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An Evaluation of the Texas Team's Teen Dating Violence Awareness and Prevention Toolkit

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An Evaluation of the Texas Team's Teen Dating Violence Awareness and Prevention Toolkit



Prepared by

Institute on Domestic Violence and Sexual Assault
Center for Social Work Research
School of Social Work
The University of Texas at Austin

August 2008

**An Evaluation of the Texas Team's
Teen Dating Violence Awareness and Prevention Toolkit**

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**Institute on Domestic Violence and Sexual Assault
The University of Texas at Austin School of Social Work**

The mission of the Institute on Domestic Violence and Sexual Assault (IDVSA) is to advance the knowledge base related to domestic violence and sexual assault in an effort to end violence. IDVSA accomplishes this through supporting research on domestic violence and sexual assault and by providing training, technical assistance, and information dissemination to the practitioner community and the community at large. IDVSA's vision is that its multidisciplinary, researcher-practitioner, collaborative approach enhances the quality and relevance of research efforts and their application in service provision.

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EXECUTIVE SUMMARY

The purpose of the evaluation project is to assess the process and the outcomes of implementing an intervention based on the Teen Dating Violence Awareness and Prevention Toolkit. For this purpose, the IDVSA research team developed a model for schools to follow based on multiple materials in the Toolkit. The project looked at how effective the intervention was in increasing awareness of dating violence among teens and knowledge of how to respond if they or their peers are in an abusive relationship.

The IDVSA research team investigated the following broad queries:

1. What changes in knowledge and action occur after ninth-graders participate in a weeklong session on teen dating violence?
2. What lessons are learned about implementation procedures and other process issues?

The findings are organized into three sections based on the sources of data. The first section records the results of surveys given to students before and after the Implementation Week to gauge changes in their knowledge and attitudes about teen dating violence. The second section analyzes the results of teacher surveys that primarily address the content of the Teacher Implementation Plan and the process itself. The last section includes the results of interviews with two stakeholders who partnered with IDVSA for the evaluation project: a representative of a Dallas domestic violence agency and a representative of the Dallas Independent School District (DISD).

Findings from the student surveys indicate that ninth-graders exhibit increased awareness of and knowledge about teen dating violence when materials from the Toolkit are implemented the way they were in the evaluation project.

Specifically, the results of the surveys indicated that more students than before:

- knew general information about teen dating violence and relationship abuse, such as appropriate terminology and prevalence among their demographic.
- were able to identify abusive behaviors and name expectations for healthy relationships.
- knew strategies to use and resources to turn to if they witnessed or experienced teen dating violence or relationship abuse.

Pre-post changes in all of these areas were statistically significant. There were 50% and 51% increases in students who reported that they knew about a community organization and a hotline that they could call for help if they witnessed or experienced teen dating violence. Students reported that information about how to seek help and talk to an adult was the most helpful part of the intervention.

Findings from the student and teacher surveys, stakeholder interviews, and the IDVSA research team provide rich information about ways to ensure that what worked well about the Implementation Week can be duplicated in non-evaluation settings.

Some of the recommendations based on these several sources of data relate to how the materials included in the Toolkit can be tailored to make the best use of the Texas Team's resources and achieve its important mission. Among the key recommendations are that the Toolkit contain materials in standard lesson plan format in English and Spanish, that all materials be appropriate for teens in same-sex dating relationships, and that teaching aids address feedback related to classroom technology.

Other recommendations are more strategic and address who the Toolkit is designed for and how those recipients can best facilitate the desired intervention with high school students. Teachers and stakeholders were in agreement in one area of feedback: that staff from domestic violence or sexual assault programs, rather than school staff, should lead the effort to introduce teen dating violence information to students and encourage student leadership.

Limitations of the study are that the interventions that took place at the two high schools were different in several critical ways than other implementations of the Toolkit outside of the evaluation framework. Examples of these critical differences are that for the evaluation project, the IDVSA research team produced and delivered a binder with a five-day Teacher Implementation Plan, and teachers and students received incentives for participation in the study. While neither the prepared binder nor the incentives are part of the Toolkit's standard implementation, they were necessary for the purposes of evaluation. These elements of the implementation have to be taken into account when interpreting the desired changes that are reflected in the student surveys. Additional limitations include a lack of information about the effectiveness of Toolkit implementations in different school settings, such as in suburban or rural communities or with older high school students.

The two interventions based on the Toolkit were effective at increasing students' awareness of and knowledge about teen dating violence. Opportunities remain for developing the Toolkit materials and implementation process so that as many students as possible in Texas's diverse high school population have access to this information that can not only produce healthier relationships, but may also potentially save lives.

BACKGROUND

The public policy setting for the study

The Texas Dating Violence Prevention Team, often referred to as the “Texas Team,” is a group of nonprofits and government agencies dedicated to teen dating violence awareness and prevention. The Texas Team includes the Governor's Commission for Women, the Texas Education Agency, the Texas Council on Family Violence, the Texas Association Against Sexual Assault, the Texas Advocacy Project, SafePlace, Texas Health Resources, the Texas Association of School Boards, the Texas School Safety Center, the Regional Crime Victim Crisis Center, the Texas Education Telecommunications Network, Jennifer's Hope, SafeHaven, the Institute on Domestic Violence and Sexual Assault at The University of Texas at Austin, The Family Place, and the Office of the Governor-Criminal Justice Division.

Since 2006, the Texas Team has distributed a comprehensive kit of materials to help schools and communities address the issue of relationship violence among teens. This product, officially called the Teen Dating Violence Awareness and Prevention Toolkit, is referred to throughout this report as the “Toolkit.”

Passage of Texas House Bill 121 heightened interest in the Texas Team’s 2008 Teen Dating Violence Awareness and Prevention Toolkit. Gov. Rick Perry signed HB 121 into law on May 18, 2007. (See Appendix A for Text of HB 121).

The law mandates that each school district in Texas will adopt and implement a dating violence policy as part of its district improvement plan.

According to HB 121, the dating violence policy must:

- 1) include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded; and
- 2) address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Although the Teen Dating Violence Awareness and Prevention Toolkit is not specifically mentioned in the law or the specific policy requirement, the Toolkit provides a number of resources to assist schools in the implementation of the new law, such as sample curricula, handouts, activities, and safety plans.

To help schools comply with the new law, the Texas Team created a document entitled *A Guide to Preventing Dating Violence in Texas Schools*. (See ww.healthyteendating.org.) The guide, which outlines a model policy for schools that would fit the mandate of HB 121, was distributed to every superintendent in the state, in addition to being part of the Toolkit.

The Texas Education Agency and the Texas Team also provided training through the regional education centers to assist schools in addressing teen dating violence. Attendees were told about the Toolkit and provided instructions on how to request one.

Teen dating violence in Texas

According to the Texas Team's *A Guide to Preventing Dating Violence in Texas Schools*, dating violence refers to any kind of abusive act in a dating relationship. It is most obvious when physical or sexual abuse is involved, but teen dating violence also includes verbal abuse, threats, and extreme possessiveness. At its core, dating violence is a pattern of abusive behaviors that one person uses to control another in a relationship.

The Texas Council on Family Violence survey of 16- to 24-year-olds illustrates the pervasiveness of teen dating violence among this age group in Texas.

According to this research,

- 75 % of those surveyed either have personally experienced dating violence or know someone who has, and
- 50 % have personally experience dating violence.

Texas legislators, public and nonprofit agencies, schools, and community organizations are responding to these staggering findings with education and prevention programs and new legislation and policies. These initiatives are guided by research.

Description of the Toolkit and Evaluation Need

The Toolkit included curriculum and programmatic materials from three longtime national leaders in teen dating violence awareness and prevention: the American Bar Association, Centers for Disease Control and Prevention, and Liz Claiborne Inc. The Toolkit contained materials such as teacher discussion guides, posters, push cards, safety plans, and CDs.

The Texas Team added several Texas-specific items, such as fact sheets and resources from Texas-based agencies, in addition to *A Guide to Preventing Dating Violence in Texas Schools*.

The Texas Team provided the Toolkit to approximately 200 Texas schools in December 2007 and recommended that it be used to create an in-school intervention as part of National Teen Dating Violence Awareness and Prevention Week, which was held February 4-8, 2008.

In its instructions on how to use the Toolkit, the Texas Team encouraged schools to review the materials from the three major programs and select those items they wanted to present during a one-week intervention. This directive gave schools an opportunity to draw from the Toolkit's elements in a manner that is organizationally and culturally bound.

As the "Review of Literature" indicates, some of the educational materials in the Toolkit have been evaluated. However, no research has been done on the effectiveness of a teen dating violence intervention that is individually modeled, as the Texas Team directed.

The Texas Council on Family Violence contracted with the Institute on Domestic Violence and Sexual Assault (IDVSA) at The University of Texas at Austin School of Social Work to conduct an evaluation study of Toolkit materials and assess outcome objectives. Two Texas high schools agreed to participate in this research project. For consistency across schools, a Teacher Implementation Plan was defined and used for the intervention.

Terms used in this report

Throughout this report, the term “Teacher Implementation Plan” refers to the binder of materials drawn from the Toolkit and used for the instruction delivered as part of the evaluation project. The IDVSA research team compiled the binders based on elements the Texas Team identified for five one-hour daily sessions. The Teacher Implementation Plan used in this evaluation project represents only one way to use these materials from the Toolkit. A copy of the Teacher Implementation Plan is in Appendix H.

The term “Implementation Week” indicates the time period that the curriculum, based on the Toolkit, was taught to ninth-graders at each high school. The curriculum was taught during one regular class period.

“Intervention” refers to the process of presenting the teen dating violence prevention materials drawn from the Toolkit during the Implementation Week.

REVIEW OF LITERATURE

School districts addressing teen dating violence have many options when choosing from existing programs. A search of academic journals on teen dating violence prevention programs revealed that teen dating violence curricula are typically school-based. The articles and information collected were located via academic Web sites, such as EBSCO and Internet searches via Google Scholar. Some of the terms used in the search were “teen dating violence,” “teen dating violence program effectiveness,” “teen dating violence prevention initiatives,” and “teen dating violence toolkits.”

Overview of teen dating violence prevention programs

Generally teen dating violence programs aim to increase student knowledge and awareness of teen dating violence. The curricula incorporate a variety of activities to engage students in the learning process. Role-playing, lectures, and group discussions formed the activities used within each of the curricula.

Most programs identified in the literature review are targeted for 12- to 17-year-olds. The curricula generally target children and adolescents with the goals of preventing lifetime interpersonal violence. The *Love is Not Abuse* curriculum is intended specifically for high school students.

The curricula are school-based, and with one exception, teachers facilitate all sessions with students. *Ending Violence* varied from other programs by using bicultural and bilingual attorneys, rather than teachers, to conduct the program.

Programs which depend on teachers to disseminate the curriculum have training that varies in length. The *Teen PEACE* program trains teachers for two days, while *Safe Dates* trains teachers for approximately 20 hours. Teachers who implement the school-wide prevention component of *Expect Respect* receive two hours of training. The American Bar Association’s (ABA) Toolkit does not provide direct training to teachers. However, the teacher’s guide provides classroom activities that can be implemented in different classes, such as history, art, and government (American Bar Association, 2006). Sponsors involved with *STAR (Texas)* participate in yearly trainings, but the groups are youth-led (Students taking action for respect, n.d.).

Program descriptions

The search of the literature yielded descriptions for nine teen dating violence programs. There are likely many more from agencies that address teen dating violence in their communities. The nine programs discovered through the literature review are described below.

1) *Choose Respect*

The Centers for Disease Control and Prevention (CDC) launched the *Choose Respect* Initiative in May 2006 in 10 cities across the United States (Department of Health and Human Services, Centers for Disease Control and Prevention, 2006).

Choose Respect is designed to encourage positive action on the part of adolescents to form healthy, respectful relationships as they grow older and begin to date. Research for the initiative shows most adolescents have positive, healthy attitudes about their relationships with others.

Choose Respect seeks to reinforce and sustain these positive attitudes among adolescents by:

- providing effective messages for adolescents, parents, caregivers, and teachers that encourage them to choose to treat themselves and others with respect;
- creating opportunities for adolescents and parents to learn about positive relationship behaviors;
- increasing adolescents' ability to recognize and prevent unhealthy, violent relationships; and
- promoting ways for a variety of audiences to get information and other tools to prevent dating abuse. (Retrieved December 11, 2007 from www.chooserespect.org.)

In Austin, Texas, the local organization SafePlace collaborated with the CDC on the development, implementation, and evaluation of *Choose Respect* in Austin-area middle schools.

2) *Expect Respect*

The SafePlace in Austin, Texas, started the *Expect Respect* program in 1988. The goal of this school-based program is to prevent teen dating violence and promote safe and healthy relationships (Ball, Rosenbluth, Randolph, & Aoki, 2008).

Expect Respect is an ecologically informed dating violence prevention program for middle and high schools that engages the entire school community in changing social norms about dating relationships and creating a respectful environment.

