was generally effective at reducing peer but not dating violence. In this study as well, the classroom intervention, when combined with the building intervention was effective at reducing some forms of peer violence. Based on our data, we believe that the classroom sessions can be effective but they seem to need to be done in combination with the building intervention. It is possible that the broader focus of the building intervention creates some important changes in the school climate that allow for the classroom intervention to have an effect. Future research will need to measure climate change to assess this hypothesis. The building-only intervention included more material that focused on

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<sup>xx</sup> However, it should be noted that reductions in the prevalence and frequency of perpetration of sexual violence against a dating partner were only marginally significant (at just above the critical .05 level but below the .10 level).

violence control broadly, while the classroom curriculum focused more particularly on dating violence. Maybe adjusting school personnel for hotspots of violence can reduce peer violence as well as dating violence. These findings raise the question of whether we should be thinking of dating violence in the context of youth violence more broadly, rather than addressing dating violence as an isolated problem. This approach has been taken by others with some success (Wolfe et al. 2009). Also, these results to some extent stand in contrast to our earlier work with a similar classroom-based intervention in the Cleveland area where we found mostly positive results from conducting a classroom-only intervention on peer violence (Taylor and Stein 2008-2010). However, we did not assess the effects of building-based interventions in this earlier study and perhaps a combined building and classroom intervention might have led to even better results than the classroom intervention alone in this Cleveland area study.

### **Backfire/Iatrogenic Findings**

We had four results from our outcome models that indicated some treatment effects contrary to our expectations and hypotheses. These results suggest that the “building only” intervention increased the reporting of sexual harassment victimization and prevalence of any peer violence victimization and perpetration (immediate post-treatment and 6 months post-treatment). These iatrogenic findings need to be explored carefully and assessed for their consistency, for they could have major implications on the interpretation of the rest of our results. To begin with, the iatrogenic findings emerged only for the “building only” intervention, which were also associated with a large number of positive findings. We did not find any iatrogenic results for our “classroom only” or our “both” interventions. Next, the iatrogenic findings do not apply to any of the dating violence measures, behavioral intentions, attitudes or knowledge measures. Also, the iatrogenic findings only emerge on our prevalence measures (i.e., did X occur yes or no), and are countered each time by desirable results on our frequency measures for the same variables (i.e., how often did X occur).

First, there is our finding that the building-only intervention was associated with more reporting of the prevalence of any sexual harassment victimization compared to the control group (OR=2.07,  $p=.002$ ) at six-months post treatment. However, this one undesirable effect occurred among three other desirable effects for sexual harassment and seems to be a spurious result. First, if we look at the “other side of the coin” of victimization which would be someone admitting to perpetrating we did not see an increase for sexual harassment. In fact, the building only group reported a 34% lower rate of sexual harassment perpetration than the control group at six-months post treatment. Whereas the reported prevalence of any sexual harassment victimization was higher for the building-only group compared to the control group at six-months post treatment, the frequency of sexual harassment victimization for the building-only intervention was 30% lower than that reported in the control group at six-months post treatment. Similarly, the frequency of sexual harassment victimization reported by students receiving the building intervention combined with the classroom intervention was 26% lower than the control group at six-months post treatment. Furthermore, there was nothing in our focus groups with students and interventionists that would suggest that the building intervention would have the effect of increasing sexual harassment victimization.

Our second and third iatrogenic findings were that immediately post treatment and six months post treatment the prevalence of any peer violence perpetration was about 50% higher for the building only group compared to the control group. However, our frequency measure of peer violence perpetration was associated with a desirable result for about a 30% lower frequency of peer violence perpetration at 6 months post treatment for the “building only” group and the “both” treatment group. Our final iatrogenic finding was that the prevalence of any peer violence victimization was higher for the “building only” group at six months follow-up, but for those experiencing it the number or frequency of victimization and perpetration incidents were lower by about 30% for the “building only” intervention group and the “both” groups. Once again, there was nothing in our focus groups with students and interventionists that would suggest that the building intervention would have the effect of increasing peer violence victimization or perpetration.

For all four iatrogenic results we have prevalence results in an undesirable direction (suggesting the interventions increased peer violence or sexual harassment) but frequency results showing lower rates for the intervention groups. It is possible that we might have a reporting effect issue. That is, the intervention sensitized students to recognizing that they are a victim or perpetrator so they are more likely to report this on the survey, but for those who are victims or perpetrators they experience these events or perpetrate these acts less frequently. Under this interpretation, the intervention is helping students recognize these acts as violence or harassment and helping decrease their frequency. Another interpretation is that we had a true backfire effect and that the intervention increased the proportion of students that were victims or perpetrators of peer violence or sexual harassment and that the other desirable results are just spurious. We do not believe there is much basis for this latter interpretation. These few iatrogenic results occurred among a sea of positive results for the “building only” intervention. Also, there were no backfire results in our precursor measures of knowledge, attitudes and behavioral intentions for the “building only” intervention. The interpretation of self-reported violence measures and the effects of interventions can be complex. Reporting effects can emerge where students receiving the intervention improve their ability to recognize violence and harassment and report its occurrence in surveys but the control group retains its lower capability to recognize and label similar behavior in surveys. Our interventions were designed to increase knowledge and awareness about the problem of violence and hence could have created a reporting effect. Also, there is even the possibility that a prevalence reporting effect could emerge alongside actual reductions in the frequency of violence. In our judgment, this is what appears to have happened in our study where each of our iatrogenic prevalence results was countered by a frequency result in a desirable direction. In sum, we believe that while the iatrogenic results need to be carefully considered, on balance they do not offer a strong case for an alternative interpretation of the mostly positive/desirable results associated with our interventions.

Table 6: Summary of Significant Findings  
 (p< .05 in dark black) (p< .10 in light grey)

Variables	Immediate post-intervention	6 months post-intervention
	Model Coefficients (p values)	Model Coefficients (p values)
Knowledge	Both treatments +.069 (.02) Classroom only +.054 (.08)	Both treatments +.049 (.05) Classroom only +.038 (.10)
<b>Attitude factor 1:</b> Believe TDV is victim's fault	Both treatments +.149 (.10)	-----
<b>Attitude factor 2:</b> Believe TDV is not a problem	-----	-----
<b>Attitude factor 3:</b> Will confront TDV perpetrators	-----	Building only -.14 (.07)
<b>Attitude factor 4:</b> I can prevent TDV from happening	-----	-----
<b>Attitude factor 5:</b> I recognize personal space of others	-----	Building only -.48 (.09)
Bystander intentions	-----	Building only +2.13 (.05)
Behavioral intentions avoiding violence	Building only +3.38 (.01)	-----
Experienced Sexual Harassment as a Victim (prev)	-----	Building only +2.07 (.002)
Experienced Sexual Harassment as a Victim (freq)	-----	Building only -.69 (.01) Both -.74 (.03)
Perpetrated Sexual Harassment (prevalence)	-----	-----
Perpetrated Sexual Harassment (freq)	-----	Building only -.66 (.03) Both -.74 (.09)
Sexual Violence Victimization by a Peer (prev)	Both -.68 (.03)	Both -.66 (.01) Building only -.66 (.03)
Sexual Violence Victimization by a Peer (freq)	Both -.66 (.005)	Both -.59 (.002) Building only -.65 (.03)
Sexual Violence Perpetration (Peer Relationship) (prev)	Both -.73 (.08)	Both -.52 (.001) Building only -.53 (.002)
Sexual Violence Perpetration (Peer Relationship) (freq)	-----	Both -.64 (.009) Building only -.61 (.02)
Total Victimization by a Peer (prev)	Building only +1.36 (.07) Classroom only +1.36 (.10)	Building only +1.88 (.014)
Total Victimization by a Peer (freq)	Both -.74 (.008)	Both -.67 (.001) Building only -.73 (.02)
Total Violence Perpetration (Peer Relationship) (prev)	Building only +1.45 (.03) Classroom only +1.31 (.10)	Building only +1.53 (.03) Classroom only +1.36 (.09)
Total Violence Perpetration (Peer Relationship) (freq)	-----	Both -.68 (.003) Building only -.66 (.009)
Sexual Victimization by a Dating Partner (prev)	-----	Building only -.49 (.007)
Sexual Victimization by a Dating Partner (freq)	-----	Building only -.47 (.01)
Sexual Violence Perpetration to a date (prev)	-----	Building only -.50 (.08)
Sexual Violence Perpetration to a date (freq)	-----	Building only -.47 (.06)
Total Victimization by a Dating Partner (prev)	-----	Building only -.69 (.09)
Total Victimization by a Dating Partner (freq)	-----	Building only -.46 (.008)
Total Violence Perpetration to a date (prev)	-----	Building only -.57 (.10)
Total Violence Perpetration to a date (freq)	Both -.69 (.10)	Building only -.49 (.03)

## Potential Mechanisms Explaining Results

A number of our precursors to behavioral change variables, based on our theoretical framework of the Theory of Reasoned Action (TRA), were statistically significant. The interventions were designed to address components of the TRA (knowledge, attitudes, and behavioral intentions leading to behavioral change). While our models were not designed to assess the mechanisms by which the interventions did or did not succeed in reducing or preventing DV/H in the participating population, our analyses of the components of the TRA suggest that the interventions were at least partially successful in influencing constructs that might affect adolescent behaviors. As hypothesized, the interventions (specifically the combined classroom and building interventions) as measured immediately post-intervention and six months later increased student knowledge regarding state rape laws, definitions of abuse and sexual harassment, resources for help, rape myths, and skills such as conflict resolution. Knowledge (our Hypothesis 1) was the most basic change we had hoped to achieve and with this change in knowledge we hoped to alter attitudes toward TDV. Our next hypothesis (Hypothesis 2), based on our theoretical framework, was that attitudes would shift in the direction of viewing TDV as wrong and something that people should not perpetrate. While none of our results were statistically significant for our interventions on attitudinal outcomes, there were three borderline findings ( $p < .10$ ) in the desirable direction of the intervention improving attitudes.

Our next hypothesis, based on our theoretical framework of the TRA, related to changes in behavioral intentions (Hypothesis 3). Behavioral intentions — in terms of intentions to avoid committing violent acts as well as intentions to intervene when in the position of a bystander — among some students provide further evidence suggesting that TRA components were positively affected by one of our interventions. More specifically, we found support for this hypothesis in on our measure immediately after the intervention for the “building only” intervention group. Also, the building only intervention was associated with more positive intentions to intervene as a bystander (e.g., reporting an incident of violence to a teacher) six months post intervention.

These set of precursor findings provide support for the hypothesis that our interventions would reduce violent behavior (Hypothesis 4), which is generally what we found. Compared to the control group which received no interventions the “building only” intervention reduced victimization and perpetration of physical and sexual dating violence by about 50% up to six months after the intervention. The combination of the classroom and building interventions and the building intervention alone led to 32-47% lower peer sexual violence victimization and perpetration up to six months after the intervention. Another behavior which was the target of our interventions was sexual harassment (Hypothesis 5). The combination of the classroom and building interventions and the building intervention alone reduced sexual harassment (victimization and perpetration) by 26-34% six months post follow-up. While the preponderance of results indicates that the interventions were effective in improving students’ knowledge and behavioral intentions, as well as reducing violent incidents, three anomalous

results did emerge. We discuss these anomalous results above and concluded that they were largely spurious findings.

### **Qualitative Data**

As discussed earlier, we conducted focus groups with the interventionists to assess their implementation of our study interventions plus measure student change as a result of prevention programming. We also conducted focus groups with students who had received our interventions covering the students' experience with the intervention(s) and about changes in students' behavior that may have resulted from the intervention(s). Below are the main themes to emerge from across these sets of focus groups, the results of which were covered separately earlier.

**The interventions were implemented as planned.** The evidence supports the fact that the interventions were implemented with high fidelity in the proper dosages and appropriate content. The interventionists report delivering the intervention whether they were implementing the classroom, building or "BOTH" components and the students reported receiving these respective interventions in the planned format. However, the interventionists, across all three interventions, reported that the interventions generally took longer to implement than planned. That is, instead of a certain planned activities taking two days to complete they took three days to implement. While our goal was to keep the number of classroom sessions to six, covered over six to ten weeks, we might need another seventh session for some classes to complete all of the material. The components of the building intervention were straightforward to implement and the classroom lessons were reported as easy to learn and implement.

**The teachers liked and were supportive of the interventions.** The interventionists reported that teachers were very supportive of the classroom interventions, and that they appreciated having the teachers stay in the rooms for the lessons. Similar positive feedback was reported by the interventionists regarding the building intervention.

**Confirmation of quantitative favorable results with building intervention.** The strong results observed based on our survey data for the building intervention were largely confirmed based on our focus group data. The interventionists implementing the building only intervention felt that it was empowering for the students and noticed a number of positive changes that seemed to spread even outside the sixth and seventh grade classes. The components of the building intervention were well received by the students. The interventionists and students reported that the posters on teen dating violence were well liked, particularly the photographic posters, as opposed to the artistic/cartoonish posters. The posters triggered discussion, and some students sought out the interventionists regarding the posters (each poster contained the contact information for an interventionist). The posters, the interventionists claimed, were helpful for student victims in identifying abuse, and they also reached more students than other pieces of the intervention. The students generally had positive feedback on the posters and indicated that they offered good advice about recognizing

abuse, were interesting, and well-liked (“once you saw one poster you wanted to see them all”). However, they indicated that we should also have posters covering verbal harassment and that we should have had a colorful attention-grabbing slogan (e.g., “stop the abuse”) above the posters to draw students’ attention.

While some of the interventionists felt that the students were indifferent to the mapping exercise, most reported that the students were interested and very engaged in the activity. The sixth graders in particular liked mapping because the building was new to them. Some students were afraid of giving up their hiding spots, however. Importantly, the mapping activity results were shared with the building principals and various safety committees, who were then able to implement changes via security cameras, additional teacher supervision and security staff in hallways, and signage. The students receiving the building intervention also reported favorably on the mapping activity. The task of doing the mapping activity made them more aware of the dangerous spots in their school, and they felt reassured that adults asked about safe/unsafe places.

There was more of a mixed reaction to the Respecting Boundaries Agreement (RBA). The main concern of those in the building-based intervention group appeared to be the RBAs, which was described by most of the interventionist focus group members as too long, difficult to understand, and uninteresting and they also had privacy concerns. Nevertheless some assistant principals and deans reported to the interventionists that they liked the RBA. Also, the student feedback on the RBAs was more positive than the interventionist’s reports on these agreements and the students did report using them. They reported being able to find the forms in multiple places such as the office’s of the dean, guidance counselor, and interventionist. The students reported that they liked writing about their interactions with students, better than speaking to an adult about it or having to confront the perpetrator. Overall, the students in the focus groups felt that a form such as the RBA would be helpful if they were to be the target of harassment, and that the child named on the form as the harasser may do less harassment as a result of this form. However, as indicated by the interventionists, the students similarly reported the need for simplification with the RBA forms. In response to this feedback, in our current intervention in NYC (where we are using the RBAs) we have greatly simplified these forms (Taylor and Stein 2010-2013).

**Support for the value of the classroom intervention was uncovered.** While not related to any of our quantitative outcomes, the “classroom only” focus groups (interventionists and students) reported many positive elements of the classroom lessons and indicated that they were very well received. The interventionists report high levels of comfort with the curriculum and found it fairly easy to implement. The interventionists reported that the students particularly liked the more interactive, hands-on activities like “Measuring Personal Space” and requested more of that type of material. Also, they reported that the concept of personal space got through to the students. In general, the interventionists felt that there were a good number of lessons, and they believed that the lessons managed to communicate the concepts of the intervention; students grasped concepts like responsibility, consent, and the difference

between relationships and friends. The students felt that the lessons prepared them if they were the target of harassment or if there was a problem in which they needed to intervene as a bystander. The students said that based on the lessons they became much more aware of their personal space and their right to protect it.

**Suggestions for modifications of the interventions were advanced.** Most of the suggestions offered were for the classroom intervention. The main issue with the building intervention was the need to simplify and streamline the RBAs for ease of use (students and interventionists felt this was important). The students also felt that there was a need for more prevention materials on verbal harassment, and there was a need to adopt an attention-grabbing slogan (e.g., “stop the abuse”) to unify the building interventions.

On the classroom front, the interventionists reported that the sixth grade students would be better served by more introductory classroom material and that the seventh grade students were ready for more advanced material. Some of the classroom material covered was deemed too mature for the sixth graders, causing some discomfort. The seventh graders were much more involved and eager to discuss these issues. Our new experimental evaluation in NYC has incorporated this finding and is the first DV/H experiment were aware of to offer grade differentiated DV/H lessons in middle schools (Taylor and Stein 2010-2013). Nevertheless, the interventionists found that students in both grades gained from participation in the lessons, even though the differences in maturity levels within each class made some of the material more difficult to cover. The interventionists reported that the concepts and language from the lessons made their way into the students’ vocabulary, as they started using terms like “you are in my space” outside of class. Due to the increase in students’ use of the language associated with the concepts they learned, the interventionists suggested that parents needed more education about these issues. This recommendation is consistent with some newer developments in the field involving TDV interventions for parents being developed by CDC called Parenting Matters (see earlier literature review). The interventionists also recommended adding more material about consequences for behavior, and more use of videos. In general, they wanted more information included about laws and about identifying abuse and controlling behaviors in relationships. They also felt that lessons should be more introspective, about understanding oneself.

From the students perspective they indicated that they were intrigued by the concept of “personal space”, but noted that the exercise on personal space should be refined a bit more and encompass “stalking.” In general, the students felt that stalking was a big problem and they want the intervention to address it more intensely. A clear theme to emerge in the student focus groups was that the students felt that the interventions need to be offered to all middle school grades, especially since 8th graders, as the oldest students in the school, tend to be the perpetrators with younger students as victims (as reported by the students in the focus groups). Our new DV/H intervention experiment in NYC is addressing this finding by creating a more comprehensive middle school DV/H program that expands the interventions to all grades in middle school (6<sup>th</sup> – 8<sup>th</sup>) and has tailored the intervention to the developmental needs of

each grade (Taylor and Stein 2010-2013). Another piece of feedback that the students offered was the need to receive multiple dosages of the intervention across school years and that one dose of intervention in one grade (even involving six sessions) might not be enough. In response to this finding our new experiment (Taylor and Stein 2010-2013) will include a group in which our interventions are offered each year of middle school (e.g., an entering 6<sup>th</sup> grade student would receive the intervention in 6<sup>th</sup> grade and then a more advanced version in 7<sup>th</sup> and 8<sup>th</sup> grade).

**Effects of interventions.** The girl students felt that they got the most out of the lessons compared to the boys, and paid most attention, took the lessons more seriously, and learned to speak up for themselves. Some of the girl students felt that some boys joked or argued their way through the lessons, while others matured as a result of them. While some of the students reported ambivalence to reporting harassment to teachers/staff and referred to that as “snitching”, overall they better understood the advantages to telling adults about incidents of harassment. The students also reported being more willing to seek out adult advice/help, feeling more confident, courageous, and willing to intervene when they see harassment as a bystander. In general, they indicated that based on the interventions they noticed less physical forms of violence and harassment but did not observe much change in verbal harassment. Some of the students felt that the lessons helped victims more than perpetrators, helped students be able to identify harassment as a problem and the advantages of telling adults about incidents of harassment. They suggested that students are now more likely to report problems to adults. The take-away message, according to them, was that it is good to “let out your feelings and get help from adults.”

### **Limitations**

Like most studies, this study too has limitations and our results need to be considered in light of these limitations. First, our study relied primarily on self-reports through student surveys, which are limited in capturing the intensity and context of violent behavior (Wolfe et al. 2009). Like other researchers in this area, we measured DV/H by having participants answer questions on whether they have performed a specific act against a partner or peer, such as pushing, kicking, hitting, etc. (or been the victim of these acts). These type of reports do not encompass motivations or circumstances surrounding violent acts or distinguish between acts of offense or defense (Wolfe et al. 2009). Also, while some DV/H studies did not include measures of sexual victimization (Wolfe et al. 2009) our study did have such measures. Nevertheless, because of concerns raised by school personnel on the sensitivity of such questions for a middle school population we were limited in how we could measure sexual victimization to two main items (“pushed, grabbed, shoved, or kicked you in your private parts” and “made you touch their private parts or touched yours when you did not want them to”). However, Foshee only used two items to measure sexual violence in her evaluation of Safe Dates (Foshee et al. 1998). Also, there are the general limitations of self-reports that are applicable to this study as well. For example, students may have had trouble remembering the timing of a victimizing event, may have deliberately under-reported certain behavior (e.g., they may have been embarrassed to admit they were victimized or ashamed to admit they attacked

someone else) (Jackson, Cram, and Seymour 2000), or may have exaggerated certain behavior (e.g., over-reported the number of times they were physically abusive with a girl). Despite these potential problems, which likely were balanced across treatment and control groups, self-report surveys (especially confidential surveys like the type used in the study) have become an accepted modality of collecting data on the subject matter of violence.

Our study was also limited to two follow-up (post-treatment) measurement points (immediately following the intervention and about six months later) and it is unclear whether our findings would change over a longer follow-up period. For example, Foshee and colleagues (Foshee et al. 1996a; Foshee et al. 2000; Foshee, Benefield, et al. 2004) conducted longitudinal follow-up surveys at one year and four years following their intervention (Safe Dates) and found that behavioral effects evident at one-month follow-up dissipated after one year post-program, but attitudes toward the use of violence and knowledge of dating violence and resources for help were maintained. However, with a sample of 9th grade students in Ontario, Canada, Wolfe and colleagues (Wolfe et al. 2009) found significant effects 2.5 years post treatment (a 21-lesson curriculum delivered by teachers with additional training in the dynamics of dating violence and healthy relationships) for physical dating violence. Another measurement limitation is that we did not ask participants about their sexual orientation, so it is not possible to determine if our findings would be the same for gay and lesbian relationships. We also were not able to measure some important covariates (e.g., violence in the home or community) which may have potentially influenced our findings. However, given our use of a randomized experiment these unmeasured variables should have by design been balanced across the treatment and control groups.

While similar DV/H studies were more limited in their applicability to different ethnic groups, Wolfe's study (Wolfe et al. 2009) sample was mainly White youth and Foshee's sample was mainly rural White youth (Foshee et al. 1998), our sample included a broader range of ethnic groups (34% Hispanic, 31% African American, 16% Asian, 13% white and 6% "other"). However, our study was also done in the largest school district in the U.S. (NYC) and our results are possibly only applicable to similar very large urban districts.

There are several threats to the validity of our experiment that we reviewed in the Methods section. Our overall conclusion was that our experimental design achieved its basic purpose of creating comparable conditions to assess outcome differences in our treatment and control groups. While we found some differences between the treatment and control conditions prior to the experiment (during the baseline period), most of these differences (while statistically significant) were not very large differences. For the most part, the four study groups/conditions were similar on the majority of our measures leaving the only major differences across the groups their assigned intervention or control condition. Additionally, random assignment procedures were followed closely (no "overrides"). All schools assigned to treatment received their appropriate treatment. The same held true for the control group. Finally, we included the variables where there were pre-treatment differences into our

outcome models as covariates to remove any potential biases these small imbalances might have presented for the interpretation of our results.

Another major concern in our study was whether attrition in our study created any pattern of bias that would interfere with our ability to draw unequivocal inferences from our study (see “Attrition analyses”). As discussed earlier, we had 12 sites that had students complete a baseline survey that did not have students complete a follow-up survey, due mostly because the interventionist in those sites were laid off because of budget cuts in the NYC DOE budgets. Overall, we did not observe much by way of patterns in our study for the schools that continued on to complete the follow-up survey waves and those schools that dropped out after doing only a baseline survey. We observed few differences between the dropout schools and the completer schools on a variety of background factors and violence measures. Where there were some differences, we addressed this in our statistical modeling. For example, for the survey data, we found differences by ethnicity and the level of pre-treatment exposure to sexual harassment victimization for our 30 fully participating schools compared to the dropout schools. To address this issue, in our outcome models we include, among other variables, race and pre-treatment exposure to violence/harassment as covariates. Therefore, whatever impact these small differences might have on our outcome models are controlled for through the use of covariates.

Also, there was the potential for differential rates of mobility/subject mortality in the four study groups. In our study we maintained a fairly even participation rate across the different comparison groups, with the 12 drop out schools falling out proportionally across the original random assignment to the four study conditions. Also, for our final sample of 30 schools, our response rate for students across all the survey waves was good. We had a 93% response rate at the baseline survey, with no statistically significant differences observed for the treatment and control groups on participating in the baseline survey. Our attrition for the follow-up surveys was low. Eight-seven percent of the students in classes assigned to take our survey, within our final sample of 30 schools, completed the first follow-up survey (immediately after the intervention) and 82% for the six-month follow-up survey (once again, we found no statistically significant differences observed for the treatment and control groups on participating in the first or second follow-up surveys).

### **Implications**

A real strength of our study is the inclusion of both detailed victimization and perpetration measures. We believe this is an important feature for other DV/H prevention evaluations to adopt. Most national studies and many local studies have limited measurement to global measures of victimization (and completely excluded perpetration questions) — although patterns of victimization and perpetration often coexist (Halpern et al. 2009). First, the National Crime Victimization Survey (NCVS) excludes perpetration, is limited to ages 12 and older, and criticized for its focus on criminal behavior, while adolescents may not identify their TDV experiences as “legitimate crime.”(Hickman, Jaycox, and Aranoff 2004, , p.126) The Youth Risk Behavioral Survey (YRBS) has only two questions and these results are limited to high school

students.(Eaton et al. 2010) Several University of New Hampshire studies of violence including the National Survey of Children’s Exposure to Violence (NatSCEV) (Finkelhor, Ormrod, and Turner 2009; Finkelhor, Turner, Ormrod, and Hamby 2009) field a single question on dating violence, asked of respondents ages 12 and older (Finkelhor, Turner, Ormrod, Hamby, et al. 2009). Further, measurement of peer sexual harassment and sexual assault in the UNH studies does not specify whether there is a romantic nature to the relationship. The 1995 National Survey of Adolescents in the United States (Kilpatrick and Saunders 2009) and Wave II of the National Longitudinal Survey of Adolescent Health (Add Health) (Halpern et al. 2001) likewise examined only TDV victimization. The estimates of perpetration yielded through our study allow for more direct assessment of the interventions’ role in changing perpetrators’ behavior and illustrate an avenue for future mechanistic studies.

However, as pointed out earlier our study was limited to only two follow-up periods. As with other TDV work with limited longitudinal data (Ackard, Eisenberg, and Neumark-Sztainer 2007; Chiodo et al. 2009; Roberts, Klein, and Fisher 2003; Foshee, Ennett, et al. 2005; O’Leary and Slep 2003) longer follow-up is important. Future TDV intervention experiments should be expanded to at least 2.5 years as in the Wolfe study(Wolfe et al. 2009) or four years as in the Foshee study (Foshee et al. 2004b). With longer follow-up and large samples, researchers can examine differences in trajectories of youth violence by various age and gender subgroups.

This evaluation found the building-only and the combined classroom and building interventions to be effective in reducing DV/H, but did not find the classroom curriculum effective when implemented by itself. One possible explanation is that the curriculum as designed is the same for both 6<sup>th</sup> and 7<sup>th</sup> grade students. Although some researchers hold that there are no major differences in program needs between middle and high school students (Clinton-Sherrod et al. 2009), focus groups conducted by the CDC indicated that 6<sup>th</sup> grade students had little dating experience and require different programming (Noonan and Charles 2009). Also, our focus group data (reported in our qualitative data section) with the NYC school interventionists, who have taught the interventions in the schools, strongly indicated the need for differentiated curriculum to capture some of the unique issues 6<sup>th</sup> and 7<sup>th</sup> grade students confront, and to provide 8<sup>th</sup> grade specific materials to broaden the intervention to cover all middle school grades. In fact, our current research in NYC is examining the combined classroom and building treatment in a study that (1) includes 8<sup>th</sup> graders as the leaders of the middle school environment and (2) differentiates the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade curricula to be developmentally appropriate for each grade level.

We also believe more work is needed to better understand the mechanisms by which the interventions were effective in improving DV/H knowledge, behavioral intentions and behavior. We believe that phenomenological interviews with student participants would allow researchers to explore these mechanisms in a rigorous manner. Phenomenological studies are highly systematic qualitative methods for inquiry and analysis (Patton 1990; Creswell 1998) and allow the researcher to enter the field of perception of the program participants (Creswell 1998) to elucidate what essential program experience the students described that caused them to change or not change. In the context of studying DV/H prevention programs, a

phenomenological interviewing approach is especially warranted given the dearth of knowledge on how students do and do not change; what they learn or fail to learn in treatment; what they respond or relate to most about treatment; and non-treatment factors that may lead to change in behaviors. These qualitative interviews would give student participants an opportunity to articulate any changes they felt they had experienced as a result of the program in their own words. These qualitative data would shed light on how or why change did or did not take place, which components of the program they believe contributed the most to that change, and describe what factors outside of treatment (e.g., positive and negative peer and/or teacher support) may be meaningful to that change.

This study was conducted to address the serious problem of youth relationship violence through the development of a prevention program intervention for middle schools students in sixth and seventh grades. Most research in this area had focused on older middle and high school students, whereas we believed those groups were less appropriate as a primary prevention audience. Our study confirms the importance of working with middle school students on issues of relationship violence. However, our study also suggests that the field may need to work with even younger groups to invoke a true primary prevention effort. We found that a relatively large number of 6<sup>th</sup> and 7<sup>th</sup> grade students had experienced dating violence (19.4% have experienced dating victimization at least once in their lifetime), and larger proportions are experiencing other forms of victimization (66% reported having been the victim of any physical or sexual peer violence at some point in time, 28.8% were the victim of sexual peer violence at some point in time, and 69% report having been sexually harassed at some point in time). However, we are not aware of much work being done with elementary school students in the area of the primary prevention of youth relationship violence. Since our intervention is designed for middle school students, our material would have to be adopted to be developmentally appropriate for elementary school students or new interventions would have to be designed.

### **Conclusion**

As pointed out by Foshee et al. more than a decade ago (Foshee et al. 1998), given that partner violence is one of our most significant public health problems and that it often begins during adolescence, youth violence prevention work should include activities for preventing this specific form of violence and it should be evaluated for its effectiveness. Also, the limits of adult interventions in domestic violence (e.g., batterer treatment and various adult victim programs) are well documented (Dunford 2000; Fagan 1996; Gondolf 1999; Jackson et al. 2003). We believe it will be more effective to combat intimate partner violence by refining existing promising primary prevention interventions for our Nation's youth. That is, we need to continue to look at our most promising primary prevention programs to stop today's students from engaging in DV/H, which might ultimately prevent tomorrow's violent batterers from ever emerging. Unfortunately, there is only a modest literature for experimental studies assessing the effectiveness of existing primary prevention programs in addressing DV/H. Nevertheless, our team's prior DV/H experiment in the Cleveland area (Taylor 2010) was ground-breaking. We demonstrated, through a rigorous experiment, that a condensed five-session curriculum

could be effective for students in the 6th and 7th grades. However, it was unknown whether our intervention would display similar positive effects in other cities. Guided by a well-tested theoretical model (i.e., TRA), we built on the strongest elements of the two interventions we tested in Cleveland, testing a new multi-level (classroom and building-wide) approach to reducing DV/H. Using an experimental design in NYC middle schools, we have provided scientific evidence that indicates that our building intervention and the combination of our building and classroom interventions can be effective in other cities. Practitioners from domestic violence and sexual assault centers consume much of their time and resources in school classrooms focusing on relationship violence, yet they often work with materials and approaches that have not been rigorously evaluated or evaluated at all. Our study helps fill this void of evidence-based guidance and approaches. The success of the building intervention alone is particularly intriguing, in terms of not only its effectiveness but because it can be implemented with very few extra costs to schools. Interventions such as our “building only” approach are of critical importance to school districts during the current economic climate, a time in which fewer resources are available to address problems such as DV/H.

Overall, the building intervention and the combined building and classroom intervention were shown to affect student knowledge and behavioral intentions in a positive manner and as hypothesized (with some exceptions) were effective in reducing dating/peer violence (especially sexual violence) and sexual harassment. These results are encouraging and offer support to our contention that these types of lessons, activities and pedagogy are effective with students in sixth and seventh grades. As a result of this and prior studies, a body of scientific data is emerging about the beneficial effects of DV/H interventions targeted to middle school students. We encourage other researchers and program developers to expand on this study as they pursue efforts to interrupt the precursors to youth dating violence.

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## Appendices

## **Appendix**

1a. Classroom only intervention



**Educators/Staff of the New York City Schools.** On behalf of the research team, thank you for joining with us in this research project funded by the National Institute of Justice of the U.S. Department of Justice. Middle schools in the NYC School Department have joined with us in this two year research project; we have been working with central office staff for a year and getting feedback from many people on every aspect of this project. It's been a very collaborative venture and we are thrilled to be here.

Each school/classroom has been assigned to use a particular module/set of activities and you are an essential part of that process – we couldn't do this project without your involvement. Our goal is to reduce the precursors to teen dating violence & sexual harassment by using particular lessons in the classroom, **or** implementing some school-wide interventions, **or** doing **both** the classroom lessons and school-wide interventions. Classes/schools have been randomly assigned to one of these three groups and a fourth group is serving as a “control group,” where nothing new will be implemented in the classes/schools.

Besides the classroom lessons and school-wide interventions, students (with parental knowledge and permission) will be taking a 40 minute survey three times during the course of this research project: **before** you begin the lessons with your students, **immediately after** the conclusion of the interventions, and then a **six month follow up** in the late spring 2010. **Dr. Bruce Taylor** is in charge of everything related to the surveys and he will explain the whole process to you today; you will mail back the surveys to him (federal express). Bruce is reachable at [BTaylor@policeforum.org](mailto:BTaylor@policeforum.org), or 202-466-7820.

This packet is meant for those classes/schools that have been designated to receive **Classroom Lessons ONLY**. You will also receive a copy of a DVD to be used in Lesson #4, but you will not receive posters or other materials that are part of the School-wide Interventions or the BOTH interventions.

We have also attached something called a “**fidelity instrument**” – we would like you to fill it out every time you finish a lesson. Each *fidelity instrument* will be labeled for each lesson so there shouldn't be any confusion about which form to fill out. This is how we find out how far you got in the lesson in the class period, if there were any major disruptions (fire drills, etc) and information about student attendance (e.g., if large number of students were absent, or if the involved/talkative ones weren't in class), and your overall assessment of the lesson.

Attached to this cover memo you will find all of the activities and lessons for the six sessions for you to conduct with your classes, including all of the student handouts and the teacher instruction pages. We have even included extra blank pages for the students to write on in case there is not enough space on the Student Handout page for them to write out their answers. We hope this is helpful for you and for your students.

If you have any questions or need additional copies of anything other than surveys or envelopes, please contact me at [NStein@Wellesley.edu](mailto:NStein@Wellesley.edu) (781-283-2502) or contact Eric Pliner at [Epliner@schools.nyc.gov](mailto:Epliner@schools.nyc.gov) (718-935-4357). We couldn't do this project without your attention, time, and smarts. Thanks so much.

Nan Stein, Ed.D. & Bruce Taylor, Ph.D

**Dating violence/harassment prevention programs in public middle schools:  
A multi-level experimental evaluation**

**Educator Confidentiality Form**

Teachers should not disclose any personal information about individual students as a result of their participation in this project unless required by law as “mandated reporters.” This law means that teachers have responsibilities to report suspicions of inappropriate behavior or activities of their students as required by law as “mandated reporters.” Should something be discovered about a student during this project that falls into this requirement (either something the student has done or something the student has had done to them), teachers should follow procedures as outlined by their school district.

As a member of the teaching staff that is part of the Development and Evaluation of Sexual Violence/Harassment Prevention Programs in Middle Schools project, I, \_\_\_\_\_, agree that I will protect the confidentiality of all information identifiable to a private person that is reviewed and/or collected in the conduct of my work for the Development and Evaluation of Sexual Violence/Harassment Prevention Programs in Middle Schools project unless I am required to report it by law.

I agree that I shall not discuss any identifiable information that I may learn of during the course of this project with anyone other than project staff members who have a need-to-know this information.

By signing this statement, I am acknowledging that I understand the rules surrounding the protection of confidential information and my responsibilities as a mandated reporter.

Full Legal Name (please print): \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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# Classroom Lessons

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- Class 1: What is a Boundary?
- Class 2: Measuring Personal Space
- Class 3: Big Deal or No Big Deal?
- Class 4: DVD segment on Shantai from *Flirting or Hurting* show (by PBS)
- Class 5: “Says Who” questionnaire on myths/facts about sexual harassment;  
“What Can I Do?” tips on possible responses to being sexually harassed
- Class 6: Mapping Safe and Unsafe Spaces at School

# Classroom Lessons

## Prior to beginning Class #1:

- The students will have taken a pre-test, administered several days earlier
- Students will have signed their own permission form, agreeing to participate in these six classes
- Create folders a day/week in advance
  - Each student will be provided with a folder that they should decorate/mark-up and individualize, but instruct them **NOT to write their names on the folders**
  - These folders will remain in the classroom but the students need to keep their papers, homework and class work in these pocket folders
  - We (the researchers) will collect these written assignments at the end of the six sessions
- The word **"HANDOUT"** is written along the right side of the page indicating that it is meant for students
- Teachers/Instructors will have signed a confidentiality form

**NOTE to teachers** in whose classroom these lessons are happening: We need you – please stay in the room and observe the presentations

## Class #1: What is a Boundary?

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

### Objectives

To define boundaries—from the personal through the geo-political: to define the meaning and role of boundaries in student relationships and experiences and to introduce boundaries as a theme in literature and social studies.

**Boundaries** range from the personal to the geo-political. Nations have a boundary line that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (e.g. drinking alcohol, seeing R-rated movies). Additionally, laws and rules establish a standard threshold for certain privileges (e.g. voting, getting a driver's license, entering into a legal contract). People have boundaries too, and determining other people's boundaries often takes some time to figure out. Personal boundaries aren't fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.

### Preparation

Photocopy the handout **What is a Boundary?** for the students.

### Activity

Distribute the activity sheet **What is a Boundary?** and ask the students to answer the questions. Some of these may be done in class either by an individual student, in small groups, or as a full class discussion. Other questions may be assigned as homework.

### Introducing the Activity

*READ ALL THE QUESTIONS ALOUD.*

Nations have a boundary line that one must have permission to cross.

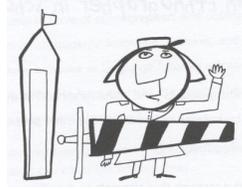
### Questions

1. What are boundaries in this school? In this classroom?
2. How do other people set boundaries for you?
3. What boundaries have your parents set for you?
4. How do you recognize when you have crossed a boundary? What may happen?
5. Are boundaries the same for boys? For girls?
6. What are some behaviors that kids **legally** cannot do because of their age?
7. What boundaries do you have for yourself?
8. How do you respond if your boundaries are crossed?
9. How do other people know your personal boundaries?
10. Do you feel you are in control of your boundaries?

### Time

- 15 minutes for students to write their answers to questions
- 25 minutes for class discussion

# What is a Boundary?



***All nations have a boundary line that one must have permission to cross.***

**Boundaries** range from the personal to the geo-political. Nations have a boundary line that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (e.g. drinking alcohol, seeing R-rated movies). Additionally, laws and rules establish a standard threshold for certain privileges (e.g. voting, getting a driver's license, entering into a legal contract). People have boundaries too, and determining other people's boundaries often takes some time to figure out. Personal boundaries aren't fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.

1. What are boundaries in this school? In this classroom?

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2. How do other people set boundaries for you?

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3. What boundaries have your parents set for you?

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4. How do you recognize when you have crossed a boundary? What may happen?

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5. Are boundaries the same for boys? For girls?

---

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6. What are some behaviors that kids **legally** cannot do because of their age?

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7. What boundaries do you have for yourself?

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---

8. How do you respond if your boundaries are crossed?

---

---

9. How do other people know your personal boundaries?

---

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10. Do you feel you are in control of your boundaries?

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## Class #2: Measuring Personal Space, with discussion

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

### Time

- Spend the first **20 minutes** of the class period doing the measuring part of the exercise
- Spend the last **20 minutes** of the class period going over the discussion questions

### Activity

Divide into groups of three students (coed). Make sure that friends are not in the same group and make sure that each group has a combination of boys/girls.

Each group will be given a measuring tape. Each group member will in turn play all 3 roles:

1. The person who stand stills and says: STOP
2. The person who walks toward the person who is standing still
3. The observer and measurer

Begin by having 2 students stand pretty far away from each other but still within calling distance. One student walks toward the other student who is standing still. The standing still student says STOP when he/she feels that their personal space is being invaded and feels uncomfortable by the presence of the walking student who has gotten close to her/him.

The third student who is observing measures the distance between the 2 students' toes after the walking student has been told to STOP. Write down the distance on a sheet of paper.

Then switch roles.

#1 Name: \_\_\_\_\_

Partner who walks toward #1: \_\_\_\_\_

Number of inches: \_\_\_\_\_

#2 Name: \_\_\_\_\_

Partner who walks toward #2: \_\_\_\_\_

Number of inches: \_\_\_\_\_

#3 Name: \_\_\_\_\_

Partner who walks toward #3: \_\_\_\_\_

Number of inches: \_\_\_\_\_

After each student has had a turn doing this, we will calculate the distances on the board, by gender/sex and by distance:

Boy-towards-boy    Girl towards boy    Girl towards girl    Boy towards girl

## MEASURING PERSONAL SPACE

**TIME:** Spend **20 minutes** on these questions:

Lesson #1 - Discussion questions (if you do not get through all of these in class, assign some as homework for the next class session).

1. What do we notice when people of the opposite sex walked towards each other?
  - Was the distance greater or smaller when the word STOP was said?
  - Why do you think that is?
2. How could you tell when a student's personal space had been invaded?
  - What behaviors did you notice?
3. Can you think of some instances when people do not STOP when they are asked to stop?
4. What are some consequences of not stopping when you are asked to stop?

## **MEASURING PERSONAL SPACE**

1. What do we notice when people of the opposite sex walked towards each other?
  - Was the distance greater or smaller when the word STOP was said?
  - Why do you think that is?
2. How could you tell when a student's personal space had been invaded?
  - What behaviors did you notice?
3. Can you think of some instances when people do not STOP when they are asked to stop?
4. What are some consequences of not stopping when you are asked to stop?



### Class #3: Big Deal or No Big Deal?

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

Distribute the HANDOUT page to each student

- Each student is to do this activity by him/herself, silently selecting one of the 3 choices:
  - “No Big Deal,”
  - “Against a School Rule,” &
  - “Against a Law.”

Tell the students to circle their choice for each of the items on the questionnaire.

- Allot **10 minutes** for this part of the activity
- Allot **10 minutes** for a full class discussion of the circled choices
- Spend the final **20 minutes** of class time on the five discussion questions:
  - ⇒ 1. What difference does it make if the behavior happens at school or elsewhere?
  - ⇒ 2. What’s changed about the behavior if it happens in public or private?
  - ⇒ 3. Does age make a difference in how you answered the chart?
  - ⇒ 4. Does gender make a difference in how you answered the chart?
  - ⇒ 5. Does race make a difference in how you answered the chart?

## Big Deal or No Big Deal?

Read each of the listed behaviors and decide if you think they are **no big deal, against school rules or against the law** when they occur with all males, all females, females to males, and males to females among people your own age. Circle your response.

	<b>Males to Males</b>	<b>Females to Females</b>	<b>Females to Males</b>	<b>Males to Females</b>
1. Calling someone a swear word	No big deal Against school rules Against the law			
2. Mocking someone's appearance	No big deal Against school rules Against the law			
3. Calling someone "gay" or "fag" as a put-down	No big deal Against school rules Against the law			
4. Calling someone a "slut" or "ho"	No big deal Against school rules Against the law			
5. Calling someone a "b*tch"	No big deal Against school rules Against the law			
6. Making fun of someone's private parts	No big deal Against school rules Against the law			
7. Grabbing butts	No big deal Against school rules Against the law			
8. Groping the chest	No big deal Against school rules Against the law			
9. "Pants-ing" (pulling down someone else's pants)	No big deal Against school rules Against the law			
10. Slamming someone against a locker	No big deal Against school rules Against the law			
11. Having sex when both people are 14 years old	No big deal Against school rules Against the law			
12. Having sex when one person is 14 years old and the other is 18 years old	No big deal Against school rules Against the law			
13. Spreading sexual rumors by texting or the internet	No big deal Against school rules Against the law			

## **Big Deal or No Big Deal?**

### **Discussion Questions**

1. What difference does it make if the behavior happens at school or elsewhere?

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2. What's changed about the behavior if it happens in public or private?

---

---

3. Does age make a difference in how you answered the chart?

---

---

4. Does gender make a difference in how you answered the chart?

---

---

5. Does race make a difference in how you answered the chart?

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## **Class #4: Watch DVD segment on Shantai from Flirting or Hurting show (by PBS)**

### **Objective**

To help students differentiate between behaviors that are acceptable and behaviors that are against school policy or against the law.

### **Time**

- Watch segments on “Shantai” (about **5 minutes**)
- Class discussion (**30 minutes**)
- It is fine to replay the DVD to show the segment for a 2<sup>nd</sup> time.

### **Activity**

After the segment is over, using Newsprint, write in 3 columns:

#### **“No Big Deal”**

#### **“Against School Rules”**

#### **“Against the Law”**

Ask one student to serve as the scribe and to write on the newsprint the ideas from the class.

Say aloud to the students:

*“Think about everything that has happened to Shantai. Some of these behaviors were between Shantai and the other girls, and some of these behaviors were between Shantai and boys; Some of the behaviors happened in public with other kids or adults watching, and some of the behaviors happened in private, with no other witnesses or bystanders.*

*Now, let’s list each behavior that happened to Shantai under one of the 3 columns”*

*(you might want to rerun the DVD at this point)*

### **NOTE TO EDUCATOR:**

If there are disagreements about which column/category any particular behavior belongs, just write it down everywhere that the students suggest. Educators should **NOT** interject their own opinions about the behaviors and which column they think it should be listed under.

Here is a summary of the Shantai DVD you will be showing in class.

## **From an Argument to Sexual Harassment: Shantai Case Study**

Shantai is sitting with her friends in the school lawn when Laura goes over to them, and accuses one of the girls to have stolen her necklace. Shantai defends her quiet and scared friend, telling Laura to leave her alone and calm down. Laura yells louder and gets into an argument with Shantai, calling her a “slut.”

This argument goes beyond the two girls. Someone writes “slut” on Shantai’s locker. Girls that she does not even know loudly call her nasty names in the hallways. Boys start receiving dirty notes signed by Shantai, but she denies writing them. Shantai has to prove her innocence to the vice-principal who has gotten a hold of some of these letters. Laura and her friends spread rumors that Shantai would do anything with any boy.

Soon, the verbal harassment turns into physical. Boys start to touch and grab her. One day Shantai is in the hallway drinking from a water fountain when Kevin comes up and grabs her behind, slapping her butt, making Shantai extremely irritated. The vice-principal walks by at that moment and sees Kevin’s action. She calls him to the office, referring to his action as “unacceptable.”

It is not until Shantai talks to the vice-principal that she realizes that Laura had been sexually harassing her. The vice-principal acknowledges that the sexual harassment has to be stopped. The vice-principal approaches the issue by advising Shantai to write a letter to Laura describing her discomfort with the sexual harassment. She calls Laura to her office, gives her the letter and demands that she must stop harassing Shantai.



## **Class #5: “Says Who” questionnaire and “What Can I Do?” tips**

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

### **Objectives**

To define sexual harassment; to dispel common myths about sexual harassment; to raise awareness of the prevalence of sexual harassment.

### **Preparation**

Review the handout **Says Who: A Questionnaire** and the **Teacher Answer Guide**. Photocopy the questionnaire for each student.

### **Activity**

Distribute the **Says Who?** questionnaire page to each student, and ask students to silently select whether they “Agree” or “Disagree” with each of the 12 statements. If students disagree or are undecided, ask them to write down the reason why and what further information they need to decide. (They can write on the back of the handout.)

After students complete the questionnaire, ask them to gather in groups of three or four to decide upon and discuss three of the statements:

“Choose and discuss the three most debatable, controversial questions, that is to say, the statements you had the hardest time responding to. Select someone in your group to present the main points of your discussion to the class.”

As a class, review the statements students have highlighted in their discussions, with each group presenting their group’s feedback. As students explore their own insights, offer further insight and information from the “Teacher Answer Guide.” Statistics can be written on the board for students to see and analyze.

### **Time**

- 10 minutes for students to fill out the questionnaire
- 10 minutes for small-group discussion
- 20 minutes for class discussion

handout

## SAYS WHO? A QUESTIONNAIRE



Read each statement.



Check "A" if you agree with the statement.



Check "D" if you disagree with the statement.

**A D**

1. Boys cannot be sexually harassed by girls.

2. If a girl wears a short skirt or tight jeans, she is asking for sexual attention.

3. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.

4. If I've flirted with this person in the past, then I have to be okay with them flirting and more with me.

5. Girls cannot sexually harass other girls.

6. Boys are sexually harassed just as often as girls.

**A D**

7. If you ignore sexual harassment, more than likely it will stop.

8. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."

9. Writing dirty things about someone on a bathroom wall or in a text or email at school is sexual harassment.

**A D**

10. When a girl says "no," she really means "yes" or "maybe" or "later."

11. If a girl says she is being sexually harassed and the boy says he is only fooling, then it's not sexual harassment.

12. Sexual harassment isn't a serious problem in school since it only affects a few people.



ask  
yourself...

## WHAT CAN I DO?

### Tips for Students If You Feel You Are the Target of Sexual Harassment

**Let the harasser know** you don't like the behavior or comments. If you feel safe and comfortable doing so, tell the harasser that his or her behavior bothers you and that you want it to stop.

**Tell someone and keep telling** until you find someone who believes you. Find supporters and talk with them about what's happening. The point is to find someone you can trust, and someone who will take the kinds of actions you want.

**Do not blame yourself** for sexual harass-

ment. Harassment is unwanted and can make you feel trapped, confused, helpless, frustrated, embarrassed, and scared. You certainly did not ask for any of those feelings.

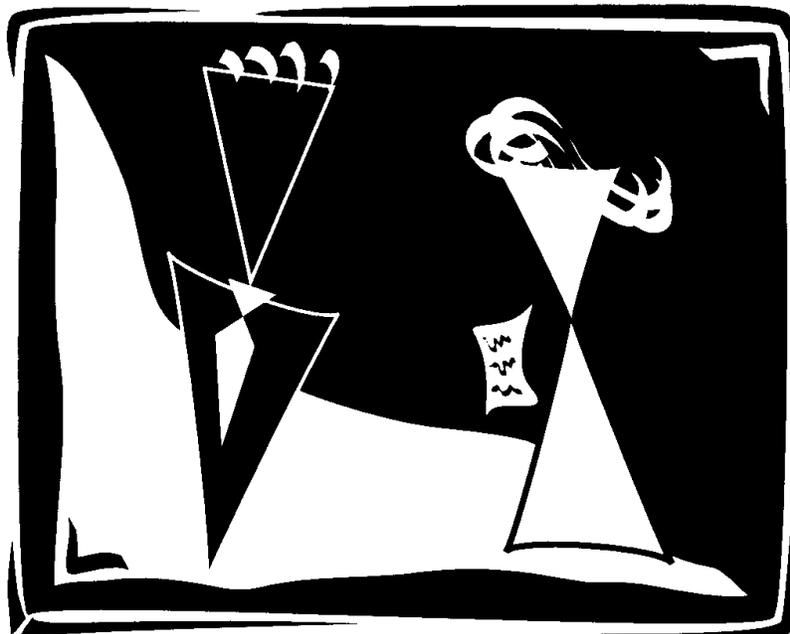
**Keep a written record** of the incidents: what happened, when, where, who else was present, and how you reacted. Save any notes or pictures you receive from the harasser.

**Find the official person** who has been designated by your school district as the one responsible for dealing with complaints about sexual

harassment. If you feel uncomfortable talking to the designated person, go to another adult whom you like and trust. It's okay to bring a friend or a parent with you to that meeting.

**Write a letter to the harasser** that describes the behaviors which you consider to be sexual harassment, saying that these behaviors bother you and that you want them to stop. Keep a copy of your letter. Write the letter with the help of an adult advocate and have the adult hand-deliver the letter to the harasser so that the harasser takes this letter seriously.

**You have the right to file a complaint** with the U.S. Department of Education's Office for Civil Rights, with your state's Department of Education, or to bring a lawsuit under federal law Title IX.



REMEMBER...

**SEXUAL  
HARASSMENT  
IS AGAINST  
THE LAW!**

## Teacher Answer Guide

### *Says Who? Questionnaire*

#### 1. Boys cannot be sexually harassed by girls.

- Yes, they can, and the June 1993 Harris Poll, commissioned by the AAUW Foundation, found that 57% of boys who have been harassed have been targeted by a girl, 35% by a group of girls.
- The kinds of examples boys give include comments on the size of their private parts, jokes about the extent of their sexual experience, being called “gay,” and unwanted grabbing of their butts.
- Despite permission from the law, boys may be less likely to name behaviors as “unwanted or unwelcomed” because of social and cultural pressures.

#### 2. If a girl wears short skirt or tight jeans, she is asking for sexual attention.

- Of course, girls (and boys) like to dress stylishly and attractively, but that does not mean that they want to attract everyone or that they are looking to be sexually harassed.
- Women and girls are sexually harassed regardless of their appearance, age, race, class, occupation, or marital status. Sexual harassment is not caused by the physical characteristics of the target.
- Sexual harassment must be distinguished from sexual attraction. Harassment is an assertion (in a sexual manner) of hostility and/or power.
- This statement is an example of “blaming the victim.”

#### 3. If no one else sees my being harassed, there’s nothing I can do because the harasser will just say I’m lying.

- It is important to speak up because the harasser may have targeted others, and all of the combined stories may establish credibility.
- Unlike sexual harassment in the workplace, which is often a “he said/she said” dispute, sexual harassment in schools usually isn’t a private event since schools are very public places with many bystanders, and passers-by.

Update: 2001 survey of 2000 students in 8-11<sup>th</sup> grades showed:

Sexual harassment is widespread in school life.

While boys today are even more likely than boys in 1993 to experience sexual harassment, they are still less likely than girls to have this experience.

- Eight in 10 students (81 percent) experience some form of sexual harassment during their school lives: six in 10 (59 percent) often or occasionally and one-quarter (27 percent) often. These levels have not changed since 1993.
- Girls are more likely than boys to experience sexual harassment ever (83 percent vs. 79 percent) or often (30 percent vs. 24 percent).
- Boys today are more likely than those in 1993 to experience sexual harassment often or occasionally (56 percent vs. 49 percent) or often (24 percent vs. 18 percent).

- Clearly, though, some interactions between students occur privately; students hold private conversations and may have contact with one another which is unobserved. In this instance, if two students interpret one event in different ways, the disagreement might result in one student accusing the other of “lying.” That is no reason not to speak up – to tell someone whom you trust. It is also a good idea to write everything about the event that you can remember: where it took place, what time of day, what exactly happened and what was said. Write how you felt, too. These details can help with the investigation.
- Working with an adult in the school, this might be an appropriate time to “write a letter to the harasser.”

**4. If I’ve flirted with this person in the past, then I have to be okay with them flirting and more with me.**

- See comments regarding Question 1, above.
- Flirting and sexual harassment are two very different interactions. Flirting is a mutual encounter, stems from attraction and interest, and makes both individuals feel good. Sexual harassment is unwanted and unwelcomed by the target, and disrupts the educational environment.
- What was wanted attention on one day may not be wanted on another – it often *depends*.

**5. Girls cannot sexually harass other girls.**

- Recently, there have been some same sex sexual harassment complaints. State and federal agencies which investigate complaints of sexual harassment in schools have issued contradictory rulings about whether same sex behaviors can be sexual harassment. Some of these rulings indicate that same sex harassment is considered to be sexual harassment.
- Examples of same sex harassment include spreading sexual rumors, hanging sexually demeaning posters or writing sexual graffiti about another girl around the school, and spreading sexual rumors.

## 6. Boys are sexually harassed just as often as girls.

- Boys are not sexually harassed as often as girls, but a significant number of boys report having been the target of sexual harassment in school.
- The 1993 Harris Poll/AAUW Survey *Hostile Hallways* reports the following:

**Boys most commonly** experience being the target of sexual comments, jokes, gestures or looks (56% of the boys, compared with 76% of the girls).

**Two of five boys** (42%) have experienced being touched, grabbed or pinched in a sexual way, compared with 65% of the girls.

**Roughly equal numbers of boys and girls** say they have been shown, given or left sexual pictures, photographs, illustrations, messages, or notes (31% of the boys, 34% of the girls).

**Twice as many boys as girls** have been called “gay” (“fag,” “queer”).

**Boys are most often** harassed by a girl acting alone.

**Boys are more likely than girls** to have been targeted in the locker rooms and the rest rooms.

**Boys are less likely than girls** to tell someone they have been sexually harassed.

Update: 2001 survey of 2000 students in 8-11<sup>th</sup> grades showed:

Sexual harassment is widespread in school life. While boys today are even more likely than boys in 1993 to experience sexual harassment, they are still less likely than girls to have this experience.

- Girls are more likely than boys to experience sexual harassment ever (83 percent vs. 79 percent) or often (30 percent vs. 24 percent).
- Boys today are more likely than those in 1993 to experience sexual harassment often or occasionally (56 percent vs. 49 percent) or often (24 percent vs. 18 percent).

## 7. If you ignore sexual harassment, it will probably stop.

- Sexual harassment which is ignored often escalates.
- Sometimes people who are being harassed are afraid to say “stop!” They may fear the harassment is their fault, or that if they mention it to someone else they’ll be laughed at, retaliated against, or shamed.
- It is important for targets of sexual harassment to take some action in order to let the harasser know that his or her attention is unwanted and to alert other people – a friend, a school counselor, a trusted adult – to the problem.
- Targets of sexual harassment need to know that their *rights* are being violated and that there are concrete steps that they can take to protect themselves.

**8. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or “wuss.”**

- There indeed may be strong cultural and social pressure on boys not to identify themselves as the targets of unwanted sexual attention, but the law makes no such distinction – they are just as eligible as girls to say that they are the targets of sexual harassment.

**9. Writing dirty things about someone on a bathroom wall or in a text or email at school is sexual harassment.**

- School districts are required by law to take a stand against those actions, activities, pranks and expressions that create a hostile and intimidating, “poisoned” educational environment. When a particular student or group of students is singled out, such “targeted speech” (speech which targets a particular person/s) may not be protected by the First Amendment.

**10. When a girl says “no,” she really means “yes” or “maybe” or “later.”**

- “No” means no, but sometimes people will say or do things that *mean* “no” without directly saying so. This can be confusing to the other person. For example, boys often don’t understand that when a girl says, “I don’t feel like it,” she means “no.”
- When there is the slightest doubt about whether a person is comfortable with your behavior, you must ask them what they are feeling and then *respect their limits*. Otherwise, you are pressuring someone to do something against their will, and could run the risk of committing sexual harassment, sexual assault, or some other violation of their rights.
- It is okay for a girl (or a boy) to say, “I’m not sure.”

**11. If a girl says she is being sexually harassed and the boy says he is only fooling, then it's not sexual harassment.**

- Sexual harassment is defined from the target's perspective, not the harasser's.
- Consensus between the target and perpetrator is unnecessary in determining the nature of a behavior. All legal definitions of sexual harassment build in personal, subjective components.
- If you do not want or welcome attention which is of a sexual nature, and if this attention is interfering with your ability to do your school work, you are being sexually harassed.

**12. Sexual harassment isn't a serious problem in school since it only affects a few people.**

- A majority of students report that at sometime in their school life they experience some form of sexual harassment.
- *Secrets in Public: Sexual Harassment in Our Schools*, a 1993 report written by the Wellesley College Center for Research on Women and cosponsored by the NOW legal Defense and Education Fund, found the following results from a *Seventeen* magazine survey of girls:
  - 89% of girls** report having received sexual comments, gestures or looks, while 83% of girls report having been touched, grabbed or pinched.
  - When sexual harassment occurs**, it is not a one-time-only event: 39% of girls reported being harassed at school on a daily basis during the last year.
  - Sexual harassment is a public event**; other people are present at over two-thirds of the incidents.
  - More harassers of girls** are male.
  - Note:* 4300 girls between the ages of 9 and 19 responded; the study analyzed a random sample of 2000.
- *Hostile Hallways*, a 1993 survey conducted by the Harris Poll and sponsored by the American Association of University Women (AAUW) Foundation, reported the following results:
  - 4 out of 5 students report** having been the target of sexual harassment during their school lives. Despite the stereotype of males as harassers, significant numbers of boys (76%) report having been sexually harassed, compared to 85% of the girls.

Update: from 2001 survey:

- Three-quarters of students (76 percent) experience nonphysical sexual harassment at some point in their school lives, more than half (54 percent) often or occasionally.
- Six in 10 students (58 percent) experience physical sexual harassment at some point in their school lives, one-third (32 percent) of students are afraid of being sexually harassed. Girls are more than twice as likely as boys to feel this way (44 percent vs. 20 percent).

**Two-thirds of students**, have been the targets of sexual comments, jokes, looks or gestures.

**Over one-half of students** report having been touched, grabbed or pinched in a sexual way at school.

**More than one-third** of the students have been the target of sexual rumors.

**One in ten students** have been forced to do something sexual at school other than kissing.

*Note:* This poll was a scientific random sample of 1600 students in 8<sup>th</sup> through 11<sup>th</sup> grades.

- School district officials are responsible under Title IX and other federal and state statutes to guarantee all students an education in an environment free from sexual harassment and sex discrimination. It is the responsibility of school administrators to tell students the rules and explain what is legal and illegal within the school.
- If school officials are negligent and fail to respond to complaints of sexual harassment, then they are allowing and encouraging behaviors which are both frightening and illegal.
- A student may file a complaint with the Office for Civil Rights of the U.S. Department of Education, which will conduct an investigation; students also may file lawsuits in federal court under Title IX.
- In a 1992 unanimous ruling, the Supreme Court established that schools may be liable for compensatory damages in sex discrimination and sexual harassment cases.

Update: Another U.S. Supreme Court case in 1999 (Davis v. Monroe) established that school administrators are liable for student-to-student sexual harassment in schools if the administrators knew about it and failed to take corrective actions.



## Class #6: Mapping “Hot” and “Cool” Spaces at School

### Objectives

(A) To identify where (exact locations) in the school the students feel “hot” and where they feel “cool”; (B) to help students identify these places; (C) to provide information for the school to use in order to develop a “cooler” school environment; (D) to empower students to transform “hot” areas into “cool” areas by examining why they consider particular locations to be “hot” and what the school can do to make those areas “cooler.”

### Preparation

Each participating SAPIS instructor will draw a crude blueprint of the school building to keep as a “master” copy (see Appendix for Illustration 1). This copy will then be photocopied and passed out for students to label where they feel “hot” or “cool.” The marked up crude blueprints will be collected at the end of class, and then compiled and coded, using a copy of the blueprint. In drawing the crude blueprint, think about the whole school. Include on the map all of the places in the school, including stairwells, restrooms, classrooms, hallways, locker rooms, cafeteria, outside spaces, etc. Write the names of each of these main places in the school and be sure to have the students color code these places. You can draw a very simple version of a map of the school; it can look like a rectangle, so long as the students can find the main parts of the school on the map.

Students will use the provided RED, YELLOW, and GREEN colored pencils for the maps they will draw on to identify “cool” and “hot” locations.

### Time Allotment

15 minutes – color-coding maps; 25 minutes – discussion

### Activity

Ask each student to write their gender and their grade on the top of a blank sheet of paper. Beyond this information, everything the student writes will remain anonymous. Make sure students complete this exercise alone, rather than in groups.

### Read aloud to the students:

*Spend 15 minutes color-coding the map. Use GREEN to mark the areas where you feel comfortable spending your time, where you feel safe – “cool” areas, as we’ll call them. Use RED to mark the areas you try to avoid, where you feel uncomfortable, unsafe, or uneasy – “hot” areas, we’ll call them. Use YELLOW to mark to areas that seem somewhat unsafe, make you somewhat uncomfortable, or that you sometimes avoid.*

If students finish coding their maps early, ask them to begin working on the discussion questions on their own, on a separate sheet of paper. Collect these at the end of the discussion, along with the maps.

When students are finished color-coding their maps (see Illustration 2) in the Appendix, lead them in a discussion about the “hot” and “cool” spaces on campus, using the questions below.

***Be sure to collect all the maps before class is over.***

**Discussion questions:**

1. Which areas do you think most students in your school would identify as “cool” locations, places where they would feel safe and comfortable?
  
2. Which areas do you think most students in your school would identify as “hot” locations, places they try to avoid or feel uncomfortable or unsafe in?
  
3. Do you think certain areas might be designated as “hot” by some students and “cool” by others?
  - If yes, which? Why might that happen?
  
4. Might the “hotness” or “coolness” of certain areas differ depending on one’s gender? If so, why?
  
5. Might the “hotness” or “coolness” of certain areas differ depending on one’s age and grade? If so, why?
  
6. Might the “hotness” or “coolness” of certain areas differ depending on one’s physical size? If so, why?
  
7. What are other reasons that certain areas may be labeled as “hot” or “cool”?
  
8. What can we as a class or as students do to make the problem areas “cooler” — safer and more welcoming? How can we make our school feel “cooler”?

## Class #6: Mapping “Hot” and “Cool” Spaces at School

Write your gender and grade at the top of a blank sheet of paper. Do not write your name.

This handout is a basic map of your school and includes the various locations in your school, including classrooms, stairwells, hallways, restrooms, cafeteria, locker rooms, outside spaces, bus stop, etc.

Now consider what makes you feel safe, welcome, and comfortable in school – “cool” locations – and what makes you feel unsafe, unwelcome, or uncomfortable in school – “hot” locations. What specific locations on campus make you feel welcome and safe? Where do you feel most comfortable spending your time? In contrast, where do you feel unsafe or uncomfortable? Where do you try to avoid?

**Spend 15 minutes color-coding your map with the provided colored pencils. Shade the areas in RED to mark where you feel very unsafe, unwelcome, uncomfortable, or uneasy, and where you try to avoid. Use GREEN shading to mark where you feel safe and welcome, and where you feel comfortable spending time. Use YELLOW shading to mark places that you feel somewhat uneasy, uncomfortable, or unwelcome in.**

After completing the map, answer the following questions on a separate piece of paper:

### Discussion questions:

1. Which areas on your map do you consider “cool” locations, places that are safe and welcoming?
2. Which areas on your map do you consider “hot” or unsafe, or do you try to avoid?
3. Might certain locations be considered “cool” by some people but “hot” by others?
  - If yes, which? Why might that happen?
4. Might the “hot or coolness” of certain areas differ depending on your gender? If so, why?
5. Might the “hot or coolness” of certain areas differ depending on your age and grade? If so, why?
6. Might the “hot or coolness” of certain areas differ depending on your physical size? If so, why?
7. What are other reasons certain areas may be labeled as “hot” or “cool”?
8. What can we as students do to make the problem areas safer and more welcoming? How can we feel safer and more comfortable at school?

## **Appendix**

### **Illustration 1:**

Blank Crude blueprint of the school building

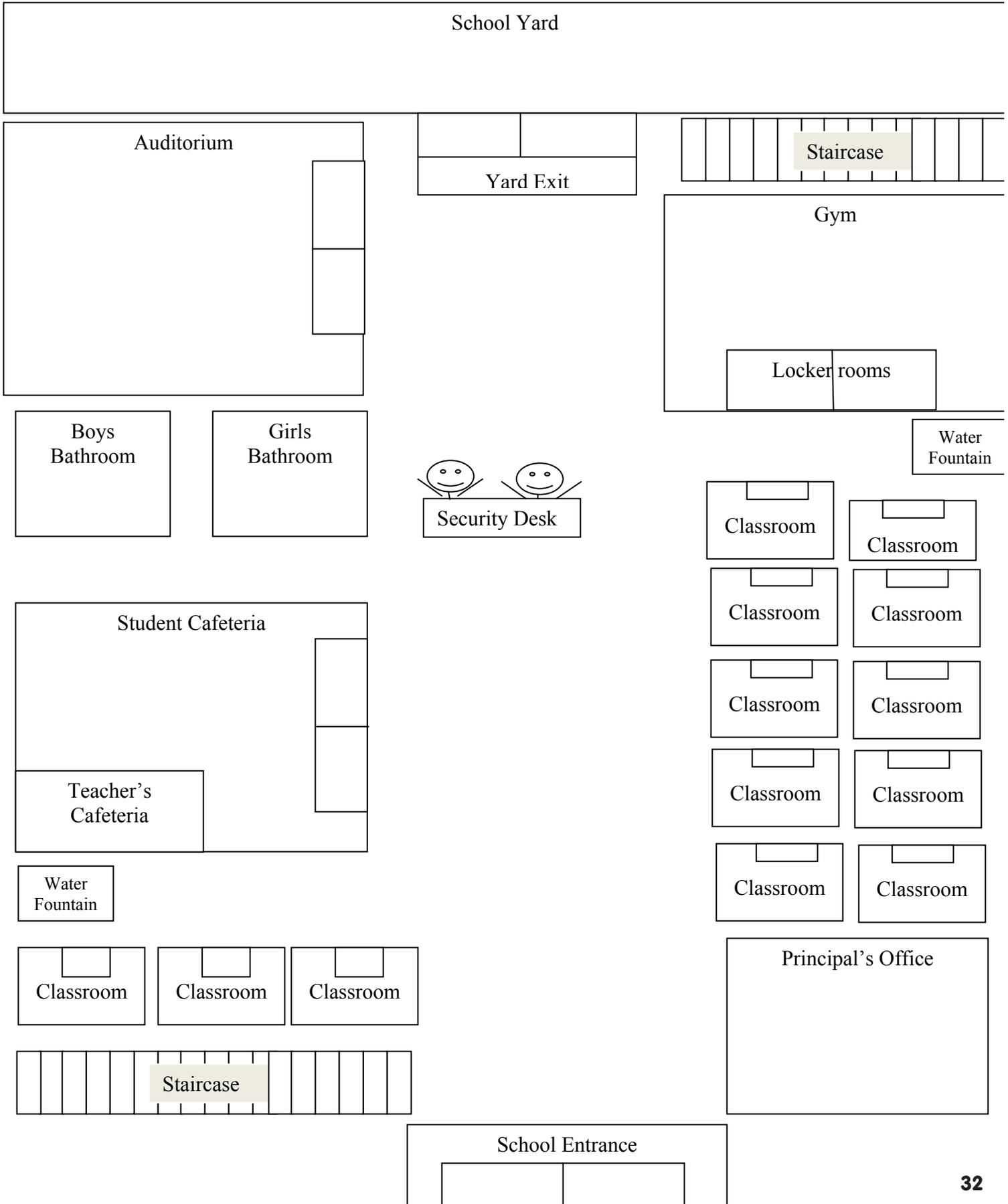
### **Illustration 2:**

Color-coded Crude blueprint of the school building

### Illustration 1

Grade: \_\_\_\_\_

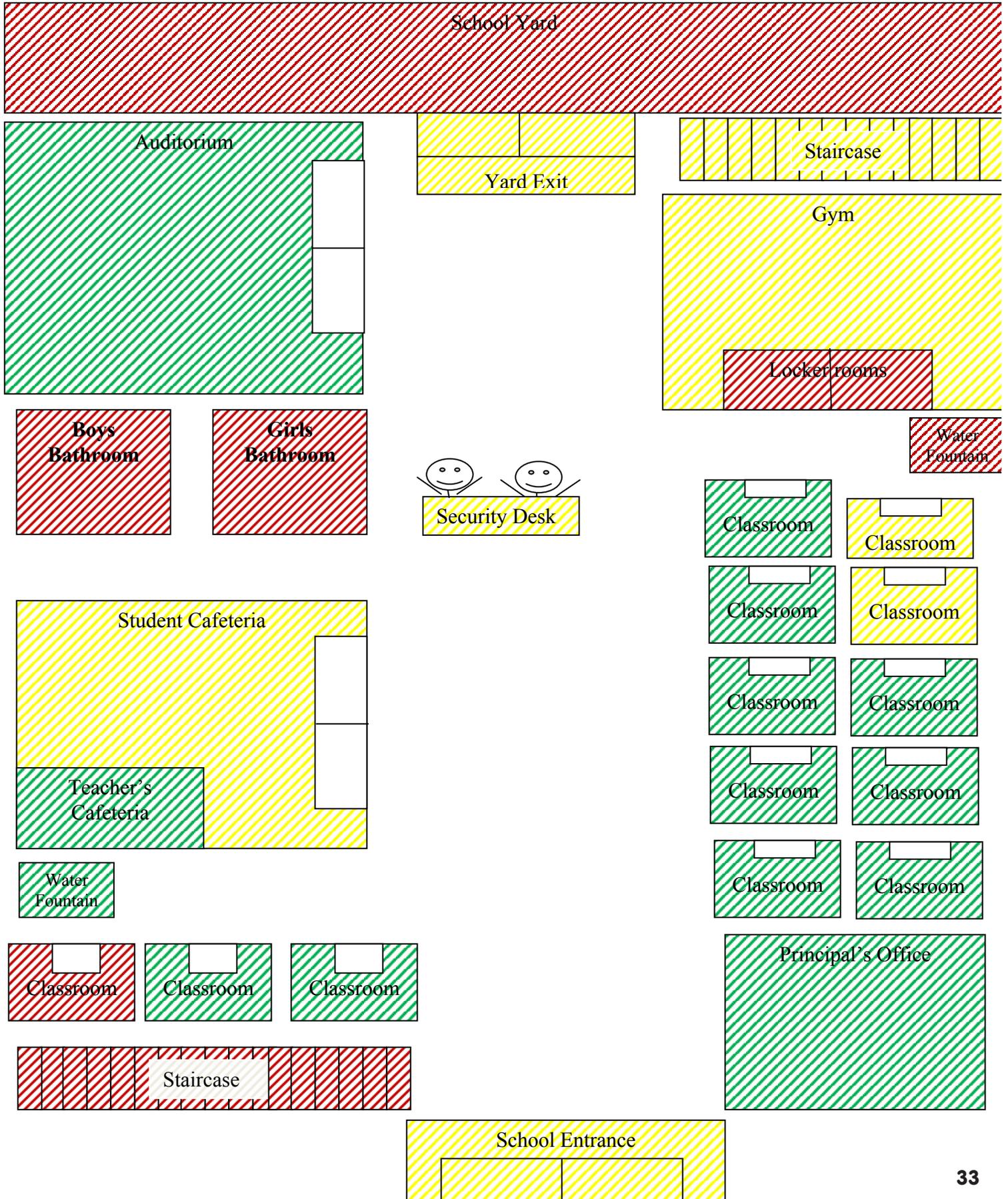
Circle: Boy or Girl



### Illustration 2

Grade: \_\_\_\_\_

Circle: Boy or Girl





### Class 1: WHAT IS A BOUNDARY?

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

#### A. PRELIMINARY ACTIVITIES

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

#### B. LESSON #1 – What is a Boundary?

B.1. Did students complete the “Boundaries” handout?