Expect Respect consists of three components:

- *Expect Respect* Support Groups (24 group sessions) serve vulnerable youth who have experienced violence in their homes or dating relationships. Support groups help teens heal from past abuse, learn skills for healthy relationships, and prevent future victimization and perpetration.
- SafeTeens Youth Leadership Training (8 lessons) empowers youth to become role models and leaders in preventing dating violence, sexual harassment, and bullying. After receiving training, youth develop and implement a prevention project in their school or community.
- School-Wide Prevention Strategies include developing school policy concerning dating violence; assessing school climate; and engaging students, teachers, and parents in school-wide prevention activities. Materials from *Choose Respect* are used to educate teachers, students, and parents.

3) *American Bar Association (ABA) Teen Dating Violence Prevention Initiative*

The ABA created the Teen Dating Violence Toolkit in 2006. The initiative is intended to increase students' knowledge about dating violence. The ABA Toolkit recommends using the materials during National Teen Dating Violence Awareness and Prevention Week (American Bar Association, n.d.).

4) *Love is Not Abuse*

The *Love is Not Abuse* curriculum is a well-known national prevention campaign sponsored by Liz Claiborne Inc. The program was developed by Break the Cycle, the Education Development Center (EDC), and Liz Claiborne Inc. The program was launched in April 2006. Toolkits were distributed to approximately 3,500 schools and organizations in the United States. Liz Claiborne Inc. also sponsors www.loveisrespect.org, a national hotline and interactive Web site that offers resources and peer support (Liz Claiborne Inc., n.d., p.1). The three goals of *Love is not Abuse* are to “increase students’ understanding of teenage dating violence/abuse, help students challenge misconceptions or beliefs that support dating violence, [and] increase help-seeking behavior among students involved in abusive relationships” (Liz Claiborne Inc., n.d.).

5) *Ending Violence*

Ending Violence is a program created by the nonprofit organization Break the Cycle, Los Angeles, California, that reaches out to the Latino community. *Ending Violence* focuses on educating youth on the legal rights of domestic violence victims as well as the legal ramifications of being a perpetrator (Jaycox et al., 2006).

6) *STAR (Southside Teens About Respect)*

The *STAR* intervention program was created by the Englewood School District in Chicago, Illinois, and a coalition of community organizations. The *STAR* curriculum comprised of classroom-based education, peer leadership training, teacher and parent workshops, and community-based public awareness campaigns. The creators of *STAR* included parent workshops to educate parents on the issue of teen dating violence. The objective of the program is to reduce teen dating violence by increasing students’ knowledge and awareness about dating violence, community resources, and attitudes that support and combat violence (Schewe & Anger, 2000).

7) *Teen PEACE (Project to End Abuse through Counseling and Education)*

This 12-week Nashville, Tennessee, program promotes equality and healthy relationships by raising awareness and skill-building. *Teen PEACE* collaborates with school and juvenile court systems. The program teaches conflict resolution skills as well as power and control issues in relationships in hopes of reducing dating violence (Schut, Worley, & Powell, 1998).

8) *Safe Dates*

Safe Dates, a dating violence prevention program in North Carolina, is a 10-session curriculum featuring a student-run theater production. Students are also expected to participate in community activities, such as working at a hotline or domestic violence shelter. The goal of *Safe Dates* is to change norms associated with dating violence, teach conflict management skills, decrease gender stereotyping, and encourage help-seeking behaviors for dating violence services. The program is designed for eighth- and ninth-graders. (Foshee & Langwick, 1994).

9) *Students Taking Action for Respect (STAR)*

In 2001, the Texas Association Against Sexual Assault (TAASA) initiated this peer-led program about violence within their communities. The curriculum goals of *STAR* are to build youth leadership and program development, and increase awareness of sexual assault and sexual harassment. Although groups require an adult sponsor, they are lead by students. *STAR* summer statewide conferences bring together students and their sponsors from all over Texas, so that

students can take part in “train the trainer” workshops – simultaneously learning how to end violence and build leadership skills (Students Taking Action for Respect, n.d.).

Program effectiveness

Of the programs that exist, six have been found to be effective in pre-post evaluations: *Choose Respect*, *Expect Respect*, *Ending Violence*, *Teen PEACE*, *Safe Dates*, and *STAR* (Illinois). A summary of evaluation results are:

1) The *Choose Respect* Initiative (CDC, 2006) was evaluated by the CDC in collaboration with SafePlace in Austin-area middle schools. Pre- and post-tests demonstrated that *Choose Respect* has a substantial impact on knowledge and beliefs and moderate impact on behavioral intentions.

After participating in *Choose Respect* activities:

- There was a decrease in the number of students who thought a healthy relationship is one in which a dating partner wants to know where they are every minute or gets jealous when they talk to other people.
- Students were better able to identify the warning signs of abuse, such as hanging out only with a dating partner or disengaging from activities they previously enjoyed.
- Students showed stronger beliefs that abuse in relationships is unacceptable.
- Students were less likely to believe that jealousy is a good way to show you care, or that violence between couples is personal and other people should mind their own business. (CDC, Unpublished Report, 2008)

2) *Expect Respect* consists of three program components: support groups for at-risk students who have experienced violence at home or in their dating relationships, youth leadership training, and school-wide prevention activities. *Expect Respect* support groups have been evaluated with qualitative and quantitative methods.

The qualitative evaluation demonstrated increases in participants’ knowledge and ability to identify abuse; relationship skills, including communication and anger control; and expectations for respect in current and future relationships (Ball, Kerig, & Rosenbluth, in press). Additionally, the quantitative evaluation of *Expect Respect* support groups demonstrated a decrease in insecurity in relationships, which was associated with a decrease in controlling and abusive behaviors (Ball & Hamburger, 2007). School-wide prevention activities include the *Choose Respect* initiative in addition to policy development, training and technical assistance, and a climate survey. The youth leadership training has not yet been formally evaluated.

3) RAND Corporation conducted a pre-post study of *Ending Violence* and concluded that the intervention program produced “modest but significant effects in three areas: student knowledge, attitudes about female on male violence, and attitudes about seeking help.” (Jaycox et al., 2006, p.1).

4) In an evaluation of the Illinois *STAR* program, Schewe and Anger (2000) found that the students exposed to *STAR* acquired a basic knowledge of teen dating violence signs. The study found that multiple years of intervention were needed to see attitude change about interpersonal violence.

5) The evaluation of *Teen PEACE* measured the effectiveness of the intervention both in juvenile court and in school, and found more evidence of pre-post change among students in juvenile court. According to the findings, adolescents in the juvenile court system exhibited more respect toward others and decreased their use of controlling behaviors (Schut, Worley, & Powell, 1998).

6) Foshee et al. (1998) conducted a pre-post test of *Safe Dates* with 1,700 eighth- and ninth-grade students. The research included a one-year follow-up to measure long-term change. Findings indicated that, after the intervention, teens were less accepting of dating violence and had greater knowledge of services for people involved in violent relationships.

Texas Association Against Sexual Assault is conducting a pre-post survey to determine program effectiveness of *STAR*. Results of this program's effectiveness will be available in the future. Surveys are found on their Web site, <http://www.taasa.org/star/index.html>, making them accessible to student leaders and their group sponsors (Students Taking Action for Respect, n.d.).

METHODOLOGY

The evaluation project's purpose is to evaluate the effectiveness of five daily one-hour sessions on teen dating violence presented to ninth-graders. The program was based on materials drawn from the Texas Team's Teen Dating Violence Awareness and Prevention Toolkit and incorporated into the Teacher Implementation Plan.

Sources of data collection

The IDVSA research team collected data from the following sources:

1. *Students*. The students were surveyed using pre-post test survey procedures. The pre-post test surveys were almost exactly the same and included open- and closed-ended questions about knowledge, attitude, and behavior of teen dating violence. The pre-survey contained 20 items and the post-survey contained 22 items. Two additional open-ended questions were included on the post-intervention survey that asked about students' experiences with the process.
2. *Teachers*. Teachers who delivered the curricula were surveyed about their experiences. Thirty-six content and process questions were asked on their survey.
3. *Stakeholders*. Two stakeholders were interviewed. One was a representative of a Dallas, Texas, domestic violence agency and the other was a representative of the Dallas Independent School District (DISD), and the interviews focused on their experiences with the project and working with the schools.

Creation of an Implementation Week for evaluation purposes

In assembling the 2008 Toolkit, the Texas Team's goal was to disseminate teen dating violence prevention materials from three resources – the American Bar Association, the Centers for Disease Control and Prevention, and Liz Claiborne Inc. – to Texas schools. The Texas Team encourages local champions among school faculty and students to choose information to use for their school intervention. This level of flexibility provides for the development of materials that are culturally appropriate for individual communities and also allows local champions and students to become passionate and knowledgeable about the issue.

From an evaluation perspective, however, this flexibility creates challenges, as it would be difficult to compare the effectiveness of interventions that were conducted with elements that are different from each other. Therefore, the Texas Team developed an outline of what Toolkit materials would be presented in a five-day intervention to be conducted in both high schools that participated in this evaluation project. The IDVSA research team put the materials into a binder called the Teacher Implementation Plan (Appendix H) and worked with educators on how to provide the instruction during Implementation Week.

Enlistment of stakeholders

To model the Texas Team's vision of school/community partnerships, the IDVSA research team reached out to the community for this evaluation project.

The stakeholders enlisted were:

- 1) The manager of the Dallas Independent School District's Child Abuse and Domestic Violence Office. This stakeholder served as the project's educational facilitator and policy practitioner. She was critical in identifying and coordinating possible school personnel, accessing district staff and relevant data, and training teachers on the district's new teen dating violence policy.
- 2) The director of Youth Education and Prevention Services at The Family Place, a Dallas-based nonprofit agency serving survivors of domestic violence. This stakeholder served as a link to community resources and trained teachers on the basics of teen dating violence and how to use the Teacher Implementation Plan for the evaluation project. The director was available throughout the Implementation Week to ensure that teachers were comfortable with the instruction being provided and assisted if any disclosures came from students.

Selection of schools

The first task of the IDVSA research team was to recruit two schools willing to participate in this evaluation project. Several schools from the Dallas Independent School District had already expressed interest in receiving Toolkits from the Texas Team. One stakeholder, the district's manager of the Child Abuse and Domestic Violence Office, was highly motivated to work with the IDVSA research team and had already begun to develop the policy requirement as determined by HB 121 (see Appendix B). Therefore, the IDVSA research team selected two DISD high schools that had already requested Toolkits and approached them about the evaluation project.

Rationale for targeting ninth-graders

The IDVSA research team selected ninth-graders for the intervention for several reasons:

- 1) This age group of students within DISD had no previous intervention on teen dating violence.
- 2) Approximately 50% of students in the ninth grade do not graduate from high school in the United States. Students who drop out of school may do so for reasons that are risk factors for teen dating violence. These students may also need information about curbing aggressive or abusive behavior or avoiding teen pregnancy.
- 3) Related to the nationwide dropout rate between the beginning and end of high school, the ninth-grade population is the most diverse of all high school age groups.

Within DISD, two high schools were chosen based on the following criteria:

- 1) population of ninth-graders (for statistical power purposes);
- 2) motivation and willingness of schools to participate; and
- 3) need for intervention information (for instance, one high school was selected in part because of having a high teen pregnancy rate).

Incentives to schools and students

In recognition for the time and effort of the schools and individuals who participated in the evaluation, each school received \$1,500 for its participation. This support was divided between the school administration and the teachers who presented the instruction during the Implementation Week. Teachers voluntarily participated in this program.

At both high schools, all ninth-graders received the instruction related to teen dating violence during regular class time. Students who voluntarily participated in the evaluation component (by returning a signed parent informed consent and pre- and post-surveys) received a \$5 coupon from a fast-food restaurant.

In addition, The Family Place received \$2,000 for its work on the evaluation, which included having a staff member present the In-service Training on teen dating violence and bridge the link between school and community resources. While not an initial part of her responsibilities, The Family Place representative was available to both schools throughout the Implementation Week.

In-service Training for teachers

All teachers who were part of the evaluation project attended a three-hour In-service Training session presented by staff from DISD and The Family Place. The training focused on the nature of teen relationship violence, suggestions on what teachers could do to create a safe place for students in abusive or violent relationships, and a review of the Teacher Implementation Plan itself. This training also included a review of district policy on teen dating violence.

Training and implementation schedules

At Madison High School, all ninth-graders received instruction on the curriculum during health class. Because Madison uses a block schedule, students received the five hours of intervention over three days. Teachers team-taught the intervention.

Table 1: Dates and activities for Madison implementation

Date	Activities
January 24, 2008	In-service Training Domestic violence agency presents on “Teen Dating Violence” and reviews Teacher’s Guide DISD representative trains on district policy IDVSA project manager trains on evaluation protocol
January 28, 2008	Teachers administer pre-intervention survey
January 29-31, 2008	Intervention takes place: Tuesday-Thursday
February 1, 2008	Teachers administer post-intervention survey

At Sunset High School, all ninth-graders received the intervention during their English classes during one week. They received the instruction in five one-hour class periods.

Table 2: Dates and activities for Sunset implementation

Date	Activities
March 18, 2008	In-service Training Part One DISD representative trains on district policy IDVSA project manager trains on evaluation protocol
March 19, 2008	Teachers administer pre-intervention survey
March 20, 2008	In-Service Training Part Two Domestic violence agency presents on “Teen Dating Violence” and reviews Teacher’s Guide
March 24-28, 2008	Intervention takes place: Monday-Friday
March 31, 2008	Teachers administer post-intervention survey

Data collection

Students completed pre- and post-intervention surveys. The survey consisted of 15 multiple-choice questions and five short-answer questions. A Likert-type scale was used for most of the multiple-choice questions. Appendix E is a copy of the Student Post-Survey, which differs from the pre-survey by the inclusion of two questions related to the intervention itself.

Questions were based on learning objectives for the material in the Teacher Implementation Plan. Some of the questions were taken verbatim from the published materials drawn from the Toolkit, while others more generally sought pre-post changes in knowledge and attitudes. In detailed oral and written instructions about data collection procedures, teachers were asked to set aside 15 minutes before and after the intervention week to administer the pre- and post-surveys and collect the parent and student informed consent forms. Data collection instructions to teachers are in Appendix D.

Teachers who participated in this project were given a 37-item survey with three sections to complete. (The Teacher Survey is in Appendix F.) Teachers completed the first section, “Preparing for the Week,” between the time of the In-service Training and the first day of the Implementation Week. These questions focused on the time that it took them to prepare for each day’s instruction. Teachers were also asked to record their experiences teaching the material after each session and provide comments related to the strengths and weaknesses of the materials in the Teacher Implementation Plan. Teachers mailed their surveys to the IDVSA research team at the conclusion of the Implementation Week.

Finally, IDVSA research team members conducted interviews with the two community stakeholders, representatives from The Family Place and the Dallas Independent School District.

The goal of the stakeholder interviews was to elicit information about the implementation process from the viewpoint of these important partners. Interviews were conducted by telephone and recorded. Data were transcribed verbatim. The Stakeholder Interview Protocol that guided this step of data collection is in Appendix G.

Protection of human subjects

This study was reviewed and approved by the Institutional Review Board (IRB) at The University of Texas at Austin. Written informed consent was obtained for this study from all participants: students, teachers, and stakeholders. Signed parental consent forms were obtained from each student in order for their pre- and post-surveys to be included in the data analysis and for the student to be eligible for an incentive. Participation in this study was voluntary.

Data analysis

The answers to the student surveys were divided into multiple-choice and short-answer questions for coding and analysis. Multiple-choice questions were considered to have one “correct” answer, which received a certain code, and other answers or illegible/no response entries received different codes.

The short-answer questions were grouped and coded by theme and decisions were made about which of the students' answers would be counted as correct. The 20 pre-post questions on the student survey were analyzed using a dependent sample t-test comparing a proportion of students who gave correct answers on the pre-survey to a proportion on the post-survey.

Two additional survey questions, which were only on the post-survey, asked students what was most and least helpful about the implementation. These answers were grouped by theme; common answers were presented separately for each high school.

The questions on the teacher surveys and stakeholder interviews were more open-ended than the questions on the student surveys. The answers to the teacher surveys and stakeholder interviews were analyzed using thematic and content analyses, an iterative process in which interview transcripts were read and reread by members of the IDVSA research team prior to coding. Common answers were grouped into themes. The IDVSA research team confirmed the results by reviewing them against the associated quotations from the transcripts.

FINDINGS

Data are organized into three sections, based on methodology and respondent affiliation.

These sections include:

1. Students
2. Teachers
3. Stakeholders

The findings from all participant groups in the evaluation project are presented first, followed by an in-depth discussion of the findings and the recommendations associated with those findings.

All recommendations in this section are grounded in the data and therefore were generated directly from participants in the evaluation project.

Readers will note that findings are inter-related within and between groups. Decisions about how to implement a Teen Dating Violence Awareness and Prevention program for ninth-graders are best made by considering the findings in their entirety. The IDVSA research team synthesizes those findings and recommendations at the end of this report, providing a lateral assessment of lessons learned.

A Composite List of Findings from Students

FINDING ONE

Following the intervention, more students than before exhibited general knowledge about teen dating violence. The change in students who demonstrated this knowledge was statistically significant.

FINDING TWO

Following the intervention, more students than before were able to identify abusive behaviors and name expectations for healthy relationships. The change in students who demonstrated this capacity was statistically significant.

FINDING THREE

Following the intervention, more students than before knew strategies to use and resources to turn to if they witnessed or experienced teen dating violence or relationship abuse. The change in students who demonstrated this knowledge was statistically significant.

FINDING FOUR

Thirty-six percent of students said that they knew someone dealing with relationship abuse. This was an increase of eight percent following their participation in the intervention.

FINDING FIVE

Students reported that information about how to seek help and talk to an adult was the most helpful part of the intervention.

A Composite List of Findings from Teachers

FINDING ONE

Most teachers agreed that the In-service Training increased their knowledge of teen dating violence, but several still had some concerns about their readiness to teach the subject.

FINDING TWO

Most teachers agreed that the In-service Training was useful in communicating to them how to facilitate the logistics of the research, such as receiving signed informed consent forms from students and administering pre- and post-surveys.

FINDING THREE

For 90% of the educators, the In-service Training clearly outlined what they needed to do to use the Teacher Implementation Plan to instruct during Implementation Week.

FINDING FOUR

Most teachers liked having the Teacher Implementation Plan as a starting point for Implementation Week.

FINDING FIVE

Preparation for Teen Dating Violence Awareness and Prevention Implementation Week was intense.

FINDING SIX

Sections of the Teacher Implementation Plan rated “most successful” were parts that encouraged student participation.

FINDING SEVEN

Teachers were concerned about their ability to handle student disclosures while adhering to district policy.

FINDING EIGHT

Scheduling issues at both schools made it difficult to provide the instruction as suggested in five one-hour daily sessions during Teen Dating Violence Awareness and Prevention Week. Although slight modifications were made, a total of five hours of instruction was given to all students at both schools.

FINDING NINE

The Teacher Implementation Plan did not meet the teachers’ need for digital teaching materials, such as PowerPoint.

A Composite List of Findings from Stakeholders

FINDING ONE

Stakeholders agreed that the school/community model used for the evaluation project is essential for successful school-based interventions.

FINDING TWO

By collaborating on the evaluation project, stakeholders gained better insight about their distinct roles in supporting teen dating violence education. In the course of the evaluation project, both modified the information they provided to make it more suitable to the audience of teachers and/or students.

FINDING THREE

While stakeholders considered the In-service Training one of the most successful aspects of the project, they did not believe teachers were prepared to present Teen Dating Violence material in the most effective manner.

FINDING FOUR

Stakeholders agreed that even after the training, most teachers were not prepared to respond to students when they did make a disclosure.

FINDING FIVE

The purpose and use of the resource list needed to be made clearer.

FINDING SIX

Stakeholders were concerned about the effect scheduling pressures had on student learning.

FINDING SEVEN

Training associated with HB 121 and the evaluation project generated an increased awareness of teen dating violence and individual efforts to help youth in schools.

FINDING EIGHT

Involvement of school leadership is critical to support education of this nature.

FINDING NINE

Stakeholders had a positive experience overall and are collaborating to make better use of their unique resources to expand teen dating violence education in their community.

DISCUSSION AND RECOMMENDATIONS

Discussion of Findings from Students

Students took a 20-question survey before and after receiving instruction based on the materials drawn from the Toolkit and presented during Implementation Week. Changes in their knowledge and attitudes attributable to the intervention can be assessed by comparing the number of students who gave the correct answer on each question on the pre-intervention survey and the post-intervention survey.

The 20 pre-post questions can be divided into three categories based on what student knowledge they were meant to assess. The three broad categories are:

- general knowledge about teen dating violence (terminology and prevalence);
- identification of abusive behavior and expectations in healthy relationships; and
- knowledge about what the teenagers receiving the intervention can do if they experience or witness teen dating violence (strategies and resources).

The findings below analyze pre-post change in each of these three content categories.

A different way of categorizing the pre-post questions is by multiple-choice and short-answer format. The findings demonstrating pre- and post-intervention change are divided into separate tables based on multiple choice and short answer format (Table 3 and Table 4). This is primarily because some of the short-answer questions prompted multiple responses, and the table for short-answer questions displays whether students gave at least one correct response, at least two correct responses, etc. One question on the survey did not have “correct” or “incorrect” answers, but prompted for “yes” or “no” responses, so the information gathered from that question is presented by itself (Table 5). In Tables 3, 4, and 5, the content category (general knowledge, identification of abusive behavior, etc.) is listed for each question.

Besides the 20 pre-post questions that measured change in knowledge and attitudes before and after the intervention, the post-survey also asked students what they found most and least helpful about the intervention. The responses to these questions are addressed at the end of this section

A copy of the Student Post-Survey with all the multilevel questions asked is available for reference in Appendix E.

FINDING ONE

Following the intervention, more students than before exhibited general knowledge about teen dating violence. The change in students who demonstrated this knowledge was statistically significant.

Two of the questions on the survey assessed whether students possessed general knowledge about teen dating violence. When asked about the demographic group most at risk of intimate relationship violence (Question 8), 75% of students answered the question correctly on the post-survey, a 9% increase from before the intervention. This increase is important because it showed that students had become increasingly aware that females in their age range are the most at-risk population to become victims of intimate partner violence.

When asked to choose the term for a person who is aware that someone is being abused in a dating relationship (Question 12), 78% of students answered correctly on the post-survey, a sizeable 34% increase from the pre-survey. Not only does knowing the term “bystander” help students understand information about teen dating violence, it may also indicate raised awareness of the importance of bystanders in intervening in relationship abuse. Table 3 demonstrates the changes that support this finding.

FINDING TWO

Following the intervention, more students than before were able to identify abusive behaviors and name expectations for healthy relationships. The change in students who demonstrated this capacity was statistically significant.

Ten of the 20 questions on the survey assessed whether students could identify healthy and unhealthy relationship indicators. Seven of the questions (Questions 1-7) were multiple choice using a Likert scale. They presented students with a specific situation and asked them to indicate whether it was healthy or indicated relationship abuse. Pre-post changes on these seven questions ranged from 4% to 31%, with statistically significant changes on all questions.

Another question (Question 13) queried students about the likelihood of violence repeating itself in a relationship. The proportion of students answering this question with the “correct” answer was 84% after the intervention, an increase of 15%. This is important since intimate partner violence follows a model of escalation. The increased awareness that students exhibited after the intervention may help them avoid rationalizing early incidences of violence in intimate partner relationships.

Table 3 provides results to support findings related to these questions.

Table 3: Pre-post survey analysis of multiple choice-questions (N=304)

Question number	Questions grouped by content	Proportion of students who gave the correct answer			
		Pre-survey	Post-survey	Difference	Significance
1	Identification of abusive behavior; expectations in healthy relationships	0.65	0.82	0.17	<.0001*
2	Identification of abusive behavior; expectations in healthy relationships	0.59	0.68	0.09	0.0193*
3	Identification of abusive behavior; expectations in healthy relationships	0.34	0.51	0.17	<.0001*
4	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0.06	0.10	0.04	0.0324*
5	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0.46	0.65	0.19	<.0001*
6	Identification of abusive behavior; expectations in healthy relationships	0.37	0.47	0.10	0.0093*
7	Identification of abusive behavior; expectations in healthy relationships	0.25	0.56	0.31	<.0001*
8	General information about relationship abuse and teen dating violence (terminology and prevalence)	0.66	0.75	0.09	0.0041*
9	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0.39	0.61	0.22	<.0001*
10	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0.47	0.65	0.18	<.0001*
11	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0.27	0.65	0.38	<.0001*
12	General information about relationship abuse and teen dating violence (terminology and prevalence)	0.44	0.78	0.34	<.0001*
13	Identification of abusive behavior; expectations in healthy relationships	0.69	0.84	0.15	<.0001*
14	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0.19	0.69	0.51	<.0001*
15	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0.13	0.64	0.51	<.0001*
Note: * indicates statistical significance at the .05 level (two-tailed test)					

Students were also prompted to write in five examples of behaviors that are physically abusive (Question 18) and five examples of behaviors that are emotionally abusive (Question 19).

After the intervention, 88% of students could name at least one and as many as five examples of physical abuse, a 10% increase from the pre-survey. Although hitting, punching, slapping, and kicking were very common answers, students described a range of others acts. Other answers that students gave that were coded as correct were: raping, threatening with a weapon, harming with a weapon, biting, cursing, pushing, choking, scratching, grabbing, touching inappropriately, fighting, muffling, pulling hair, throwing (either the person or something at them), pinching, head butting, pinning someone down, beating someone up, torturing, kidnapping, shaking, and burning.

Some students seemed to be confused about what the question was asking for, but were on the right track in terms of identifying something that “isn’t right” in a real-world situation. Common answers that were not counted as being correct were answers that might be better categorized as emotional abuse (e.g. controlling someone’s money) or answers that were *signs* of physical abuse rather than examples of abusive behavior (e.g. a bruise).

After the intervention, 80% of students could name at least one and as many as five examples of emotional abuse, a 13% increase from the pre-survey. Calling names or belittling verbally, yelling, and cursing were common answers, but students also gave a range of answers to this question. Other correct answers included isolating from friends, controlling the other person (their money, how they dress, what they do, who they talk to), keeping partner from using birth control, preventing partner from pursuing career or other goals, threatening the person (in person or via technology), blaming, staring, making a partner feel bad/feel guilty, lying, arguing, cheating, bullying, harassing, stalking, criticizing, avoiding or ignoring a partner, being jealousy, using racial slurs, and being possessive, manipulative, or secretive. Physically abusive behavior was also counted as being correct under the broader category of emotional abuse.