- All Did     Some Did     None Did

B.2. Did students understand the definition of a “boundary?”

- All Did     Some Did     None Did

B.3. How many students participated in the class discussion following the handout?

- 0     1 - 5     6-11     12-15     16+

B.4. Were any of the questions assigned for homework? (if yes, Please Explain)

Yes \_\_\_\_\_

No; all were completed during class





## Class 2: MEASURING PERSONAL SPACE

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

### A. PRELIMINARY ACTIVITIES

A.1. How long did you spend preparing for this lesson?

Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

### B. LESSON #2 – Measuring Personal Space

B.1. Did students participate in the activity?

All Did     Some Did     None Did

B.2. Did students participate in all three roles of the activity?

All Did     Some Did     None Did

B.3. Did students understand the concept of “personal space”?

All Did     Some Did     None Did

B.4. How many students participated in the class discussion following the activity?

0     1 - 5     6-11     12-15     16+

B.5. Were any of the questions assigned for homework? (if yes, Please Explain)

Yes \_\_\_\_\_

No; all were completed during class





**Class 3: BIG DEAL OR NO BIG DEAL?**

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #3 – Big Deal or No Big Deal?**

B.1. Did students complete the activity on their own?

- All Did     Some Did     None Did

B.2. How many students participated in the class discussion following the activity?

- 0     1 - 5     6-11     12-15     16+

B.3. Keeping in mind the topic discussed in this session, what was the overall feeling of the class today compared to the previous two sessions?

- Less Engaged     Same level of Engagement     More Engaged

B.4. Were any of the questions assigned for homework? (if yes, Please Explain)

Yes \_\_\_\_\_

No; all were completed in class





**Class 4: VIDEO/DVD SEGMENT ON SHANTAI**

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #4 – Video/DVD Segment on Shantai from *Flirting or Hurting***

B.1. Did students identify the problematic behaviors from the video?

- All Did     Some Did     None Did

B.2. Did the students agree among themselves when categorizing the behaviors?

- All Did     Some Did     None Did

B.3. How many students participated in the class activity/discussion?

- 0     1 - 5     6-11     12-15     16+

B.4. Keeping in mind the topic discussed in this session; what was the overall feeling of the class today compared to the previous three sessions?

- Less Engaged     Same level of Engagement     More Engaged





**Class 5: "SAYS WHO" AND "WHAT CAN I DO"**

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #5 – "Says Who" and "What Can I Do?"**

B.1. Did students complete the quiz on sexual harassment without input from instructor?

- All Did     Some Did     None Did

B.2. Were students able to answer the questions "What is sexual harassment?" and "What can I do?" following the class discussion?

- All Could     Some Could                       None Could

B.3. How many students participated in the class discussions?

- 0     1 - 5     6-11     12-15     16+

B.4. Keeping in mind the topic discussed in this session; what was the overall feeling of the class today compared to the previous four sessions?

- Less Engaged     Same level of Engagement     More Engaged





Classroom ONLY  
NIJ-NYC Fidelity  
Fall 2009

**Class 6: MAPPING SAFE AND UNSAFE AREAS OF THE SCHOOL**

Date of Activity: \_\_\_\_/\_\_\_\_/\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this activity?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to complete the entire exercise in the time period you had?

- Yes                       No (If no, please explain. Check all that apply.)
- Fire Drill
  - Students were disruptive
  - Students were not interested in the activity
  - Students did not understand the material – had to keep stopping to explain
  - Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #6 – Mapping “Hot” and “Cool” Spaces in School**

B.1. Did students draw maps of the school?

- All Did     Some Did     None Did

B.2. Did students mark the hot and cool areas of their school on their maps?

- All Did     Some Did     None Did

B.3. Did students understand how to mark the hot and cool locations on their maps?

- All Did     Some Did     None Did

B.4. Did students generally agree about the hot and cool areas in school?

- All Did     Some Did     None Did

B.5. How many students participated in the discussion following the activity?

- 0     1 - 5     6-11     12-15     16+





## **Appendix**

1b. "BOTH" classroom and school/building level intervention



**Educators/Staff of the New York City Schools.** On behalf of the research team, thank you for joining with us in this research project funded by the National Institute of Justice of the U.S. Department of Justice. Middle schools in the NYC School Department have joined with us in this two year research project; we have been working with central office staff for a year and getting feedback from many people on every aspect of this project. It's been a very collaborative venture and we are thrilled to be here.

Each school/classroom has been assigned to use a particular module/set of activities and you are an essential part of that process – we couldn't do this project without your involvement. Our goal is to reduce the precursors to teen dating violence & sexual harassment by using particular lessons in the classroom, **or** implementing some school-wide interventions, **or** doing **both** the classroom lessons and school-wide interventions. Classes/schools have been randomly assigned to one of these three groups and a fourth group is serving as a “control group,” where nothing new will be implemented in the classes/schools.

Besides the classroom lessons and school-wide interventions, students (with parental knowledge and permission) will be taking a 40 minute survey three times during the course of this research project: **before** you begin the lessons with your students, **immediately after** the conclusion of the interventions, and then a **six month follow up** in the late spring 2010. **Dr. Bruce Taylor** is in charge of everything related to the surveys and he will explain the whole process to you today; you will mail back the surveys to him (federal express). Bruce is reachable at [BTaylor@policeforum.org](mailto:BTaylor@policeforum.org), or 202-466-7820.

This packet is meant for those classes/schools that have been designated to receive **BOTH** kinds of classroom lessons and school-wide interventions. The special school-wide interventions take place in the 4<sup>th</sup> lesson and the 6<sup>th</sup> lesson and require that you collect all materials at the end of the 6<sup>th</sup> lesson. You will also receive a copy of a **DVD** that is used in Lesson #4, and **multiple posters** on teen dating violence/relationships to place around the school and in your classroom/office.

We have also attached something called a “**fidelity instrument**” – we would like you to fill it out every time you finish a lesson. Each *fidelity instrument* will be labeled for each lesson so there shouldn't be any confusion about which form to fill out. That is how we find out how far you got in the lesson in the class period, if there were any major disruptions (fire drills, etc) and information about student attendance (e.g.: if large number of students were absent, or if the involved/talkative ones weren't in class), and your overall assessment of the lesson.

Attached to this cover memo you will find all of the activities and lessons for the six sessions for you to conduct with your classes, including all of the student handouts and the teacher instruction pages. We have even included extra blank pages for the students to write on in case there is not enough space on the Student Handout page for them to write out their answers. We hope this is helpful for you and for your students.

If you have any questions or need additional copies of anything other than surveys or envelopes, please contact me at [NStein@Wellesley.edu](mailto:NStein@Wellesley.edu) (781-283-2502) or contact Eric Pliner at [Epliner@schools.nyc.gov](mailto:Epliner@schools.nyc.gov) (718-935-4357). We couldn't do this project without your attention, time, and smarts. Thanks so much.

Nan Stein, Ed.D. & Bruce Taylor, Ph.D

**Dating violence/harassment prevention programs in public middle schools:  
A multi-level experimental evaluation**

**Educator Confidentiality Form**

Teachers should not disclose any personal information about individual students as a result of their participation in this project unless required by law as “mandated reporters.” This law means that teachers have responsibilities to report suspicions of inappropriate behavior or activities of their students as required by law as “mandated reporters.” Should something be discovered about a student during this project that falls into this requirement (either something the student has done or something the student has had done to them), teachers should follow procedures as outlined by their school district.

As a member of the teaching staff that is part of the Development and Evaluation of Sexual Violence/Harassment Prevention Programs in Middle Schools project, I, \_\_\_\_\_, agree that I will protect the confidentiality of all information identifiable to a private person that is reviewed and/or collected in the conduct of my work for the Development and Evaluation of Sexual Violence/Harassment Prevention Programs in Middle Schools project unless I am required to report it by law.

I agree that I shall not discuss any identifiable information that I may learn of during the course of this project with anyone other than project staff members who have a need-to-know this information.

By signing this statement, I am acknowledging that I understand the rules surrounding the protection of confidential information and my responsibilities as a mandated reporter.

Full Legal Name (please print): \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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# Classroom Lessons

## Table of Contents

- Class 1: What is a Boundary?
- Class 2: Measuring Personal Space
- Class 3: Big Deal or No Big Deal?
- Class 4: DVD segment on Shantai from *Flirting or Hurting* show (by PBS);  
Introduction of **Respecting Boundaries Agreement (RBA)**
- Class 5: “Says Who” questionnaire on myths/facts about sexual harassment;  
“What Can I Do?” tips on possible responses to being sexually harassed
- Class 6: Mapping Safe and Unsafe Spaces at School

# Classroom Lessons

## Prior to beginning Class #1:

- The students will have taken a pre-test, administered several days earlier
- Students will have signed their own permission form, agreeing to participate in these six classes
- Create folders a day/week in advance
  - Each student will be provided with a folder that they should decorate/ mark-up and individualize, but instruct them **NOT to write their names on the folders**
  - These folders will remain in the classroom but the students need to keep their papers, homework and class work in these pocket folders
  - We (the researchers) will collect these written assignments at the end of the six sessions
- The word **“HANDOUT”** is written along the right side of the page indicating that it is meant for students
- Teachers/Instructors will have signed a confidentiality form

**NOTE to teachers** in whose classroom these lessons are happening: We need you – please stay in the room and observe the presentations

## Class #1: What is a Boundary?

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

### Objectives

To define boundaries—from the personal through the geo-political: to define the meaning and role of boundaries in student relationships and experiences and to introduce boundaries as a theme in literature and social studies.

**Boundaries** range from the personal to the geo-political. Nations have a boundary line that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (e.g. drinking alcohol, seeing R-rated movies). Additionally, laws and rules establish a standard threshold for certain privileges (e.g. voting, getting a driver's license, entering into a legal contract). People have boundaries too, and determining other people's boundaries often takes some time to figure out. Personal boundaries aren't fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.

### Preparation

Photocopy the handout **What is a Boundary?** for the students.

### Activity

Distribute the activity sheet **What is a Boundary?** and ask the students to answer the questions. Some of these may be done in class either by an individual student, in small groups, or as a full class discussion. Other questions may be assigned as homework.

### Introducing the Activity

*READ ALL THE QUESTIONS ALOUD.*

Nations have a boundary line that one must have permission to cross.

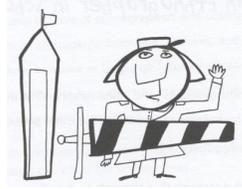
### Questions

1. What are boundaries in this school? In this classroom?
2. How do other people set boundaries for you?
3. What boundaries have your parents set for you?
4. How do you recognize when you have crossed a boundary? What may happen?
5. Are boundaries the same for boys? For girls?
6. What are some behaviors that kids **legally** cannot do because of their age?
7. What boundaries do you have for yourself?
8. How do you respond if your boundaries are crossed?
9. How do other people know your personal boundaries?
10. Do you feel you are in control of your boundaries?

### Time

- 15 minutes for students to write their answers to questions
- 25 minutes for class discussion

# What is a Boundary?



***All nations have a boundary line that one must have permission to cross.***

**Boundaries** range from the personal to the geo-political. Nations have a boundary line that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (e.g. drinking alcohol, seeing R-rated movies). Additionally, laws and rules establish a standard threshold for certain privileges (e.g. voting, getting a driver's license, entering into a legal contract). People have boundaries too, and determining other people's boundaries often takes some time to figure out. Personal boundaries aren't fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.

1. What are boundaries in this school? In this classroom?

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2. How do other people set boundaries for you?

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3. What boundaries have your parents set for you?

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4. How do you recognize when you have crossed a boundary? What may happen?

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5. Are boundaries the same for boys? For girls?

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6. What are some behaviors that kids **legally** cannot do because of their age?

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7. What boundaries do you have for yourself?

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8. How do you respond if your boundaries are crossed?

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9. How do other people know your personal boundaries?

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10. Do you feel you are in control of your boundaries?

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## Class #2: Measuring Personal Space, with discussion

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

### Time

- Spend the first **20 minutes** of the class period doing the measuring part of the exercise
- Spend the last **20 minutes** of the class period going over the discussion questions
- Assign a question or two as homework/reflection essays

### Activity

Divide into groups of three students (coed). Make sure that friends are not in the same group and make sure that each group has a combination of boys/girls.

Each group will be given a measuring tape. Each group member will in turn play all 3 roles:

1. The person who stand stills and says: STOP
2. The person who walks toward the person who is standing still
3. The observer and measurer

Begin by having 2 students stand pretty far away from each other but still within calling distance. One student walks toward the other student who is standing still. The standing still student says STOP when he/she feels that their personal space is being invaded and feels uncomfortable by the presence of the walking student who has gotten close to her/him.

The third student who is observing measures the distance between the 2 students' toes after the walking student has been told to STOP. Write down the distance on a sheet of paper.

Then switch roles.

#1 Name: \_\_\_\_\_  
Partner who walks toward #1: \_\_\_\_\_  
Number of inches: \_\_\_\_\_

#2 Name: \_\_\_\_\_  
Partner who walks toward #2: \_\_\_\_\_  
Number of inches: \_\_\_\_\_

#3 Name: \_\_\_\_\_  
Partner who walks toward #3: \_\_\_\_\_  
Number of inches: \_\_\_\_\_

After each student has had a turn doing this, we will calculate the distances on the board, by gender/sex and by distance:

Boy-towards-boy    Girl towards boy    Girl towards girl    Boy towards girl

## MEASURING PERSONAL SPACE

**TIME:** Spend **20 minutes** on these questions:

Lesson #1 - Discussion questions (if you do not get through all of these in class, assign some as homework for the next class session).

1. What do we notice when people of the opposite sex walked towards each other?
  - Was the distance greater or smaller when the word STOP was said?
  - Why do you think that is?
2. How could you tell when a student's personal space had been invaded?
  - What behaviors did you notice?
3. Can you think of some instances when people do not STOP when they are asked to stop?
4. What are some consequences of not stopping when you are asked to stop?

## **MEASURING PERSONAL SPACE**

1. What do we notice when people of the opposite sex walked towards each other?
  - Was the distance greater or smaller when the word STOP was said?
  - Why do you think that is?
2. How could you tell when a student's personal space had been invaded?
  - What behaviors did you notice?
3. Can you think of some instances when people do not STOP when they are asked to stop?
4. What are some consequences of not stopping when you are asked to stop?



### **Class #3: Big Deal or No Big Deal?**

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

Distribute the HANDOUT page to each student

- Each student is to do this activity by him/herself, silently selecting one of the 3 choices:
  - “No Big Deal,”
  - “Against a School Rule,” &
  - “Against a Law.”

Tell the students to circle their choice for each of the items on the questionnaire.

- Allot **10 minutes** for this part of the activity
- Allot **10 minutes** for a full class discussion of the circled choices
- Spend the final **20 minutes** of class time on the five discussion questions:
  - ⇒ 1. What difference does it make if the behavior happens at school or elsewhere?
  - ⇒ 2. What’s changed about the behavior if it happens in public or private?
  - ⇒ 3. Does age make a difference in how you answered the chart?
  - ⇒ 4. Does gender make a difference in how you answered the chart?
  - ⇒ 5. Does race make a difference in how you answered the chart?

# Big Deal or No Big Deal?

Read each of the listed behaviors and decide if you think they are **no big deal, against school rules** or **against the law** when they occur with all males, all females, females to males, and males to females among people your own age. Circle your response.

	<b>Males to Males</b>	<b>Females to Females</b>	<b>Females to Males</b>	<b>Males to Females</b>
1. Calling someone a swear word	No big deal Against school rules Against the law			
2. Mocking someone's appearance	No big deal Against school rules Against the law			
3. Calling someone "gay" or "fag" as a put-down	No big deal Against school rules Against the law			
4. Calling someone a "slut" or "ho"	No big deal Against school rules Against the law			
5. Calling someone a "b*tch"	No big deal Against school rules Against the law			
6. Making fun of someone's private parts	No big deal Against school rules Against the law			
7. Grabbing butts	No big deal Against school rules Against the law			
8. Groping the chest	No big deal Against school rules Against the law			
9. "Pants-ing" (pulling down someone else's pants)	No big deal Against school rules Against the law			
10. Slamming someone against a locker	No big deal Against school rules Against the law			
11. Having sex when both people are 14 years old	No big deal Against school rules Against the law			
12. Having sex when one person is 14 years old and the other is 18 years old	No big deal Against school rules Against the law			
13. Spreading sexual rumors by texting or the internet	No big deal Against school rules Against the law			

## **Big Deal or No Big Deal?**

### **Discussion Questions**

1. What difference does it make if the behavior happens at school or elsewhere?

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2. What's changed about the behavior if it happens in public or private?

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3. Does age make a difference in how you answered the chart?

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4. Does gender make a difference in how you answered the chart?

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5. Does race make a difference in how you answered the chart?

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## Class #4:

### Watch DVD segment on Shantai from Flirting or Hurting show (by PBS); Introducing the Respecting Boundaries Agreement (RBA)

ASK THE STUDENTS TO PUT THE RBAs IN THEIR FOLDERS AT THE END OF CLASS

#### Objectives

(a) To help students differentiate between behaviors that are acceptable and behaviors that are against school policy or against the law; (b) to introduce students to the **Respecting Boundaries Agreements** (RBA) in their school; (c) to make them familiar with the RBA by having them practice filling one out.

#### Time

- Watch segments on “Shantai” (about **5 minutes**)
- Class discussion (**30 minutes**)
- Introduce the Respecting Boundaries Agreement. Using Shantai’s situation, have students fill out forms as if they were Shantai (**15 minutes**)

#### Activity

After the segment is over, using Newsprint, write in 3 columns:

**“No Big Deal”**

**“Against School Rules”**

**“Against the Law”**

Ask one student to serve as the scribe and to write on the newsprint the ideas from the class.

Say aloud to the students:

*“Think about everything that has happened to Shantai. Some of these behaviors were between Shantai and the other girls, and some of these behaviors were between Shantai and boys; Some of the behaviors happened in public with other kids or adults watching, and some of the behaviors happened in private, with no other witnesses or bystanders.*

*Now, let’s list each behavior that happened to Shantai under one of the 3 columns”*

**NOTE TO EDUCATOR:** If there are disagreements about which column/category any particular behavior belongs, just write it down everywhere that the students suggest. Educators should **NOT** interject their own opinions about the behaviors and which column they think it should be listed under.

Then hand out **Respecting Boundaries Agreement** forms to students. Explain to students that your school is using these agreements when students experience boundary violations so that students better respect personal boundaries.

Ask students to fill out the forms as though they were Shantai, from the video.

Tell the students that you, their health teachers, the school safety staff, the principal, and guidance counselors will keep copies of these forms in their offices, should the students want to fill out one to resolve a boundary issue with another student. Details will be kept confidential but the adult staff members will have to discuss the information with the student who is named on the form because safety in school, both physical and emotional, is key to high achievement and having an environment in school that allows everyone to learn and flourish.

## **RESPECTING BOUNDARIES AGREEMENT (RBA)**

### **GUIDELINES FOR STAFF**

*The Citywide Standards of Discipline and Intervention Measures* (the “Discipline Code”) provides a comprehensive description of unacceptable behavior in schools. It includes the range of permissible disciplinary and intervention measures which may be used when students engage in such behaviors, as well as a range of guidance interventions schools may use to address student behavior.

**Many of the Discipline Code infractions reference behaviors where a student violates another student’s boundaries in small or large ways. Following an incident (and a report into OORS, the Online Occurrence Reporting System), school staff may wish to use the Respecting Boundaries Agreement (RBA) as a possible guidance intervention *in addition* to the appropriate disciplinary response. School staff are encouraged to use the RBA alongside lower-level boundary violations to educate students about respecting others’ boundaries, possible consequences for boundary violations, planning to avoid experiencing violations of their own boundaries by others, and/or avoiding violations of others’ established boundaries. The RBA is not recommended for higher-level boundary violations, including physical violence or electronic harassment (including via Facebook, MySpace, other websites, e-mail, cell phone, or text message).**

#### **Steps to Completing the RBA**

1. Ensure that a report of the incident is entered into OORS, the Online Occurring Reporting System, within twenty-four hours of the occurrence, and that students have received appropriate disciplinary responses in accordance with the Discipline Code. In cases where there are accusations of sexual harassment or of bias-based harassment, ensure that staff members have followed all procedures outlined in [Chancellor’s Regulation A-831 \(peer-to-peer sexual harassment\)](#) and/or [Chancellor’s Regulation A-832 \(bias-based harassment\)](#).
2. Within no more than a day or two of the incident, meet with the student who feels that her/his boundaries were violated. Review the definition of “boundaries,” which some students may have encountered in related classroom lessons. With the student, complete the **RBA: PART 1**. Let the student know that a copy of her/his section of the RBA, with no names included, will be made available to her/his parent/guardian.
3. Separately, meet with the other involved student(s) to review the definition of “boundaries,” and to discuss the ways that his or her actions constituted a violation of another student’s boundaries. With the student, complete the **RBA: PART 2**. Let the student know that a copy of her/his section of the RBA, with no names included, will be made available to her/his parent/guardian.
4. Copy each student’s section of the RBA, and be sure to carefully black out any other student’s name(s). Send a copy *of their child’s section only* to the parent/guardian.
5. About two weeks after the completion of the RBA, follow up with each student to review the content and to see how well she or he has been able to maintain the agreements established in the RBA. Follow up additional times, as appropriate.

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 1A: for student who has experienced a boundary violation  
Review of Boundary Violation**

Student Name: \_\_\_\_\_

**What is a boundary?**

*There are lots of kinds of boundaries, from small and personal to big and global. Nations have boundary lines that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (like drinking alcohol or seeing R-rated movies). Also, laws and rules establish a standard for certain privileges (like voting, getting a driver's license, or entering into a legal contract). People have boundaries too, and understanding other people's boundaries often takes some time to figure out. Personal boundaries aren't fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.*

**Description of Incident:**

**Who do you feel didn't respect your boundaries?** \_\_\_\_\_

\_\_\_\_\_

**What is your relationship with the person who didn't respect your boundaries?** \_\_\_\_\_

\_\_\_\_\_

**Who were you with when this incident occurred?** \_\_\_\_\_

**Where were you when this incident happened?** \_\_\_\_\_

**What happened leading up to the incident? What were you or other people saying, talking about, or doing?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What prompted the boundary incident? What happened?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What was your response to the incident? If anything, what did you say or do to the other student?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 1B: for student who has experienced a boundary violation  
Action Plan**

**What other kinds of boundary incidents have you experienced?** (For example: being called names, being put down, etc.)

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**What are some things that you might be able to do to avoid the above-listed boundary violations?**

Option 1:

Option 2:

Option 3:

**There are many steps that you can take toward not accepting negative boundary behaviors. One thing you can do is write down whenever you experience a boundary violation. What else can you do?**

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 2A: for student whose behaviors may have violated another’s boundaries  
Review of Boundary Violation**

Student Name: \_\_\_\_\_

**What is a boundary?**

*There are lots of kinds of boundaries, from small and personal to big and global. Nations have boundary lines that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (like drinking alcohol or seeing R-rated movies). Also, laws and rules establish a standard for certain privileges (like voting, getting a driver’s license, or entering into a legal contract). People have boundaries too, and understanding other people’s boundaries often takes some time to figure out. Personal boundaries aren’t fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don’t like when others stand too close to them; other people don’t mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person’s personal boundaries.*

**Description of Incident:**

**Another student feels that you did not respect her or his boundaries. What is your relationship with this person?** \_\_\_\_\_  
\_\_\_\_\_

**Who were you with when this incident occurred?** \_\_\_\_\_

**Where were you when this incident happened?** \_\_\_\_\_

**What happened leading up to the incident? What were you or other people saying, talking about, or doing?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What prompted the incident? What happened?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What do you think happened that led to the reporting student to feel that his or her boundaries were violated? What may have led him or her to feel this way?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 2B: for student whose behaviors may have violated another's boundaries  
Action Plan**

**What are ways in which some people may violate others' personal boundaries?**  
(e.g., calling people names, saying put-downs, using vulgar or abusive language)

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**What kinds of boundary incidents have you experienced?**

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**One of your peers was hurt by a violation of his or her boundaries. What are some things that you could have done in the situation that allowed you to communicate your feelings without another person feeling that her or his boundaries were violated?**

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**What are some other steps that you can take to make sure that you and your peers feel comfortable and respected?**

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Here is a summary of the Shantai DVD you will be showing in class and using to practice the **Respecting Boundaries Agreement**.

## **From an Argument to Sexual Harassment: Shantai Case Study**

Shantai is sitting with her friends in the school lawn when Laura goes over to them, and accuses one of the girls to have stolen her necklace. Shantai defends her quiet and scared friend, telling Laura to leave her alone and calm down. Laura yells louder and gets into an argument with Shantai, calling her a “slut.”

This argument goes beyond the two girls. Someone writes “slut” on Shantai’s locker. Girls that she does not even know loudly call her nasty names in the hallways. Boys start receiving dirty notes signed by Shantai, but she denies writing them. Shantai has to prove her innocence to the vice-principal who has gotten a hold of some of these letters. Laura and her friends spread rumors that Shantai would do anything with any boy.

Soon, the verbal harassment turns into physical. Boys start to touch and grab her. One day Shantai is in the hallway drinking from a water fountain when Kevin comes up and grabs her behind, slapping her butt, making Shantai extremely irritated. The vice-principal walks by at that moment and sees Kevin’s action. She calls him to the office, referring to his action as “unacceptable.”

It is not until Shantai talks to the vice-principal that she realizes that Laura had been sexually harassing her. The vice-principal acknowledges that the sexual harassment has to be stopped. The vice-principal approaches the issue by advising Shantai to write a letter to Laura describing her discomfort with the sexual harassment. She calls Laura to her office, gives her the letter and demands that she must stop harassing Shantai.



## **Class #5: “Says Who” questionnaire and “What Can I Do?” tips**

ASK THE STUDENTS TO KEEP THE ASSIGNMENT OR HANDOUTS  
AND TO FILE THEM IN THEIR FOLDERS

### **Objectives**

To define sexual harassment; to dispel common myths about sexual harassment; to raise awareness of the prevalence of sexual harassment.

### **Preparation**

Review the handout **Says Who: A Questionnaire** and the **Teacher Answer Guide**. Photocopy the questionnaire for each student.

### **Activity**

Distribute the **Says Who?** questionnaire page to each student, and ask students to silently select whether they “Agree” or “Disagree” with each of the 12 statements. If students disagree or are undecided, ask them to write down the reason why and what further information they need to decide. (They can write on the back of the handout.)

After students complete the questionnaire, ask them to gather in groups of three or four to decide upon and discuss three of the statements:

“Choose and discuss the three most debatable, controversial questions, that is to say, the statements you had the hardest time responding to. Select someone in your group to present the main points of your discussion to the class.”

As a class, review the statements students have highlighted in their discussions, with each group presenting their group’s feedback. As students explore their own insights, offer further insight and information from the “Teacher Answer Guide.” Statistics can be written on the board for students to see and analyze.

### **Time**

- 10 minutes for students to fill out the questionnaire
- 10 minutes for small-group discussion
- 20 minutes for class discussion

handout

# SAYS WHO? A QUESTIONNAIRE

- Read each statement.
- Check "A" if you agree with the statement.
- Check "D" if you disagree with the statement.

**A D**

- 1. Boys cannot be sexually harassed by girls.
- 2. If a girl wears a short skirt or tight jeans, she is asking for sexual attention.
- 3. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.
- 4. If I've flirted with this person in the past, then I have to be okay with them flirting and more with me.
- 5. Girls cannot sexually harass other girls.
- 6. Boys are sexually harassed just as often as girls.

**A D**

- 7. If you ignore sexual harassment, more than likely it will stop.
- 8. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."
- 9. Writing dirty things about someone on a bathroom wall or in a text or email at school is sexual harassment.

**A D**

- 10. When a girl says "no," she really means "yes" or "maybe" or "later."
- 11. If a girl says she is being sexually harassed and the boy says he is only fooling, then it's not sexual harassment.
- 12. Sexual harassment isn't a serious problem in school since it only affects a few people.



ask  
yourself...

## WHAT CAN I DO?

### Tips for Students If You Feel You Are the Target of Sexual Harassment

**Let the harasser know** you don't like the behavior or comments. If you feel safe and comfortable doing so, tell the harasser that his or her behavior bothers you and that you want it to stop.

**Tell someone and keep telling** until you find someone who believes you. Find supporters and talk with them about what's happening. The point is to find someone you can trust, and someone who will take the kinds of actions you want.

**Do not blame yourself** for sexual harass-

ment. Harassment is unwanted and can make you feel trapped, confused, helpless, frustrated, embarrassed, and scared. You certainly did not ask for any of those feelings.

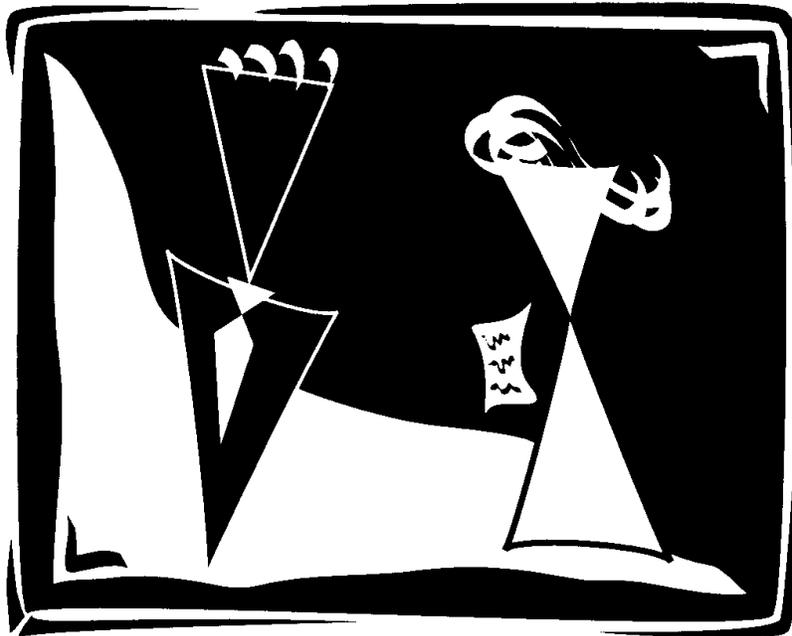
**Keep a written record** of the incidents: what happened, when, where, who else was present, and how you reacted. Save any notes or pictures you receive from the harasser.

**Find the official person** who has been designated by your school district as the one responsible for dealing with complaints about sexual

harassment. If you feel uncomfortable talking to the designated person, go to another adult whom you like and trust. It's okay to bring a friend or a parent with you to that meeting.

**Write a letter to the harasser** that describes the behaviors which you consider to be sexual harassment, saying that these behaviors bother you and that you want them to stop. Keep a copy of your letter. Write the letter with the help of an adult advocate and have the adult hand-deliver the letter to the harasser so that the harasser takes this letter seriously.

**You have the right to file a complaint** with the U.S. Department of Education's Office for Civil Rights, with your state's Department of Education, or to bring a lawsuit under federal law Title IX.



REMEMBER...

**SEXUAL  
HARASSMENT  
IS AGAINST  
THE LAW!**

*Flirting or Hurting?*, p. 38. ©1994 National Education Association and Wellesley College Center for Research on Women. Originally appeared as "Stop Sexual Harassment in Schools," by Nan Stein in *USA Today* (May 18, 1993): 11A.

## Teacher Answer Guide

### *Says Who? Questionnaire*

#### 1. Boys cannot be sexually harassed by girls.

- Yes, they can, and the June 1993 Harris Poll, commissioned by the AAUW Foundation, found that 57% of boys who have been harassed have been targeted by a girl, 35% by a group of girls.
- The kinds of examples boys give include comments on the size of their private parts, jokes about the extent of their sexual experience, being called “gay,” and unwanted grabbing of their butts.
- Despite permission from the law, boys may be less likely to name behaviors as “unwanted or unwelcomed” because of social and cultural pressures.

#### 2. If a girl wears short skirt or tight jeans, she is asking for sexual attention.

- Of course, girls (and boys) like to dress stylishly and attractively, but that does not mean that they want to attract everyone or that they are looking to be sexually harassed.
- Women and girls are sexually harassed regardless of their appearance, age, race, class, occupation, or marital status. Sexual harassment is not caused by the physical characteristics of the target.
- Sexual harassment must be distinguished from sexual attraction. Harassment is an assertion (in a sexual manner) of hostility and/or power.
- This statement is an example of “blaming the victim.”

#### 3. If no one else sees my being harassed, there’s nothing I can do because the harasser will just say I’m lying.

- It is important to speak up because the harasser may have targeted others, and all of the combined stories may establish credibility.
- Unlike sexual harassment in the workplace, which is often a “he said/she said” dispute, sexual harassment in schools usually isn’t a private event since schools are very public places with many bystanders, and passers-by.

Update: 2001 survey of 2000 students in 8-11<sup>th</sup> grades showed:

Sexual harassment is widespread in school life.

While boys today are even more likely than boys in 1993 to experience sexual harassment, they are still less likely than girls to have this experience.

- Eight in 10 students (81 percent) experience some form of sexual harassment during their school lives: six in 10 (59 percent) often or occasionally and one-quarter (27 percent) often. These levels have not changed since 1993.
- Girls are more likely than boys to experience sexual harassment ever (83 percent vs. 79 percent) or often (30 percent vs. 24 percent).
- Boys today are more likely than those in 1993 to experience sexual harassment often or occasionally (56 percent vs. 49 percent) or often (24 percent vs. 18 percent).

- Clearly, though, some interactions between students occur privately; students hold private conversations and may have contact with one another which is unobserved. In this instance, if two students interpret one event in different ways, the disagreement might result in one student accusing the other of “lying.” That is no reason not to speak up – to tell someone whom you trust. It is also a good idea to write everything about the event that you can remember: where it took place, what time of day, what exactly happened and what was said. Write how you felt, too. These details can help with the investigation.
- Working with an adult in the school, this might be an appropriate time to “write a letter to the harasser.”

**4. If I’ve flirted with this person in the past, then I have to be okay with them flirting and more with me.**

- See comments regarding Question 1, above.
- Flirting and sexual harassment are two very different interactions. Flirting is a mutual encounter, stems from attraction and interest, and makes both individuals feel good. Sexual harassment is unwanted and unwelcomed by the target, and disrupts the educational environment.
- What was wanted attention on one day may not be wanted on another – it often *depends*.

**5. Girls cannot sexually harass other girls.**

- Recently, there have been same sex sexual harassment complaints. State and federal agencies which investigate complaints of sexual harassment in schools have issued contradictory rulings about whether same sex behaviors can be sexual harassment. Some of these rulings indicate that same sex harassment is considered to be sexual harassment.
- Examples of same sex harassment include spreading sexual rumors, hanging sexually demeaning posters or writing sexual graffiti about another girl around the school, and spreading sexual rumors.

## 6. Boys are sexually harassed just as often as girls.

- Boys are not sexually harassed as often as girls, but a significant number of boys report having been the target of sexual harassment in school.
- The 1993 Harris Poll/AAUW Survey *Hostile Hallways* reports the following:

**Boys most commonly** experience being the target of sexual comments, jokes, gestures or looks (56% of the boys, compared with 76% of the girls).

**Two of five boys** (42%) have experienced being touched, grabbed or pinched in a sexual way, compared with 65% of the girls.

**Roughly equal numbers of boys and girls** say they have been shown, given or left sexual pictures, photographs, illustrations, messages, or notes (31% of the boys, 34% of the girls).

**Twice as many boys as girls** have been called “gay” (“fag,” “queer”).

**Boys are most often** harassed by a girl acting alone.

**Boys are more likely than girls** to have been targeted in the locker rooms and the rest rooms.

**Boys are less likely than girls** to tell someone they have been sexually harassed.

Update: 2001 survey of 2000 students in 8-11<sup>th</sup> grades showed:

Sexual harassment is widespread in school life.

While boys today are even more likely than boys in 1993 to experience sexual harassment, they are still less likely than girls to have this experience.

- Girls are more likely than boys to experience sexual harassment ever (83 percent vs. 79 percent) or often (30 percent vs. 24 percent).
- Boys today are more likely than those in 1993 to experience sexual harassment often or occasionally (56 percent vs. 49 percent) or often (24 percent vs. 18 percent).

## 7. If you ignore sexual harassment, it will probably stop.

- Sexual harassment which is ignored often escalates.
- Sometimes people who are being harassed are afraid to say “stop!” They may fear the harassment is their fault, or that if they mention it to someone else they’ll be laughed at, retaliated against, or shamed.
- It is important for targets of sexual harassment to take some action in order to let the harasser know that his or her attention is unwanted and to alert other people – a friend, a school counselor, a trusted adult – to the problem.
- Targets of sexual harassment need to know that their *rights* are being violated and that there are concrete steps that they can take to protect themselves.

**8. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or “wuss.”**

- There indeed may be strong cultural and social pressure on boys not to identify themselves as the targets of unwanted sexual attention, but the law makes no such distinction – they are just as eligible as girls to say that they are the targets of sexual harassment.

**9. Writing dirty things about someone on a bathroom wall or in a text or email at school is sexual harassment.**

- School districts are required by law to take a stand against those actions, activities, pranks and expressions that create a hostile and intimidating, “poisoned” educational environment. When a particular student or group of students is singled out, such “targeted speech” (speech which targets a particular person/s) may not be protected by the First Amendment.

**10. When a girl says “no,” she really means “yes” or “maybe” or “later.”**

- “No” means no, but sometimes people will say or do things that *mean* “no” without directly saying so. This can be confusing to the other person. For example, boys often don’t understand that when a girl says, “I don’t feel like it,” she means “no.”
- When there is the slightest doubt about whether a person is comfortable with your behavior, you must ask them what they are feeling and then *respect their limits*. Otherwise, you are pressuring someone to do something against their will, and could run the risk of committing sexual harassment, sexual assault, or some other violation of their rights.
- It is okay for a girl (or a boy) to say, “I’m not sure.”

**11. If a girl says she is being sexually harassed and the boy says he is only fooling, then it's not sexual harassment.**

- Sexual harassment is defined from the target's perspective, not the harasser's.
- Consensus between the target and perpetrator is unnecessary in determining the nature of a behavior. All legal definitions of sexual harassment build in personal, subjective components.
- If you do not want or welcome attention which is of a sexual nature, and if this attention is interfering with your ability to do your school work, you are being sexually harassed.

**12. Sexual harassment isn't a serious problem in school since it only affects a few people.**

- A majority of students report that at sometime in their school life they experience some form of sexual harassment.
- *Secrets in Public: Sexual Harassment in Our Schools*, a 1993 report written by the Wellesley College Center for Research on Women and cosponsored by the NOW legal Defense and Education Fund, found the following results from a *Seventeen* magazine survey of girls:
  - **89% of girls** report having received sexual comments, gestures or looks, while 83% of girls report having been touched, grabbed or pinched.
  - **When sexual harassment occurs**, it is not a one-time-only event: 39% of girls reported being harassed at school on a daily basis during the last year.
  - **Sexual harassment is a public event**; other people are present at over two-thirds of the incidents.
  - **More harassers of girls** are male.
  - *Note:* 4300 girls between the ages of 9 and 19 responded; the study analyzed a random sample of 2000.
- *Hostile Hallways*, a 1993 survey conducted by the Harris Poll and sponsored by the American Association of University Women (AAUW) Foundation, reported the following results:
  - **4 out of 5 students report** having been the target of sexual harassment during their school lives. Despite the stereotype of males as harassers, significant numbers of boys (76%) report having been sexually harassed, compared to 85% of the girls.

Update: from 2001 survey:

- Three-quarters of students (76 percent) experience nonphysical sexual harassment at some point in their school lives, more than half (54 percent) often or occasionally.
- Six in 10 students (58 percent) experience physical sexual harassment at some point in their school lives, one-third (32 percent) of students are afraid of being sexually harassed. Girls are more than twice as likely as boys to feel this way (44 percent vs. 20 percent).

**Two-thirds of students**, have been the targets of sexual comments, jokes, looks or gestures.

**Over one-half of students** report having been touched, grabbed or pinched in a sexual way at school.

**More than one-third** of the students have been the target of sexual rumors.

**One in ten students** have been forced to do something sexual at school other than kissing.

*Note:* This poll was a scientific random sample of 1600 students in 8<sup>th</sup> through 11<sup>th</sup> grades.

- School district officials are responsible under Title IX and other federal and state statutes to guarantee all students an education in an environment free from sexual harassment and sex discrimination. It is the responsibility of school administrators to tell students the rules and explain what is legal and illegal within the school.
- If school officials are negligent and fail to respond to complaints of sexual harassment, then they are allowing and encouraging behaviors which are both frightening and illegal.
- A student may file a complaint with the Office for Civil Rights of the U.S. Department of Education, which will conduct an investigation; students also may file lawsuits in federal court under Title IX.
- In a 1992 unanimous ruling, the Supreme Court established that schools may be liable for compensatory damages in sex discrimination and sexual harassment cases.

Update: Another U.S. Supreme Court case in 1999 (*Davis v. Monroe*) established that school administrators are liable for student-to-student sexual harassment in schools if the administrators knew about it and failed to take corrective actions.



## Class #6: Mapping “Hot” and “Cool” Spaces at School

### Objectives

(A) To identify where (exact locations) in the school the students feel “hot” and where they feel “cool”; (B) to help students identify these places; (C) to provide information for the school to use in order to develop a “cooler” school environment; (D) to empower students to transform “hot” areas into “cool” areas by examining why they consider particular locations to be “hot” and what the school can do to make those areas “cooler.”

### Preparation

Each participating SAPIS instructor will draw a crude blueprint of the school building to keep as a “master” copy (see Appendix for Illustration 1). This copy will then be photocopied and passed out for students to label where they feel “hot” or “cool.” The marked up crude blueprints will be collected at the end of class, and then compiled and coded, using a copy of the blueprint. In drawing the crude blueprint, think about the whole school. Include on the map all of the places in the school, including stairwells, restrooms, classrooms, hallways, locker rooms, cafeteria, outside spaces, etc. Write the names of each of these main places in the school and be sure to have the students color code these places. You can draw a very simple version of a map of the school; it can look like a rectangle, so long as the students can find the main parts of the school on the map.

Students will use the provided RED, YELLOW, and GREEN colored pencils for the maps they will draw on to identify “cool” and “hot” locations.

### Time Allotment

15 minutes – color-coding maps; 25 minutes – discussion

### Activity

Ask each student to write their gender and their grade on the top of a blank sheet of paper. Beyond this information, everything the student writes will remain anonymous. Make sure students complete this exercise alone, rather than in groups.

### Read aloud to the students:

*Spend 15 minutes color-coding the map. Use GREEN to mark the areas where you feel comfortable spending your time, where you feel safe – “cool” areas, as we’ll call them. Use RED to mark the areas you try to avoid, where you feel uncomfortable, unsafe, or uneasy – “hot” areas, we’ll call them. Use YELLOW to mark to areas that seem somewhat unsafe, make you somewhat uncomfortable, or that you sometimes avoid.*

If students finish coding their maps early, ask them to begin working on the discussion questions on their own, on a separate sheet of paper. Collect these at the end of the discussion, along with the maps.

When students are finished color-coding their maps (see Illustration 2) in the Appendix, lead them in a discussion about the “hot” and “cool” spaces on campus, using the questions below.

***Be sure to collect all the maps before class is over.***

**Discussion questions:**

1. Which areas do you think most students in your school would identify as “cool” locations, places where they would feel safe and comfortable?
  
2. Which areas do you think most students in your school would identify as “hot” locations, places they try to avoid or feel uncomfortable or unsafe in?
  
3. Do you think certain areas might be designated as “hot” by some students and “cool” by others?
  - If yes, which? Why might that happen?
  
4. Might the “hotness” or “coolness” of certain areas differ depending on one’s gender? If so, why?
  
5. Might the “hotness” or “coolness” of certain areas differ depending on one’s age and grade? If so, why?
  
6. Might the “hotness” or “coolness” of certain areas differ depending on one’s physical size? If so, why?
  
7. What are other reasons that certain areas may be labeled as “hot” or “cool”?
  
8. What can we as a class or as students do to make the problem areas “cooler” -- safer and more welcoming? How can we make our school feel “cooler”?
  
9. In what ways could the school staff make the problem areas “cooler”?

## **Post-Activity Tasks for the Instructor To Do**

Be sure to collect the maps before students leave.

Using a blueprint, a map of the school, or a list of school locations, tally up the number of times each area was described as “hot” or “cool.” **RED** stands for very “hot” spaces, **YELLOW** stand for some-what “hot” spaces, and **GREEN** stands for “cool” spaces.

### **Using the rating form (provided) to compile the data.**

Consider the differences between areas generally considered “hot” by students and those generally considered “cool” by students.

- Is there more surveillance or a greater adult presence in “cool” areas?
- Do older students congregate in areas that younger students deem “hot”?
- What are the reasons students give when they label an area “hot”?

Then **present the results to a schoolwide body, following the instructions of the “Presenting and Responding to Results” form (provided)** to determine the school’s next steps in ensuring school safety.

## Instructions for Analyzing the Student Maps of “Hot Spots”

Be sure to collect all the maps before students leave. The results from each students’ completed color-coded map (see Illustration 2 in the Appendix) will need to be transferred onto a Tally Map (described below), and then summed onto a Score Summary Map (also described below). Attached is an example of a Tally Map, a Score Summary Map, and illustrative scenarios of how these two maps are used. Below are the instructions on how to use the maps, and what to do with the results of the mapping work.

### Tally Map (represents the totals of each of the individual student maps)

- (1) At the bottom of the unmarked version of the blueprint write in the characteristics of the students that completed the maps (number of boys completing map for each grade, and the number of girls completing maps for each grade),
- (2) Tally up the number of times each area was described as a safe “cool” area (the number of **GREENS**), as an unsafe “hot” area (the number of **REDS**) and as a somewhat unsafe area (the number of **YELLOWS**) onto the map. Using red, yellow, or green colored pencils, make one slash mark on this master map per red, green or yellow shaded area on the students’ maps.

### Score Summary Map

- (1) Sum the total of each area from the *Tally Map* onto the second map (the *Score Summary Map*).
- (2) Transcribe three set of totals onto the *Score Summary Map*:
  - Total # of green slashes on the tally map
  - Total # of red slashes on the tally map
  - Total # of yellow slashes on the tally map

### What to do with the mapping results?

The areas with the highest number of red rating are the “hottest” areas and further safety measures are needed in those areas. Areas with no or few red ratings and mostly green ratings are the “coolest” areas and further safety measures are not likely to be needed in those areas.

The SAPIS workers should also **consider the following factors in assessing differences** in how students perceive areas as “hot” or “cool”:

- Is there more surveillance or a greater adult presence in “cool” areas?
- Do older students congregate in areas that younger students deem “hot”?
- What are the reasons students give when they label an area “hot”?

**Bringing the mapping results to a school wide body:** After summing up the mapping results, take this information to a school wide body (e.g., school leadership council, school leadership team, school safety committee, problem-solving team, site-based coordinating council) to work on rectifying the student concerns about safe and unsafe areas (*see next page*).

## Presenting and Responding to the Results

After tabulating the results of the “hot” and “cool” areas (collected after the mapping exercise), take this information to a schoolwide body (e.g. school leadership council, school leadership team, school safety committee, problem-solving team, site-based coordinating council) to work on rectifying the student concerns about “hot” and “cool” areas.

Below is a list of potential methods of addressing “hot spots”; however, feel free to innovate or tailor these ideas to your specific school:

- Increase the presence of school safety personnel in “hot” areas
- Put up signs in “hot” locations reminding students of their rights
- Ask the teacher whose class is nearest to a specific “hot spot” to monitor the area between class periods
- Have custodians check the lighting in “hot spots”
- Consider ways to reroute school traffic
- Designate certain areas as limited to a particular class grade (e.g. a “6th grade only hall”)
- Send students to the restroom in pairs
- Ask a staff member to check bathrooms periodically (e.g. every 10 minutes)
- Institute a system of bathroom passes or bathroom locks
- Additional examples?

Document the ways in which you decided to respond to student concerns here:

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## Class #6: Mapping “Hot” and “Cool” Spaces at School

This handout is a basic map of your school and includes the various locations in your school, including classrooms, stairwells, hallways, restrooms, cafeteria, locker rooms, outside spaces, bus stop, etc.

Now consider what makes you feel safe, welcome, and comfortable in school – “cool” locations – and what makes you feel unsafe, unwelcome, or uncomfortable in school – “hot” locations. What specific locations on campus make you feel welcome and safe? Where do you feel most comfortable spending your time? In contrast, where do you feel unsafe or uncomfortable? Where do you try to avoid?

Spend 15 minutes color-coding your map with the provided colored pencils. Shade the areas in **RED** to mark where you feel very unsafe, unwelcome, uncomfortable, or uneasy, and where you try to avoid. Use **GREEN** shading to mark where you feel safe and welcome, and where you feel comfortable spending time. Use **YELLOW** shading to mark places that you feel somewhat uneasy, uncomfortable, or unwelcome in.

After completing the map, answer the following questions on a separate piece of paper:

### Discussion questions:

1. Which areas on your map do you consider “cool” locations, places that are safe and welcoming?
2. Which areas on your map do you consider “hot” or unsafe, or do you try to avoid?
3. Might certain locations be considered “cool” by some people but “hot” by others?
  - If yes, which? Why might that happen?
4. Might the “hot or coolness” of certain areas differ depending on your gender? If so, why?
5. Might the “hot or coolness” of certain areas differ depending on your age and grade? If so, why?
6. Might the “hot or coolness” of certain areas differ depending on your physical size? If so, why?
7. What are other reasons certain areas may be labeled as “hot” or “cool”?
8. What can we as students do to make the problem areas safer and more welcoming? How can we feel safer and more comfortable at school?
9. In what ways could the school staff make the problem areas feel “cooler”?

## **Appendix**

### **Illustration 1:**

Blank Crude blueprint of the school building

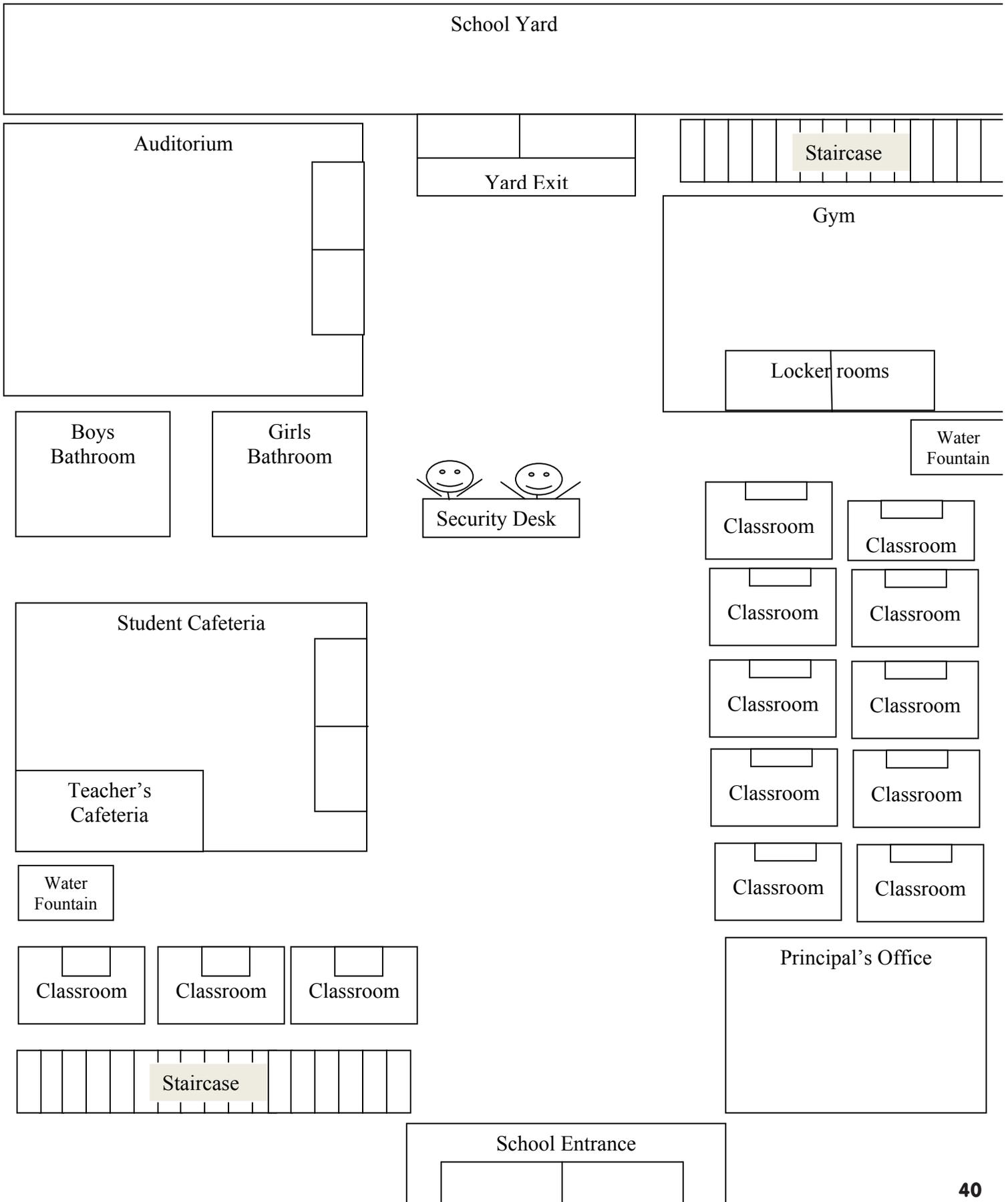
### **Illustration 2:**

Color-coded Crude blueprint of the school building

### Illustration 1

Grade: \_\_\_\_\_

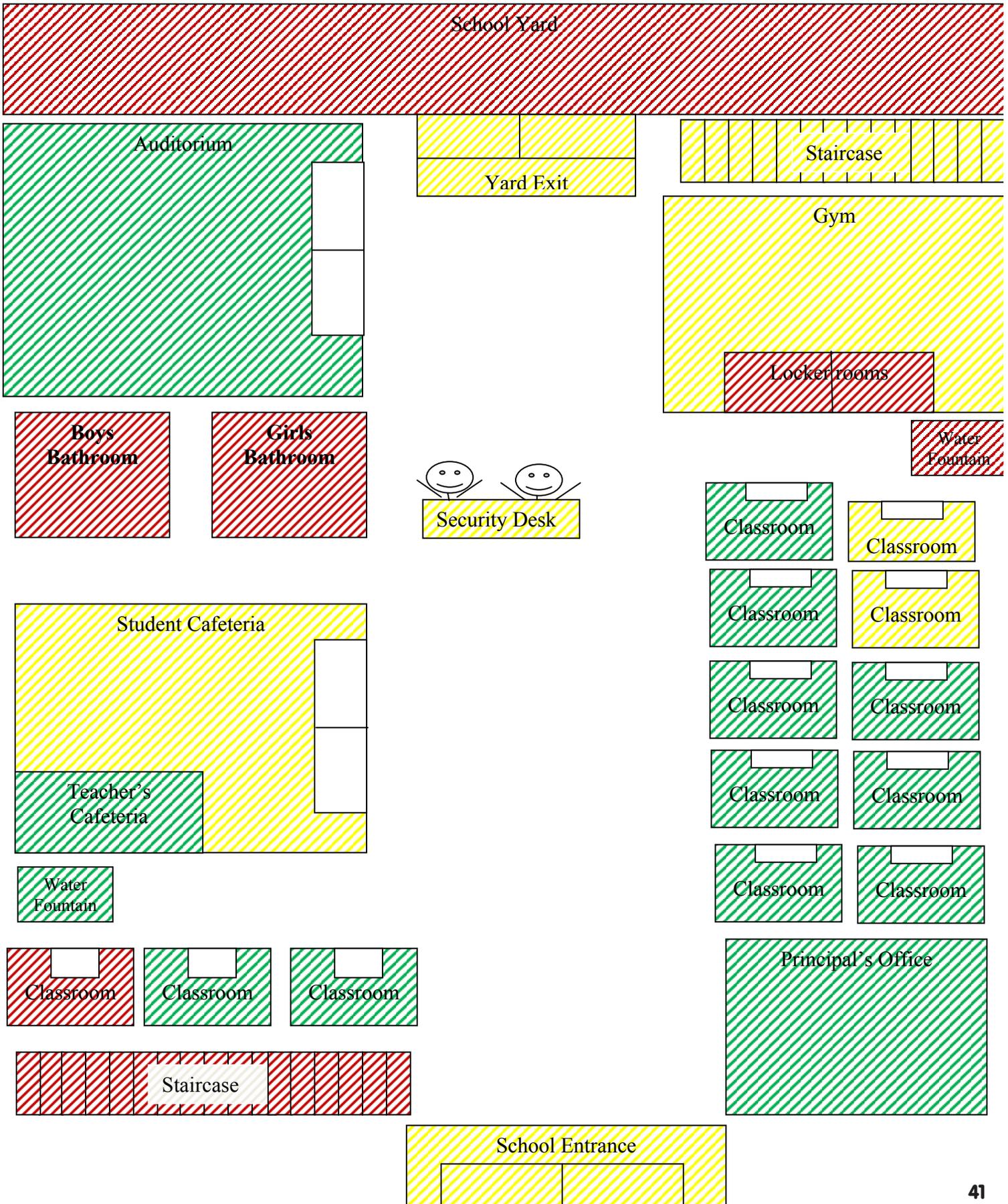
Circle: Boy or Girl



### Illustration 2

Grade: \_\_\_\_\_

Circle: Boy or Girl





## CLASSROOM LESSONS

### Class 1: WHAT IS A BOUNDARY?

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

#### A. PRELIMINARY ACTIVITIES

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

#### B. LESSON #1 – What is a Boundary?

B.1. Did students complete the “Boundaries” handout?

- All Did     Some Did     None Did

B.2. Did students understand the definition of a “boundary”?

- All Did     Some Did     None Did

B.3. How many students participated in the class discussion following the handout?

- 0     1 - 5     6-11     12-15     16+

B.4. Were any of the questions assigned for homework? (if yes, Please Explain)

Yes \_\_\_\_\_

No; all were completed during class





**Class 2: MEASURING PERSONAL SPACE:**

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_ Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)
- Fire Drill
  - Students were disruptive
  - Students were not interested in the lesson
  - Students did not understand the material – had to keep stopping to explain
  - Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #2 – Measuring Personal Space**

B.1. Did students participate in the activity?

- All Did     Some Did     None Did

B.2. Did students participate in all three roles of the activity?

- All Did     Some Did     None Did

B.3. Did students understand the concept of “personal space”?

- All Did     Some Did     None Did

B.4. How many students participated in the class discussion following the activity?

- 0     1 - 5     6-11     12-15     16+

B.5. Were any of the questions assigned for homework? (if yes, Please Explain)

- Yes \_\_\_\_\_
- No; all were completed during class





**Class 3: BIG DEAL OR NO BIG DEAL?**

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_ Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)
- Fire Drill
  - Students were disruptive
  - Students were not interested in the lesson
  - Students did not understand the material – had to keep stopping to explain
  - Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #3 – Big Deal or No Big Deal?**

B.1. Did students complete the activity on their own?

- All Did     Some Did     None Did

B.2. How many students participated in the class discussion following the activity?

- 0     1 - 5     6-11     12-15     16+

B.3. Keeping in mind the topic discussed in this session, what was the overall feeling of the class today compared to the previous two sessions?

- Less Engaged     Same level of Engagement     More Engaged

B.4. Were any of the questions assigned for homework? (if yes, Please Explain)

- Yes \_\_\_\_\_
- No; all were completed in class





**Class 4: SHANTAI & INTRODUCING THE  
RESPECTING BOUNDARIES AGREEMENT**

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_ Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #4 – Introducing the Respecting Boundaries Agreement**

B.1. Did students identify the problematic behaviors from the video?

- All Did     Some Did     None Did

B.2. Did the students agree among themselves when categorizing the behaviors?

- All Did     Some Did     None Did

B.3. Did the students understand how to use the “Respecting Boundaries Agreement?”

- All Did     Some Did     None Did

B.3. Did the students agree about how to apply Shantai’s situation to the “RBA” forms?

- All Did     Some Did     None Did

B.4. How many students participated in the class activity/discussion?

- 0     1 - 5     6-11     12-15     16+

B.5. Keeping in mind the topic discussed in this session; what was the overall feeling of the class today compared to the previous three sessions?

- Less Engaged     Same level of Engagement     More Engaged

**Respecting Boundaries Agreement:**

Date Introduced to Students: \_\_\_\_/\_\_\_\_/\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

1.1. How many students practiced filling out a Respecting Boundaries Agreement form?

0     1 - 5     6-11     12-15     16-20     20+

1.2. How many students officially asked to fill out a Respecting Boundaries Agreement?

0     1 - 5     6-11     12-15     16-20     20+

1.3. How many RBA: Part 1A and/or 1B forms did the school distribute?

0     1 - 5     6-11     12-15     16-20     20+

1.4. How many RBA: Part 2A and/or 2B forms did the school distribute?

0     1 - 5     6-11     12-15     16-20     20+

1.5. How many RBA: Part 1A and/or 1B forms did students officially complete?

0     1 - 5     6-11     12-15     16-20     20+

1.6. How many RBA: Part 2A and/or 2B forms did students officially complete?

0     1 - 5     6-11     12-15     16-20     20+

1.7. Did student understand how to use the Respecting Boundaries Agreement? (If no, please explain.)

Yes     No    \_\_\_\_\_

1.8. Did the students respond positively to the availability of the Respecting Boundaries Agreements? (Please Explain.)

Yes    \_\_\_\_\_

\_\_\_\_\_

No    \_\_\_\_\_

\_\_\_\_\_

1.9. Did the Respecting Boundaries Agreement cause any notable difference in the perceived safety of the school? (Please Explain.)

Yes    \_\_\_\_\_

\_\_\_\_\_

No    \_\_\_\_\_

\_\_\_\_\_





**Class 5: “SAYS WHO” AND “WHAT CAN I DO”**

Date Taught: \_\_\_\_/\_\_\_\_/\_\_\_\_

Class Period: \_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #5 – “Says Who” and “What Can I Do?”**

B.1. Did students complete the quiz on sexual harassment without input from instructor?

- All Did     Some Did     None Did

B.2. Were students able to answer the questions “What is sexual harassment?” and “What can I do?” following the class discussion?

- All Could     Some Could                       None Could

B.3. How many students participated in the class discussions?

- 0     1 - 5     6-11     12-15     16+

B.4. Keeping in mind the topic discussed in this session; what was the overall feeling of the class today compared to the previous four sessions?

- Less Engaged     Same level of Engagement     More Engaged





**Class 6: MAPPING SAFE AND UNSAFE AREAS OF THE SCHOOL**

**Mapping Activity – Data Collection:**

Date of Activity: \_\_\_\_/\_\_\_\_/\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this lesson?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to teach the entire lesson to this class today?

- Yes                       No (If no, please explain. Check all that apply.)

Fire Drill

Students were disruptive

Students were not interested in the lesson

Students did not understand the material – had to keep stopping to explain

Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. LESSON #6 – Mapping “Hot” and “Cool” Spaces in School**

B.1. Did students draw maps of the school?

- All Did     Some Did     None Did

B.2. Did students mark the hot and cool areas of their school on their maps?

- All Did     Some Did     None Did

B.3. Did students understand how to mark the hot and cool locations on their maps?

- All Did     Some Did     None Did

B.4. Did students generally agree about the hot and cool areas in school?

- All Did     Some Did     None Did

B.5. How many students participated in the discussion following the activity?

- 0     1 - 5     6-11     12-15     16+





## SCHOOLWIDE INTERVENTIONS

### Mapping – Data Coding and Evaluation:

Dates Maps were Collected: \_\_\_\_/\_\_\_\_/\_\_\_\_ and \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Maps were Coded: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Maps were Presented to Schoolwide Body to Evaluate: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Map/Blueprint Coder (and Position in School): \_\_\_\_\_

School: \_\_\_\_\_

1.1. How long did you spend coding the data?

- Less than 1 hour     2-3 hours     More than 3 hours

1.2. Were the instructions for analyzing the student maps easy to follow?

- Yes                       No (If no, please explain.)

1.3. How much student interest was there in deciding how to rectify student concerns about safe and unsafe areas, when this information was presented to a schoolwide body?

- Heavy interest     Some interest     Little to no interest

1.4. How did the schoolwide body decide to address student concerns?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1.5. Were these changes implemented?

- Yes                       No (If no, please explain.)

1.6. Did students notice the effects of the changes?

- All did     Some did     None did

### Posters:

**BOTH**  
**NIJ-NYC Fidelity and Attendance**  
**Fall 2009**

Dates Displayed: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Locations of the Schools Posters were Displayed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

1.1. Did students comment upon the posters?

- All Did     Most Did     Some Did     Few Did     None Did

Examples of their comments include: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1.2. Did students understand the message of the posters?

- All Did     Most Did     Some Did     Few Did     None Did

What did they think that message was? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1.3. What were student's reactions to the posters?

- positive, appreciative, interested     negative, dismissive     indifferent

1.4. Did any students come to you about the posters (i.e. the problem or situation depicted on the poster)? If yes, please explain.

Yes \_\_\_\_\_

No

## Appendix

### 1c. School/building level intervention



**Educators/Staff of the New York City Schools.** On behalf of the research team, thank you for joining with us in this research project funded by the National Institute of Justice of the U.S. Department of Justice. Middle schools in the NYC School Department have joined with us in this two year research project; we have been working with central office staff for a year and getting feedback from many people on every aspect of this project. It's been a very collaborative venture and we are thrilled to be here.

Each school/classroom has been assigned to use a particular module/set of activities. Our goal is to reduce the precursors to teen dating violence & sexual harassment by using particular lessons in the classroom, **or** implementing some school-wide interventions, **or** doing **both** the classroom lessons and school-wide interventions. Classes/schools have been randomly assigned to one of these three groups and a fourth group is serving as a "control group," where nothing new will be implemented.

Besides the classroom lessons and/or school-wide interventions, students (with parental knowledge and permission) will be taking a 40 minute survey **three times** during the course of this research project: **before** you begin the interventions with your students, **immediately after** the conclusion of the interventions, and then a **six month follow up** in the late spring 2010. **Dr. Bruce Taylor** is in charge of everything related to the surveys and he will explain the whole process to you today; eventually you will return all the surveys to him (federal express). Bruce is reachable at [BTaylor@policeforum.org](mailto:BTaylor@policeforum.org), or 202-466-7820.

This packet is meant for those schools that have been designated to receive the **School-wide Interventions ONLY**. It is comprised of three separate units for you to implement which are explained fully in this packet/folder.

(1). **Mapping "Hot" and "Cool" Spaces at School.** (see multiple page document in this packet which include samples of crude blueprints for your students to color, indicating where the location of "hot" and "cool" spots; a tally sheet for you to fill out, and questions to go over with the students)

(2) **Respecting Boundaries Agreement (RBA).** Please distribute this information to every 6<sup>th</sup> and 7<sup>th</sup> grade student in the school because any and all of them are eligible to use this mechanism. To help you explain the RBA to students, we will provide you with a **DVD** that shows a series of interactions among students. You would then ask your students to imagine how an RBA could be applied to these interactions. We have provided you with a **script of the DVD** as well.

(3). **Posters.** These posters should be placed around the school in locations where students are likely to see them. Please apply **Stickers** to the posters which will inform the students that if they want to talk about anything that the poster triggers for them, that they can "*see Mr/Ms XX for more information or for further discussion.*" Posters will be in both English and Spanish.

We have also attached some forms called "***fidelity instruments***" that we would like you to fill in every time you finish an activity. Each *fidelity instrument* will be labeled for each activity so there shouldn't be any confusion about which form to fill out. We use this form to find out if there were any major disruptions (fire drills, etc), information about student attendance (e.g.: if large number of students were absent, or if the involved/talkative ones weren't in class), and your overall assessment of the lesson.

If you have questions or need additional copies of anything other than surveys or envelopes, please contact me at [NStein@Wellesley.edu](mailto:NStein@Wellesley.edu) (781-283-2502) or contact Eric Pliner at [EPliner@schools.nyc.gov](mailto:EPliner@schools.nyc.gov) (718-935-4357). We couldn't do this project without your attention, time and smarts. Thanks so much.

Nan D. Stein, Ed. D. & Bruce Taylor, Ph.D.

**Dating violence/harassment prevention programs in public middle schools:  
A multi-level experimental evaluation**

**Educator Confidentiality Form**

Teachers should not disclose any personal information about individual students as a result of their participation in this project unless required by law as "mandated reporters." This law means that teachers have responsibilities to report suspicions of inappropriate behavior or activities of their students as required by law as "mandated reporters." Should something be discovered about a student during this project that falls into this requirement (either something the student has done or something the student has had done to them), teachers should follow procedures as outlined by their school district.

As a member of the teaching staff that is part of the Development and Evaluation of Sexual Violence/Harassment Prevention Programs in Middle Schools project, I, \_\_\_\_\_, agree that I will protect the confidentiality of all information identifiable to a private person that is reviewed and/or collected in the conduct of my work for the Development and Evaluation of Sexual Violence/Harassment Prevention Programs in Middle Schools project unless I am required to report it by law.

I agree that I shall not discuss any identifiable information that I may learn of during the course of this project with anyone other than project staff members who have a need-to-know this information.

By signing this statement, I am acknowledging that I understand the rules surrounding the protection of confidential information and my responsibilities as a mandated reporter.

Full Legal Name (please print): \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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## Mapping “Hot” and “Cool” Spaces at School

### Objectives

(A) To identify where (exact locations) in the school the students feel “hot” and where they feel “cool”; (B) to help students identify these places; (C) to provide information for the school to use in order to develop a “cooler” school environment; (D) to empower students to transform “hot” areas into “cool” areas by examining why they consider particular locations to be “hot” and what the school can do to make those areas “cooler.”

### Preparation

Each participating SAPIs instructor will draw a crude blueprint of the school building to keep as a “master” copy (see Appendix for Illustration 1). This copy will then be photocopied and passed out for students to label where they feel “hot” or “cool.” The marked up crude blueprints will be collected at the end of class, and then compiled and coded, using a copy of the blueprint. In drawing the crude blueprint, think about the whole school. Include on the map all of the places in the school, including stairwells, restrooms, classrooms, hallways, locker rooms, cafeteria, outside spaces, etc. Write the names of each of these main places in the school and be sure to have the students color code these places. You can draw a very simple version of a map of the school; it can look like a rectangle, so long as the students can find the main parts of the school on the map.

Students will use the provided **RED**, **YELLOW**, and **GREEN** colored pencils for the maps they will draw on to identify “cool” and “hot” locations.

### Time Allotment

15 minutes – color-coding maps; 25 minutes – discussion

### Activity

**Gather a diverse group of students** during lunch or study hall, recruiting students from distinct social groups (e.g. academically-oriented kids, jocks, drama kids, kids who often skip school, underachievers, etc.). This probably means not student council members, who represent an especially motivated section of the student population, but rather, SAPIs groups, club members, etc. Please **indicate the following**:

- how you assembled/chose the group: \_\_\_\_\_
- how many students participated: \_\_\_\_\_

**Ask each student to write their gender and their grade** on the top of a blank sheet of paper. Beyond this information, everything the student writes on his or her paper will remain anonymous. Make sure students complete this exercise alone, rather than in groups.

### **Read aloud to the students:**

*Spent 15 minutes color-coding the map. Use **GREEN** to mark the areas where you feel comfortable spending your time, where you feel safe – “cool” areas, as we’ll call them. Use **RED** to mark the areas you try to avoid, where you feel uncomfortable, unsafe, or uneasy – “hot” areas, we’ll call them. Use **YELLOW** to mark to areas that seem somewhat unsafe, make you somewhat uncomfortable, or that you sometimes avoid.*

When students are finished color-coding their maps, **lead them in a discussion** about the “hot” and “cool” spaces on campus, using the questions below.

**Be sure to collect all the maps before students leave.**

**Discussion questions:**

1. Which areas do you think most students in your school would identify as “cool” locations, places where they would feel safe and comfortable?
2. Which areas do you think most students in your school would identify as “hot” locations, places they try to avoid or feel uncomfortable or unsafe in?
3. Do you think certain areas might be designated as “hot” by some students and “cool” by others?
  - If yes, which? Why might that happen?
4. Might the “hotness” or “coolness” of certain areas differ depending on one’s gender? If so, why?
5. Might the “hotness” or “coolness” of certain areas differ depending on one’s age and grade? If so, why?
6. Might the “hotness” or “coolness” of certain areas differ depending on one’s physical size? If so, why?
7. What are other reasons that certain areas may be labeled as “hot” or “cool”?
8. What can we as a class or as students do to make the problem areas “cooler” -- safer and more welcoming? How can we make our school feel “cooler”?
9. In what ways could the school staff make the problem areas “cooler”?

## Post-Activity Tasks for the Instructor To Do

Be sure to collect the maps before students leave.

Using a blueprint, a map of the school, or a list of school locations, tally up the number of times each area was described as “hot” or “cool.” **RED** stands for very “hot” spaces, **YELLOW** stand for somewhat “hot” spaces, and **GREEN** stands for “cool” spaces.

**Using the rating form (provided) to compile the data.**

Consider the differences between areas generally considered “hot” by students and those generally considered “cool” by students.

- Is there more surveillance or a greater adult presence in “cool” areas?
- Do older students congregate in areas that younger students deem “hot”?
- What are the reasons students give when they label an area “hot”?