Common answers that were not counted as being correct, but seemed to be on the right path, were *signs* of emotional abuse (e.g. crying). Other incorrect answers varied, with some answers being illegible or not making sense in the context of the question.

Table 4 provides evidence to support these findings.

Table 4: Pre-post survey analysis of short-answer questions (N=304)

Question number	Questions grouped by content	Number of correct answers on questions that prompted multiple responses	Proportion of students who gave a correct answer			
			Pre-survey	Post-survey	Difference	Significance
16	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	1 correct (students were only prompted for one response)	0.41	0.59	0.18	<.0001*
17	Knowledge about what to do if they experience or witness teen dating violence (strategies and resources)	0 correct	0.54	0.42	-0.12	0.0012*
		At least 1 correct	0.37	0.41	0.04	0.2567
		At least 2 correct	0.08	0.15	0.08	0.0018*
		All 3 correct	0.01	0.01	0.00	1.0000
18	Identification of abusive behavior; expectations in healthy relationships	0 correct	0.22	0.12	-0.11	0.0003*
		At least 1 correct	0.11	0.05	-0.06	0.0077*
		At least 2 correct	0.14	0.09	-0.05	0.0627
		At least 3 correct	0.15	0.11	-0.05	0.0613
		At least 4 correct	0.18	0.21	0.04	0.2389
		All 5 correct	0.20	0.42	0.22	<.0001*
19	Identification of abusive behavior; expectations in healthy relationships	0 correct	0.33	0.20	-0.13	<.0001*
		At least 1 correct	0.14	0.11	-0.03	0.2793
		At least 2 correct	0.17	0.17	0.00	1.0000
		At least 3 correct	0.15	0.17	0.02	0.4259
		At least 4 correct	0.13	0.21	0.07	0.0125*
		All 5 correct	0.08	0.14	0.07	0.0045*
Note: * indicates statistical significance at the .05 level (two-tailed test)						

FINDING THREE

Following the intervention, more students than before knew strategies to use and resources to turn to if they witnessed or experienced teen dating violence or relationship abuse. The change in students who demonstrated this knowledge was statistically significant.

Seven questions on the survey assessed students' knowledge about strategies and resources that they could use if they witnessed or experienced teen dating violence or relationship abuse. Of particular interest in terms of the "bottom line" of whether students received the information they needed were the multiple-choice questions that asked whether students knew about a safe adult to tell about an abusive relationship, a community organization to call if they needed help, and a hotline they could call for information on dating abuse.

Between half and two-thirds of students answered that they knew how to access each of these crucial resources after the intervention. The pre-post change on knowing a safe adult in the school to tell (Question 10) was medium-sized: 18%. The pre-post change on knowing about a community organization (Question 14) and a hotline (Question 15) that they could call was dramatic: a 50% change and a 51% change, respectively. See Table 3 for details on these findings.

Questions 16 and 17 dealt with what to do about relationship abuse, and both prompted students for short-answer responses.

Question 16 posed a relationship abuse scenario with a girlfriend threatening a boyfriend, and asked students what to do about it. The most common answer that was counted as correct was some form of intervening directly with the couple. Variations on this answer included, "I would try to talk her out of doing it," "I would tell her that it wouldn't be right to hit her boyfriend," "Tell her to stop," and "Not to do that; she's going to regret it." The second most common answer (although far lower in frequency) was some form of telling authority figures, such as, "I would tell an adult," "I would just tell a teacher near by [sic]," and "Tell an adult I can trust." The most common answer that was coded as incorrect was some form of "Do nothing." The proportion of students who said that they would intervene or report to authority relationship abuse was 59% after the intervention, an increase of 18% from the pre-survey.

Question 17 asked students to list steps that someone in an abusive relationship can take for safety, prompting them to give three examples. Telling an adult or friend and breaking up were the most common answers that were counted as being correct. Much less common were references to hotlines, domestic violence agencies, or the police. Fifty-eight percent of students could list at least one and up to three steps that someone in an abusive relationship could take for safety, an increase of 12% from the pre-survey.

See Table 4 for details on findings related to Questions 16 and 17.

FINDING FOUR

Thirty-six percent of students said that they knew someone dealing with relationship abuse. This was an increase of 8% following their participation in the intervention.

The purpose of Question 20 on the survey was to assess whether students saw the topic of teen dating violence as something that touched on dynamics they see in their own lives and people with whom they have relationships. The question was included on both pre- and post-surveys to gauge whether there was any change after students experienced the intervention and were better able to identify dating violence and abuse. The proportion of students changed from 28% on the pre-survey to 36% on the post-survey. Table 5 provides details to support this finding.

Table 5: Pre-post survey analysis regarding whether students knew anyone dealing with relationship abuse (N=304)

Question number	Question grouped by content	Specific response given	Proportion of students who gave each answer			
			Pre-survey	Post-survey	Difference	Significance
20	Identification of abusive behavior; expectations in healthy relationships	Response of yes	0.28	0.36	0.08	0.0101*
		Response of no	0.63	0.58	-0.05	0.1619
		No answer	0.10	0.06	-0.04	0.0858
Note: * indicates statistical significance at the .05 level (two-tailed test)						

Analysis of process questions on student surveys by school

Questions 21 and 22 on the student survey prompted students to express their opinions about the intervention process. These were short-answer questions on the post-survey only.

FINDING FIVE

Students reported that information about how to seek help and talk to an adult was the most helpful part of the intervention.

When asked which part of the intervention was most helpful (Question 21), many of the 304 students surveyed did not respond. Of those who did respond, 167 said that the message to talk to an adult was the most helpful, while 65 said that the learning materials were most helpful. Since students were prompted to give three answers, the number of responses is greater than the number of unduplicated students.

Responses about what was helpful are indicated by high school, since students had different experiences during Implementation Week, depending on which school they attended. (See Table 6 for Madison High School and Table 7 for Sunset High School)

Students at Madison High School who answered the question about what was most helpful about the intervention did so in one of three categories. Since students had an opportunity to give three answers, an individual student may have chosen more than one of these categories.

The most common answers were:

- 1) The message to seek help or talk to an adult was most helpful (73 responses);
- 2) Learning materials related to the program were most helpful (25 responses); and
- 3) In-class exercises, role plays, or just talking about it was most helpful (18 responses).

Students at Sunset High School who answered the same question agreed with their peers at Madison in the first two most common answers. Each student had the opportunity to give three answers.

The most common answers were:

- 1) The message to seek help or talk to an adult was most helpful (94 responses);
- 2) Learning materials related to the program were most helpful (41 responses); and
- 3) Learning the signs of dating violence was most helpful (18 responses).

Students were also queried about what in the curriculum was not helpful (Question 22). Few answered this question. However, those who did indicated that some of the materials were not clearly presented.

Table 6: Madison High School - Question 21 Answers

Answers given to Question 21: List 3 parts of the Teen Dating Violence Awareness and Prevention Program that helped you learn the most.	Frequency (Number of times each response was given)
Seek help, tell an adult	73
The signs of dating violence	9
Love is not hurtful (physical abuse is not love)	3
Learning materials related to the program – video, handouts	25
In-class exercises, role plays, or just talking about it	18
Teacher	4
Tell someone if you have a problem	2
How to prevent problems	0
Whole week was helpful.	0
Other	1
I don't know	0
Answer that didn't address question	39
No Answer/Illegible	126

Table 7: Sunset High School - Question 21 Answers

Answers given to Question 21: List 3 parts of the Teen Dating Violence Awareness and Prevention Program that helped you learn the most.	Frequency (Number of times each response was given)
Seek help, tell an adult	94
The signs of dating violence	34
Love is not hurtful (physical abuse is not love)	10
Learning materials related to the program – video, handouts	41
In-class exercises, role plays, or just talking about it	22
Teacher	4
Tell someone if you have a problem	0
How to prevent problems	4
Whole week was helpful	0
Other	0
I don't know	5
Answer that didn't address question	60
No Answer/Illegible	130

Discussion of Findings from Teachers

Of the 12 educators who attended the In-service Training, five out of six from each school completed the survey. While only a few teachers completed every section, they were the ones who spent the most time with the Teacher Implementation Plan, preparing PowerPoint for the rest of the team and teaching two of the five-day sections. Though the quantity of information available for this analysis is limited, the substance is sufficient to support these findings.

As the discussion of teacher findings demonstrates, the major focus is the process involved in getting ready for Implementation Week and the product, the Teacher Implementation Plan, itself.

FINDING ONE

Most teachers agreed that the In-service Training increased their knowledge of teen dating violence, but several still had some concerns about their readiness to teach the subject.

Teacher survey results show that the information presented in the first hour of the In-service Training was helpful. This overview of what teen dating violence looks like, statistics on the extent of the problem in Texas, and possible questions students might ask was well-received.

However, several teachers written comments showed the challenges they still faced:

- *Honestly, trying to become enthusiastic about the subject and tearing myself away from my subject was the most challenging aspect.*
- *Teaching a subject I'm not familiar with.*
- *Preparing to teach without using the notebook and worrying that I haven't enough counseling training to help students who I have been told will ask for help!*

FINDING TWO

Most teachers agreed that the In-service Training was useful in communicating to them how to facilitate the logistics of the research, such as receiving signed informed consent forms from students and administering pre- and post-surveys).

Survey results showed teachers understood what their responsibilities were regarding their participation in the evaluation project. The project manager was also available at each school on the day the pre-survey was conducted for any additional assistance needed.

FINDING THREE

For 90% of the educators, the In-service Training clearly outlined what they needed to do to use the Teacher Implementation Plan to instruct during Implementation Week.

Teacher survey results showed that the information provided in the final two hours of the In-service Training was helpful. Teachers reviewed topics for each day of the Implementation Week, and looked at student handouts, exercises and discussion topics.

Teachers reported that they left the training needing to learn the content, but agreed they knew what they were expected to teach each day of the Implementation Week.

However, one educator disagreed with the majority:

We had nothing. We were given next to nothing and what you provided was not in usable formats. The training was inconvenient & inadequate.

FINDING FOUR

Most teachers liked having the Teacher Implementation Plan as a starting point for Implementation Week.

Ninety percent of the educators pointed to the Teacher Implementation Plan in response to questions about what worked best or what they were glad they had. Prior to beginning the actual instruction, teachers made these comments about their readiness to teach teen dating violence:

- *Training and insight about the program*
- *I was totally prepared with all of my info*
- *I had the proper information to teach*
- *All the materials and resources provided me*
- *The notebook and explanations (training)*
- *References to refer back to (binder provided)*
- *I thought the provided materials were completely adequate.*

A different view was provided by one educator who created a PowerPoint presentation:

Packaging a lightweight “Blue Binder” does not suffice for providing a curriculum, nor does it suffice for providing a guideline. We literally spent the equivalent of two weeks worth of two five-person team’s labor just to put together something so this wouldn’t be a complete disaster.

Several teachers commented that the Teacher Implementation Plan needed materials for Spanish-speaking students, particularly the handouts used for student exercises. Translating information increased the amount of preparation time for the teachers and administration.

FINDING FIVE

Preparation for the Teen Dating Violence Awareness and Prevention Implementation Week was intense.

Unlike other schools in Texas receiving the Toolkit, the two schools involved in the evaluation project did not need to review the three major elements of the Toolkit with their colleagues and select the items they would use during an Implementation Week.

Even though these educators were provided with a Teacher Implementation Plan, they still had hours to prepare to teach about teen dating violence. The team at each school spent an average of 71 hours getting ready to teach using the binder provided by the IDVSA research team.

While this was less time than other users of the Toolkit would need, several educators cited the time involved as a challenge they faced getting ready for the week:

- *Reading and noting all the information*
- *Making necessary transparencies*
- *Trying to meet with other teachers on our team*
- *The materials provided were next to useless in the presented format. Literally hours were spent retyping, translating, and transferring information from the “Blue Binder” to useable, digital presentation-ready formats.*
- *Preparing the handouts for all ninth-graders in the school*
- *Teaching a subject I’m not familiar with*
- *Preparing to teach without using the notebook*

In response to the question “What do you wish you had and didn’t?” one educator responded, “An assistant to do all the clerical work.”