Then **present the results to a schoolwide body, following the instructions of the “Presenting and Responding to Results” form (provided)** to determine the school’s next steps in ensuring school safety.

## Instructions for Analyzing the Student Maps of “Hot Spots”

Be sure to collect all the maps before students leave. The results from each students' completed color-coded map (see Illustration 2 in the Appendix) will need to be transferred onto a Tally Map (described below), and then summed onto a Score Summary Map (also described below). Attached is an example of a Tally Map, a Score Summary Map, and illustrative scenarios of how these two maps are used. Below are the instructions on how to use the maps, and what to do with the results of the mapping work.

Tally Map (represents the totals of each of the individual student maps)

- (1) At the bottom of the unmarked version of the blueprint write in the characteristics of the students that completed the maps (number of boys completing map for each grade, and the number of girls completing maps for each grade),
- (2) Tally up the number of times each area was described as a safe “cool” area (the number of **GREENS**), as an unsafe “hot” area (the number of **REDS**) and as a somewhat unsafe area (the number of **YELLOWS**) onto the map. Using red, yellow, or green colored pencils, make one slash mark on this master map per red, green or yellow shaded area on the students' maps.

Score Summary Map

- (1) Sum the total of each area from the *Tally Map* onto the second map (the *Score Summary Map*).
- (2) Transcribe three set of totals onto the *Score Summary Map*:
  - Total # of green slashes on the tally map
  - Total # of red slashes on the tally map
  - Total # of yellow slashes on the tally map

What to do with the mapping results?

The areas with the highest number of red rating are the “hottest” areas and further safety measures are needed in those areas. Areas with no or few red ratings and mostly green ratings are the “coolest” areas and further safety measures are not likely to be needed in those areas.

The SAPIS workers should also **consider the following factors in assessing differences** in how students perceive areas as “hot” or “cool”:

- Is there more surveillance or a greater adult presence in “cool” areas?
- Do older students congregate in areas that younger students deem “hot”?
- What are the reasons students give when they label an area “hot”?

**Bringing the mapping results to a school wide body:** After summing up the mapping results, take this information to a school wide body (e.g., school leadership council, school leadership team, school safety committee, problem-solving team, site-based coordinating council) to work on rectifying the student concerns about safe and unsafe areas (*see next page*).

## Presenting and Responding to the Results

After tabulating the results of the “hot” and “cool” areas (collected after the mapping exercise), take this information to a schoolwide body (e.g. school leadership council, school leadership team, school safety committee, problem-solving team, site-based coordinating council) to work on rectifying the student concerns about “hot” and “cool” areas.

Below is a list of potential methods of addressing “hot spots”; however, feel free to innovate or tailor these ideas to your specific school:

- Increase the presence of school safety personnel in “hot” areas
- Put up signs in “hot” locations reminding students of their rights
- Ask the teacher whose class is nearest to a specific “hot spot” to monitor the area between class periods
- Have custodians check the lighting in “hot spots”
- Consider ways to reroute school traffic
- Designate certain areas as limited to a particular class grade (e.g. a “6<sup>th</sup> grade only hall”)
- Send students to the restroom in pairs
- Ask a staff member to check bathrooms periodically (e.g. every 10 minutes)
- Institute a system of bathroom passes or bathroom locks
- Additional examples?

Document the ways in which you decided to respond to student concerns here:

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(student handout)

## Mapping “Hot” and “Cool” Spaces at School

Write your gender and grade at the top of a blank sheet of paper. Do not write your name.

This handout is a basic map of your school and includes the various locations in your school, including classrooms, stairwells, hallways, restrooms, cafeteria, locker rooms, outside spaces, bus stop, etc.

Now consider what makes you feel safe, welcome, and comfortable in school – “cool” locations – and what makes you feel unsafe, unwelcome, or uncomfortable in school – “hot” locations. What specific locations on campus make you feel welcome and safe? Where do you feel most comfortable spending your time? In contrast, where do you feel unsafe or uncomfortable? Where do you try to avoid?

**Spend 15 minutes color-coding your map with the provided colored pencils. Shade the areas in RED to mark where you feel very unsafe, unwelcome, uncomfortable, or uneasy, and where you try to avoid. Use GREEN shading to mark where you feel safe and welcome, and where you feel comfortable spending time. Use YELLOW shading to mark places that you feel somewhat uneasy, uncomfortable, or unwelcome in.**

After completing the map, answer the following questions on a separate piece of paper:

### Discussion questions:

1. Which areas on your map do you consider “cool” locations, places that are safe and welcoming?
2. Which areas on your map do you consider “hot” or unsafe, or do you try to avoid?
3. Might certain locations be considered “cool” by some people but “hot” by others?
  - If yes, which? Why might that happen?
4. Might the “hot or coolness” of certain areas differ depending on your gender? If so, why?
5. Might the “hot or coolness” of certain areas differ depending on your age and grade? If so, why?
6. Might the “hot or coolness” of certain areas differ depending on your physical size? If so, why?
7. What are other reasons certain areas may be labeled as “hot” or “cool”?
8. What can we as students do to make the problem areas safer and more welcoming? How can we feel safer and more comfortable at school?
9. In what ways could the school staff make the problem areas feel “cooler”?



Appendix

**Illustration 1:**

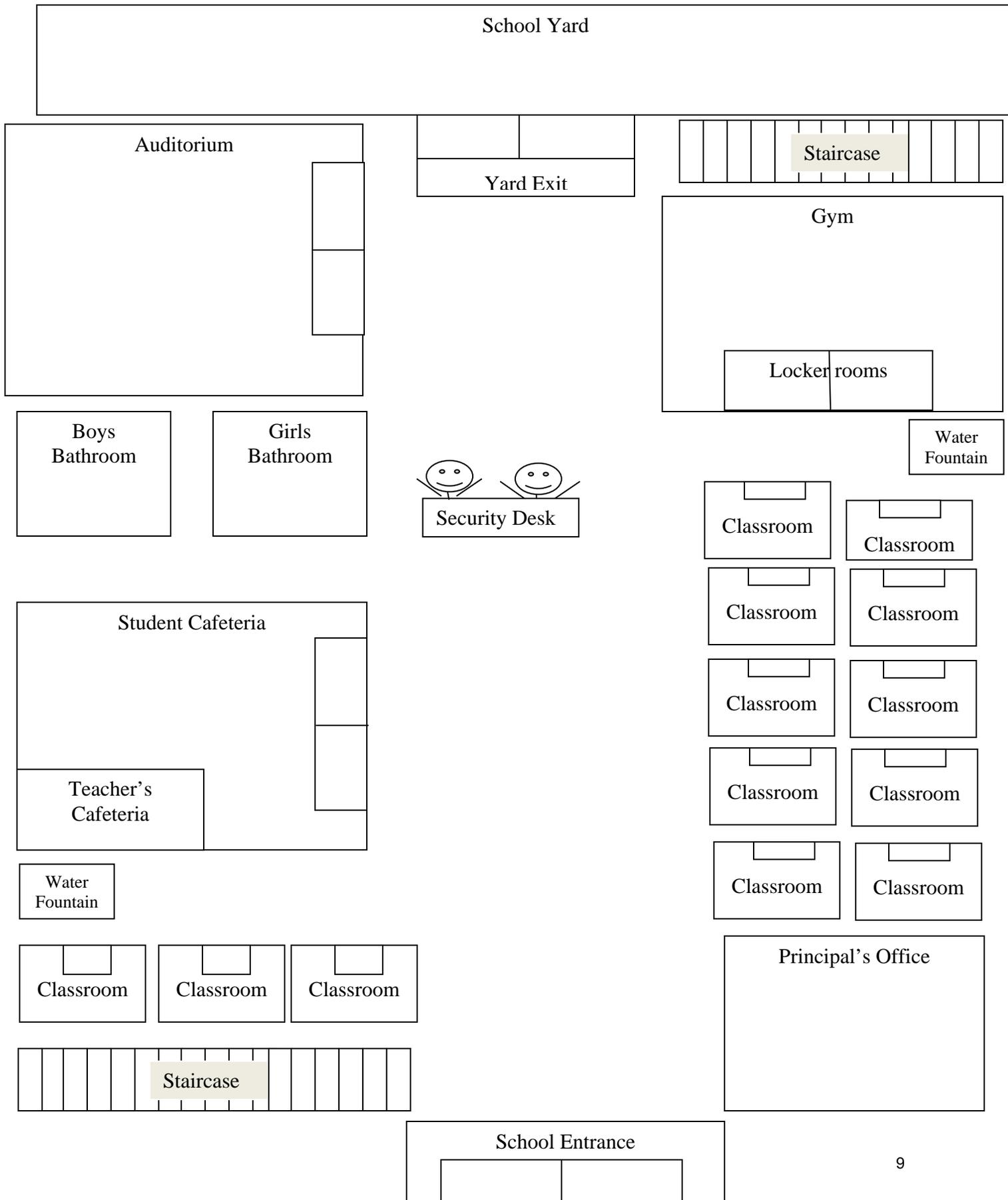
Blank Crude blueprint of the school building

**Illustration 2:**

Color-coded Crude blueprint of the school building

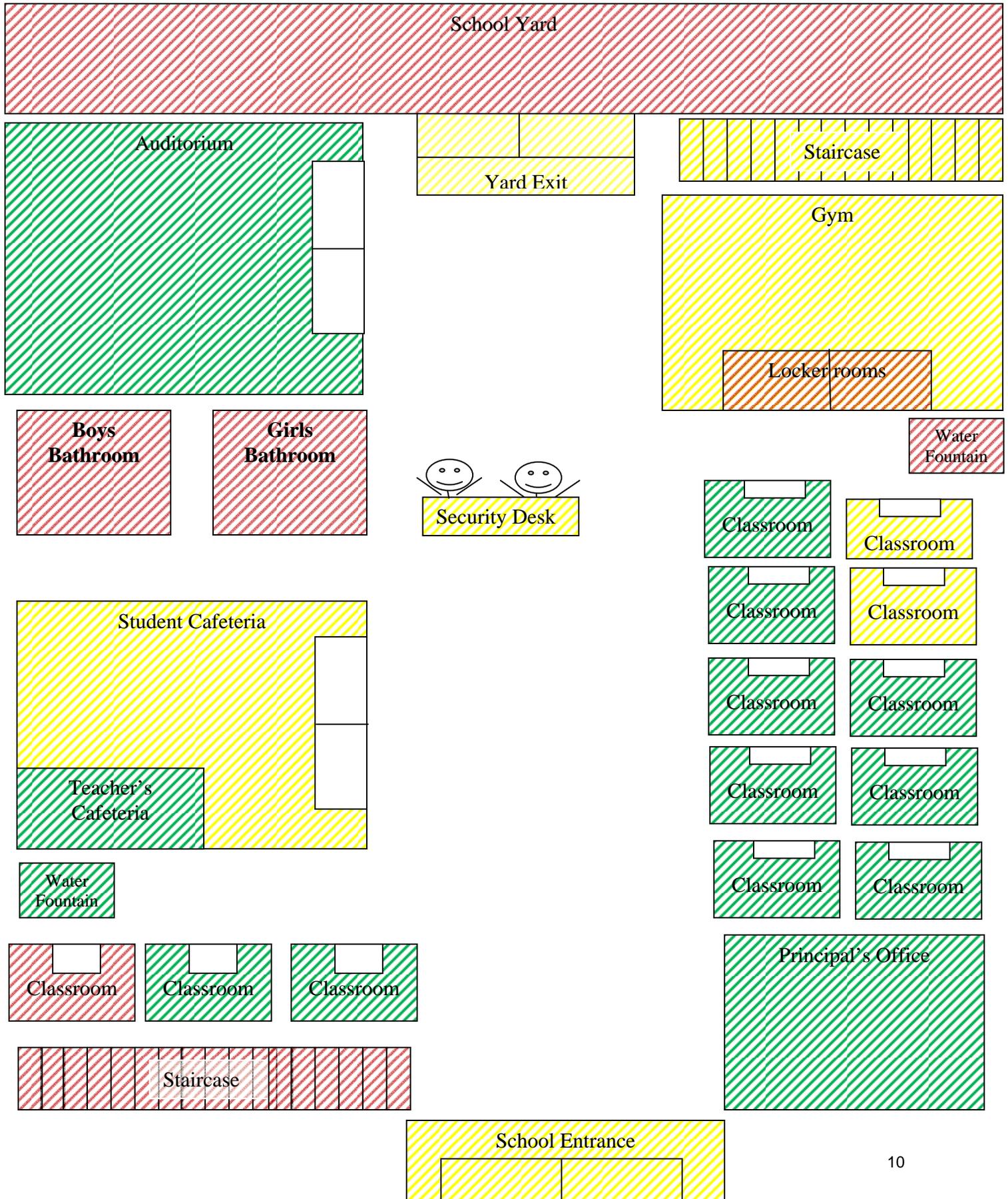
Grade: \_\_\_\_\_

Circle: Boy or Girl



Grade: \_\_\_\_\_

Circle: Boy or Girl



Here is a summary of the Shantai DVD you will be showing in class and using to practice the **Respecting Boundaries Agreement**.

## **From an Argument to Sexual Harassment: Shantai Case Study**

Shantai is sitting with her friends in the school lawn when Laura goes over to them, and accuses one of the girls to have stolen her necklace. Shantai defends her quiet and scared friend, telling Laura to leave her alone and calm down. Laura yells louder and gets into an argument with Shantai, calling her a “slut.”

This argument goes beyond the two girls. Someone writes “slut” on Shantai’s locker. Girls that she does not even know loudly call her nasty names in the hallways. Boys start receiving dirty notes signed by Shantai, but she denies writing them. Shantai has to prove her innocence to the vice-principal who has gotten a hold of some of these letters. Laura and her friends spread rumors that Shantai would do anything with any boy.

Soon, the verbal harassment turns into physical. Boys start to touch and grab her. One day Shantai is in the hallway drinking from a water fountain when Kevin comes up and grabs her behind, slapping her butt, making Shantai extremely irritated. The vice-principal walks by at that moment and sees Kevin’s action. She calls him to the office, referring to his action as “unacceptable.”

It is not until Shantai talks to the vice-principal that she realizes that Laura had been sexually harassing her. The vice-principal acknowledges that the sexual harassment has to be stopped. The vice-principal approaches the issue by advising Shantai to write a letter to Laura describing her discomfort with the sexual harassment. She calls Laura to her office, gives her the letter and demands that she must stop harassing Shantai.

## **RESPECTING BOUNDARIES AGREEMENT (RBA)**

### **GUIDELINES FOR STAFF**

*The Citywide Standards of Discipline and Intervention Measures* (the “Discipline Code”) provides a comprehensive description of unacceptable behavior in schools. It includes the range of permissible disciplinary and intervention measures which may be used when students engage in such behaviors, as well as a range of guidance interventions schools may use to address student behavior.

**Many of the Discipline Code infractions reference behaviors where a student violates another student’s boundaries in small or large ways. Following an incident (and a report into OORS, the Online Occurrence Reporting System), school staff may wish to use the Respecting Boundaries Agreement (RBA) as a possible guidance intervention *in addition* to the appropriate disciplinary response. School staff are encouraged to use the RBA alongside lower-level boundary violations to educate students about respecting others’ boundaries, possible consequences for boundary violations, planning to avoid experiencing violations of their own boundaries by others, and/or avoiding violations of others’ established boundaries. The RBA is not recommended for higher-level boundary violations, including physical violence or electronic harassment (including via Facebook, MySpace, other websites, e-mail, cell phone, or text message).**

#### **Steps to Completing the RBA**

1. Ensure that a report of the incident is entered into OORS, the Online Occurring Reporting System, within twenty-four hours of the occurrence, and that students have received appropriate disciplinary responses in accordance with the Discipline Code. In cases where there are accusations of sexual harassment or of bias-based harassment, ensure that staff members have followed all procedures outlined in [Chancellor’s Regulation A-831 \(peer-to-peer sexual harassment\)](#) and/or [Chancellor’s Regulation A-832 \(bias-based harassment\)](#).
2. Within no more than a day or two of the incident, meet with the student who feels that her/his boundaries were violated. Review the definition of “boundaries,” which some students may have encountered in related classroom lessons. With the student, complete the **RBA: PART 1**. Let the student know that a copy of her/his section of the RBA, with no names included, will be made available to her/his parent/guardian.
3. Separately, meet with the other involved student(s) to review the definition of “boundaries,” and to discuss the ways that his or her actions constituted a violation of another student’s boundaries. With the student, complete the **RBA: PART 2**. Let the student know that a copy of her/his section of the RBA, with no names included, will be made available to her/his parent/guardian.
4. Copy each student’s section of the RBA, and be sure to carefully black out any other student’s name(s). Send a copy of *their child’s section only* to the parent/guardian.
5. About two weeks after the completion of the RBA, follow up with each student to review the content and to see how well she or he has been able to maintain the agreements established in the RBA. Follow up additional times, as appropriate.

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 1A: for student who has experienced a boundary violation  
Review of Boundary Violation**

Student Name: \_\_\_\_\_

**What is a boundary?**

*There are lots of kinds of boundaries, from small and personal to big and global. Nations have boundary lines that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (like drinking alcohol or seeing R-rated movies). Also, laws and rules establish a standard for certain privileges (like voting, getting a driver's license, or entering into a legal contract). People have boundaries too, and understanding other people's boundaries often takes some time to figure out. Personal boundaries aren't fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don't like when others stand too close to them; other people don't mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person's personal boundaries.*

**Description of Incident:**

**Who do you feel didn't respect your boundaries?** \_\_\_\_\_  
\_\_\_\_\_

**What is your relationship with the person who didn't respect your boundaries?** \_\_\_\_\_  
\_\_\_\_\_

**Who were you with when this incident occurred?** \_\_\_\_\_

**Where were you when this incident happened?** \_\_\_\_\_

**What happened leading up to the incident? What were you or other people saying, talking about, or doing?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What prompted the boundary incident? What happened?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What was your response to the incident? If anything, what did you say or do to the other student?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 1B: for student who has experienced a boundary violation  
Action Plan**

**What other kinds of boundary incidents have you experienced?** (For example: being called names, being put down, etc.)

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**What are some things that you might be able to do to avoid the above-listed boundary violations?**

Option 1:

Option 2:

Option 3:

**There are many steps that you can take toward not accepting negative boundary behaviors. One thing you can do is write down whenever you experience a boundary violation. What else can you do?**

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 2A: for student whose behaviors may have violated another’s boundaries  
Review of Boundary Violation**

Student Name: \_\_\_\_\_

**What is a boundary?**

*There are lots of kinds of boundaries, from small and personal to big and global. Nations have boundary lines that one must have permission to cross. Laws and rules serve as boundaries that ensure that people do not engage in certain behaviors before they reach a certain age (like drinking alcohol or seeing R-rated movies). Also, laws and rules establish a standard for certain privileges (like voting, getting a driver’s license, or entering into a legal contract). People have boundaries too, and understanding other people’s boundaries often takes some time to figure out. Personal boundaries aren’t fixed, but can differ depending on the situation, so they are harder to figure out than state or legal boundaries. Some people, for instance, don’t like when others stand too close to them; other people don’t mind. Certain kinds of language (e.g. vulgar or lewd language), especially when directed at someone, can violate a person’s personal boundaries.*

**Description of Incident:**

**Another student feels that you did not respect her or his boundaries. What is your relationship with this person?** \_\_\_\_\_  
\_\_\_\_\_

**Who were you with when this incident occurred?** \_\_\_\_\_

**Where were you when this incident happened?** \_\_\_\_\_

**What happened leading up to the incident? What were you or other people saying, talking about, or doing?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What prompted the incident? What happened?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What do you think happened that led to the reporting student to feel that his or her boundaries were violated? What may have led him or her to feel this way?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RESPECTING BOUNDARIES AGREEMENT (RBA)**

**Part 2B: for student whose behaviors may have violated another's boundaries  
Action Plan**

**What are ways in which some people may violate others' personal boundaries?**

(e.g., calling people names, saying put-downs, using vulgar or abusive language)

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**What kinds of boundary incidents have you experienced?**

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**One of your peers was hurt by a violation of his or her boundaries. What are some things that you could have done in the situation that allowed you to communicate your feelings without another person feeling that her or his boundaries were violated?**

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**What are some other steps that you can take to make sure that you and your peers feel comfortable and respected?**

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

**Mapping Activity – Data Collection:**

Date of Activity: \_\_\_\_/\_\_\_\_/\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

When in the school day did you assemble this group to complete this activity? \_\_\_\_\_

How did you assemble this group? How did you ensure that you gathered a cross-section of the student body? \_\_\_\_\_

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**A. PRELIMINARY ACTIVITIES**

A.1. How long did you spend preparing for this activity?

- Less than 15 min     15-30 minutes     30-60 minutes     More than 1 hour

A.2. Were you able to complete the entire exercise in the time period you had?

- Yes                       No (If no, please explain. Check all that apply.)
- Fire Drill
  - Students were disruptive
  - Students were not interested in the activity
  - Students did not understand the material – had to keep stopping to explain
  - Other \_\_\_\_\_

A.3. How many students were absent from class? \_\_\_\_\_

**B. THE ACTIVITY – Mapping “Hot” and “Cool” Spaces in School**

B.1. Did students draw maps of the school?

- All Did     Some Did     None Did

B.2. Did students mark the hot and cool areas of their school on their maps?

- All Did     Some Did     None Did

B.3. Did students understand how to mark the hot and cool locations on their maps?

- All Did     Some Did     None Did

B.4. Did students generally agree about the hot and cool areas in school?

- All Did     Some Did     None Did

B.5. How many students participated in the discussion following the activity?

- 0     1 - 5     6-11     12-15     16+

**Mapping – Data Coding and Evaluation:**

Dates Maps were Collected: \_\_\_\_/\_\_\_\_/\_\_\_\_ and \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Maps were Coded: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date Maps were Presented to Schoolwide Body to Evaluate: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Map/Blueprint Coder (and Position in School): \_\_\_\_\_

School: \_\_\_\_\_

1.1. How long did you spend coding the data?

- Less than 1 hour     2-3 hours     More than 3 hours

1.2. Were the instructions for analyzing the student maps easy to follow?

- Yes                       No (If no, please explain.)

1.3. How much student interest was there in deciding how to rectify student concerns about safe and unsafe areas, when this information was presented to a schoolwide body?

- Heavy interest     Some interest     Little to no interest

1.4. How did the schoolwide body decide to address student concerns?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1.5. Were these changes implemented?

- Yes                       No (If no, please explain.)

1.6. Did students notice the effects of the changes?

- All did     Some did     None did





**Respecting Boundaries Agreement:**

Date Introduced to Students: \_\_\_\_/\_\_\_\_/\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

1.1. How many students practiced filling out a Respecting Boundaries Agreement form?

- 0     1 - 5     6-11     12-15     16-20     20+

1.2. How many students officially asked to fill out a Respecting Boundaries Agreement?

- 0     1 - 5     6-11     12-15     16-20     20+

1.3. How many RBA: Part 1A and/or 1B forms did the school distribute?

- 0     1 - 5     6-11     12-15     16-20     20+

1.4. How many RBA: Part 2A and/or 2B forms did the school distribute?

- 0     1 - 5     6-11     12-15     16-20     20+

1.5. How many RBA: Part 1A and/or 1B forms did students officially complete?

- 0     1 - 5     6-11     12-15     16-20     20+

1.6. How many RBA: Part 2A and/or 2B forms did students officially complete?

- 0     1 - 5     6-11     12-15     16-20     20+

1.7. Did student understand how to use the Respecting Boundaries Agreement? (If no, please explain.)

- Yes  No \_\_\_\_\_

1.8. Did the students respond positively to the availability of the Respecting Boundaries Agreements? (Please Explain.)

- Yes \_\_\_\_\_  
\_\_\_\_\_

- No \_\_\_\_\_  
\_\_\_\_\_

1.9. Did the Respecting Boundaries Agreement cause any notable difference in the perceived safety of the school? (Please Explain.)

- Yes \_\_\_\_\_  
\_\_\_\_\_

- No \_\_\_\_\_  
\_\_\_\_\_





**Posters:**

Dates Displayed: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Locations of the Schools Posters were Displayed: \_\_\_\_\_

\_\_\_\_\_

Your Name: \_\_\_\_\_

School: \_\_\_\_\_

1.1. Did students comment upon the posters?

All Did     Most Did     Some Did     Few Did     None Did

Examples of their comments include: \_\_\_\_\_

\_\_\_\_\_

1.2. Did students understand the message of the posters?

All Did     Most Did     Some Did     Few Did     None Did

What did they think that message was? \_\_\_\_\_

\_\_\_\_\_

1.3. What were student's reactions to the posters?

positive, appreciative, interested     negative, dismissive     indifferent

1.4. Did any students come to you about the posters (i.e. the problem or situation depicted on the poster)? If yes, please explain.

Yes \_\_\_\_\_

No

## Appendix

### 2. Student surveys

# Student Survey (Form A)

## MARKING INSTRUCTIONS

- Use a #2 lead pencil, or a blue or black ink pen.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change, or X out if in pen.
- Do not make any stray marks on this form.

### CORRECT MARK



### INCORRECT MARKS



Please fill in today's date.

TODAY'S DATE		
MONTH	DAY	YEAR
<input type="radio"/> Jan	<input type="text"/>	<input type="text"/>
<input type="radio"/> Feb	<input type="text"/>	<input type="text"/>
<input type="radio"/> Mar	<input type="radio"/> 0 <input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 9
<input type="radio"/> Apr	<input type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 0
<input type="radio"/> May	<input type="radio"/> 2 <input type="radio"/> 2	<input type="radio"/> 1
<input type="radio"/> Jun	<input type="radio"/> 3 <input type="radio"/> 3	
<input type="radio"/> Jul	<input type="radio"/> 4	
<input type="radio"/> Aug	<input type="radio"/> 5	
<input type="radio"/> Sep	<input type="radio"/> 6	
<input type="radio"/> Oct	<input type="radio"/> 7	
<input type="radio"/> Nov	<input type="radio"/> 8	
<input type="radio"/> Dec	<input type="radio"/> 9	

**PLACE STICKER HERE**

**Here are some definitions of terms you'll need to know for this survey. Feel free to flip back-and-forth to re-read these definitions if you need to:**

**PEERS are:** People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and both girls and boys the same age as you. You might or might not know them or think of them as your friends.

**Girls or boys you HAVE DATED are:** Girls or boys who you are "going with," "dating," "going steady with" or have "gone out with," "dated," or "gone steady with" for at least a week. This group includes anyone who is or was your boyfriend/girlfriend for at least a week.

*Please continue on the next page.*



**DIRECTIONS:**

Questions 1 and 2 ask you to think about things that may or may not have been done to you by other people. Think about the groups of people (defined on page 1) separately when you are answering the below sets of questions about PEERS and girls or boys YOU HAVE DATED.

1. When responding to each of the following items, only think about your male/female **PEERS**. Have any of your male/female **PEERS** ever done the following things to you? Shade in both bubbles under the "Ever" column if both girls and boys have done one of these acts to you. Also, if you answer yes to one of these, please tell us how many times girls and/or boys did this to you in the past 6 months. Only include it when your male/female **PEERS** did it to you first. (Do not count it if they did it to you in self-defense or in play.)

1. Have your male/female <b>PEERS</b> ...	Ever?			If <b>YES</b> , how many times did they do this to you in the past 6 months?			
	Yes, Male(s)	Yes, Female(s)	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. When responding to each of the following items, only think about girls or boys **YOU HAVE DATED**. Have any of the girls or boys **YOU HAVE DATED** ever done the following things to you? Shade in both bubbles under the "Ever" column if both girls and boys have done one of these acts to you. Also, if you answer yes to one of these, please tell us how many times girls and/or boys did this to you in the past 6 months. Only include it when the girls or boys **YOU HAVE DATED** did it to you first. (Do not count it if they did it to you in self-defense or in play.)

2.1 Have you ever DATED someone, including, for example, someone you "went with," "went steady with" or "went out with"?

No (IF YOU HAVE NEVER DATED SOMEONE, SKIP TO PAGE 3)       Yes (If YES, answer question 2.2)

2.2 Has a girl or boy <b>YOU HAVE DATED</b> ...	Ever?			If <b>YES</b> , how many times did they do this to you in the past 6 months?			
	Yes, Male(s)	Yes, Female(s)	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**DIRECTIONS:**

Questions 3 and 4 ask you to think about things that **YOU** might or might not have done to certain people (individuals or groups of people) in your life. Think about the same two groups separately: PEERS and girls or boys YOU HAVE DATED.

3. When responding to each of the following items, only think about your male/female **PEERS**. Have **YOU** ever done the following things to any of your male/female **PEERS**? Shade in both bubbles under the "Ever" column if you have ever done one of these acts to a girl and a boy. Also, if you answer yes to one of these, please tell us how many times **YOU** did this to girls and/or boys in the past 6 months. Only include it when **YOU** did it first to your male/female **PEERS**. (Do not count it if you did it to them in self-defense or in play.)

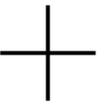
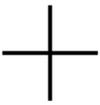
Thinking about your male/female <b>PEERS</b> , have you...	Ever?			If <b>YES</b> , how many times did you do this to them in the past 6 months?			
	Yes, Male(s)	Yes, Female(s)	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. When responding to each of the following items, only think about girls or boys **YOU HAVE DATED**. Have **YOU** ever done the following things to girls or boys **YOU HAVE DATED**? Shade in both bubbles under the "Ever" column if you have ever done one of these acts to a girl and a boy/dating partner. Also, if you answer yes to one of these, please tell us how many times **YOU** did this to girls and/or boys in the past 6 months. Only include it when **YOU** did it first to girls or boys **YOU HAVE DATED**. (Do not count it if you did it to them in self-defense or in play.)

**IF YOU HAVE NEVER DATED SOMEONE, SKIP TO  ON TOP OF THE NEXT PAGE.**

Thinking about girls or boys <b>YOU HAVE DATED</b> , have you...	Ever?			If <b>YES</b> , how many times did you do this to them in the past 6 months?			
	Yes, Male(s)	Yes, Female(s)	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





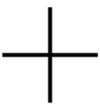
**PLEASE READ THIS BEFORE YOU ANSWER THE NEXT SET OF QUESTIONS.**

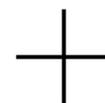
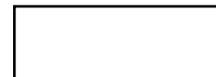
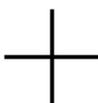
The next section of questions is about sexual harassment, which we are defining in the following way:

SEXUAL HARASSMENT is unwanted and unwelcome sexual behavior that interferes with someone's life at school or any school-sponsored activity (like band, sports, field trips, bus rides, or school activities/clubs). Sexual harassment is NOT behaviors that a person likes or wants or is agreed to between two people (for example, kissing, touching or flirting that you both agree to).

5. Has any girl or boy ever done any of the following **TO YOU** at school or during a school-sponsored activity **when you did not want them to**? Shade in both bubbles under the "Ever" column if both girls and boys have done one of these acts to you. Also, if you answer yes to one of these, please tell us how many times girls and/or boys did this to you in the past 6 months.

Has any girl or boy ever...	Ever?			If <b>YES</b> , how many times did they do this to you in the past 6 months?			
	Yes, Male(s)	Yes, Female(s)	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said you were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on you as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "moonied" you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at your clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled your clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked your way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made you kiss him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made you do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





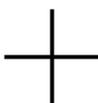
6. Have **YOU** ever done any of the following to a girl or a boy **when they did not want you to**? Shade in both bubbles under the "Ever" column if you have ever done one of these acts to a girl and a boy. Also, if you answer yes to one of these, please tell us how many times you did this to girls and/or boys in the past 6 months.

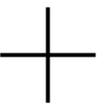
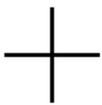
Have you ever...	Ever?			If <b>YES</b> , how many times did you do this to someone in the past 6 months?			
	Male(s)	Female(s)	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left them sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about them on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said they were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on them as they dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "moonied" them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at their clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled their clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked their way or cornered them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made them kiss you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made them do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DIRECTIONS:** Please answer questions 7 - 9 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
7a. Girls' bodies are the only things that matter to most boys.	<input type="radio"/>				
7b. A boy who tells his girlfriend who she can hang out with is being too controlling.	<input type="radio"/>				
7c. In dating relationships between males and females, males should be the leaders and decision-makers.	<input type="radio"/>				
7d. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."	<input type="radio"/>				
7e. It is all right for a girl to ask a boy out on a date.	<input type="radio"/>				

*Please continue on page 6*





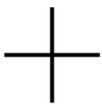
**DIRECTIONS (continued):** Please answer questions 7 - 9 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

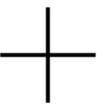
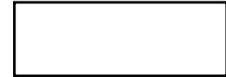
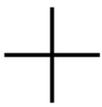
Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
8a. When a girl says "no," she really means "yes" or "maybe" or "later."	<input type="radio"/>				
8b. Sexual harassment isn't a serious problem in school since it only affects a few people.	<input type="radio"/>				
8c. If you ignore sexual harassment, more than likely it will stop.	<input type="radio"/>				
8d. Sexual harassment is an issue that should concern both males and females equally.	<input type="radio"/>				
8e. Sexual harassment is just having fun.	<input type="radio"/>				
8f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	<input type="radio"/>				

9a. When boys make comments and suggestions about girls' bodies, girls should take it as a compliment.	<input type="radio"/>				
9b. If I see a guy and his girlfriend physically fighting at school, it's none of my business.	<input type="radio"/>				
9c. Making sexual comments to a girl at school is wrong.	<input type="radio"/>				
9d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	<input type="radio"/>				
9e. Girls lie about being raped just to get back at their dates.	<input type="radio"/>				

**DIRECTIONS:** Please answer question 10 by filling in the bubble to indicate whether you think the statement is true or false. If you are not sure, you may fill in the bubble under "I do not know."

Statement	True	False	I Do Not Know
10a. According to New York law, it is considered rape if a male has sex with a female who is under the influence of alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10c. If two kids who are both under the age of 16 have sex, it is not against the law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10d. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10e. Girls cannot be sexually harassed by other girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10f. Boys cannot be sexually harassed by girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10g. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10h. If sexual harassment happens in your school, the school district can be sued in court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10i. If a girl says she is being sexually harassed and the boy says he's only fooling, then it's not sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10j. If a person is not physically harming someone, then they are not really abusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





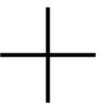
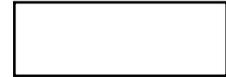
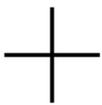
**DIRECTIONS:** Please answer questions 11 - 13 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
11a. When someone of the opposite sex approaches me, I become more aware of my "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11b. Everybody has their own idea of the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11d. Boys and girls have different ideas about the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11e. Everybody has a responsibility to respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11f. I could get into serious trouble if I do not respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11g. It is okay with me when someone I just met and became friends with wants to know my secrets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11h. Many boundaries are flexible and unfixed while others are rigid and inflexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
12a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12b. I know how to educate my friends about how to stop sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12c. I can help prevent sexual harassment against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12d. I have the skills to help support a female friend who is in an abusive/disrespectful relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12e. I can help prevent sexual violence against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
13a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13b. I have the skills to support a female friend who is being disrespected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13c. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13f. I would say something to a friend who is acting disrespectful toward girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**DIRECTIONS:** Please read the following situations in questions 14 - 16 and indicate what you would do in each situation by filling in the bubble that goes with your answer.

**14. Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria.**

<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell Robert to Stop	Get Help From Others
a. Robert is your good friend.	<input type="radio"/>				
b. Robert is not your friend.	<input type="radio"/>				
c. Robert is popular in school.	<input type="radio"/>				
d. You are alone.	<input type="radio"/>				
e. Brianna is your good friend.	<input type="radio"/>				
f. Brianna is not your friend.	<input type="radio"/>				

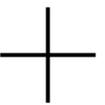
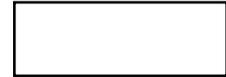
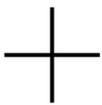
**15. Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date.**

<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell James to Stop	Get Help From Others
a. James is your good friend.	<input type="radio"/>				
b. James is not your friend.	<input type="radio"/>				
c. James is popular in school.	<input type="radio"/>				
d. You are alone.	<input type="radio"/>				
e. Nikki is your good friend.	<input type="radio"/>				
f. Nikki is not your friend.	<input type="radio"/>				

**16. Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a "fag" or "gay."**

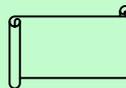
<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell Andre to Stop	Get Help From Others
a. Andre is your good friend.	<input type="radio"/>				
b. Andre is not your friend.	<input type="radio"/>				
c. Andre is popular in school.	<input type="radio"/>				
d. Andre is with his friends and you are alone.	<input type="radio"/>				
e. Andre is alone and you are with your friends.	<input type="radio"/>				
f. Bill is your good friend.	<input type="radio"/>				
g. Bill is not your friend.	<input type="radio"/>				





**DIRECTIONS:** Please answer question 17 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
17a. It's important for a boy to act like nothing is wrong, even when something is bothering him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17b. In a good dating relationship, the boy gets his way most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17c. I can respect a boy who backs down from a fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17d. It's okay for a boy to say no to sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17e. Boys should not let it show when their feelings are hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17f. A boy never needs to hit another boy to get respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17g. If a boy tells people his worries, he will look weak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17h. I think it's important for a boy to go after what he wants, even if it means hurting other people's feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17i. I think it is important for a boy to act like he is sexually active even if he is not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17j. I would be friends with a boy who is gay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17k. It's embarrassing for a boy when he needs to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17l. I think it's important for a boy to talk about his feelings, even if people might laugh at him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**PLEASE READ THIS BEFORE YOU CONTINUE.**

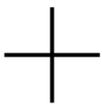
The next two pages contain separate questions for males and females.