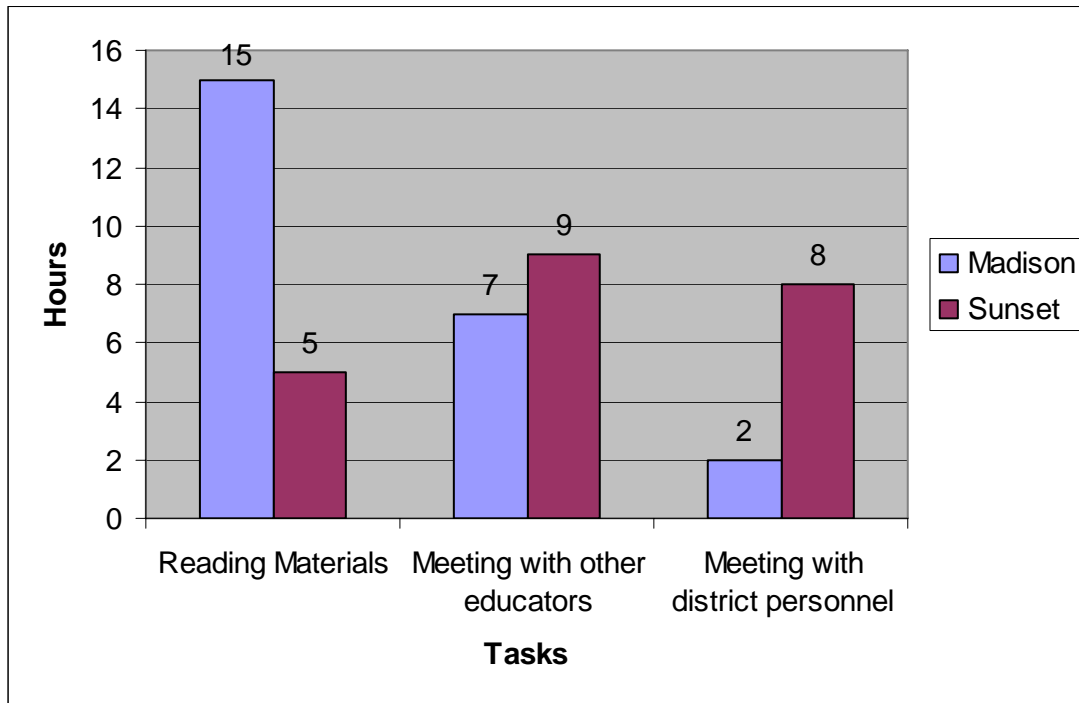
This finding is supported by survey responses that tracked time, and revealed that teachers spent time: (1) preparing for the week itself and (2) preparing to present each day’s material.

The Teacher Implementation Plan directed teachers to do the following to prepare for the week:

- Review “Teacher’s Manual Overview”
- Review “Teacher’s Background Information”
- Familiarize self with school policy, resources, and community referrals

“Preparing for the Week” tasks required an average of 23 hours for each school and included reading materials, meeting with other teachers to get ready for the week, and meeting with district personnel. Chart 1 details how much time was spent on these tasks at each school.

Chart 1: Time Spent Preparing for the Week



The Teacher Implementation Plan breaks down what topics were to be covered each day. Preparation for each day was intensive at each school as demonstrated by Chart 2 for Madison and Chart 3 for Sunset.

Teachers at Madison spent an additional 63 hours preparing for each day’s instruction, and teachers at Sunset spent an additional 34.5 hours. Tasks involved reading materials for each day and administrative duties including copying handouts and making slides. These numbers represent some task-sharing: one educator made the slides for every teacher to use; another prepared the handouts for all ninth-graders.

Teacher Implementation Plan

Preparing for the Week

- Review “Teacher’s Manual Overview”
- Review “Teacher’s Background Information”
- Familiarize self with school policy, resources, and community referrals

Day 1: Identifying Dating Violence, Roles of Abusers, Victims and Bystanders; and How to Help a Friend, Part I

- Share overview of Week’s activities with students
- Do Activity Step One: Discuss dating violence and the many forms it takes
- Do Activity Step Two: Define the roles of abuser, target, and bystander
- Do Activity Step Three: Explore how bystanders can help
- Do Activity Step Four: Conclusion

Day 2: Real-Life Stories, Understanding Dating Violence

- Review notes on screening the *Choose Respect* video “Causing Pain”
- Show video “Causing Pain”
- Hold discussion using “*Choose Respect* Supplemental Discussion Guide”

Day 3: How to Help a Friend, Part II

- Do Activity Step One: Explore what teens in abusive dating relationships can do to increase their safety
- Do Activity Step Two: Identify strategies for reaching out to a friend or family member who is abusing a partner
- Refer to video “Causing Pain” as an example of the difficulty of ending an abusive relationship

Day 4: Preventing Dating Violence, Part I

- Conduct Activity “Critiquing Mass Media Messages”
- Plan for school-wide distribution of materials
 - Consider handouts, helpline cards, posters
 - Ask students where most effective places are on campus to put materials
 - Have students plan to distribute materials in teams during class time tomorrow
- Have students brainstorm what questions people may ask them about the materials during or after the distribution
- Discuss with students how to respond to likely questions (include information about where to get help)

Day 5: Preventing Dating Violence, Part II

- Have students distribute materials in school
- Discuss with students what happened during distribution
- Do Activity Step Three: Identify strategies for reaching out to a friend or family member who is abusing a partner
- Do Activity Step Four: Conclusion

Chart 2: Time Spent Preparing for Each Day's Instruction – Madison

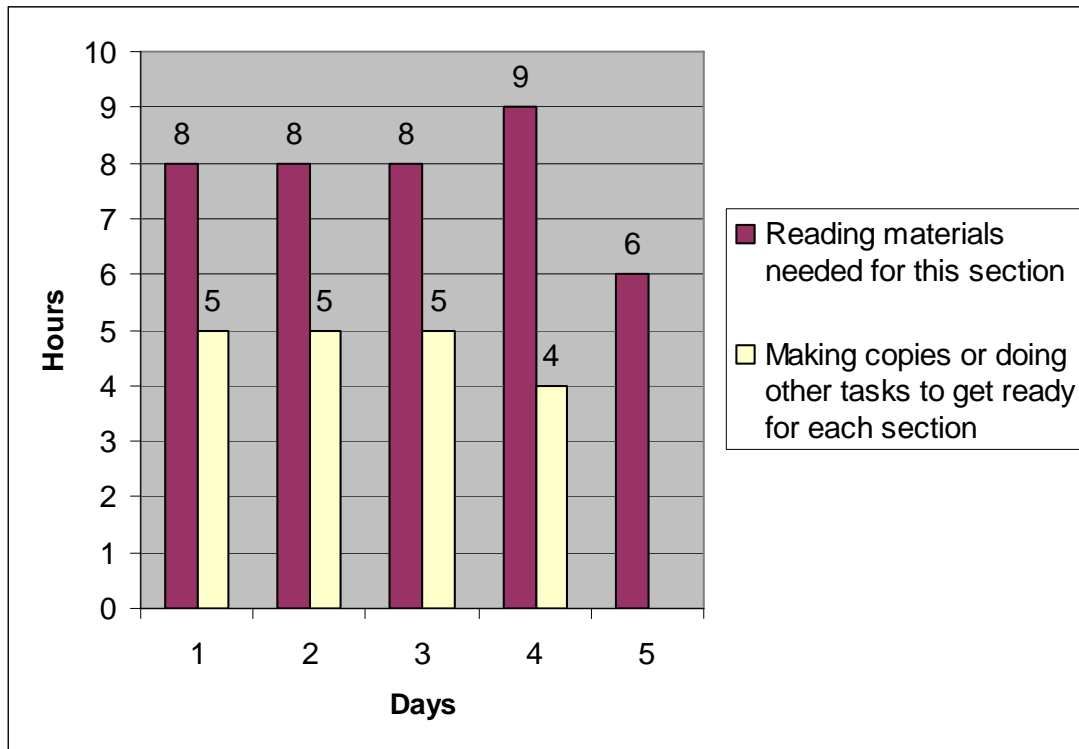
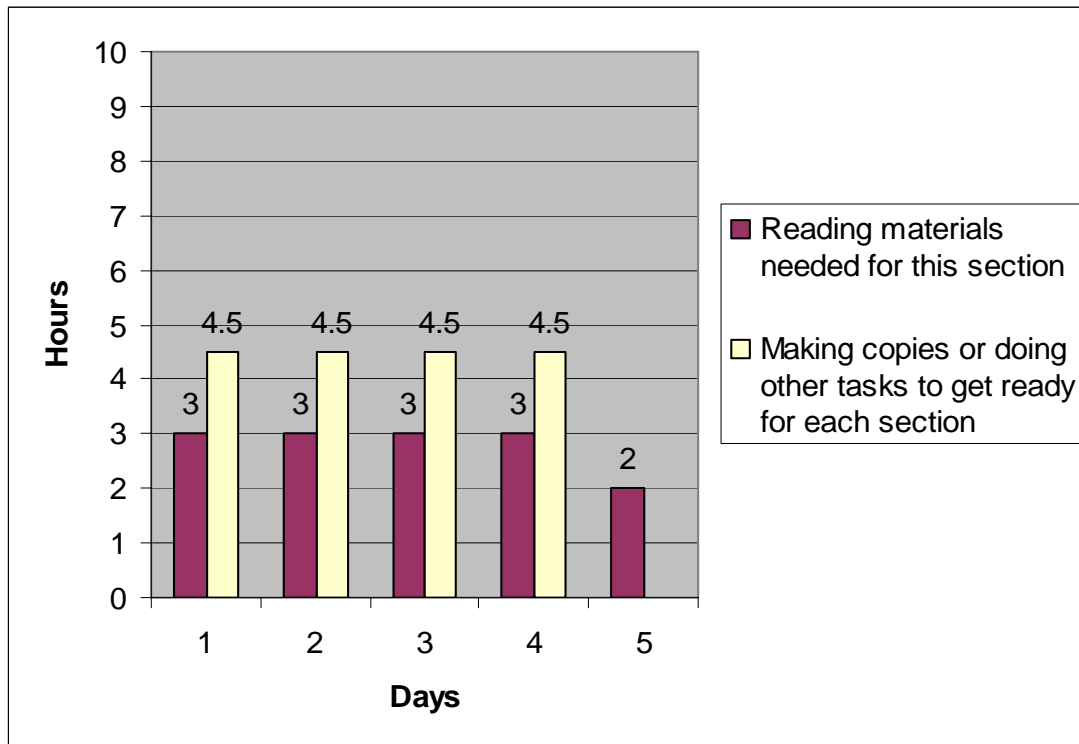


Chart 3: Time Spent Preparing for Each Day's Instruction – Sunset



FINDING SIX

Sections of the Teacher Implementation Plan rated “most successful” were parts that encouraged student participation.

Educators cited items from the Teacher Implementation Plan that encouraged student participation as the most effective. These strengths included activities that sparked student discussion and engaged them in role plays. Also mentioned were the questions on the student post-survey that provided space for the students themselves to comment on what they thought about the week of instruction on teen dating violence.

Table 8: Comments on Teacher Implementation Plan – Day 1*

Day/Title	Content	What Worked Best	Challenge	Recommendations
Day 1: Identifying Dating Violence, Roles of Abusers, Victims and Bystanders; and How to Help a Friend, Part I	<p>Share overview of Week’s activities with students</p> <p>Do Activity Step One: Discuss dating violence and the many forms it takes</p> <p>Do Activity Step Two: Define the roles of abuser, target and bystander</p> <p>Do Activity Step Three: Explore how bystanders can help</p> <p>Do Activity Step Four: Conclusion</p>	<p><i>The group discussion and “What is Dating Violence”</i></p> <p><i>The “I Thought Things Would Change” excerpt worked best as it sparked lively discussions in two classes.</i></p>	<p><i>Trying to get my classes talking about this section was the most challenging part. My later classes improved, however.</i></p>	<p><i>More activities</i></p> <p><i>Supply transparencies;</i></p> <p><i>Supply Policy and Procedure Poster</i></p> <p><i>I would have worked more on the more subtle “violence” boys may experience.</i></p> <p><i>Make the lessons more engaging</i></p>

* Italics denote teacher comments

Table 9: Comments on Teacher Implementation Plan – Day 2 and Day 3

Day/Title	Content	What Worked Best	Challenge	Recommendations
Day 2: Real-Life Stories, Understanding Dating Violence	<p>Review notes on screening the <i>Choose Respect</i> video “Causing Pain”</p> <p>Show video “Causing Pain”</p> <p>Hold discussion using “<i>Choose Respect</i> Supplemental Discussion Guide”</p>	<p><i>The group activities</i></p> <p><i>The video (two teachers)</i></p> <p><i>Involving students in presentation</i></p> <p><i>Pretty easy to apply</i></p> <p><i>Not very challenging; was well-prepared</i></p>	<p><i>Trying to come up with questions involving mental abuse posed the greatest challenge.</i></p>	<p><i>More hands-on and more information</i></p> <p><i>Supply transparencies</i></p> <p><i>Supply policy and Procedure Poster</i></p> <p><i>Make the lessons more engaging</i></p>
Day 3: How to Help a Friend, Part II	<p>Do Activity Step One: Explore what teens in abusive dating relationships can do to increase their safety</p> <p>Do Activity Step Two: Identify strategies for reaching out to a friend or family member who is abusing a partner</p> <p>Refer to video “Causing Pain” as example of the difficulty of ending an abusive relationship</p>	<p><i>Group discussions</i></p> <p><i>Having the kids discuss and write about how abusers rationalize their actions</i></p> <p><i>Providing references to students</i></p>	<p><i>This was the least challenging day.</i></p> <p><i>If you want a safety plan to work, it might be best not to have teachers mention all that is on it in case abusers are watching. (This suggestion came from a student.)</i></p>	<p><i>Make the lessons more engaging</i></p> <p><i>More activities</i></p>

* Italics denote teacher comments

Table 10: Comments on Teacher Implementation Plan – Day 4

Day/Title	Content	What Worked Best	Challenge	Recommendations
<p>Day 4: Preventing Dating Violence, Part I</p>	<p>Conduct activity “Critiquing Mass Media Messages”</p> <p>Plan for school-wide distribution of materials. Consider handouts, help line cards, posters. Ask students where most effective places are on campus to put materials. Have students plan to distribute materials in teams during class time tomorrow</p> <p>Have students brainstorm what questions people may ask them about the materials during or after the distribution</p> <p>Discuss with students how to respond to likely questions (include information about where to get help)</p>	<p><i>Group discussions</i></p> <p><i>Having my students consider being assertive in demanding respect in their relationships.</i></p> <p><i>The cards were a good idea.</i></p> <p><i>Explaining warning signs and references</i></p>	<p><i>What was most challenging was coming up with ideas on how to get the kids discussing signs of healthy relationships.</i></p>	<p><i>Make the lessons more engaging.</i></p> <p><i>Supply magazines, etc. or let teachers know in advance what materials would be needed!</i></p>

* Italics denote teacher comments

Table 11: Comments on Teacher Implementation Plan – Day 5

Day/Title	Content	What Worked Best	Challenge	Recommendations
Day 5: Preventing Dating Violence, Part II	<p>Have students distribute materials in school</p> <p>Discuss with students what happened during distribution</p> <p>Do Activity Step Three: Identify strategies for reaching out to a friend or family member who is abusing a partner</p> <p>Do Activity Step Four: Conclusion</p>	<p><i>Group discussions</i></p> <p><i>Our discussions about helping abusers. The dramatization work sheet spawned some very creative comments.</i></p> <p><i>Explaining the last two questions [on the post-survey] and letting students use their handouts for things they thought were effective and useless</i></p> <p><i>Going over safety plans</i></p>	<p><i>By this fifth day, I felt that I and my kids had kind of run out of gas discussing dating violence.</i></p> <p><i>Almost nothing provided was helpful.</i></p> <p><i>Activity not feasible – very little instruction provided</i></p>	<p><i>Make the lessons more engaging</i></p>

* Italics denote teacher comments

Note: While the major focus of Day 5’s activity was to have students distribute Teen Dating Violence materials throughout the school and be prepared to respond to comments, neither school did this activity as part of the intervention. During the In-service Training, one teacher raised the issue of whether this activity was appropriate for ninth-graders. Her point was given the difficulty teens have speaking to a peer about teen dating violence, is it realistic to expect a ninth- grader to take a leadership role on this issue with upper class members?

FINDING SEVEN

Teachers were concerned about their ability to handle student disclosures while adhering to district policy.

Teachers expressed their concern and confusion regarding what to report and who to make the report to. They recognized that although they can contact Child Protective Services (CPS) regarding a teen dating violence incident, they may be referred to their local law enforcement department, which may or may not follow up.

One teacher described her concern on the first day of instruction this way:

Preparing to teach without using the notebook and worrying that I haven't enough counseling training to help students who I have been told will ask for help! (Emphasis is teacher's)

In the next day's comments, she reported how she had resolved the issue:

I solved yesterday's problem by reading them the disclaimer that if they confide in me, I have to report it. Now no one will tell me their real problems with this issue. ("My friend ...")

What this teacher wished she'd had but didn't was:

A clearer idea of what the district expected me to do if a student came to me with a problem.

FINDING EIGHT

Scheduling issues at both schools made it difficult to provide the instruction as suggested in five one-hour daily sessions during Teen Dating Violence Awareness and Prevention Week. Although slight modifications were made, a total of five hours of instruction was given to all students at both schools.

Due to spring break, preparations for standardized testing, and other scheduled activities, neither school was able to implement the intervention during Teen Dating Violence Awareness and Prevention Week, as suggested.

Neither school's class schedule could accommodate instruction in one-hour blocks.

Madison taught the program in three 90-minute sessions. The teachers taught the units in teams of two, with one teacher being responsible for the first two days of instruction – the heaviest instruction days – and other teachers taking responsibility for the last day of the curriculum. Each class consisted of about 30 students and it took three days to teach the entire Teacher Implementation Plan.

Sunset conducted the implementation in shorter sessions, sometimes as little as 35-40 minutes, and completed it within one week. Sunset teachers taught their own classes, many using a PowerPoint presentation prepared by one of the teachers.

Teacher comments sum up the challenges related to the schedule:

- The most challenging was preparing to teach on the Trojan Schedule week (example: block scheduling)
- I wish the program [was] presented in less number of days. I wish we were more organized and the work was more evenly distributed, and I wish we had the students assembled in a better working environment.

FINDING NINE

The Teacher Implementation Plan did not meet the teachers' need for digital teaching materials, such as PowerPoint.

PowerPoint appears to be a technology these teachers rely on – particularly for teaching new material – as evidenced by the fact that one teacher in each school created a PowerPoint presentation for others to use.

Almost every educator in both schools mentioned the PowerPoint developed by their colleague as an example of what worked best:

- *My personal transparencies*
- *The PowerPoint so that I didn't have to be looking in the notebook*
- *Creating PowerPoint that coincided with lesson*

More than 50% of the educators said PowerPoint should have been part of the Teacher Implementation Plan.

Recommendations from Teachers

Educators agreed that while some changes and improvements could be made, the Teacher Implementation Plan was a great start. Teachers made the following recommendations based on their experience using materials drawn from the Toolkit to present the Teen Dating Violence Awareness and Prevention program:

- A teacher-consultant should be part of the Texas Team to ensure that Toolkit materials are appropriate for educators. Any preparation tasks required of teachers should be prioritized to focus on subject-matter readiness, not administrative tasks.
 - To be most useful, materials should offer a flexible implementation plan.
 - PowerPoint should be available for any lesson plan
 - Include more statistics and relevant material for targeted audiences
 - Provide necessary materials such as samples of media articles, transparencies, guidelines poster, and control signs

One educator provided this recommendation:

What you provided us in terms of materials and guidance suggests a very low opinion of teachers and what we do professionally. I urge you to get your “stuff” together and provide a real, usable product with a range of teaching options and curricular formats before you try this with anyone else.

Discussion of Findings from Stakeholders

FINDING ONE

Stakeholders agreed that the school/community model used for the evaluation project is essential for successful school-based interventions.

Stakeholders agreed that a key to the intervention's success was having a domestic violence program educator and a school district policy person working together as part of the Implementation Week. They reported that the tasks they performed for the evaluation project are consistent with their existing job responsibilities and a good reason to look for similar partners in future interventions.

Having a representative of a community organization already engaged in education on interpersonal violence present seemed to enhance both teacher and student learning and the appropriateness of a response when students did disclose involvement in a relationship in which there was violence.

What this community agency representative brought to the intervention was:

- An ongoing relationship with the school district that gave the stakeholder knowledge of district policy and need for a Memorandum of Understanding
- Resources and subject-matter expertise to collaborate and provide training
- More support for teachers during and after the one-week intervention
- Resources to assist students during and after the one-week intervention

School district personnel brought the following to the intervention:

- Responsibility for authorizing resources from community
- Knowledge of what formal agreements were needed and access to schools
- Guidance on how to implement a policy on teen dating violence

“The model worked – the community, the school district and the school. It made the team better organized and gave it credibility.”

– School district policy person

FINDING TWO

By collaborating on the evaluation project, stakeholders gained better insight about their distinct roles in supporting teen dating violence education. In the course of the evaluation project, both modified the information they provided to make it more suitable to the audience of teachers and/or students.

Findings indicate that “lessons learned” applied as much to the stakeholders as to the students and teachers. As a result of the collaboration process, the school district stakeholder refined her presentation on mandated reporting to ensure that students get resources they need. The domestic violence program stakeholder gained a better understanding of how she could best support teachers who present the instruction.

Lessons learned by school district policy person

Since HB 121 had been passed, the school district stakeholder presented information on the requirements for a teen dating violence policy as part of the In-service Training (see Appendix B for the DISD Teen Dating Violence Policy). In addition to addressing teachers’ roles as mandated reporters, this stakeholder covered other elements the school was to have in place to comply with the new law. These elements included a school plan on how it would respond to incidents, coordinate a consistent response, communicate with parents, and make resources available to student victims and perpetrators.

The stakeholder said seeing teachers struggle with how their role as mandated reporters extended to teen dating violence gave her a better idea of how to simplify it. During the In-service Training, she observed the real and perceived barriers teachers had to handling these situations and their need to know where and when to draw the line regarding a disclosure or need for information. One barrier was that teachers may not get enough information from a student to make a report. Another barrier was if teachers told students that as mandated reporters they would need to call Child Protective Services (CPS) if the student reported being abused, the student would be less willing to talk to a teacher.

Her greatest lesson, however, came in recognizing that there could be times when teachers could be “policy legal,” but the student could still be at risk.

The stakeholder reported that she stayed focused and “child oriented” and adjusted her message to the teachers to emphasize the importance of the students getting a referral to someone who could help, whether the teacher had enough information to make a report or not.

“Teachers can relate to that,” she noted. “It’s all about trying to get kids to where they need to get.”

The school district stakeholder has since made changes to her policy presentation, giving more examples and some options, with the focus being on getting help for the student. Her bottom-line was teachers fulfilling their roles as mandated reporters, but ensuring that students who needed a specific referral were given one.

Lesson learned by the domestic violence program representative

The domestic violence program stakeholder reported that what was most beneficial to her was the knowledge and awareness of how schools are operating, and what their barriers and challenges are in providing school-based education on interpersonal violence issues.

One of those challenges was that even after the three-hour training, teachers were not equipped to respond to students or handle their own reactions to this subject. She observed during the In-service Training that teachers were familiar with the topic of domestic violence but did not recognize the impact of teen dating violence. From her viewpoint, on a scale of 1 to 5, with “1” being the least – teachers were about a “2” going into the program.

To equip the teachers to be part of this process, this stakeholder developed a few mechanisms to support teachers in the evaluation project. During the In-service Training, she asked teachers challenging questions students had asked her. She provided suggestions on how to handle tough questions and statements, including those that blame victims. During each of the interventions, she was available on campus or by cell phone – a step not envisioned in the original design of the evaluation project.

The stakeholder also noted that some teachers may have personal experience with relationship violence and may not have engaged in their own healing process. Their past experiences may impact their teaching of the subject matter or, worse, be triggered by teaching teen dating violence. Her modification was to provide that support and acknowledgement during the In-service Training and recommend that resources be provided in the Toolkit to address this gap and provide self-care techniques for those who might have difficulty with the subject.

FINDING THREE

While stakeholders considered the In-service Training one of the most successful aspects of the project, they did not believe teachers were prepared to present Teen Dating Violence material in the most effective manner.

Stakeholders observed that the way teachers presented material did not seem to meet the goal of encouraging students who might be in violent relationships to come forward and get help.

According to the domestic violence program stakeholder, the teachers presented the material in a very structured and organized manner. Information and knowledge were conveyed, but she did not think the teaching style prompted individuals to come forward and get help, which was one goal of the intervention.

The teaching style did not seem to allow students to engage, even though they were prompted to do so. When teachers engaged students in dialogue, the teachers did not seem to be open to students’ personal experiences.

According to this stakeholder, the material was presented as something some teenagers go through, but not something that these teens could be experiencing.

Teachers said all the right things, but the presentation style was very black and white. To me, there was no invitation, personally. It was, “If you are in this situation, you need to get help.” It was not, “If you are in this situation, I want you to know that there is a place here for you to come and talk to someone. Today or tomorrow, don’t let another day go by if you’re in an unsafe situation,” and to really appeal to them in a way that makes them see, “Oh, this affects my life and it’s not just a school topic.”

The domestic violence stakeholder also observed that in addition to the teachers’ presentation style, the fact that the instruction was coming from a teacher could impact student response. From her experience presenting interpersonal violence education in schools, students are not comfortable disclosing to a teacher. Depending on demographics at the school, behavioral issues, and stereotypes, students may not feel that teachers with an aggressive teaching style are approachable.

Students’ need for anonymity can also impact their disclosures. The stakeholder observed that when the speaker is an outside source, students feel they can be autonomous because the guest speaker is not tied into that school community and it’s potentially an easier dialogue. The stakeholder noted that every time her agency does a presentation, it’s common for someone to approach them after class, or, the next time presenters are at that school, students want to talk about a specific situation they’re going through.

The school district stakeholder agreed that the educators’ teaching style could be attributed to a lack of confidence in their readiness or ability to teach the subject. She observed that the second group of teachers was not emotionally ready – that they needed more time to deal with their own personal feelings regarding the subject matter.

Since teachers are mandated reporters, they will always be somewhat apprehensive about presenting information related to victimization. They are not social workers, counselors, or therapists. So, for many of them, safety is in the mandates. It is not until they get more comfortable with the materials and the information themselves that they will be able to focus on the student with these issues and present more freely.

As a result of this finding, both stakeholders agreed that counselors and social workers have the most aligned training and exposure in this area and should be on the front-end of any future implementation of this kind.

FINDING FOUR

Stakeholders agreed that even after the training, most teachers were not prepared to respond to students when they did make a disclosure.