IF YOU ARE A MALE, please proceed to the next page (page 10) and SKIP page 11. After completing page 10, please proceed to page 12.



IF YOU ARE A FEMALE, please proceed to page 11 and SKIP page 10. After completing page 11, please proceed to page 12.



FOR MALES ONLY:   
 PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE  
 NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

**18m. If a girl you are going with/dating embarrassed you, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Embarrass her in response	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

**19m. If a girl you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Disrespect her in response	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

**20m. If a girl you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?**

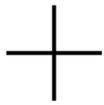
	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Say something to someone else that she does not like	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

**21m. If you heard about something that a girl you are going with/dating did that you did not like, how likely is it that you would do one of the following?**

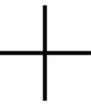
	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Do the same thing back to her	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

Please continue on page 12





**FOR FEMALES ONLY:**   
PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.



**18f. If a guy you are going with/dating embarrassed you, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Embarrass him in response	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

**19f. If a guy you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Disrespect him in response	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

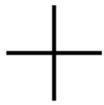
**20f. If a guy you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Say something to someone else that he does not like	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

**21f. If you heard about something that a guy you are going with/dating did that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Do the same thing back to him	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

*Please continue on page 12*



**DIRECTIONS:**

Please tell us a little about yourself by answering these questions.

<b>22. What is your age?</b>	<input type="radio"/> 10 years old	<input type="radio"/> 11 years old	<input type="radio"/> 12 years old	<input type="radio"/> 13 years old	<input type="radio"/> 14 years old	<input type="radio"/> 15 years old or older
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<b>23. Are you:</b>	<input type="radio"/> Female	<input type="radio"/> Male
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<b>24. Are you Hispanic or Latino?</b>	<input type="radio"/> Yes	<input type="radio"/> No
--	---------------------------	--------------------------

<b>25. What is your race?</b>	<input type="radio"/> American Indian or Alaska Native
	<input type="radio"/> Asian
	<input type="radio"/> Black or African American
	<input type="radio"/> Native Hawaiian or Other Pacific Islander
	<input type="radio"/> White
	<input type="radio"/> Multiracial
	<input type="radio"/> Don't want to answer

<b>26. Have you ever attended an educational program about sexual harassment, sexual assault/rape, dating violence, and/or family/domestic violence?</b>	<input type="radio"/> Yes	<input type="radio"/> No
--	---------------------------	--------------------------

<b>27. If YES, where did you attend these educational programs? (Select all that apply)</b>	<input type="radio"/> School
	<input type="radio"/> After School
	<input type="radio"/> Church/Temple/Mosque
	<input type="radio"/> Boys/Girls Club
	<input type="radio"/> Other (please write it in) →

<b>28. Have you been in a boyfriend/girlfriend dating relationship that lasted more than a week?</b>
--

Yes →  No → (If NO, THE SURVEY IS OVER)

<b>29. If YES, how many people have you dated for more than one week?</b> (Please fill in the grid to the right)
---

<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9

(Write in the numbers, for example "01" or "12," and fill in the corresponding bubbles below each number.)

<b>30. What was the length of your longest dating relationship?</b>	<input type="radio"/> 1 week
	<input type="radio"/> More than 1 week and less than one month
	<input type="radio"/> 1 to 6 months
	<input type="radio"/> More than 6 months and less than a year
	<input type="radio"/> 1 year or more

**(YOU ARE DONE, PLEASE PLACE THE SURVEY IN THE ENVELOPE.)  
THANK YOU!**



# Student Survey (Form B)

## MARKING INSTRUCTIONS

- Use a #2 lead pencil, or a blue or black ink pen.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change, or X out if in pen.
- Do not make any stray marks on this form.

### CORRECT MARK



### INCORRECT MARKS



Please fill in today's date.

TODAY'S DATE		
MONTH	DAY	YEAR
<input type="radio"/> Jan	<input type="text"/>	<input type="text"/>
<input type="radio"/> Feb	<input type="text"/>	<input type="text"/>
<input type="radio"/> Mar	<input type="radio"/> 0 <input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 9
<input type="radio"/> Apr	<input type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 0
<input type="radio"/> May	<input type="radio"/> 2 <input type="radio"/> 2	<input type="radio"/> 1
<input type="radio"/> Jun	<input type="radio"/> 3 <input type="radio"/> 3	
<input type="radio"/> Jul	<input type="radio"/> 4	
<input type="radio"/> Aug	<input type="radio"/> 5	
<input type="radio"/> Sep	<input type="radio"/> 6	
<input type="radio"/> Oct	<input type="radio"/> 7	
<input type="radio"/> Nov	<input type="radio"/> 8	
<input type="radio"/> Dec	<input type="radio"/> 9	

**PLACE STICKER HERE**

## - IMPORTANT NOTE -

Questions 1 - 6 ask you to think about things that have happened "**since you last took this survey.**" The last time you took this survey was about six weeks ago.

**Here are some definitions of terms you'll need to know for this survey. Feel free to flip back-and-forth to re-read these definitions if you need to:**

**PEERS are:** People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and both girls and boys the same age as you. You might or might not know them or think of them as your friends.

**Girls or boys you HAVE DATED are:** Girls or boys who you are "going with," "dating," "going steady with" or have "gone out with," "dated," or "gone steady with" for at least a week. This group includes anyone who is or was your boyfriend/girlfriend for at least a week.

*Please continue on the next page.*



**DIRECTIONS:**

Questions 1 and 2 ask you to think about things that may or may not have been done to you by other people. Think about the groups of people (defined on page 1) separately when you are answering the below sets of questions about PEERS and girls or boys YOU HAVE DATED.

1. When responding to each of the following items, only think about your male/female **PEERS**. Have any of your male/female **PEERS** done the following things to you since the last survey? Tell us how many times girls and/or boys did this to you since you last took this survey. Only include it when your male/female **PEERS** did it to you first. (Do not count it if they did it to you in self-defense or in play.)

1. Since you last took this survey, have your male/female <b>PEERS</b> ...	How many times did a <u>male</u> peer do this to you since the last survey?				How many times did a <u>female</u> peer do this to you since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. When responding to each of the following items, only think about girls or boys **YOU HAVE DATED**. Have any of the girls or boys **YOU HAVE DATED** done the following things to you since the last survey? Tell us how many times girls and/or boys did this to you since you last took this survey. Only include it when the girls or boys **YOU HAVE DATED** did it to you first. (Do not count it if they did it to you in self-defense or in play.)

2.1 Have you DATED someone since the last survey, including, for example, someone you "went with," "went steady with" or "went out with"?

No (IF YOU HAVE NOT DATED SOMEONE, SKIP TO PAGE 3)       Yes (If YES, answer question 2.2)

2.2 Since you last took this survey, has a girl or boy <b>YOU HAVE DATED</b> ...	How many times did a <u>male</u> you have dated do this to you since the last survey?				How many times did a <u>female</u> you have dated do this to you since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.



**DIRECTIONS:**

Questions 3 and 4 ask you to think about things that **YOU** might or might not have done to certain people (individuals or groups of people) in your life. Think about the same two groups separately: PEERS and girls or boys YOU HAVE DATED.

3. When responding to each of the following items, only think about your male/female **PEERS**. Have **YOU** done the following things to any of your male/female **PEERS** since the last survey? Tell us how many times **YOU** did this to girls and/or boys since you last took this survey. Only include it when **YOU** did it first to your male/female **PEERS**. (Do not count it if you did it to them in self-defense or in play.)

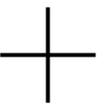
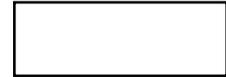
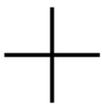
Thinking about your male/female <b>PEERS</b> since the last survey, have you...	How many times did you do this to a <u>male peer</u> since the last survey?				How many times did you do this to a <u>female peer</u> since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. When responding to each of the following items, only think about girls or boys **YOU HAVE DATED**. Have **YOU** done the following things to girls or boys **YOU HAVE DATED** since the last survey? Tell us how many times **YOU** did this to girls and/or boys since you last took this survey. Only include it when **YOU** did it first to girls or boys **YOU HAVE DATED**. (Do not count it if you did it to them in self-defense or in play.)

**IF YOU HAVE NOT DATED SOMEONE SINCE THE LAST SURVEY, SKIP TO 😊 ON TOP OF THE NEXT PAGE.**

Thinking about girls or boys <b>YOU HAVE DATED</b> since the last survey, have you...	How many times did you do this to a <u>male</u> you have dated since the last survey?				How many times did you do this to a <u>female</u> you have dated since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





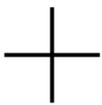
**PLEASE READ THIS BEFORE YOU ANSWER THE NEXT SET OF QUESTIONS.**

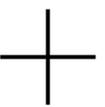
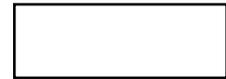
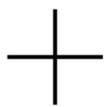
The next section of questions is about sexual harassment, which we are defining in the following way:

SEXUAL HARASSMENT is unwanted and unwelcome sexual behavior that interferes with someone's life at school or any school-sponsored activity (like band, sports, field trips, bus rides, or school activities/clubs). Sexual harassment is NOT behaviors that a person likes or wants or is agreed to between two people (for example, kissing, touching or flirting that you both agree to).

5. Has any girl or boy done any of the following **TO YOU** at school or during a school-sponsored activity **when you did not want them to** since the last survey? Tell us how many times girls and/or boys did this to you since you last took this survey.

Since you last took this survey, has any girl or boy ever...	How many times did a <u>male</u> do this to you since you last took this survey?				How many times did a <u>female</u> do this to you since you last took this survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said you were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on you as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "mooned" you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at your clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled your clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked your way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made you kiss him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made you do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





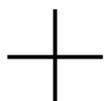
6. Have **YOU** done any of the following to a girl or a boy **when they did not want you to** since the last survey? Tell us how many times you did this to girls and/or boys since you last took this survey.

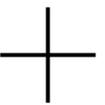
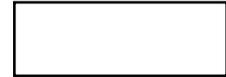
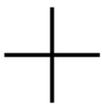
Since you last took this survey, have you ever...	How many times did you do this to a <u>male</u> since you last took this survey?				How many times did you do this to a <u>female</u> since you last took this survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left them sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about them on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said they were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on them as they dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "moonied" them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at their clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled their clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked their way or cornered them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made them kiss you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made them do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DIRECTIONS:** Please answer questions 7 - 9 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
7a. Girls' bodies are the only things that matter to most boys.	<input type="radio"/>				
7b. A boy who tells his girlfriend who she can hang out with is being too controlling.	<input type="radio"/>				
7c. In dating relationships between males and females, males should be the leaders and decision-makers.	<input type="radio"/>				
7d. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."	<input type="radio"/>				
7e. It is all right for a girl to ask a boy out on a date.	<input type="radio"/>				

Please continue on page 6.





**DIRECTIONS (continued):** Please answer questions 7 - 9 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
8a. When a girl says "no," she really means "yes" or "maybe" or "later."	<input type="radio"/>				
8b. Sexual harassment isn't a serious problem in school since it only affects a few people.	<input type="radio"/>				
8c. If you ignore sexual harassment, more than likely it will stop.	<input type="radio"/>				
8d. Sexual harassment is an issue that should concern both males and females equally.	<input type="radio"/>				
8e. Sexual harassment is just having fun.	<input type="radio"/>				
8f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	<input type="radio"/>				

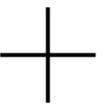
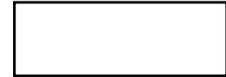
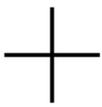
9a. When boys make comments and suggestions about girls' bodies, girls should take it as a compliment.	<input type="radio"/>				
9b. If I see a guy and his girlfriend physically fighting at school, it's none of my business.	<input type="radio"/>				
9c. Making sexual comments to a girl at school is wrong.	<input type="radio"/>				
9d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	<input type="radio"/>				
9e. Girls lie about being raped just to get back at their dates.	<input type="radio"/>				

**DIRECTIONS:** Please answer question 10 by filling in the bubble to indicate whether you think the statement is true or false. If you are not sure, you may fill in the bubble under "I do not know."

Statement	True	False	I Do Not Know
10a. According to New York law, it is considered rape if a male has sex with a female who is under the influence of alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10c. If two kids who are both under the age of 16 have sex, it is not against the law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10d. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10e. Girls cannot be sexually harassed by other girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10f. Boys cannot be sexually harassed by girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10g. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10h. If sexual harassment happens in your school, the school district can be sued in court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10i. If a girl says she is being sexually harassed and the boy says he's only fooling, then it's not sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10j. If a person is not physically harming someone, then they are not really abusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please continue on the next page.*





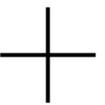
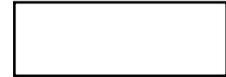
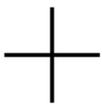
**DIRECTIONS:** Please answer questions 11 - 13 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
11a. When someone of the opposite sex approaches me, I become more aware of my "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11b. Everybody has their own idea of the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11d. Boys and girls have different ideas about the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11e. Everybody has a responsibility to respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11f. I could get into serious trouble if I do not respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11g. It is okay with me when someone I just met and became friends with wants to know my secrets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11h. Many boundaries are flexible and unfixed while others are rigid and inflexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
12a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12b. I know how to educate my friends about how to stop sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12c. I can help prevent sexual harassment against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12d. I have the skills to help support a female friend who is in an abusive/disrespectful relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12e. I can help prevent sexual violence against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
13a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13b. I have the skills to support a female friend who is being disrespected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13c. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13f. I would say something to a friend who is acting disrespectful toward girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**DIRECTIONS:** Please read the following situations in questions 14 - 16 and indicate what you would do in each situation by filling in the bubble that goes with your answer.

**14. Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria.**

<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell Robert to Stop	Get Help From Others
a. Robert is your good friend.	<input type="radio"/>				
b. Robert is not your friend.	<input type="radio"/>				
c. Robert is popular in school.	<input type="radio"/>				
d. You are alone.	<input type="radio"/>				
e. Brianna is your good friend.	<input type="radio"/>				
f. Brianna is not your friend.	<input type="radio"/>				

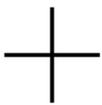
**15. Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date.**

<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell James to Stop	Get Help From Others
a. James is your good friend.	<input type="radio"/>				
b. James is not your friend.	<input type="radio"/>				
c. James is popular in school.	<input type="radio"/>				
d. You are alone.	<input type="radio"/>				
e. Nikki is your good friend.	<input type="radio"/>				
f. Nikki is not your friend.	<input type="radio"/>				

**16. Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a "fag" or "gay."**

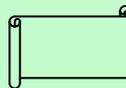
<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell Andre to Stop	Get Help From Others
a. Andre is your good friend.	<input type="radio"/>				
b. Andre is not your friend.	<input type="radio"/>				
c. Andre is popular in school.	<input type="radio"/>				
d. Andre is with his friends and you are alone.	<input type="radio"/>				
e. Andre is alone and you are with your friends.	<input type="radio"/>				
f. Bill is your good friend.	<input type="radio"/>				
g. Bill is not your friend.	<input type="radio"/>				





**DIRECTIONS:** Please answer question 17 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
17a. It's important for a boy to act like nothing is wrong, even when something is bothering him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17b. In a good dating relationship, the boy gets his way most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17c. I can respect a boy who backs down from a fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17d. It's okay for a boy to say no to sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17e. Boys should not let it show when their feelings are hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17f. A boy never needs to hit another boy to get respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17g. If a boy tells people his worries, he will look weak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17h. I think it's important for a boy to go after what he wants, even if it means hurting other people's feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17i. I think it is important for a boy to act like he is sexually active even if he is not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17j. I would be friends with a boy who is gay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17k. It's embarrassing for a boy when he needs to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17l. I think it's important for a boy to talk about his feelings, even if people might laugh at him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**PLEASE READ THIS BEFORE YOU CONTINUE.**

The next two pages contain separate questions for males and females.



IF YOU ARE A MALE, please proceed to the next page (page 10) and SKIP page 11. After completing page 10, please proceed to page 12.



IF YOU ARE A FEMALE, please proceed to page 11 and SKIP page 10. After completing page 11, please proceed to page 12.



FOR MALES ONLY:   
 PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE  
 NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

**18m. If a girl you are going with/dating embarrassed you, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Embarrass her in response	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

**19m. If a girl you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Disrespect her in response	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

**20m. If a girl you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Say something to someone else that she does not like	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

**21m. If you heard about something that a girl you are going with/dating did that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Do the same thing back to her	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>				

Please continue on page 12.



**FOR FEMALES ONLY:**   
PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE  
NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

**18f. If a guy you are going with/dating embarrassed you, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Embarrass him in response	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

**19f. If a guy you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Disrespect him in response	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

**20f. If a guy you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Say something to someone else that he does not like	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

**21f. If you heard about something that a guy you are going with/dating did that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Do the same thing back to him	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>				

*Please continue on page 12.*



**DIRECTIONS:**

Please tell us a little about yourself by answering these questions.

<b>22. What is your age?</b>	<input type="radio"/> 10 years old	<input type="radio"/> 11 years old	<input type="radio"/> 12 years old	<input type="radio"/> 13 years old	<input type="radio"/> 14 years old	<input type="radio"/> 15 years old or older
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<b>23. Are you:</b>	<input type="radio"/> Female	<input type="radio"/> Male
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<b>24. Are you Hispanic or Latino?</b>	<input type="radio"/> Yes	<input type="radio"/> No
--	---------------------------	--------------------------

<b>25. What is your race?</b>	<input type="radio"/> American Indian or Alaska Native
	<input type="radio"/> Asian
	<input type="radio"/> Black or African American
	<input type="radio"/> Native Hawaiian or Other Pacific Islander
	<input type="radio"/> White
	<input type="radio"/> Multiracial
	<input type="radio"/> Don't want to answer

<b>26. Have you ever attended an educational program about sexual harassment, sexual assault/rape, dating violence, and/or family/domestic violence?</b>	<input type="radio"/> Yes	<input type="radio"/> No
--	---------------------------	--------------------------

<b>27. If YES, where did you attend these educational programs? (Select all that apply)</b>	<input type="radio"/> School
	<input type="radio"/> After School
	<input type="radio"/> Church/Temple/Mosque
	<input type="radio"/> Boys/Girls Club
	<input type="radio"/> Other (please write it in) →

<b>28. Have you been in a boyfriend/girlfriend dating relationship that lasted more than a week?</b>
--

Yes →  No → (If NO, THE SURVEY IS OVER)

<b>29. If YES, how many people have you dated for more than one week?</b> (Please fill in the grid to the right)
---

<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9

(Write in the numbers, for example "01" or "12," and fill in the corresponding bubbles below each number.)

<b>30. What was the length of your longest dating relationship?</b>	<input type="radio"/> 1 week
	<input type="radio"/> More than 1 week and less than one month
	<input type="radio"/> 1 to 6 months
	<input type="radio"/> More than 6 months and less than a year
	<input type="radio"/> 1 year or more

**(YOU ARE DONE, PLEASE PLACE THE SURVEY IN THE ENVELOPE.)  
THANK YOU!**



# Student Survey (Form C)

## MARKING INSTRUCTIONS

- Use a #2 lead pencil, or a blue or black ink pen.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change, or X out if in pen.
- Do not make any stray marks on this form.

### CORRECT MARK



### INCORRECT MARKS



Please fill in today's date.

TODAY'S DATE		
MONTH	DAY	YEAR
<input type="radio"/> Jan	<input type="text"/>	<input type="text"/>
<input type="radio"/> Feb	<input type="text"/>	<input type="text"/>
<input type="radio"/> Mar	<input type="radio"/> 0 <input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 9
<input type="radio"/> Apr	<input type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 0
<input type="radio"/> May	<input type="radio"/> 2 <input type="radio"/> 2	<input type="radio"/> 1
<input type="radio"/> Jun	<input type="radio"/> 3 <input type="radio"/> 3	
<input type="radio"/> Jul	<input type="radio"/> 4	
<input type="radio"/> Aug	<input type="radio"/> 5	
<input type="radio"/> Sep	<input type="radio"/> 6	
<input type="radio"/> Oct	<input type="radio"/> 7	
<input type="radio"/> Nov	<input type="radio"/> 8	
<input type="radio"/> Dec	<input type="radio"/> 9	

**PLACE STICKER HERE**

## - IMPORTANT NOTE -

Questions 1 - 6 ask you to think about things that have happened "**since you last took this survey.**" The last time you took this survey was about five or six months ago.

**Here are some definitions of terms you'll need to know for this survey. Feel free to flip back-and-forth to re-read these definitions if you need to:**

**PEERS are:** People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and both girls and boys the same age as you. You might or might not know them or think of them as your friends.

**Girls or boys you HAVE DATED are:** Girls or boys who you are "going with," "dating," "going steady with" or have "gone out with," "dated," or "gone steady with" for at least a week. This group includes anyone who is or was your boyfriend/girlfriend for at least a week.

*Please continue on the next page.*



**DIRECTIONS:**

Questions 1 and 2 ask you to think about things that may or may not have been done to you by other people. Think about the groups of people (defined on page 1) separately when you are answering the below sets of questions about PEERS and girls or boys YOU HAVE DATED.

1. When responding to each of the following items, only think about your male/female **PEERS**. Have any of your male/female **PEERS** done the following things to you since the last survey? Tell us how many times girls and/or boys did this to you since you last took this survey. Only include it when your male/female **PEERS** did it to you first. (Do not count it if they did it to you in self-defense or in play.)

1. Since you last took this survey, have your male/female <b>PEERS</b> ...	How many times did a <u>male</u> peer do this to you since the last survey?				How many times did a <u>female</u> peer do this to you since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. When responding to each of the following items, only think about girls or boys **YOU HAVE DATED**. Have any of the girls or boys **YOU HAVE DATED** done the following things to you since the last survey? Tell us how many times girls and/or boys did this to you since you last took this survey. Only include it when the girls or boys **YOU HAVE DATED** did it to you first. (Do not count it if they did it to you in self-defense or in play.)

2.1 Have you DATED someone since the last survey, including, for example, someone you "went with," "went steady with" or "went out with"?

No (IF YOU HAVE NOT DATED SOMEONE, SKIP TO PAGE 3)       Yes (If YES, answer question 2.2)

2.2 Since you last took this survey, has a girl or boy <b>YOU HAVE DATED</b> ...	How many times did a <u>male</u> you have dated do this to you since the last survey?				How many times did a <u>female</u> you have dated do this to you since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.



**DIRECTIONS:**

Questions 3 and 4 ask you to think about things that **YOU** might or might not have done to certain people (individuals or groups of people) in your life. Think about the same two groups separately: PEERS and girls or boys YOU HAVE DATED.

3. When responding to each of the following items, only think about your male/female **PEERS**. Have **YOU** done the following things to any of your male/female **PEERS** since the last survey? Tell us how many times **YOU** did this to girls and/or boys since you last took this survey. Only include it when **YOU** did it first to your male/female **PEERS**. (Do not count it if you did it to them in self-defense or in play.)

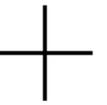
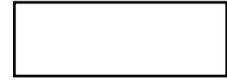
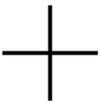
Thinking about your male/female <b>PEERS</b> since the last survey, have you...	How many times did you do this to a <u>male peer</u> since the last survey?				How many times did you do this to a <u>female peer</u> since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. When responding to each of the following items, only think about girls or boys **YOU HAVE DATED**. Have **YOU** done the following things to girls or boys **YOU HAVE DATED** since the last survey? Tell us how many times **YOU** did this to girls and/or boys since you last took this survey. Only include it when **YOU** did it first to girls or boys **YOU HAVE DATED**. (Do not count it if you did it to them in self-defense or in play.)

**IF YOU HAVE NOT DATED SOMEONE SINCE THE LAST SURVEY, SKIP TO 😊 ON TOP OF THE NEXT PAGE.**

Thinking about girls or boys <b>YOU HAVE DATED</b> since the last survey, have you...	How many times did you do this to a <u>male</u> you have dated since the last survey?				How many times did you do this to a <u>female</u> you have dated since the last survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





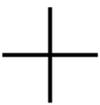
**PLEASE READ THIS BEFORE YOU ANSWER THE NEXT SET OF QUESTIONS.**

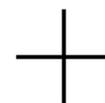
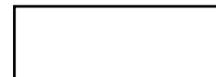
The next section of questions is about sexual harassment, which we are defining in the following way:

SEXUAL HARASSMENT is unwanted and unwelcome sexual behavior that interferes with someone's life at school or any school-sponsored activity (like band, sports, field trips, bus rides, or school activities/clubs). Sexual harassment is NOT behaviors that a person likes or wants or is agreed to between two people (for example, kissing, touching or flirting that you both agree to).

5. Has any girl or boy done any of the following **TO YOU** at school or during a school-sponsored activity **when you did not want them to** since the last survey? Tell us how many times girls and/or boys did this to you since you last took this survey.

Since you last took this survey, has any girl or boy ever...	How many times did a <u>male</u> do this to you since you last took this survey?				How many times did a <u>female</u> do this to you since you last took this survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said you were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. "Flashed" or "moonied" you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Touched, grabbed, or pinched you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Pulled your clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Made you kiss him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





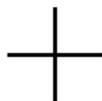
6. Have **YOU** done any of the following to a girl or a boy **when they did not want you to** since the last survey? Tell us how many times you did this to girls and/or boys since you last took this survey.

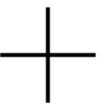
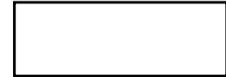
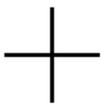
Since you last took this survey, have you ever...	How many times did you do this to a <u>male</u> since you last took this survey?				How many times did you do this to a <u>female</u> since you last took this survey?			
	Zero	1 to 3	4 to 9	10 or more	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left them sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about them on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said they were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. "Flashed" or "moonied" them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Touched, grabbed, or pinched them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Pulled their clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Made them kiss you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DIRECTIONS:** Please answer questions 7 - 9 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
7a. Girls' bodies are the only things that matter to most boys.	<input type="radio"/>				
7b. A boy who tells his girlfriend who she can hang out with is being too controlling.	<input type="radio"/>				
7c. In dating relationships between males and females, males should be the leaders and decision-makers.	<input type="radio"/>				
7d. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."	<input type="radio"/>				
7e. It is all right for a girl to ask a boy out on a date.	<input type="radio"/>				

*Please continue on page 6.*





**DIRECTIONS (continued):** Please answer questions 7 - 9 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
8a. When a girl says "no," she really means "yes" or "maybe" or "later."	<input type="radio"/>				
8b. Sexual harassment isn't a serious problem in school since it only affects a few people.	<input type="radio"/>				
8c. If you ignore sexual harassment, more than likely it will stop.	<input type="radio"/>				
8d. Sexual harassment is an issue that should concern both males and females equally.	<input type="radio"/>				
8e. Sexual harassment is just having fun.	<input type="radio"/>				
8f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	<input type="radio"/>				

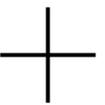
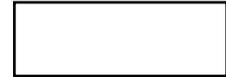
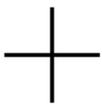
9a. When boys make comments and suggestions about girls' bodies, girls should take it as a compliment.	<input type="radio"/>				
9b. If I see a guy and his girlfriend physically fighting at school, it's none of my business.	<input type="radio"/>				
9c. Making sexual comments to a girl at school is wrong.	<input type="radio"/>				
9d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	<input type="radio"/>				
9e. Girls lie about being touched inappropriately just to get back at their dates.	<input type="radio"/>				

**DIRECTIONS:** Please answer question 10 by filling in the bubble to indicate whether you think the statement is true or false. If you are not sure, you may fill in the bubble under "I do not know."

Statement	True	False	I Do Not Know
10a. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. If two kids who are both under the age of 16 have sex, it is not against the law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10c. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10d. Girls cannot be sexually harassed by other girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10e. Boys cannot be sexually harassed by girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10f. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10g. If sexual harassment happens in your school, the school district can be sued in court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10h. If a girl says she is being sexually harassed and the boy says he's only fooling, then it's not sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10i. If a person is not physically harming someone, then they are not really abusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Please continue on the next page.*



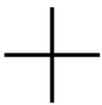


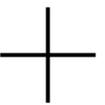
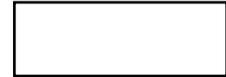
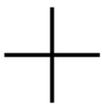
**DIRECTIONS:** Please answer questions 11 - 13 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
11a. When someone of the opposite sex approaches me, I become more aware of my "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11b. Everybody has their own idea of the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11d. Boys and girls have different ideas about the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11e. Everybody has a responsibility to respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11f. I could get into serious trouble if I do not respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11g. It is okay with me when someone I just met and became friends with wants to know my secrets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11h. Many boundaries are flexible and unfixed while others are rigid and inflexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
12a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12b. I know how to educate my friends about how to stop sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12c. I can help prevent sexual harassment against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12d. I have the skills to help support a female friend who is in an abusive/disrespectful relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12e. I can help prevent sexual violence against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
13a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13b. I have the skills to support a female friend who is being disrespected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13c. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13f. I would say something to a friend who is acting disrespectful toward girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**DIRECTIONS:** Please read the following situations in questions 14 - 16 and indicate what you would do in each situation by filling in the bubble that goes with your answer.

**14. Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria.**

<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell Robert to Stop	Get Help From Others
a. Robert is your good friend.	<input type="radio"/>				
b. Robert is not your friend.	<input type="radio"/>				
c. Robert is popular in school.	<input type="radio"/>				
d. You are alone.	<input type="radio"/>				
e. Brianna is your good friend.	<input type="radio"/>				
f. Brianna is not your friend.	<input type="radio"/>				

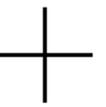
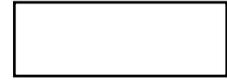
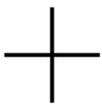
**15. Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date.**

<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell James to Stop	Get Help From Others
a. James is your good friend.	<input type="radio"/>				
b. James is not your friend.	<input type="radio"/>				
c. James is popular in school.	<input type="radio"/>				
d. You are alone.	<input type="radio"/>				
e. Nikki is your good friend.	<input type="radio"/>				
f. Nikki is not your friend.	<input type="radio"/>				

**16. Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a "fag" or "gay."**

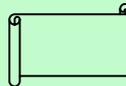
<i>Choose from the list on the right to tell us what you would do if...</i>	Nothing	Walk Away	Join In	Tell Andre to Stop	Get Help From Others
a. Andre is your good friend.	<input type="radio"/>				
b. Andre is not your friend.	<input type="radio"/>				
c. Andre is popular in school.	<input type="radio"/>				
d. Andre is with his friends and you are alone.	<input type="radio"/>				
e. Andre is alone and you are with your friends.	<input type="radio"/>				
f. Bill is your good friend.	<input type="radio"/>				
g. Bill is not your friend.	<input type="radio"/>				





**DIRECTIONS:** Please answer question 17 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
17a. It's important for a boy to act like nothing is wrong, even when something is bothering him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17b. In a good dating relationship, the boy gets his way most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17c. I can respect a boy who backs down from a fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17d. It's okay for a boy to say no to sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17e. Boys should not let it show when their feelings are hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17f. A boy never needs to hit another boy to get respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17g. If a boy tells people his worries, he will look weak.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17h. I think it's important for a boy to go after what he wants, even if it means hurting other people's feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17i. I think it is important for a boy to act like he is sexually active even if he is not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17j. I would be friends with a boy who is gay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17k. It's embarrassing for a boy when he needs to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17l. I think it's important for a boy to talk about his feelings, even if people might laugh at him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**PLEASE READ THIS BEFORE YOU CONTINUE.**

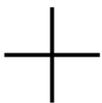
The next two pages contain separate questions for males and females.



IF YOU ARE A MALE, please proceed to the next page (page 10) and SKIP page 11. After completing page 10, please proceed to page 12.



IF YOU ARE A FEMALE, please proceed to page 11 and SKIP page 10. After completing page 11, please proceed to page 12.



FOR MALES ONLY:   
 PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE  
 NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

**18m. If a girl you are going with/dating embarrassed you, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Embarrass her in response	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Other	<input type="radio"/>				

**19m. If a girl you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Disrespect her in response	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Other	<input type="radio"/>				

**20m. If a girl you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?**

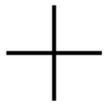
	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Say something to someone else that she does not like	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Other	<input type="radio"/>				

**21m. If you heard about something that a girl you are going with/dating did that you did not like, how likely is it that you would do one of the following?**

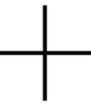
	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>				
b. Tell her not to do that again	<input type="radio"/>				
c. Do the same thing back to her	<input type="radio"/>				
d. Physically harm her	<input type="radio"/>				
e. Other	<input type="radio"/>				

Please continue on page 12.