Stakeholders noted the importance of people with experience in interpersonal violence presenting this education to students. There are red flags for abuse, and it takes a trained professional to recognize how far-reaching it is. They contend that it is not good practice to have someone teach a curriculum who cannot tie in all the other things that are influential in helping teens stay safe, choose safe relationships, or choose to be with that partner. It is also vital for teachers to know what to do if a student says, “I recognize myself as an abuser I don’t want to be that anymore.”

The domestic violence agency stakeholder noted that in conversations with teachers after the training, she learned that teachers really did not feel comfortable moving forward and engaging students. She reported that teachers appeared to be comfortable in the teaching role, but when it became interpersonal and required a one-on-one dialogue, they were not confident in providing services or even having a discussion with students.

Some of the specific responses she heard from teachers that support this finding are:

- *I don’t have time*
- *I cannot stop my day for an hour long conversation with this student*
- *I don’t feel qualified even though you [have] given us resource list; to me that means nothing, just resources. I don’t know anything about those resources*

One stakeholder recalled an exchange she had in which a teacher said a student had approached her and needed to talk to someone about domestic violence at home. The teacher said she did not feel comfortable talking to the student and wanted the domestic violence program representative to do it. The domestic violence program stakeholder talked to the teacher, affirming her for creating a safe place for the student to approach her. In trying to get the teacher to look within her own community for additional support, she asked about having the student talk to a guidance counselor, and learned that none was available. The teacher said, “Counselors don’t even know what’s going on this week and don’t know anything about this, and they’re doing something else.”

Stakeholders noted that the fact that neither school had guidance counselors participate in the actual intervention put more pressure on teachers who were already pulled in multiple directions before the teen dating violence mandate was added to their responsibilities. Both stressed the importance of having guidance counselors more involved and aware when teen dating violence education is being provided.

FINDING FIVE

The purpose and use of the resource list needed to be made clearer.

One item that was prepared for the schools for use during the intervention was a list of community resources that could provide assistance on the issue of teen dating violence (see Appendix C for DISD List of Resources).

The domestic violence program stakeholder was concerned that the list was not handed out to students or displayed in a place where students could write down a number in private. Instead, it was projected as a PowerPoint slide, a medium the stakeholder did not feel was helpful for students.

The school district stakeholder saw the resource list as a tool for teachers, not students, and was concerned that teachers did not seem to be comfortable with how to use it to make a referral.

Both stakeholders agreed that clearer communication about the list of resources was needed to clarify who it was designed for and how best to distribute it.

Both felt that it was helpful for teachers to be able to give students **loveisrespect.org** push cards, business-card sized cards with the number of the National Teen Dating Abuse Helpline.

FINDING SIX

Stakeholders were concerned about the effect scheduling pressures had on student learning.

Stakeholders expressed concern about how the schedule for the Implementation Week may have affected student learning. While neither school conducted the intervention as prescribed by the Texas Team in the Toolkit, i.e., five one-hour daily sessions during Teen Dating Violence Awareness Week, stakeholders expressed concern about how schedule pressures impacted teaching style and the students' ability to absorb the material.

The domestic violence program stakeholder noted that on the day the *Choose Respect* video was shown, students watched the video, and then the teacher tried to get all the points covered rather than discuss these points with the students. There was not much classroom dialogue. An example was, "What is [the] definition of teen dating violence? Who is an abuser? Who is a bystander? Who is the target?"

Stakeholders agreed that the schools needed to be given more flexibility and not feel the need to fit all the instruction in one week. Where the Texas Team's direction was to implement the education during Teen Dating Violence Awareness and Prevention Week, consideration should be given to encouraging schools to begin their instruction during that week, or end it that week with a culminating activity.

Stakeholders agreed that a schedule that provides the instruction in six to eight sessions spread over several weeks would be more effective than the five one-hour daily sessions suggested.

One reason given for why a “week by week” format would be more effective is because life happens during week. For example, if a boyfriend and girlfriend are in a dating violence relationship, the cycle could run the entire week. On Monday, they have a huge fight, make up Tuesday and don’t fight again until next Monday. By the time the girl realizes that she is in this a cycle in which she is experiencing violence again, the resources are gone because the intervention week is over. Stakeholders suggested that scheduling decisions should include this question: “How do we spread it out so students can apply what they’re learning to their personal life?”

FINDING SEVEN

Training associated with HB 121 and the evaluation project generated an increased awareness of teen dating violence and individual efforts to help youth in schools.

The school district stakeholder noted that due to the mandate from HB 121, training was provided to all directors, who shared the information with their staff and guidance counselors in the district. A special effort was made to get the information to staff who only spoke Spanish. In tracking calls she received at her office after the training, the school district stakeholder noticed a change in the types of calls she received. She reported that staff now had teen dating violence “on their radar” and were looking more closely at student behavior. By having training on red flags, she reports, the staff now considers whether a student they had thought was simply truant, for example, might be involved in a teen dating violence situation.

The stakeholder noted that the increase in calls from custodial staff – people who are at the school early and see students outside of the classroom – underscores the importance of a campus-wide response plan and support for students who make disclosures.

The school district stakeholder noted that the training provided to school staff generated several examples of personal initiative to better serve students who might be in a dating violence situation. One involved a guidance counselor who was not part of the evaluation project, but who used the Teacher Implementation Plan to provide education in her school. Another example was a staff member who saw what she believed to be “red flags” in a student’s behavior. After she approached the student in a concerned manner, the student disclosed that she was in a terrible situation. The student was surprisingly relieved that her teacher was concerned about anything other than grades.

FINDING EIGHT

Involvement of school leadership is critical to support education of this nature.

Stakeholders noted that the support and involvement of the school's leadership team influenced the intervention in each school.

At one school, the principal convened the whole Leadership Team at the outset of the project, indicating that while only ninth-graders would be involved, the project was important to the whole school. Stakeholders credit the principal with showing that the project was a priority for the whole school and the Leadership Team by tying the Teen Dating Violence project to existing school structure. The principal's support seemed to increase the commitment of the teachers involved.

At the second school, an assistant principal was the lead on the project, participated in the training itself, and served as contact for the IDVSA research team.

Stakeholders observed that the participation of principals varied; at one school, the principal was present at the beginning, but staff then carried out the project. At the other school, the school's leadership was more present during the actual implementation. Both agreed it would be optimal to have a continued presence from start to finish.

FINDING NINE

Stakeholders had a positive experience overall and are collaborating to make better use of their unique resources to expand teen dating violence education in their community.

Stakeholders are applying the lessons learned on the evaluation project to clarify their roles and make the best use of their resources. They also have a number of initiatives planned for the future.

The evaluation project demonstrated that there is some tension between the expectations and roles of school personnel (teachers) and the community partner. Teachers appear to be overwhelmed by the new role and task and don't feel comfortable or confident as subject-matter experts. The educator from the community agency feels underutilized and senses that the prevention is not optimally implemented through the teachers.

The stakeholders are also working on issues related to maintaining quality control while still getting training to as many students as possible. This concern relates to whether training provided to district staff qualifies them as subject-matter experts, or whether the actual intervention to students is best led by the community agency with expertise and resources on interpersonal violence issues.

The district representative noted that staff is aware of board policy, which requires formal agreements with agencies in order for these agencies to provide services in the district. Schools have received warnings for not following protocol in this area, and some staff may not have been aware of what to do to get proper clearances to bring in "outside" expertise.

The district representative is helping make connections now, and arrangements have been made for the domestic violence program to do training for DISD staff. It is hoped that through these trainings, the staff will see the benefit of bringing in qualified service providers who in addition to doing the presentation provide multiple follow-up services and resources.

Efforts are also underway to bring the intervention itself to more students at each of the schools involved in the evaluation project. Both stakeholders said that the intervention coming at the end of the semester – before TAKS tests – made it difficult to go beyond ninth-graders.

Both stakeholders are looking to results of this evaluation project to inform their future collaboration on Teen Dating Violence. Specific areas include rewriting policy based on comments and suggestions, and developing training for all schools. Other ideas and initiatives that have come from the stakeholders collaborating on this project are:

RESOURCE FAIR

The domestic violence program plans to conduct education sessions with DISD teachers at the beginning of the school year about specific issues that might come up related to teens and interpersonal violence. The emphasis would be that teachers have access to those resources year-round, not just in one week. Teachers could then contact an agency individually when they want services, because it is with the individual response that the agency has seen better results.

SUMMER TRAINING

The stakeholders have scheduled a total of seven training sessions for guidance counselors in response to their request to have the training during the summer. Each session is 3.5 hours long. Topics include developing healthy relationships, which that will provide an overview of teen dating violence and intervention options.

This training reflects the stakeholders' efforts to resolve the issue of who should do the in-school interventions. The domestic violence program stakeholder is providing this training. Those who have been trained are then responsible for taking the information back to their school community to determine what the school's role will be regarding student interventions.

The school district stakeholder emphasizes the need for "uniform training" so that all DISD educators – specifically counselors, school nurses, and social workers – have the same training. The school district stakeholder anticipates providing a "train the trainer" session so that other community partners and agencies can also share in the training process of DISD staff as well as the implementation of teen dating violence interventions.

Recommendations from Stakeholders

- A school district representative should be a member of the Texas Team and provide the perspective of someone with hands-on experience of what is involved in working with school districts, schools, and teachers.
- Community agencies such as sexual assault and domestic violence programs should take the lead in approaching their schools, build partnerships, and work with the school to implement prevention education.
- Any curriculum or project involving interpersonal violence needs to encourage people who do this every day to be part of it. The best approach is to look at who is already invested and partner with them.
- Individuals who are either licensed or have formal training on victimization of students and the youth population need to lead school-based education on these issues.
- Teachers need to be trained to know what students experience in a dating violence situation and how to recognize behavioral changes and red flags that tell them students might need help. They also need to know what community resources are available and appropriate.
- Teachers should be engaged to function as a facilitator or assistant to the presenter. For example, school counselors, nurses, and health teachers who already teach students about healthy relationships as part of TEKS would be appropriate.
- It should not be difficult for teachers to decide what materials to use from the Toolkit. Proposed implementation directions must be straight-forward and require little work on the part of teachers.
- Toolkit should contain at least three ready-to-go standard lesson plans with a PowerPoint for each. Lesson plans need to be flexible but thorough. If the teacher has too much flexibility about what to teach and not much time, they could choose to do only those activities they are comfortable with or find easy to do.
- Recognize the impact of this work on educators and include follow-up with teachers so they feel as if they are able to debrief if they need to so they have safe, emotional places and environments to process this work.
- Integrate training on interpersonal violence into certification for new teachers and continuing education for existing teachers.

IDVSA RESEARCH TEAM RECOMMENDATIONS

While the Teacher Implementation Plan was just one example of how the materials in the Toolkit could be used to provide school-based education on teen dating violence, the school/community model that was used as the infrastructure for the evaluation project was critical to its success.

It should be kept in mind that both high schools were chosen due to their demonstrated interest in the issue of teen dating violence. However, the IDVSA research team observed that teachers still had concerns about the imposition on their time, even though many of the tasks that teachers in the 198 other schools had to do to implement the Toolkit were done by the IDVSA research team or the local stakeholders. The staff at each school (six teachers plus a principal or assistant principal) spent an average of 71 total hours after receiving the prepared Teacher Implementation Plan.

The IDVSA research team also observed that educators had many competing priorities for their time, given other obligations such as preparing for the TAKS test. Even with their commitment to the topic and to their participation in the evaluation project, it was difficult to schedule time for the teacher In-service Training and for the Implementation Week itself, especially at Sunset High School, the larger institution.

To achieve the same results in terms of student learning in future endeavors, the same model would need to be used. Table 12 demonstrates the difference between what was done for the evaluation project and what other schools receiving the Toolkit would need to do to repeat the process that generated these results.

Another observation by the IDVSA research team was that items in the Toolkit focused on heterosexual dating relationships. For example, the *Choose Respect* pamphlets were labeled “For girls only” and only talked about relationships with boyfriends, and the parallel pamphlet “For boys only” only referred to relationships with girlfriends. One red flag that a teen may be in a dating violence relationship was “decreased interest in the opposite sex.”

According to a 2004 national poll commissioned by the nonprofit organization Gay, Lesbian, and Straight Education Network (GLSEN), “. . . approximately 5% of America’s high school students identify as lesbian or gay or roughly 3/4 million students nationwide. This percentage would translate to, on average, every classroom in America having at least one student who identifies as lesbian or gay” (Source: <http://www.glsen.org/cgi-bin/iowa/all/news/record/1970.html>)

Students in same-sex relationships face an additional barrier to seeking help in the case of relationship abuse, making materials appropriate for this minority group and tools for teachers who work with them especially important to include.