**FOR FEMALES ONLY:**   
PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.



**18f. If a guy you are going with/dating embarrassed you, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Embarrass him in response	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Other	<input type="radio"/>				

**19f. If a guy you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Disrespect him in response	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Other	<input type="radio"/>				

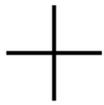
**20f. If a guy you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Say something to someone else that he does not like	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Other	<input type="radio"/>				

**21f. If you heard about something that a guy you are going with/dating did that you did not like, how likely is it that you would do one of the following?**

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>				
b. Tell him not to do that again	<input type="radio"/>				
c. Do the same thing back to him	<input type="radio"/>				
d. Physically harm him	<input type="radio"/>				
e. Other	<input type="radio"/>				

*Please continue on page 12.*



**DIRECTIONS:**  
Please tell us a little about yourself by answering these questions.

--

<b>22. What is your age?</b>	<input type="radio"/> 10 years old	<input type="radio"/> 11 years old	<input type="radio"/> 12 years old	<input type="radio"/> 13 years old	<input type="radio"/> 14 years old	<input type="radio"/> 15 years old or older
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<b>23. Are you:</b>	<input type="radio"/> Female	<input type="radio"/> Male
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<b>24. Are you Hispanic or Latino?</b>	<input type="radio"/> Yes	<input type="radio"/> No
--	---------------------------	--------------------------

<b>25. What is your race?</b>	<input type="radio"/> American Indian or Alaska Native
	<input type="radio"/> Asian
	<input type="radio"/> Black or African American
	<input type="radio"/> Native Hawaiian or Other Pacific Islander
	<input type="radio"/> White
	<input type="radio"/> Multiracial
	<input type="radio"/> Don't want to answer

<b>26. Have you ever attended an educational program about sexual harassment, sexual assault/rape, dating violence, and/or family/domestic violence?</b>	<input type="radio"/> Yes	<input type="radio"/> No
--	---------------------------	--------------------------

<b>27. If YES, where did you attend these educational programs? (Select all that apply)</b>	<input type="radio"/> School
	<input type="radio"/> After School
	<input type="radio"/> Church/Temple/Mosque
	<input type="radio"/> Boys/Girls Club
	<input type="radio"/> Other (please write it in) →

**28. Have you been in a boyfriend/girlfriend dating relationship that lasted more than a week?**

Yes       No → (If NO, THE SURVEY IS OVER)

**29. If YES, how many people have you dated for more than one week?**  
(Please fill in the grid to the right)

<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9

*(Write in the numbers, for example "01" or "12," and fill in the corresponding bubbles below each number.)*

<b>30. What was the length of your longest dating relationship?</b>	<input type="radio"/> 1 week
	<input type="radio"/> More than 1 week and less than one month
	<input type="radio"/> 1 to 6 months
	<input type="radio"/> More than 6 months and less than a year
	<input type="radio"/> 1 year or more

**(YOU ARE DONE, PLEASE PLACE THE SURVEY IN THE ENVELOPE.)  
THANK YOU!**



Appendix 3: Cronbach's Alpha Reliability Scores for Scales in Study

	Baseline	Immediately after the intervention	6 months after the intervention
Prevalence (Ever) of Sexual Harassment Victimization	.84		
Incidence (Frequency) of Sexual Harassment Victimization	.89		
Incidence - Sexual Harassment Victimization by a male perp.		.80	.84
Incidence - Sexual Harassment Victimization by a female perp.		.85	.84
Prevalence of Sexual Harassment Perpetration	.88		
Incidence of Sexual Harassment Perpetration	.89		
Incidence - Sexual Harassment Perpetration to a male victim		.81	.88
Incidence - Sexual Harassment Perpetration to a female victim		.89	.86
Prevalence Any Peer Violence Victimization	.70		
Incidence Any Peer Violence Victimization	.78		
Incidence - Any Peer Violence Victimization by a male perp.		.75	.79
Incidence - Any Peer Violence Victimization by a female perp.		.77	.79
Prevalence Any Peer Violence Perpetration	.60		
Incidence Any Peer Violence Perpetration	.78		
Incidence - Any Peer Violence Perpetration to a male victim		.81	.81
Incidence - Any Peer Violence Perpetration to a female victim		.82	.83
Prevalence Any Dating Violence Victimization	.72		
Incidence Any Dating Violence Victimization	.76		
Incidence - Any Dating Violence Victimization by a male perp.		.76	.86
Incidence - Any Dating Violence Victimization by female perp.		.81	.85
Prevalence Any Dating Violence Perpetration	.81		
Incidence Any Dating Violence Perpetration	.84		
Incidence - Any Dating Violence Perpetration to a male victim		.85	.84
Incidence - Any Dating Violence Perpetration to a female victim		.89	.89
Knowledge scale	.66	.77	.80
Intentions to Intervene as a Bystander scale	.91	.94	.94
Masculinity scale	.75	.74	.81
Behavioral intentions to avoid perp violence (male participants)	.79	.79	.83
Behavioral intentions -avoid perp violence (female participants)	.76	.78	.80
Attitudes			
Factor 1: Inappropriate Attributions of Victim's Fault in Youth Dating Violence	.61	.64	.61
Factor 2: Belief that Youth Dating Violence is not a Problem	.64	.69	.66
Factor 3: Intention to Confront Youth Dating Violence	.77	.77	.85
Factor 4: Attitude Toward Preventing Youth Dating Violence	.75	.67	.83
Factor 5: Disposition about Own and Others' Personal Space	.70	.86	.83

Appendix 4a. Pre-treatment difference of proportions testing for treatment groups compared to control group

Variable	Building Only	Classroom Only	Both	Control	X <sup>2</sup> Likelihood Ratio [df]	Sig.
<b>Male</b>	50.7%	55.5%	54.7%	54.2%	2.33 [3]	.51
<b>Hispanic/Latino</b>	35.0%	43.6%	48.7%	47.9%	18.32 [3]	.00
<b>Race</b>					318.72 [18]	.00
-American Indian/Alaskan Native	1.8%	4.0%	1.1%	1.6%		
-Asian	4.6	24.7	17.9	21.7		
-Black or African American	56.2	18.2	29.4	9.3		
-Native Hawaiian/Other Pacific Islander	1.4	0.4	0.8	1.4		
-White	7.3	12.6	13.4	28.3		
-Multiracial	10.7	6.9	7.6	12.1		
-Refused	18.0	33.2	29.8	25.5		
<b>Grade (% 7<sup>th</sup> grade)</b>	53.3%	54.1%	52.4%	49.3%	3.72 [3]	.06
<b>Ever attended violence prevention program</b>	22.1%	22.7%	18.3%	23.4%	3.09 [3]	.38
<b>Ever been in a dating relationship lasting more than 1 week</b>	60.2%	48.6%	55.0%	36.9%	50.90 [3]	.00
<b>Sexual Harassment</b>						
Experienced sexual harassment	71.7%	73.2%	68.1%	65.3%	70.24 [3]	.00
Perpetrated sexual harassment	44.2	52.0	45.0	43.7	62.54 [3]	.00
<b>Peer Violence</b>						
Total peer violence victimization	66.1%	65.9%	66.0%	66.1%	.05 [3]	1.00
Total peer violence perpetration	53.9	62.5	52.7	57.8	82.10 [3]	.00
<b>Dating Violence</b>						
Total dating violence victimization	19.3%	21.2%	17.9%	19.4%	11.27 [3]	.01
Total dating violence perpetration	19.0	25.6	19.0	19.5	58.34 [3]	.00

Appendix 4b. Pre-treatment violence means difference testing for treatment groups compared to control group

Variable	Building Only	Classroom Only	Both	Control	F Test [df]	Sig.
<b>Age</b>	11.7	11.8	11.8	11.7	2.22 [3, 1,594]	.08
<b>Number of partners more than 1 week</b>	6.3	9.7	5.8	8.5	2.46[3, 1594]	.06
<b>Length of longest dating relationship</b>	141.9	145.5	136.4	114.2	1.96 [3, 1594]	.12

**Appendix 5a. Aggregate Comparisons: 30 Original Recruited Schools to the 30 in the Final Database**

Variable	Mean: School Stayed in Study (n=30 buildings)	Mean: School Dropped Out of Study (n=30 buildings)	F Test [df]	Significance
Percent White				
2006	13.12%	8.92%	.71 [1,58]	.40
2007	13.54	8.95	.83 [1,58]	.37
2008	14.17	8.97	1.01 [1,58]	.32
2009	14.50	8.82	1.17 [1,58]	.28
Percent Attendance				
2006	92.31%	92.30%	.00 [1,58]	.99
2007	91.12	91.32	.08 [1,58]	.79
2008	91.50	91.74	.13 [1,58]	.72
2009	90.48	91.74	.19 [1,58]	.67
Student Stability				
2006	92.82%	93.03%	.08 [1,58]	.78
2007	92.86	93.28	.25 [1,58]	.62
2008	92.75	92.93	.05 [1,58]	.83
2009	92.67	92.77	.02 [1,58]	.90
Percent Above Poverty				
2006	68.75%	68.43%	.004 [1,58]	.95
2007	68.04	67.55	.01 [1,58]	.92
2008	66.95	69.40	.23 [1,58]	.63
2009	65.83	67.22	.05 [1,58]	.82
Student Enrollment				
2006	861.57	702.43	2.11 [1,58]	.15
2007	876.90	716.20	2.25 [1,58]	.14
2008	897.23	758.87	1.55 [1,58]	.28
2009	927.83	809.07	1.00 [1,58]	.32
Number of Suspensions				
2006	111.50	66.27	7.60 [1,58]	.01
2007	117.83	72.93	5.22 [1,58]	.03
2008	123.43	89.57	2.34 [1,58]	.13
2009	78.33	52.70	2.98 [1,58]	.09
Number of Teachers				
2006	63.27	52.83	2.24 [1,58]	.14
2007	64.70	53.97	2.41 [1,58]	.13
2008	58.50	49.73	1.69 [1,58]	.20
2009	59.27	49.00	2.05 [1,58]	.16
Student/Teacher Ratio				
2006	13.22	12.86	.41 [1,58]	.53
2007	13.22	13.15	.02 [1,58]	.89
2008	15.34	15.59	.15 [1,58]	.70
2009	15.74	17.10	3.28 [1,58]	.08
Percent Meet/Exceed Math Proficiency				
2006	74.11%	73.81%	.01 [1,58]	.93
2007	63.86	61.96	.16 [1,58]	.69
2008	50.46	49.99	.01 [1,58]	.93
2009	41.45	40.14	.06 [1,58]	.80
Percent Meet/Exceed Reading Proficiency				
2006	63.60%	63.06%	.02 [1,58]	.89
2007	49.19	46.54	.35 [1,58]	.55
2008	41.64	41.61	.01 [1,58]	.99
2009	38.95	37.66	.07 [1,58]	.79

**Appendix 5b. Aggregate Comparisons: Schools with only Baseline Surveys to those with Follow-ups**

Variable	Mean: School only did Survey A (n=12 buildings)	Mean: School Stayed in Study (n=30 buildings)	F	DF	Sig.
Percent White					
2006	1.53	13.12	6.03	(1, 40)	0.019
2007	1.53	13.54	6.07	(1, 40)	0.018
2008	1.64	14.17	5.91	(1, 40)	0.020
2009	1.52	14.50	5.90	(1, 40)	0.020
Percent Attendance					
2006	91.86	92.31	0.28	(1, 40)	0.599
2007	90.82	91.12	0.09	(1, 40)	0.763
2008	91.15	91.50	0.15	(1, 40)	0.703
2009	89.87	90.48	0.36	(1, 40)	0.553
Student Stability					
2006	91.67	92.80	1.31	(1, 40)	0.259
2007	91.71	92.86	1.17	(1, 40)	0.286
2008	90.95	92.75	2.45	(1, 40)	0.126
2009	91.82	92.67	0.65	(1, 40)	0.425
Percent Above Poverty					
2006	78.66	68.75	3.42	(1, 40)	0.072
2007	76.87	68.04	2.64	(1, 40)	0.112
2008	74.87	68.54	1.44	(1, 40)	0.333
2009	72.18	65.83	0.60	(1, 40)	0.443
Student Enrollment					
2006	559.17	861.57	4.52	(1, 40)	0.040
2007	577.75	876.90	4.72	(1, 40)	0.036
2008	619.17	897.23	3.74	(1, 40)	0.060
2009	675.42	927.83	2.68	(1, 40)	0.110
Number of Suspensions					
2006	65.83	111.50	3.95	(1, 40)	0.054
2007	68.17	117.83	3.40	(1, 40)	0.073
2008	58.67	123.43	5.84	(1, 40)	0.020
2009	42.33	78.33	2.94	(1, 40)	0.094
Number of Teachers					
2006	48.92	63.27	3.57	(1, 40)	0.073
2007	47.25	64.70	3.69	(1, 40)	0.062
2008	43.42	58.50	2.95	(1, 40)	0.094
2009	43.75	59.27	2.65	(1, 40)	0.111
Student/Teacher Ratio					
2006	12.25	13.22	1.62	(1, 40)	0.211
2007	12.34	13.22	1.81	(1, 40)	0.187
2008	14.71	15.34	0.74	(1, 40)	0.396
2009	15.91	15.74	0.05	(1, 40)	0.820
Percent Meet/Exceed Math Proficiency					
2006	68.26	74.11	1.60	(1, 40)	0.213
2007	54.33	63.86	2.51	(1, 40)	0.121
2008	41.34	50.46	2.02	(1, 40)	0.163
2009	30.44	41.45	2.65	(1, 40)	0.111
Percent Meet/Exceed Reading Proficiency					
2006	56.32	63.60	2.00	(1, 40)	0.165
2007	37.93	49.19	3.71	(1, 40)	0.061
2008	34.13	41.64	1.57	(1, 40)	0.218
2009	27.14	38.95	3.58	(1, 40)	0.066

Appendix 5c. Survey data: 12 schools completing only baseline survey to 30 completing all surveys

	Mean: School Stayed in Study (n=30 buildings)	Mean: School Dropped Out of Study (n=12 buildings)	$\chi^2$ Likelihood Ratio [df]	Sig.
<b>Male</b>	47.6%	47.5%	.002 [1]	.96
<b>Hispanic/Latino</b>	44.2	50.1	5.77 [1]	.02
<b>Race</b>			79.65 [6]	.00
-American Indian/Alaskan Native	1.9	2.4		
-Asian	14.7	8.7		
-Black or African American	30.8	43.2		
-Native Hawaiian/Other Pacific Islander	1.3	0.8		
-White	14.4	3.6		
-Multiracial	9.6	11.5		
-Refused	27.3	29.8		
<b>Grade (% 7<sup>th</sup> grade)</b>	52.5%	53.1%	1.57 [1]	.21
<b>Percent in a dating relationship more than 1 week</b>	51.6%	51.0%	.07 [1]	.80
<b>Length of longest dating relationship</b>			4.42 [4]	.08
-1 week	6.6	7.7		
- More than 1 week – less than 1 month	24.5	21.4		
-1-6 months	38.8	35.1		
-More than 6 months – less than a year	12.3	9.0		
-1 year or more	16.6	20.8		
<b>Ever attended violence prevention program</b>	21.8%	24.0%	1.21 [1]	.27
<b>Sexual Harassment</b>				
Experienced sexual harassment	52.0	47.8	4.47 [1]	.04
Perpetrated sexual harassment	27.6	25.6	1.31 [1]	.25
<b>Peer Violence</b>				
Total peer violence victimization	54.1	50.7	3.07 [1]	.08
Total peer violence perpetration	41.7	42.7	.28 [1]	.60
<b>Dating Violence</b>				
Total dating violence victimization	9.4	10.1	.41 [1]	.52
Total dating violence perpetration	10.7	12.9	2.80 [1]	.09

**Appendix 6a. Description of sample (n= 2,665 students)**

<b>Demographic and relationship variables</b>	<b>Percent</b>
<b>Age</b>	
10	0.3
11	20.2
12	44.1
13	30.1
14	4.6
15 year old or older	0.7
<i>Average Age= 11.8 (SD= .82)</i>	
<b>Male</b>	46.5
<b>Hispanic/Latino</b>	45.3
<b>Race</b>	
American Indian or Alaskan Native	2.0
Asian	26.0
Black or African American	26.4
Native Hawaiian or Other Pacific Islander	1.2
White	26.4
Multiracial	18.1
<b>Ever attended an educational program about sexual harassment or other violence</b>	39.8
<b>Ever been in a boyfriend/girlfriend dating relationship for more than a week</b>	48.1
<b>Length of longest dating relationship for daters</b>	
1 week	6.1
More than 1 week – less than 1 month	21.5
1-6 months	41.7
More than 6 months – less than a year	11.5
1 year or more	19.2
<i>Length of average relationship= 174 days (SD= 193)</i>	

### Appendix 6b. Description of prior violence and harassment history for sample

Variable	% of entire sample (n= 2,665)	Male Sample (n= 1,234)	Female Sample (n=1,431)	X <sup>2</sup> Likelihood Ratio [df=1]	Sig.
<b>Sexual Harassment</b>					
Experienced sexual harassment victimization	69.1	72.7	67.3	51	<.001
Perpetrated sexual harassment	45.8	51.3	42.3	121	<.001
<b>Peer Violence</b>					
Sexually victimized by a <i>peer</i>	28.8	34.7	24.5	184	<.001
Total (any) <i>peer</i> violence victimization	66.0	72.3	61.3	204	<.001
Perpetrated sexual violence on a <i>peer</i>	22.0	23.1	21.4	6	.012
Total <i>peer</i> violence perpetration	56.6	58.8	55.9	13	<.001
<b>Dating Violence</b>					
Sexually victimized in a <i>dating</i> relationship	12.2	13.6	11.1	21	<.001
Total violence victimization in a <i>dating</i> relationship	19.4	22.8	16.3	98	<.001
Perpetrated sexual violence on a <i>dating</i> partner	13.0	14.3	12.1	15	<.001
Total violence perpetration in a <i>dating</i> relationship	20.0	21.0	20.3	0.9	.354

**Appendix 7.1a: Knowledge Test - Percent Correct (Wave B= immediate post-treatment)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.034	0.02	1.43	0.155
Classroom	0.054	0.03	1.74	0.084
Building & Classroom	0.069	0.03	2.40	0.018
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.402	0.03	13.82	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.060	0.04	-1.36	0.185
Black Hispanic	-0.084	0.04	-2.00	0.057
Black Non-Hispanic	-0.043	0.04	-1.20	0.248
Asian	-0.057	0.03	-1.64	0.121
Other	-0.071	0.03	-2.41	0.026
<b>Sex (Male)</b>	-0.013	0.01	-0.90	0.376
<b>Age (Wave B)</b>	0.000	0.01	0.05	0.960
<b># of BF/GFs (Wave B)</b>	-0.001	0.00	-2.24	0.040
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.049	0.02	2.63	0.013
<b>Behavioral Intentions (Wave A)</b>	0.002	0.00	2.08	0.045
Constant	0.186	0.06	3.26	0.002

**Appendix 7.1b: Knowledge Test - Percent Correct (Wave C= about 6 months post-treatment)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.026	0.02	1.15	0.258
Classroom	0.038	0.02	1.54	0.127
Building & Classroom	0.049	0.02	2.00	0.052
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.308	0.03	9.86	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.059	0.03	-1.94	0.058
Black Hispanic	-0.073	0.03	-2.13	0.047
Black Non-Hispanic	-0.064	0.02	-2.60	0.011
Asian	-0.063	0.02	-2.74	0.008
Other	-0.054	0.03	-2.15	0.053
<b>Sex (Male)</b>	-0.018	0.01	-1.32	0.196
<b>Age (Wave C)</b>	0.000	0.01	0.03	0.975
<b># of BF/GFs (Wave C)</b>	-0.001	0.00	-1.84	0.070
<b>Ever Attended SH/DV Prog. (Wave C)</b>	0.024	0.01	1.67	0.105
<b>Behavioral Intentions (Wave B)</b>	0.000	0.00	-0.30	0.763
Constant	0.384	0.04	10.13	0.000

**Appendix 7.2a: Attitude Scale 1- Inappropriate Attributions of Victim's Fault in Youth Dating Violence (Wave B)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	-0.011	0.10	-0.11	0.915
Classroom	0.134	0.11	1.21	0.235
Building & Classroom	0.149	0.10	1.52	0.139
<b>NOT Girls Fault (Wave A)</b>	0.200	0.03	7.83	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.061	0.14	-0.44	0.662
Black Hispanic	-0.111	0.14	-0.78	0.442
Black Non-Hispanic	-0.069	0.11	-0.65	0.517
Asian	-0.042	0.11	-0.37	0.716
Other	-0.082	0.08	-1.08	0.282
<b>Sex (Male)</b>	-0.138	0.05	-2.55	0.017
<b>Age (Wave B)</b>	-0.026	0.02	-1.16	0.247
<b># of BF/GFs (Wave B)</b>	-0.004	0.00	-1.69	0.124
<b>Ever Attended SH/DV Prog. (Wave B)</b>	-0.020	0.06	-0.32	0.757
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.262	0.09	2.81	0.007
<b>Behavioral Intentions (Wave A)</b>	0.004	0.00	1.67	0.100
Constant	2.485	0.19	13.19	0.000

**Appendix 7.2b: Attitude Scale 1- Inappropriate Attributions of Victim's Fault in Youth Dating Violence (Wave C)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.034	0.09	0.36	0.724
Classroom	0.001	0.09	0.01	0.988
Building & Classroom	0.029	0.11	0.27	0.788
<b>NOT Girls Fault (Wave B)</b>	0.253	0.03	7.77	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.163	0.13	-1.21	0.239
Black Hispanic	-0.134	0.15	-0.92	0.376
Black Non-Hispanic	-0.142	0.10	-1.40	0.175
Asian	-0.095	0.10	-0.93	0.366
Other	-0.131	0.10	-1.31	0.221
<b>Sex (Male)</b>	-0.098	0.06	-1.54	0.150
<b>Age (Wave C)</b>	0.020	0.04	0.49	0.641
<b># of BF/GFs (Wave C)</b>	-0.004	0.00	-2.32	0.022
<b>Ever Attended SH/DV Prog. (Wave C)</b>	-0.021	0.06	-0.34	0.741
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.103	0.10	1.04	0.326
<b>Behavioral Intentions (Wave B)</b>	0.001	0.00	0.34	0.743
Constant	2.387	0.29	8.21	0.000

**Appendix 7.2c: Attitude Scale 2- Belief that Youth Dating Violence is Not a Problem (Wave B)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	-0.042	0.10	-0.41	0.685
Classroom	0.007	0.10	0.07	0.942
Building & Classroom	0.054	0.08	0.67	0.508
<b>GV/H is Not a Problem (Wave A)</b>	0.290	0.04	7.05	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.129	0.12	-1.07	0.288
Black Hispanic	-0.155	0.13	-1.17	0.248
Black Non-Hispanic	0.034	0.10	0.36	0.724
Asian	-0.084	0.09	-0.93	0.357
Other	-0.079	0.08	-1.04	0.304
<b>Sex (Male)</b>	-0.181	0.06	-3.03	0.009
<b>Age (Wave B)</b>	-0.038	0.03	-1.23	0.232
<b># of BF/GFs (Wave B)</b>	-0.007	0.00	-2.96	0.015
<b>Ever Attended SH/DV Prog. (Wave B)</b>	-0.035	0.06	-0.54	0.598
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.347	0.12	2.86	0.013
<b>Behavioral Intentions (Wave A)</b>	0.004	0.00	1.76	0.081
Constant	2.488	0.22	11.12	0.000

**Appendix 7.2c: Attitude Scale 2- Belief that Youth Dating Violence is Not a Problem (Wave C)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.034	0.09	0.36	0.724
Classroom	0.001	0.09	0.01	0.988
Building & Classroom	0.029	0.11	0.27	0.788
<b>GV/H is Not a Problem (Wave B)</b>	0.253	0.03	7.77	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.163	0.13	-1.21	0.239
Black Hispanic	-0.134	0.15	-0.92	0.376
Black Non-Hispanic	-0.142	0.10	-1.40	0.175
Asian	-0.095	0.10	-0.93	0.366
Other	-0.131	0.10	-1.31	0.221
<b>Sex (Male)</b>	-0.098	0.06	-1.54	0.150
<b>Age (Wave C)</b>	0.020	0.04	0.49	0.641
<b># of BF/GFs (Wave C)</b>	-0.004	0.00	-2.32	0.022
<b>Ever Attended SH/DV Prog. (Wave C)</b>	-0.021	0.06	-0.34	0.741
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.103	0.10	1.04	0.326
<b>Behavioral Intentions (Wave B)</b>	0.001	0.00	0.34	0.743
Constant	2.387	0.29	8.21	0.000

**Appendix 7.2d: Attitude Scale 3- Intention to Confront Youth Dating Violence (Wave B)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	-0.050	0.08	-0.63	0.534
Classroom	-0.020	0.10	-0.20	0.842
Building & Classroom	-0.016	0.09	-0.18	0.860
<b>Intention to Confront GV/H (Wave A)</b>	0.226	0.03	7.53	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	0.113	0.15	0.76	0.46
Black Hispanic	0.138	0.14	0.96	0.355
Black Non-Hispanic	0.064	0.11	0.58	0.571
Asian	0.019	0.11	0.18	0.863
Other	0.103	0.09	1.12	0.276
<b>Sex (Male)</b>	0.162	0.05	3.17	0.007
<b>Age (Wave B)</b>	0.002	0.02	0.08	0.940
<b># of BF/GFs (Wave B)</b>	0.002	0.00	1.11	0.284
<b>Ever Attended SH/DV Prog. (Wave B)</b>	-0.160	0.06	-2.74	0.013
<b>Knowledge Test - Percent Correct (Wave A)</b>	-0.365	0.11	-3.34	0.002
<b>Behavioral Intentions (Wave A)</b>	-0.003	0.00	-1.49	0.141
Constant	2.261	0.21	10.68	0.000

**Appendix 7.2e: Attitude Scale 3- Intention to Confront Youth Dating Violence (Wave C)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	-0.142	0.08	-1.88	0.066
Classroom	-0.074	0.09	-0.82	0.417
Building & Classroom	-0.097	0.08	-1.17	0.244
<b>Intention to Confront GV/H (Wave B)</b>	0.254	0.03	9.39	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	0.113	0.13	0.84	0.413
Black Hispanic	0.234	0.12	1.99	0.061
Black Non-Hispanic	0.212	0.10	2.05	0.055
Asian	0.072	0.07	0.97	0.339
Other	0.119	0.08	1.42	0.170
<b>Sex (Male)</b>	0.161	0.04	3.70	0.000
<b>Age (Wave C)</b>	0.008	0.04	0.21	0.838
<b># of BF/GFs (Wave C)</b>	0.007	0.00	2.31	0.060
<b>Ever Attended SH/DV Prog. (Wave C)</b>	-0.058	0.05	-1.12	0.271
<b>Knowledge Test - Percent Correct (Wave B)</b>	-0.202	0.08	-2.40	0.027
<b>Behavioral Intentions (Wave B)</b>	-0.001	0.00	-0.30	0.765
Constant	1.880	0.19	10.00	0.000

**Appendix 7.2f: Attitude Scale 4- Attitude toward Preventing Youth Dating Violence (Wave B)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	-0.019	0.09	-0.21	0.835
Classroom	0.047	0.11	0.43	0.671
Building & Classroom	-0.036	0.11	-0.34	0.741
<b>Attitude toward Preventing Sexual Harassment (Wave A)</b>	0.218	0.04	5.91	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	0.107	0.17	0.65	0.531
Black Hispanic	-0.055	0.15	-0.36	0.727
Black Non-Hispanic	0.013	0.11	0.12	0.906
Asian	0.052	0.10	0.52	0.604
Other	0.024	0.10	0.24	0.810
<b>Sex (Male)</b>	0.090	0.06	1.59	0.127
<b>Age (Wave B)</b>	-0.009	0.02	-0.38	0.712
<b># of BF/GFs (Wave B)</b>	-0.001	0.00	-0.55	0.593
<b>Ever Attended SH/DV Prog. (Wave B)</b>	-0.164	0.05	-3.35	0.001
<b>Knowledge Test - Percent Correct (Wave A)</b>	-0.354	0.12	-2.90	0.007
<b>Behavioral Intentions (Wave A)</b>	-0.005	0.00	-2.13	0.035
Constant	2.755	0.23	12.01	0.000

**Appendix 7.2g: Attitude Scale 4- Attitude toward Preventing Youth Dating Violence (Wave C)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.044	0.08	0.55	0.588
Classroom	0.012	0.11	0.10	0.920
Building & Classroom	-0.016	0.12	-0.14	0.894
<b>Attitude toward Preventing Sexual Harassment (Wave B)</b>	0.234	0.04	6.68	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.052	0.15	-0.35	0.733
Black Hispanic	0.086	0.13	0.64	0.525
Black Non-Hispanic	0.079	0.12	0.65	0.526
Asian	0.069	0.11	0.62	0.544
Other	0.006	0.10	0.06	0.954
<b>Sex (Male)</b>	0.065	0.06	1.02	0.320
<b>Age (Wave C)</b>	-0.015	0.03	-0.47	0.642
<b># of BF/GFs (Wave C)</b>	0.004	0.00	1.39	0.179
<b>Ever Attended SH/DV Prog. (Wave C)</b>	-0.132	0.08	-1.65	0.136
<b>Knowledge Test - Percent Correct (Wave B)</b>	-0.226	0.09	-2.43	0.025
<b>Behavioral Intentions (Wave B)</b>	0.001	0.00	0.42	0.682
Constant	2.264	0.18	12.38	0.000

**Appendix 7.2h: Attitude Scale 5- Disposition about Own and Others' Personal Space (Wave B)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.132	0.12	1.08	0.289
Classroom	-0.016	0.13	-0.13	0.899
Building & Classroom	-0.118	0.09	-1.27	0.207
<b>Disposition about Own &amp; Others' Personal Space (Wave A)</b>	0.198	0.05	4.14	0.004
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	0.154	0.16	0.96	0.357
Black Hispanic	0.241	0.14	1.69	0.100
Black Non-Hispanic	-0.016	0.11	-0.14	0.890
Asian	0.028	0.11	0.25	0.809
Other	0.101	0.08	1.22	0.237
<b>Sex (Male)</b>	0.093	0.07	1.24	0.246
<b>Age (Wave B)</b>	0.044	0.04	1.12	0.286
<b># of BF/GFs (Wave B)</b>	0.008	0.00	3.35	0.002
<b>Ever Attended SH/DV Prog. (Wave B)</b>	-0.068	0.07	-1.02	0.319
<b>Knowledge Test - Percent Correct (Wave A)</b>	-0.383	0.12	-3.28	0.004
<b>Behavioral Intentions (Wave A)</b>	-0.006	0.00	-2.01	0.068
Constant	2.125	0.23	9.19	0.000

**Appendix 7.2i: Attitude Scale 5- Disposition about Own and Others' Personal Space (Wave C)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	-0.484	0.27	-1.82	0.090
Classroom	-0.016	0.34	-0.05	0.962
Building & Classroom	-0.188	0.31	-0.61	0.550
<b>Disposition about Own &amp; Others' Personal Space (Wave B)</b>	0.259	0.07	3.59	0.001
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	0.450	0.45	1.00	0.347
Black Hispanic	0.506	0.31	1.64	0.111
Black Non-Hispanic	0.199	0.26	0.75	0.466
Asian	0.087	0.20	0.44	0.667
Other	0.407	0.26	1.54	0.155
<b>Sex (Male)</b>	0.162	0.17	0.93	0.366
<b>Age (Wave C)</b>	0.035	0.09	0.39	0.707
<b># of BF/GFs (Wave C)</b>	0.026	0.01	1.75	0.152
<b>Ever Attended SH/DV Prog. (Wave C)</b>	0.139	0.18	0.79	0.443
<b>Knowledge Test - Percent Correct (Wave B)</b>	-0.486	0.28	-1.77	0.110
<b>Behavioral Intentions (Wave B)</b>	-0.003	0.01	-0.53	0.604
Constant	2.028	0.48	4.23	0.000

**Appendix 7.3a: Bystander Intentions to Intervene (Wave B)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	-1.702	1.40	-1.22	0.230
Classroom	-0.754	1.48	-0.51	0.615
Building & Classroom	0.632	1.31	0.48	0.632
<b>Bystander Intervention (Wave A)</b>	0.370	0.03	11.62	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-0.903	2.33	-0.39	0.703
Black Hispanic	-1.414	2.30	-0.61	0.548
Black Non-Hispanic	1.312	1.28	1.02	0.311
Asian	0.163	1.34	0.12	0.904
Other	-0.523	1.39	-0.38	0.712
<b>Sex (Male)</b>	-2.722	1.06	-2.56	0.035
<b>Age (Wave B)</b>	-0.914	0.39	-2.34	0.027
<b># of BF/GFs (Wave B)</b>	-0.113	0.03	-3.74	0.001
<b>Ever Attended SH/DV Prog. (Wave B)</b>	-0.417	1.04	-0.40	0.693
<b>Knowledge Test - Percent Correct (Wave A)</b>	2.975	1.42	2.10	0.044
<b>Behavioral Intentions (Wave A)</b>	0.026	0.04	0.70	0.485
Constant	5.239	2.58	2.03	0.046

**Appendix 7.3b: Bystander Intentions to Intervene (Wave C)**

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	2.129	1.08	1.97	0.053
Classroom	0.929	1.16	0.80	0.427
Building & Classroom	-0.234	1.29	-0.18	0.857
<b>Bystander Intervention (Wave A)</b>	0.279	0.03	9.58	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-1.1419	1.8966	-0.6	0.554
Black Hispanic	-1.244	1.61	-0.77	0.448
Black Non-Hispanic	-1.890	1.26	-1.49	0.143
Asian	0.595	1.18	0.50	0.617
Other	-1.447	1.09	-1.33	0.191
<b>Sex (Male)</b>	-2.364	0.73	-3.24	0.003
<b>Age (Wave C)</b>	-0.283	0.54	-0.53	0.613
<b># of BF/GFs (Wave C)</b>	-0.158	0.02	-6.81	0.000
<b>Ever Attended SH/DV Prog. (Wave C)</b>	-0.135	0.91	-0.15	0.884
<b>Knowledge Test - Percent Correct (Wave B)</b>	1.995	1.12	1.78	0.081
<b>Behavioral Intentions (Wave B)</b>	-0.022	0.03	-0.81	0.426
Constant	7.458	2.81	2.65	0.025

### Appendix 7.4a: Behavioral Intentions (Wave B)

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	3.383	1.31	2.58	0.011
Classroom	1.109	1.55	0.72	0.476
Building & Classroom	0.015	1.56	0.01	0.992
<b>Behavioral Intentions (Wave A)</b>	0.260	0.04	6.26	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-2.484	1.92	-1.29	0.206
Black Hispanic	-1.869	1.94	-0.96	0.344
Black Non-Hispanic	-0.381	2.02	-0.19	0.854
Asian	-0.249	1.91	-0.13	0.899
Other	-1.978	1.70	-1.16	0.268
<b>Sex (Male)</b>	1.370	0.91	1.51	0.148
<b>Age (Wave B)</b>	-0.608	0.43	-1.42	0.172
<b># of BF/GFs (Wave B)</b>	-0.145	0.03	-5.00	0.000
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.791	0.94	0.84	0.405
<b>Knowledge Test - Percent Correct (Wave A)</b>	4.321	1.57	2.76	0.015
Constant	33.459	2.81	11.90	0.000

### Appendix 7.4b: Behavioral Intentions (Wave C)

	Coef.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.863	0.88	0.98	0.331
Classroom	-0.998	0.93	-1.07	0.292
Building & Classroom	-0.356	0.93	-0.39	0.701
<b>Behavioral Intentions (Wave B)</b>	0.137	0.02	5.94	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	-2.353	1.30	-1.81	0.085
Black Hispanic	-2.211	1.33	-1.66	0.108
Black Non-Hispanic	-3.852	1.01	-3.82	0.000
Asian	-1.621	1.01	-1.61	0.118
Other	-3.224	0.87	-3.70	0.001
<b>Sex (Male)</b>	2.168	0.98	2.21	0.069
<b>Age (Wave C)</b>	-0.095	0.40	-0.24	0.820
<b># of BF/GFs (Wave C)</b>	-0.112	0.02	-4.63	0.001
<b>Ever Attended SH/DV Prog. (Wave C)</b>	0.186	0.75	0.25	0.810
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.106	0.96	0.11	0.914
Constant	49.242	1.78	27.62	0.000

**Appendix 7.5a: Sexual Harassment Victimization Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.287	0.27	1.20	0.232
Classroom	0.936	0.18	-0.35	0.727
Building & Classroom	1.031	0.22	0.14	0.886
<b>Sexual Harassment Victimization Frequency (Wave A)</b>	1.022	0.01	4.43	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.132	0.41	0.34	0.732
Black Hispanic	1.388	0.44	1.04	0.296
Black Non-Hispanic	1.646	0.44	1.86	0.064
Asian	0.772	0.18	-1.11	0.267
Other	1.100	0.22	0.48	0.632
<b>Sex (Male)</b>	1.112	0.12	0.96	0.335
<b>Age (Wave B)</b>	1.068	0.10	0.71	0.495
<b># of BF/GFs (Wave B)</b>	1.017	0.01	2.28	0.032
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.221	0.15	1.65	0.101
<b>Knowledge Test - Percent Correct (Wave A)</b>	1.050	0.24	0.22	0.826
<b>Behavioral Intentions (Wave A)</b>	0.991	0.01	-1.39	0.173

**Appendix 7.5b: Sexual Harassment Victimization Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	2.067	0.48	3.14	0.002
Classroom	1.208	0.21	1.11	0.268
Building & Classroom	1.180	0.24	0.82	0.410
<b>Sexual Harassment Victimization Frequency (Wave B)</b>	1.005	0.00	3.72	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.711	0.57	1.63	0.116
Black Hispanic	1.810	0.57	1.88	0.062
Black Non-Hispanic	1.431	0.38	1.34	0.183
Asian	0.933	0.20	-0.32	0.750
Other	1.346	0.26	1.53	0.127
<b>Sex (Male)</b>	1.133	0.13	1.07	0.284
<b>Age (Wave C)</b>	1.116	0.07	1.85	0.072
<b># of BF/GFs (Wave C)</b>	1.022	0.01	2.06	0.066
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.607	0.20	3.86	0.000
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.909	0.18	-0.48	0.634
<b>Behavioral Intentions (Wave B)</b>	0.996	0.00	-0.81	0.421

**Appendix 7.5c: Sexual Harassment Victimization Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.912	0.11	-0.76	0.450
Classroom	0.881	0.12	-0.97	0.335
Building & Classroom	0.896	0.11	-0.91	0.366
<b>Sexual Harassment Victimization Frequency (Wave A)</b>	1.010	0.00	5.39	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.347	0.23	1.77	0.083
Black Hispanic	1.107	0.22	0.52	0.612
Black Non-Hispanic	1.471	0.22	2.62	0.015
Asian	0.860	0.19	-0.70	0.504
Other	1.217	0.16	1.48	0.154
<b>Sex (Male)</b>	1.061	0.08	0.75	0.466
<b>Age (Wave B)</b>	1.014	0.04	0.36	0.724
<b># of BF/GFs (Wave B)</b>	1.010	0.00	4.42	0.000
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.028	0.10	0.28	0.782
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.842	0.11	-1.35	0.183
<b>Behavioral Intentions (Wave A)</b>	0.991	0.00	-3.02	0.003
/lnalpha	2.719	0.14		

**Appendix 7.5d: Sexual Harassment Victimization Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.695	0.10	-2.46	0.014
Classroom	0.990	0.11	-0.08	0.935
Building & Classroom	0.736	0.10	-2.27	0.026
<b>Sexual Harassment Victimization Frequency (Wave B)</b>	1.003	0.00	4.36	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.524	0.43	1.51	0.167
Black Hispanic	1.490	0.41	1.46	0.171
Black Non-Hispanic	1.397	0.30	1.58	0.135
Asian	1.071	0.23	0.32	0.756
Other	1.572	0.35	2.02	0.074
<b>Sex (Male)</b>	1.034	0.08	0.43	0.671
<b>Age (Wave C)</b>	1.035	0.05	0.74	0.481
<b># of BF/GFs (Wave C)</b>	1.019	0.00	6.76	0.000
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.238	0.13	1.97	0.074
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.825	0.09	-1.80	0.075
<b>Behavioral Intentions (Wave B)</b>	0.997	0.00	-1.00	0.321
/lnalpha	2.537	0.13		

**Appendix 7.5e: Sexual Harassment Perpetration Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.047	0.20	0.24	0.812
Classroom	0.995	0.18	-0.03	0.976
Building & Classroom	0.838	0.16	-0.96	0.340
<b>Sexual Harassment Perpetration Frequency (Wave A)</b>	1.011	0.00	2.83	0.009
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.678	0.55	1.57	0.125
Black Hispanic	1.259	0.33	0.89	0.374
Black Non-Hispanic	1.747	0.40	2.41	0.017
Asian	0.677	0.13	-1.97	0.051
Other	1.012	0.19	0.06	0.950
<b>Sex (Male)</b>	1.309	0.16	2.14	0.043
<b>Age (Wave B)</b>	1.049	0.06	0.81	0.428
<b># of BF/GFs (Wave B)</b>	1.014	0.00	2.75	0.008
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.035	0.12	0.29	0.773
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.987	0.20	-0.07	0.946
<b>Behavioral Intentions (Wave A)</b>	0.984	0.01	-2.84	0.006

**Appendix 7.5f: Sexual Harassment Perpetration Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.161	0.18	0.96	0.338
Classroom	0.918	0.15	-0.51	0.610
Building & Classroom	1.001	0.17	0.01	0.994
<b>Sexual Harassment Perpetration Frequency (Wave B)</b>	1.003	0.00	3.74	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.525	0.48	1.35	0.189
Black Hispanic	1.515	0.48	1.31	0.206
Black Non-Hispanic	1.985	0.47	2.88	0.005
Asian	0.943	0.18	-0.32	0.751
Other	1.421	0.23	2.13	0.036
<b>Sex (Male)</b>	1.289	0.16	2.10	0.040
<b>Age (Wave C)</b>	1.053	0.07	0.79	0.444
<b># of BF/GFs (Wave C)</b>	1.025	0.01	2.89	0.016
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.328	0.16	2.29	0.033
<b>Knowledge Test - Percent Correct (Wave B)</b>	1.023	0.17	0.13	0.895
<b>Behavioral Intentions (Wave B)</b>	0.993	0.00	-1.42	0.160

**Appendix 7.5g: Sexual Harassment Perpetration Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.947	0.13	-0.41	0.684
Classroom	0.950	0.14	-0.34	0.733
Building & Classroom	0.859	0.12	-1.09	0.278
<b>Sexual Harassment Perpetration Frequency (Wave A)</b>	1.008	0.00	4.15	0.001
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.227	0.23	1.08	0.286
Black Hispanic	0.991	0.20	-0.05	0.964
Black Non-Hispanic	1.300	0.20	1.74	0.094
Asian	0.767	0.16	-1.31	0.214
Other	1.116	0.18	0.70	0.498
<b>Sex (Male)</b>	1.021	0.07	0.29	0.777
<b>Age (Wave B)</b>	1.009	0.04	0.22	0.826
<b># of BF/GFs (Wave B)</b>	1.009	0.00	3.07	0.006
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.989	0.12	-0.10	0.925
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.803	0.11	-1.65	0.107
<b>Behavioral Intentions (Wave A)</b>	0.992	0.00	-2.20	0.032
/lnalpha	4.067	0.25		

**Appendix 7.5h: Sexual Harassment Perpetration Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.658	0.12	-2.24	0.025
Classroom	0.963	0.13	-0.27	0.786
Building & Classroom	0.744	0.13	-1.75	0.085
<b>Sexual Harassment Perpetration Frequency (Wave B)</b>	1.002	0.00	3.28	0.001
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.560	0.63	1.11	0.302
Black Hispanic	1.597	0.56	1.35	0.207
Black Non-Hispanic	1.592	0.43	1.74	0.103
Asian	1.105	0.28	0.39	0.701
Other	1.763	0.53	1.89	0.093
<b>Sex (Male)</b>	1.086	0.11	0.84	0.404
<b>Age (Wave C)</b>	1.034	0.05	0.73	0.480
<b># of BF/GFs (Wave C)</b>	1.021	0.00	5.68	0.000
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.292	0.16	2.02	0.064
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.799	0.10	-1.71	0.089
<b>Behavioral Intentions (Wave B)</b>	0.995	0.00	-1.55	0.123
/lnalpha	4.371	0.23		

**Appendix 7.6.1a: Sexual Violence (Peer) Victimization Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control group)</b>				
Building	1.013	0.17	0.07	0.941
Classroom	0.902	0.15	-0.61	0.540
Building & Classroom	0.680	0.12	-2.25	0.025
<b>Sexual Violence (Peer) Victimization Frequency (Wave A)</b>	1.056	0.02	3.70	0.001
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.602	0.52	1.46	0.155
Black Hispanic	1.293	0.34	0.96	0.336
Black Non-Hispanic	1.570	0.38	1.86	0.071
Asian	0.926	0.23	-0.31	0.759
Other	1.190	0.26	0.80	0.434
<b>Sex (Male)</b>	1.252	0.12	2.31	0.022
<b>Age (Wave B)</b>	1.011	0.07	0.17	0.864
<b># of Boyfriends/Girlfriends (Wave B)</b>	1.012	0.00	2.55	0.019
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.132	0.17	0.81	0.430
<b>Knowledge Test – Percent Correct (Wave A)</b>	0.579	0.11	-2.79	0.006
<b>Behavioral Intentions (Wave A)</b>	0.987	0.01	-2.07	0.056

**Appendix 7.6.1b: Sexual Violence (Peer) Victimization Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.662	0.12	-2.22	0.028
Classroom	0.965	0.16	-0.21	0.834
Building & Classroom	0.659	0.11	-2.55	0.011
<b>Sexual Violence (Peer) Victimization Frequency (Wave B)</b>	1.014	0.01	2.09	0.041
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.204	0.36	0.63	0.536
Black Hispanic	1.309	0.40	0.88	0.390
Black Non-Hispanic	1.356	0.39	1.07	0.299
Asian	0.898	0.23	-0.42	0.684
Other	1.205	0.31	0.73	0.479
<b>Sex (Male)</b>	1.249	0.15	1.88	0.065
<b>Age (Wave C)</b>	1.070	0.07	0.97	0.351
<b># of Boyfriends/Girlfriends (Wave C)</b>	1.027	0.01	2.91	0.021
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.166	0.17	1.06	0.300
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.876	0.20	-0.59	0.557
<b>Behavioral Intentions (Wave B)</b>	0.995	0.00	-1.14	0.255

**Appendix 7.6.1c: Sexual Violence (Peer) Victimization Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.911	0.13	-0.67	0.501
Classroom	0.823	0.12	-1.29	0.198
Building & Classroom	0.658	0.10	-2.83	0.005
<b>Sexual Violence (Peer) Victimization Frequency (Wave A)</b>	1.039	0.01	5.03	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.524	0.41	1.56	0.137
Black Hispanic	1.150	0.31	0.51	0.618
Black Non-Hispanic	1.317	0.32	1.13	0.285
Asian	0.951	0.30	-0.16	0.879
Other	1.251	0.26	1.09	0.301
<b>Sex (Male)</b>	1.067	0.08	0.85	0.397
<b>Age (Wave B)</b>	1.009	0.04	0.22	0.828
<b># of Boyfriends/Girlfriends (Wave B)</b>	1.009	0.00	3.07	0.003
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.095	0.13	0.76	0.453
<b>Knowledge Test – Percent Correct (Wave A)</b>	0.730	0.11	-2.05	0.044
<b>Behavioral Intentions (Wave A)</b>	0.988	0.00	-2.53	0.018
/lnalpha	4.855	0.32		

**Appendix 7.6.1d: Sexual Violence (Peer) Victimization Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.654	0.13	-2.18	0.030
Classroom	0.929	0.13	-0.51	0.609
Building & Classroom	0.597	0.10	-3.21	0.002
<b>Sexual Violence (Peer) Victimization Frequency (Wave B)</b>	1.009	0.00	1.90	0.062
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.309	0.53	0.66	0.530
Black Hispanic	1.275	0.41	0.76	0.464
Black Non-Hispanic	1.174	0.36	0.52	0.615
Asian	0.958	0.30	-0.13	0.896
Other	1.454	0.41	1.34	0.217
<b>Sex (Male)</b>	1.085	0.11	0.82	0.419
<b>Age (Wave C)</b>	1.042	0.05	0.83	0.428
<b># of BF/GFs (Wave C)</b>	1.021	0.00	4.85	0.001
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.222	0.17	1.47	0.170
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.851	0.13	-1.07	0.288
<b>Behavioral Intentions (Wave B)</b>	0.997	0.00	-0.86	0.391
/lnalpha	4.726	0.29		

**Appendix 7.6.1e: Sexual Violence (Peer) Perpetration Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.062	0.20	0.32	0.751
Classroom	0.856	0.16	-0.86	0.391
Building & Classroom	0.726	0.13	-1.74	0.082
<b>Sexual Violence (Peer) Perpetration Prevalence (Wave A)</b>	1.045	0.02	2.84	0.011
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.777	0.73	1.39	0.189
Black Hispanic	1.200	0.33	0.67	0.504
Black Non-Hispanic	1.831	0.46	2.39	0.022
Asian	0.954	0.23	-0.20	0.844
Other	1.337	0.29	1.32	0.200
<b>Sex (Male)</b>	1.107	0.15	0.77	0.453
<b>Age (Wave B)</b>	1.013	0.07	0.19	0.850
<b># of BF/GFs (Wave B)</b>	1.013	0.00	2.70	0.013
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.983	0.13	-0.13	0.901
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.591	0.12	-2.61	0.010
<b>Behavioral Intentions (Wave A)</b>	0.986	0.01	-2.58	0.014

**Appendix 7.6.1f: Sexual Violence (Peer) Perpetration Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.527	0.11	-3.11	0.002
Classroom	1.115	0.18	0.67	0.502
Building & Classroom	0.524	0.10	-3.37	0.001
<b>Sexual Violence (Peer) Perpetration Prevalence (Wave B)</b>	1.016	0.01	2.75	0.006
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.394	0.47	0.98	0.344
Black Hispanic	1.292	0.43	0.77	0.452
Black Non-Hispanic	1.375	0.33	1.33	0.188
Asian	0.720	0.19	-1.25	0.217
Other	1.305	0.27	1.29	0.205
<b>Sex (Male)</b>	1.074	0.14	0.55	0.586
<b>Age (Wave C)</b>	1.058	0.09	0.64	0.537
<b># of BF/GFs (Wave C)</b>	1.025	0.01	3.32	0.005
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.303	0.23	1.50	0.163
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.737	0.14	-1.56	0.118
<b>Behavioral Intentions (Wave B)</b>	0.996	0.00	-0.89	0.376

**Appendix 7.6.1g: Sexual Violence (Peer) Perpetration Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.063	0.15	0.42	0.676
Classroom	0.877	0.16	-0.72	0.472
Building & Classroom	0.868	0.14	-0.90	0.371
<b>Sexual Violence (Peer) Perpetration Frequency (A)</b>	1.033	0.01	3.35	0.003
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.443	0.49	1.08	0.308
Black Hispanic	1.096	0.31	0.32	0.755
Black Non-Hispanic	1.292	0.35	0.94	0.372
Asian	0.949	0.29	-0.17	0.870
Other	1.246	0.30	0.92	0.379
<b>Sex (Male)</b>	1.021	0.13	0.17	0.872
<b>Age (Wave B)</b>	1.002	0.04	0.05	0.959
<b># of BF/GFs (Wave B)</b>	1.009	0.00	1.98	0.082
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.976	0.11	-0.21	0.838
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.708	0.11	-2.13	0.039
<b>Behavioral Intentions (Wave A)</b>	0.991	0.00	-2.12	0.039
/lnalpha	5.525	0.43		

**Appendix 7.6.1h: Sexual Violence (Peer) Perpetration Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.605	0.12	-2.44	0.016
Classroom	1.027	0.13	0.20	0.839
Building & Classroom	0.644	0.11	-2.66	0.009
<b>Sexual Violence (Peer) Perpetration Frequency (B)</b>	1.009	0.00	2.11	0.036
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.331	0.41	0.93	0.373
Black Hispanic	1.270	0.33	0.93	0.365
Black Non-Hispanic	1.241	0.30	0.88	0.388
Asian	0.856	0.20	-0.68	0.502
Other	1.477	0.37	1.56	0.152
<b>Sex (Male)</b>	1.041	0.10	0.43	0.664
<b>Age (Wave C)</b>	1.043	0.06	0.75	0.476
<b># of BF/GFs (Wave C)</b>	1.019	0.00	4.82	0.000
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.185	0.18	1.12	0.290
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.778	0.12	-1.57	0.124
<b>Behavioral Intentions (Wave B)</b>	0.996	0.00	-0.99	0.325
/lnalpha	5.828	0.46		

**Appendix 7.6.1i: Total Violence (Peer) Victimization Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.363	0.23	1.84	0.067
Classroom	1.358	0.25	1.64	0.101
Building & Classroom	1.009	0.17	0.05	0.957
<b>Total Violence (Peer) Victimization Frequency (Wave A)</b>	1.035	0.01	4.20	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.392	0.49	0.94	0.350
Black Hispanic	1.665	0.47	1.81	0.072
Black Non-Hispanic	1.650	0.48	1.73	0.091
Asian	0.993	0.25	-0.03	0.979
Other	1.159	0.26	0.66	0.516
<b>Sex (Male)</b>	1.422	0.16	3.11	0.002
<b>Age (Wave B)</b>	1.035	0.11	0.33	0.750
<b># of BF/GFs (Wave B)</b>	1.013	0.01	1.68	0.119
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.287	0.20	1.67	0.106
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.851	0.19	-0.72	0.473
<b>Behavioral Intentions (Wave A)</b>	0.991	0.01	-1.46	0.150

**Appendix 7.6.1j: Total Violence (Peer) Victimization Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.883	0.48	2.46	0.014
Classroom	1.219	0.22	1.07	0.283
Building & Classroom	0.989	0.22	-0.05	0.959
<b>Total Violence (Peer) Victimization Frequency (Wave B)</b>	1.006	0.00	2.27	0.028
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.374	0.57	0.77	0.452
Black Hispanic	1.916	0.77	1.63	0.112
Black Non-Hispanic	1.162	0.32	0.54	0.589
Asian	0.936	0.22	-0.28	0.781
Other	1.034	0.25	0.14	0.889
<b>Sex (Male)</b>	1.423	0.17	2.88	0.004
<b>Age (Wave C)</b>	1.098	0.08	1.37	0.193
<b># of BF/GFs (Wave C)</b>	1.023	0.01	2.08	0.057
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.392	0.21	2.21	0.033
<b>Knowledge Test - Percent Correct (Wave B)</b>	1.655	0.38	2.18	0.031
<b>Behavioral Intentions (Wave B)</b>	0.995	0.01	-0.91	0.363

**Appendix 7.6.1k: Total Violence (Peer) Victimization Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.938	0.10	-0.59	0.558
Classroom	0.891	0.10	-1.00	0.317
Building & Classroom	0.743	0.08	-2.67	0.008
<b>Total Violence (Peer) Victimization Frequency (Wave A)</b>	1.016	0.00	6.06	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.297	0.27	1.26	0.225
Black Hispanic	1.150	0.24	0.67	0.512
Black Non-Hispanic	1.331	0.22	1.72	0.106
Asian	0.993	0.21	-0.03	0.976
Other	1.172	0.18	1.01	0.331
<b>Sex (Male)</b>	1.080	0.08	1.09	0.289
<b>Age (Wave B)</b>	1.011	0.04	0.31	0.760
<b># of BF/GFs (Wave B)</b>	1.008	0.00	3.32	0.002
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.099	0.09	1.13	0.266
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.849	0.10	-1.37	0.175
<b>Behavioral Intentions (Wave A)</b>	0.992	0.00	-2.31	0.029
/lnalpha	2.168	0.11		

**Appendix 7.6.1l: Total Violence (Peer) Victimization Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.732	0.10	-2.29	0.022
Classroom	0.981	0.10	-0.19	0.852
Building & Classroom	0.672	0.08	-3.42	0.001
<b>Total Violence (Peer) Victimization Frequency (Wave B)</b>	1.003	0.00	2.75	0.006
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.270	0.34	0.90	0.392
Black Hispanic	1.261	0.25	1.18	0.249
Black Non-Hispanic	1.129	0.23	0.60	0.560
Asian	0.991	0.18	-0.05	0.961
Other	1.305	0.25	1.38	0.200
<b>Sex (Male)</b>	1.112	0.08	1.47	0.144
<b>Age (Wave C)</b>	1.028	0.04	0.67	0.523
<b># of BF/GFs (Wave C)</b>	1.017	0.00	4.89	0.001
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.213	0.13	1.79	0.104
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.883	0.11	-1.03	0.307
<b>Behavioral Intentions (Wave B)</b>	0.997	0.00	-0.94	0.354
/lnalpha	1.939	0.10		

**Appendix 7.6.1m: Total Violence (Peer) Perpetration Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.454	0.25	2.19	0.029
Classroom	1.313	0.23	1.55	0.123
Building & Classroom	1.174	0.20	0.96	0.336
<b>Total Violence (Peer) Perpetration Frequency (Wave A)</b>	1.030	0.01	4.88	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.471	0.45	1.27	0.209
Black Hispanic	1.389	0.37	1.22	0.225
Black Non-Hispanic	1.618	0.37	2.10	0.041
Asian	0.810	0.15	-1.11	0.267
Other	1.072	0.18	0.41	0.686
<b>Sex (Male)</b>	1.088	0.12	0.77	0.447
<b>Age (Wave B)</b>	1.055	0.06	0.89	0.391
<b># of BF/GFs (Wave B)</b>	1.006	0.00	1.25	0.222
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.199	0.16	1.36	0.186
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.915	0.19	-0.43	0.670
<b>Behavioral Intentions (Wave A)</b>	0.988	0.01	-2.09	0.039

**Appendix 7.6.1n: Total Violence (Peer) Perpetration Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.526	0.29	2.26	0.025
Classroom	1.363	0.24	1.72	0.086
Building & Classroom	1.049	0.19	0.27	0.788
<b>Total Violence (Peer) Perpetration Frequency (Wave B)</b>	1.009	0.00	3.14	0.006
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.650	0.51	1.61	0.130
Black Hispanic	1.774	0.62	1.64	0.119
Black Non-Hispanic	1.366	0.35	1.22	0.229
Asian	0.930	0.17	-0.40	0.691
Other	1.202	0.24	0.92	0.365
<b>Sex (Male)</b>	1.018	0.11	0.16	0.874
<b>Age (Wave C)</b>	1.061	0.07	0.90	0.385
<b># of BF/GFs (Wave C)</b>	1.016	0.01	1.96	0.077
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.257	0.17	1.69	0.100
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.990	0.19	-0.05	0.959
<b>Behavioral Intentions (Wave B)</b>	0.996	0.00	-1.02	0.308

**Appendix 7.6.1o: Total Violence (Peer) Perpetration Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.074	0.13	0.61	0.544
Classroom	0.952	0.12	-0.39	0.699
Building & Classroom	0.915	0.11	-0.75	0.454
<b>Total Violence (Peer) Perpetration Frequency (Wave A)</b>	1.015	0.00	6.08	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.406	0.34	1.41	0.179
Black Hispanic	1.115	0.24	0.51	0.615
Black Non-Hispanic	1.319	0.28	1.32	0.212
Asian	0.961	0.21	-0.18	0.862
Other	1.213	0.21	1.11	0.289
<b>Sex (Male)</b>	0.980	0.10	-0.20	0.849
<b>Age (Wave B)</b>	1.014	0.04	0.37	0.722
<b># of BF/GFs (Wave B)</b>	1.009	0.00	3.05	0.008
<b>Ever Attended SH/DV Prog. (Wave B)</b>	1.013	0.09	0.14	0.889
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.785	0.11	-1.69	0.101
<b>Behavioral Intentions (Wave A)</b>	0.991	0.00	-2.81	0.006
/lnalpha	3.011	0.17		

**Appendix 7.6.1p: Total Violence (Peer) Perpetration Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.660	0.10	-2.64	0.009
Classroom	1.028	0.11	0.25	0.803
Building & Classroom	0.675	0.09	-2.99	0.003
<b>Total Violence (Peer) Perpetration Frequency (B)</b>	1.004	0.00	3.64	0.000
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.274	0.37	0.84	0.427
Black Hispanic	1.287	0.31	1.05	0.313
Black Non-Hispanic	1.265	0.26	1.14	0.269
Asian	0.904	0.18	-0.50	0.623
Other	1.408	0.32	1.51	0.168
<b>Sex (Male)</b>	1.002	0.08	0.02	0.984
<b>Age (Wave C)</b>	1.036	0.04	0.83	0.427
<b># of BF/GFs (Wave C)</b>	1.017	0.00	4.98	0.000
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.208	0.15	1.51	0.163
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.842	0.11	-1.29	0.201
<b>Behavioral Intentions (Wave B)</b>	0.996	0.00	-1.27	0.210
/lnalpha	3.068	0.16		

**Appendix 7.6.2a: Sexual Violence (Date) Victimization Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.007	0.26	0.03	0.979
Classroom	1.059	0.31	0.19	0.850
Building & Classroom	0.838	0.19	-0.78	0.438
<b>Sexual Violence (Date) Victimization Frequency (Wave A)</b>	1.004	0.03	0.14	0.890
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.131	0.40	0.35	0.729
Black Hispanic	1.097	0.55	0.18	0.859
Black Non-Hispanic	1.453	0.52	1.05	0.321
Asian	0.685	0.29	-0.89	0.403
Other	1.214	0.38	0.62	0.554
<b>Sex (Male)</b>	1.110	0.16	0.71	0.488
<b>Age (Wave B)</b>	1.036	0.07	0.51	0.619
<b># of BF/GFs (Wave B)</b>	1.010	0.00	2.13	0.055
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.922	0.11	-0.69	0.497
<b>Knowledge Test - Percent Correct (Wave A)</b>	1.081	0.26	0.32	0.754
<b>Behavioral Intentions (Wave A)</b>	0.998	0.01	-0.43	0.671

**Appendix 7.6.2b: Sexual Violence (Date) Victimization Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.498	0.12	-2.79	0.007
Classroom	0.919	0.19	-0.40	0.692
Building & Classroom	0.843	0.18	-0.81	0.420
<b>Sexual Violence (Date) Victimization Frequency (Wave B)</b>	1.012	0.01	1.16	0.281
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.273	0.32	0.95	0.345
Black Hispanic	1.117	0.40	0.31	0.764
Black Non-Hispanic	1.387	0.43	1.05	0.310
Asian	0.728	0.25	-0.91	0.384
Other	1.320	0.32	1.15	0.268
<b>Sex (Male)</b>	1.118	0.16	0.80	0.436
<b>Age (Wave C)</b>	0.986	0.07	-0.19	0.849
<b># of BF/GFs (Wave C)</b>	1.010	0.00	2.26	0.029
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.034	0.23	0.15	0.882
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.830	0.15	-1.02	0.310
<b>Behavioral Intentions (Wave B)</b>	1.004	0.01	0.69	0.497

**Appendix 7.6.2c: Sexual Violence (Date) Victimization Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.971	0.22	-0.13	0.897
Classroom	1.044	0.25	0.18	0.863
Building & Classroom	0.809	0.17	-0.99	0.333
<b>Sexual Violence (Date) Victimization Frequency (Wave A)</b>	1.013	0.02	0.73	0.486
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.133	0.35	0.40	0.691
Black Hispanic	1.001	0.37	0.00	0.999
Black Non-Hispanic	1.174	0.30	0.62	0.544
Asian	0.785	0.29	-0.65	0.537
Other	1.175	0.27	0.70	0.503
<b>Sex (Male)</b>	1.057	0.13	0.45	0.658
<b>Age (Wave B)</b>	1.025	0.05	0.51	0.618
<b># of BF/GFs (Wave B)</b>	1.007	0.00	1.82	0.097
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.901	0.10	-0.91	0.373
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.976	0.17	-0.13	0.894
<b>Behavioral Intentions (Wave A)</b>	1.000	0.00	0.00	0.999
/lnalpha	8.805	0.92		

**Appendix 7.6.2d: Sexual Violence (Date) Victimization Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.474	0.13	-2.69	0.011
Classroom	0.856	0.15	-0.88	0.378
Building & Classroom	0.790	0.15	-1.28	0.201
<b>Sexual Violence (Date) Victimization Frequency (Wave B)</b>	1.009	0.01	0.99	0.352
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.303	0.31	1.12	0.264
Black Hispanic	1.216	0.42	0.56	0.585
Black Non-Hispanic	1.531	0.42	1.56	0.142
Asian	0.929	0.29	-0.24	0.818
Other	1.485	0.30	1.98	0.065
<b>Sex (Male)</b>	1.093	0.17	0.56	0.594
<b>Age (Wave C)</b>	1.006	0.05	0.12	0.903
<b># of BF/GFs (Wave C)</b>	1.010	0.00	2.69	0.009
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.055	0.24	0.24	0.821
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.853	0.13	-1.01	0.314
<b>Behavioral Intentions (Wave B)</b>	1.006	0.01	1.08	0.301
/lnalpha	8.649	0.79		

**Appendix 7.6.2e: Sexual Violence (Date) Perpetration Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.045	0.30	0.16	0.877
Classroom	1.199	0.35	0.62	0.542
Building & Classroom	0.833	0.21	-0.74	0.461
<b>Sexual Violence (Date) Perpetration Prevalence (Wave A)</b>	1.006	0.03	0.21	0.840
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.244	0.46	0.59	0.566
Black Hispanic	1.006	0.51	0.01	0.990
Black Non-Hispanic	1.340	0.44	0.89	0.394
Asian	0.641	0.25	-1.13	0.291
Other	1.064	0.35	0.19	0.854
<b>Sex (Male)</b>	1.034	0.17	0.20	0.846
<b>Age (Wave B)</b>	1.043	0.08	0.56	0.584
<b># of BF/GFs (Wave B)</b>	1.011	0.00	2.61	0.016
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.887	0.11	-0.99	0.331
<b>Knowledge Test - Percent Correct (Wave A)</b>	1.084	0.24	0.37	0.715
<b>Behavioral Intentions (Wave A)</b>	0.998	0.01	-0.32	0.753

**Appendix 7.6.2f: Sexual Violence (Date) Perpetration Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.503	0.18	-1.90	0.075
Classroom	1.038	0.26	0.15	0.881
Building & Classroom	1.013	0.25	0.05	0.959
<b>Sexual Violence (Date) Perpetration Prevalence (Wave B)</b>	1.012	0.01	1.33	0.220
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.137	0.41	0.36	0.723
Black Hispanic	1.285	0.53	0.61	0.555
Black Non-Hispanic	1.739	0.59	1.64	0.118
Asian	0.643	0.25	-1.11	0.295
Other	1.427	0.39	1.31	0.211
<b>Sex (Male)</b>	1.090	0.14	0.70	0.491
<b>Age (Wave C)</b>	0.987	0.09	-0.15	0.887
<b># of BF/GFs (Wave C)</b>	1.008	0.01	1.51	0.141
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.013	0.18	0.08	0.941
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.844	0.16	-0.87	0.383
<b>Behavioral Intentions (Wave B)</b>	1.004	0.01	0.78	0.440

**Appendix 7.6.2g: Sexual Violence (Date) Perpetration Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.938	0.20	-0.31	0.763
Classroom	1.211	0.33	0.69	0.504
Building & Classroom	0.731	0.17	-1.37	0.176
<b>Sexual Violence (Date) Perpetration Frequency (Wave A)</b>	1.007	0.02	0.40	0.694
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.284	0.37	0.86	0.403
Black Hispanic	0.982	0.45	-0.04	0.969
Black Non-Hispanic	1.258	0.40	0.71	0.498
Asian	0.734	0.33	-0.69	0.518
Other	1.146	0.37	0.42	0.688
<b>Sex (Male)</b>	1.062	0.17	0.38	0.716
<b>Age (Wave B)</b>	1.030	0.07	0.44	0.670
<b># of BF/GFs (Wave B)</b>	1.007	0.00	1.45	0.188
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.896	0.11	-0.89	0.390
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.976	0.19	-0.13	0.901
<b>Behavioral Intentions (Wave A)</b>	0.997	0.01	-0.47	0.645
/lnalpha	9.144	0.96		

**Appendix 7.6.2h: Sexual Violence (Date) Perpetration Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.479	0.17	-2.01	0.061
Classroom	0.946	0.22	-0.23	0.818
Building & Classroom	0.947	0.22	-0.24	0.812
<b>Sexual Violence (Date) Perpetration Frequency (Wave B)</b>	1.010	0.01	0.92	0.396
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.090	0.36	0.26	0.799
Black Hispanic	1.241	0.45	0.59	0.562
Black Non-Hispanic	1.669	0.57	1.49	0.159
Asian	0.702	0.29	-0.85	0.422
Other	1.373	0.35	1.24	0.235
<b>Sex (Male)</b>	1.097	0.18	0.57	0.585
<b>Age (Wave C)</b>	0.981	0.05	-0.35	0.732
<b># of BF/GFs (Wave C)</b>	1.007	0.01	1.43	0.174
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.053	0.19	0.28	0.788
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.822	0.16	-1.00	0.320
<b>Behavioral Intentions (Wave B)</b>	1.006	0.01	0.98	0.343
/lnalpha	8.831	1.57		

**Appendix 7.6.2i: Total Violence (Date) Victimization Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.025	0.26	0.10	0.925
Classroom	1.042	0.31	0.14	0.892
Building & Classroom	0.896	0.20	-0.49	0.628
<b>Total Violence (Date) Victimization Frequency (Wave A)</b>	1.005	0.01	0.44	0.678
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.092	0.40	0.24	0.813
Black Hispanic	1.120	0.56	0.23	0.827
Black Non-Hispanic	1.499	0.49	1.25	0.239
Asian	0.667	0.29	-0.94	0.384
Other	1.161	0.36	0.48	0.648
<b>Sex (Male)</b>	1.124	0.19	0.69	0.510
<b>Age (Wave B)</b>	1.034	0.07	0.48	0.639
<b># of BF/GFs (Wave B)</b>	1.010	0.00	2.06	0.061
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.940	0.12	-0.50	0.622
<b>Knowledge Test - Percent Correct (Wave A)</b>	1.036	0.22	0.17	0.867
<b>Behavioral Intentions (Wave A)</b>	0.995	0.01	-0.95	0.344

**Appendix 7.6.2j: Total Violence (Date) Victimization Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.690	0.15	-1.73	0.094
Classroom	0.979	0.21	-0.10	0.919
Building & Classroom	0.964	0.20	-0.17	0.862
<b>Total Violence (Date) Victimization Frequency (Wave B)</b>	1.004	0.00	1.37	0.210
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.233	0.37	0.69	0.497
Black Hispanic	1.208	0.33	0.68	0.499
Black Non-Hispanic	1.317	0.41	0.88	0.395
Asian	0.747	0.25	-0.88	0.401
Other	1.203	0.25	0.88	0.389
<b>Sex (Male)</b>	1.119	0.14	0.87	0.392
<b>Age (Wave C)</b>	0.996	0.08	-0.05	0.959
<b># of BF/GFs (Wave C)</b>	1.010	0.00	2.30	0.026
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.040	0.21	0.19	0.856
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.829	0.17	-0.93	0.361
<b>Behavioral Intentions (Wave B)</b>	1.003	0.01	0.46	0.654

**Appendix 7.6.2k: Total Violence (Date) Victimization Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.982	0.21	-0.08	0.934
Classroom	1.068	0.27	0.26	0.796
Building & Classroom	0.806	0.16	-1.06	0.295
<b>Total Violence (Date) Victimization Frequency (Wave A)</b>	1.006	0.01	0.88	0.402
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.087	0.27	0.34	0.735
Black Hispanic	0.992	0.36	-0.02	0.983
Black Non-Hispanic	1.194	0.27	0.77	0.451
Asian	0.773	0.30	-0.67	0.527
Other	1.142	0.23	0.65	0.530
<b>Sex (Male)</b>	1.071	0.12	0.60	0.560
<b>Age (Wave B)</b>	1.020	0.05	0.37	0.717
<b># of BF/GFs (Wave B)</b>	1.007	0.00	1.65	0.133
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.903	0.09	-1.04	0.306
<b>Knowledge Test - Percent Correct (Wave A)</b>	0.973	0.16	-0.16	0.870
<b>Behavioral Intentions (Wave A)</b>	1.000	0.00	-0.06	0.956
/lnalpha	10.902	1.14		

**Appendix 7.6.2l: Total Violence (Date) Victimization Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.459	0.13	-2.82	0.008
Classroom	0.839	0.14	-1.06	0.290
Building & Classroom	0.790	0.14	-1.34	0.183
<b>Total Violence (Date) Victimization Frequency (Wave B)</b>	1.003	0.00	0.85	0.429
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.317	0.28	1.31	0.191
Black Hispanic	1.236	0.35	0.74	0.472
Black Non-Hispanic	1.552	0.41	1.65	0.123
Asian	0.918	0.28	-0.28	0.787
Other	1.458	0.30	1.83	0.090
<b>Sex (Male)</b>	1.105	0.14	0.77	0.458
<b>Age (Wave C)</b>	1.001	0.04	0.03	0.980
<b># of BF/GFs (Wave C)</b>	1.010	0.00	3.05	0.002
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.053	0.22	0.24	0.818
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.880	0.13	-0.84	0.402
<b>Behavioral Intentions (Wave B)</b>	1.005	0.00	0.98	0.342
/lnalpha	9.854	0.72		

**Appendix 7.6.2m: Total Violence (Date) Perpetration Prevalence (Logistic Regression) (Wave B)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	1.063	0.28	0.23	0.819
Classroom	1.152	0.35	0.47	0.645
Building & Classroom	0.990	0.22	-0.05	0.963
<b>Total Violence (Date) Perpetration Frequency (Wave A)</b>	1.006	0.01	0.50	0.634
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.182	0.48	0.41	0.691
Black Hispanic	1.139	0.56	0.27	0.797
Black Non-Hispanic	1.363	0.48	0.87	0.408
Asian	0.621	0.24	-1.24	0.252
Other	1.048	0.35	0.14	0.893
<b>Sex (Male)</b>	1.021	0.15	0.14	0.889
<b>Age (Wave B)</b>	1.042	0.07	0.63	0.540
<b># of BF/GFs (Wave B)</b>	1.011	0.00	2.19	0.049
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.922	0.10	-0.74	0.465
<b>Knowledge Test - Percent Correct (Wave A)</b>	1.073	0.22	0.34	0.733
<b>Behavioral Intentions (Wave A)</b>	0.996	0.01	-0.67	0.507

**Appendix 7.6.2n: Total Violence (Date) Perpetration Prevalence (Logistic Regression) (Wave C)**

	Odds Rat.	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.574	0.18	-1.75	0.107
Classroom	0.945	0.23	-0.23	0.816
Building & Classroom	0.928	0.24	-0.29	0.772
<b>Total Violence (Date) Perpetration Frequency (Wave B)</b>	1.004	0.00	1.28	0.234
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.090	0.34	0.28	0.783
Black Hispanic	1.097	0.35	0.29	0.779
Black Non-Hispanic	1.393	0.36	1.27	0.213
Asian	0.739	0.24	-0.93	0.379
Other	1.196	0.27	0.79	0.443
<b>Sex (Male)</b>	1.038	0.11	0.34	0.736
<b>Age (Wave C)</b>	0.986	0.08	-0.19	0.854
<b># of BF/GFs (Wave C)</b>	1.007	0.00	1.69	0.095
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.014	0.14	0.11	0.917
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.910	0.15	-0.55	0.580
<b>Behavioral Intentions (Wave B)</b>	1.002	0.01	0.40	0.699

**Appendix 7.6.2o: Total Violence (Date) Perpetration Frequency (Negative Binomial Model) (Wave B)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.886	0.20	-0.54	0.597
Classroom	1.140	0.29	0.51	0.621
Building & Classroom	0.688	0.16	-1.63	0.110
<b>Total Violence (Date) Perpetration Frequency (Wave A)</b>	1.004	0.01	0.56	0.591
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.315	0.37	0.98	0.342
Black Hispanic	1.022	0.41	0.05	0.959
Black Non-Hispanic	1.294	0.42	0.80	0.452
Asian	0.745	0.30	-0.73	0.494
Other	1.157	0.34	0.49	0.640
<b>Sex (Male)</b>	1.009	0.14	0.07	0.950
<b>Age (Wave B)</b>	1.030	0.06	0.50	0.631
<b># of BF/GFs (Wave B)</b>	1.007	0.00	1.51	0.173
<b>Ever Attended SH/DV Prog. (Wave B)</b>	0.899	0.10	-1.01	0.325
<b>Knowledge Test - Percent Correct (Wave A)</b>	1.031	0.18	0.17	0.864
<b>Behavioral Intentions (Wave A)</b>	0.997	0.01	-0.55	0.591
/lnalpha	10.862	1.21		

**Appendix 7.6.2p: Total Violence (Date) Perpetration Frequency (Negative Binomial Model) (Wave C)**

	IRR	Std. Err.	t	P>t
<b>Treatment (Ref. = Control)</b>				
Building	0.490	0.15	-2.26	0.033
Classroom	0.973	0.21	-0.13	0.896
Building & Classroom	0.936	0.18	-0.34	0.731
<b>Total Violence (Date) Perpetration Frequency (Wave B)</b>	1.003	0.00	0.80	0.460
<b>Race (Ref. = "White Non-Hispanic")</b>				
White Hispanic	1.115	0.28	0.43	0.666
Black Hispanic	1.225	0.37	0.67	0.512
Black Non-Hispanic	1.602	0.45	1.69	0.109
Asian	0.757	0.27	-0.79	0.454
Other	1.348	0.29	1.41	0.174
<b>Sex (Male)</b>	1.057	0.12	0.48	0.638
<b>Age (Wave C)</b>	0.981	0.05	-0.40	0.690
<b># of BF/GFs (Wave C)</b>	1.007	0.00	1.90	0.065
<b>Ever Attended SH/DV Prog. (Wave C)</b>	1.057	0.18	0.34	0.747
<b>Knowledge Test - Percent Correct (Wave B)</b>	0.833	0.14	-1.10	0.276
<b>Behavioral Intentions (Wave B)</b>	1.005	0.01	1.02	0.327
/lnalpha	7.510	0.59		