Table 12: Comparison of Responsibility for Tasks to Achieve Evaluation Project Results

Action	Tasks All Toolkit Recipients Must Do Themselves	Technical Assistance Provided Evaluation Project Toolkit Users
School receives Toolkit after responding to Texas Team’s solicitation and deciding to order it to address teen dating violence issue	Principal takes on teen dating violence as important issue or seeks teacher to champion project	IDVSA research team contacts principals at two schools that ordered Toolkit and offers to help their team use the Toolkit as part of an evaluation project that pays cash incentives to school and students
Toolkit materials are reviewed and a specific curriculum is chosen	Committee formed by champion makes copies of all materials in Toolkit and reviews items to select materials and plan events for weeklong intervention	Texas Team selects materials for “implementation week” for evaluation purposes
Selected materials organized into a form that teachers can easily use	Committee formats selected materials for use by all teachers	IDVSA research team prepares a Teacher Implementation Plan for a five-day intervention, eliminating discrepancies between the three sources and providing continuity to materials
Teachers receive training about relationship violence and how to appropriately respond to student disclosures	School champion establishes contact with the local domestic violence agency or sexual assault program to arrange trainings	IDVSA research team partnered with a domestic violence agency in Dallas to conduct a three-hour training for teachers.

Action	Tasks All Toolkit Recipients Must Do Themselves	Technical Assistance Provided Evaluation Project Toolkit Users
Teachers and student leaders are prepared to teach material	Teachers and student leaders study the curriculum that they have created in order to teach the material	Participants study the Teacher Implementation Plan in the binders that have been prepared for them
Photocopies are made for intervention week	Teachers make copies of handouts and other materials for students	School staff and evaluation project partners make copies of handouts for students
Teachers present selected curriculum during the time set aside for the implementation	Teachers presented the material	Teachers presented the material
Students create posters, T-shirts etc. with teen dating violence prevention slogans to put around school	Teachers encourage students to take leadership in the project in these ways	Although this was recommended in the materials, this did not happen at either high school in the evaluation
Teachers/students continue to work with the local community partner on training and other in-school activities	Teachers encourage students to form long-term ties with the domestic violence agency and take on leadership roles	School district and domestic violence program collaborate on training and future activities.

IDVSA Research Team Recommendations

The recommendations from the IDVSA research team that follow are based on the team's observations throughout the process, as well as an integration of findings from the participant groups. The result is a lateral assessment of the evaluation project.

RECOMMENDATION ONE

Findings indicate that a thoughtful and careful pre-planning process is critical to the successful implementation of a teen dating violence project. Although curriculum choices and a champion of the project are needed, it is also clear that, given competing demands, most schools need additional technical assistance from local programs in order to implement this program.

RECOMMENDATION TWO

Findings indicate that the most important elements of the process are 1) the availability of a prepared lesson plan in standard format, 2) a community organization already involved in education on interpersonal violence as a resource and lead subject-matter expert, and 3) the involvement of school district personnel who know teen dating violence policy.

RECOMMENDATION THREE

The Teen Dating Violence Toolkit itself may be improved by modifications that provide more flexibility, reduce teacher preparation time, and include technology such as PowerPoint. Options to increase flexibility include getting toolkits out to schools earlier, and offering various implementation time frames and lesson plans. Items to reduce preparation time include prioritizing tasks requiring teachers' time to subject-matter areas, rather than administrative tasks, such as copying, providing multiple posters and flyers with teen dating violence helpline numbers and information, providing magazines and video clip examples for the section on media and violence, and including more student activities to make lessons more engaging.

RECOMMENDATION FOUR

Findings indicate that the lack of an infrastructure in the schools to support the proper handling of student disclosures was a concern. Immediate strategies for teachers to be better equipped to respond should be included in future Toolkits, and long-term strategies that emphasize working with local domestic violence agencies and sexual assault programs should be included.

RECOMMENDATION FIVE

All Toolkit materials provided should be accessible to all students. For example, Spanish and close-captioned versions and materials relevant to gay, lesbian, bisexual, and transgendered students should be included.

RECOMMENDATION SIX

The Toolkit should include a "checklist" on key items needed to enhance project organization and outcomes and ensure that the partners have all the needed pieces in place for success.

The checklist should include:

- (1) clear designation of community partners needed;
- (2) the provision of training for all staff on campus as outlined above;
- (3) availability of guidance counselors during weeks of implementation;

- (4) one teacher or other staff person assigned as the “lead” on coordinating the implementation at the school, allotting adequate time to focus on teen dating violence and abuse, putting posters up in schools, etc.;
- (5) roles and task assignments;
- (6) a timetable for implementation so staff, especially guidance counselors, can be available and avoid conflict with other priorities; and
- (7) a list of audio-visual equipment and other resources needed.

RECOMMENDATION SEVEN

The development of an infrastructure to support teen dating violence education is needed. As a long-term goal, the Texas Team may consider how to implement strategies designed to be supportive and address sustainability. Those might include:

- Identifying community organizations, such as sexual assault programs or domestic violence agencies, as the lead agency on interventions, and providing support, materials and resources to them rather than schools
- Providing mini-grants to school/community partnerships that use the Toolkit to implement a Teen Dating Violence Awareness and Prevention initiative
- Working with the Texas Education Agency (TEA) to create a required curriculum on the basics of interpersonal violence for all Texas schools and to identify subject areas where healthy relationship education can be integrated (e.g. emphasize TEKS for health classes)
- Developing support for funding teen dating violence education as a primary prevention effort
- Exploring options to build buy-in and support among school personnel (policy, administrative support, teacher training, collaboration with agency partners, etc.) for implementing the Toolkit
- Expanding prevention education beyond the classroom to support comprehensive approaches that train schools and community partners on multiple levels, including school policy, school-wide prevention education, engagement of youth leaders, and services for affected students
- Developing a program to accompany *A Guide to Preventing Dating Violence in Texas Schools* and helping schools develop the infrastructure necessary to deal with dating violence incidents and disclosures
- Hosting a state-wide summit including youth

- Evaluating the Texas Team’s vision for the Toolkit and assessing whether providing existing materials and resources meets the needs of the school and the community sexual assault and domestic violence agencies
- Exploring whether the Parenting and Paternity Awareness program (p.a.p.a.), a curriculum on rights, responsibilities, and realities of parenting, provides a model for school/community education mandated by the state

CONCLUSION

The results of the evaluation project demonstrate that the Toolkit developed by the Texas Team is having an impact on the issue of teen dating violence in Texas.

Findings indicate many goals of the Texas Team are being met:

- Schools and community agencies are partnering.
- Collaborations are developing to ensure students receive information about teen dating violence from adults who are knowledgeable about and comfortable with the subject.
- Strategies to make students feel more safe disclosing incidences of teen dating violence and abuse are being put forward.

The IDVSA research team hopes this study proves useful in identifying what is the best use of the Texas Team's time and resources as it continues its important work to reduce teen dating violence in the Lone Star state.

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Appendix A

Text of House Bill 121
(Source: <http://www.capitol.state.tx.us>)

H.B. No. 121

AN ACT

relating to public school policies designed to prevent dating violence.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter C, Chapter 37, Education Code, is amended by adding Section 37.0831 to read as follows:

Sec. 37.0831. DATING VIOLENCE POLICIES. (a) Each school district shall adopt and implement a dating violence policy to be included in the district improvement plan under Section 11.252.

(b) A dating violence policy must:

(1) include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Family Code; and

(2) address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Appendix A

Text of House Bill 121
(Source: <http://www.capitol.state.tx.us>)

SECTION 2. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2007.

President of the Senate

Speaker of the House

I certify that H.B. No. 121 was passed by the House on March 14, 2007, by the following vote: Yeas 122, Nays 21, 1 present, not voting; and that the House concurred in Senate amendments to H.B. No. 121 on May 7, 2007, by the following vote: Yeas 141, Nays 3, 2 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 121 was passed by the Senate, with amendments, on May 3, 2007, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

APPROVED: _____
Date

Governor

Appendix B DISD Teen Dating Violence Policy

April 1, 2008

TO: Josephine Hill
FROM: Vicki Johnston
SUBJECT: General Information Bulletin and Student Handbook Information Update

The annual review and update of the *General Information Bulletin* and the *Student Handbook* by the Division of Teaching and Learning is underway. The following sections of either or both publications fall in your area of expertise and responsibility. Please set aside time to complete the following steps:

1. review the information carefully;
2. make changes in the document sent to you—please do not reformat, do not track changes, or add any automatic functions to the document;
3. add (**underlined** and **bold**) any changes, updates, or new information;
4. add a reference if more in-depth information can be found in your departmental handbook, on-line, etc. (e.g., “See *Principals’ Handbook* on inet.dallasisd.org” or “Go to <http://www.tea.state.tx.us/school.finance/handbook/> for state attendance rules.”)
5. strike through any information that needs to be deleted;
6. scan any complicated charts, graphs, etc., and include them in your return document; and
7. check any policy references for revisions, movement to other sections of policy, or deletions, and make the necessary changes (you will be contacted by the person who is responsible for your section(s) regarding policies, since all of this year’s policy changes are not yet updated on-line).

While accurate information is critical, please do not expand the portion of the bulletin/handbook that is currently allocated for this topic. Administrators, registrars, counselors, and data controllers rely on the information in the *General Information Bulletin* in order to make informed decisions based on trustworthy information. Parents and students rely on the *Student Handbook* to provide the same. Your participation in the preparation of these documents is vital.

Please review, edit, and return this information to Vicki Johnston, johnstnv@dallasisd.org no later than April 23, 2008. Earlier will be greatly appreciated. If you have a question or need additional information, please call (972) 925-3288.

c. Sylvia Lopez

*The version of the DISD policy included here is the one used at the time of the teacher In-service Training conducted for the evaluation project. Changes in the policy may have been made since then.

Appendix B
DISD Teen Dating Violence Policy

CHILD ABUSE/DOMESTIC VIOLENCE

[See Policy FFG (LEGAL), **FFH (LEGAL)**]

A student's learning and educational environment is of ultimate importance and can be easily affected by external societal situations that can occur. Thus, the student's physical and mental health or welfare must be nourished and protected. If a professional employee has cause to believe that a student has been or may be abused or neglected, that person shall make an oral report to the District Child Abuse/**Domestic Violence Prevention** Office and the Dallas Police Department or Child Protective Services immediately. Call the District contact person at (972) 502-4180 for assistance. Professionals may also receive assistance in helping students exposed to domestic, **family and teen dating** violence. **Additional information may be obtained on-line (See "Child Abuse/Domestic Violence Prevention website on inet.dallasisd.org")**

If a parent has cause to believe that a child has been or may be abused or neglected, the parent shall immediately notify the principal at the school or make an oral report to the Dallas Police Department (911) or Child Protective Services at 1 (800) 252-5400. A parent may also call the District contact person at ~~(972) 502-4180~~ **1-888-572-2873** for assistance.

Teen Dating Violence Resource List

Dallas ISD Internal

<i>Child Abuse/Domestic Violence Office</i>	<i>972-502-4180 or 1-888-572-2873</i>
Counseling Services	972-925-3505
Health Services	972-925-3386
Psychological Services	972-925-8050
Safe & Drug Free Schools/HIV/AIDS	972-925-8040
<i>Student Support Teams (SST)</i>	<i>972-749-3570</i>
Youth & Family Centers	972-502-4190
Title IX-Sexual Harassment	972-925-3250
Dallas ISD Police & Security-Central Dispatch	214-932-5627

Community Resources

<i>National Teen Dating Abuse Helpline</i>	<i>1-866-331-9474 1-866-331-8453 TTY</i>
Shelters/Counseling	
Brighter Tomorrows	972-263-3126
<i>The Family Place Shelter</i>	<i>214-941-1991</i>
Genesis Shelter	214-946-4357
New Beginnings Center	972-276-0057
Vickery Meadows Outreach Center	972-276-0423
Association for Retarded Citizens (ARC)	214-634-9810
<i>Mental Health America (Association-MHA)</i>	<i>214-871-2420</i>

Reporting/Enforcement/Legal

<i>Child Abuse/Domestic Violence Office</i>	<i>972-502-4180 or 1-888-572-2873</i>
Child Protective Services	1-800-252-5400
EMERGENCIES	9-1-1
Dallas Police Family Violence Squad	214-671-4304
District Attorney's Office Family Violence/ Protective Order Unit	214-653-3528
North Central Texas Legal Services	214-748-1234
Dallas Bar Association	214-220-7444
Attorney General's Office Child Support	817-652-4110 or 1-800-252-8011

Revised February 18, 2008

Appendix D
Data Collection Instructions to Teachers

TO: Sunset High School Teachers

FROM: Noël Bridget Busch-Armendariz, PI and Director
Karen Kalergis, Associate Director
Alison Little, Project Manager
Institute on Domestic Violence and Sexual Assault
Center for Social Work Research, School of Social Work
University of Texas at Austin

RE: Teen Dating Violence Project
Instructions for Coding the Pre- and Post-Surveys

DATE: March 18, 2008

Thanks for helping us with the Teen Dating Violence Toolkit project at Sunset High School! Enclosed are detailed instructions for administering the pre- and post- surveys. **Please read these instructions carefully.**

Data Collection and Curriculum Schedule

Please allow 15 minutes each for students to complete the pre- and post-surveys.

- ❖ Pre-survey administered on Wednesday, March 19, 2008
- ❖ Post-survey administered on Monday, March 31, 2008

The pre- and post surveys are printed on different color paper to make them distinguishable from each other. The words “pre-survey” and “post-survey” also appear on the first page of the survey.

Purpose of the Spreadsheets

Each student needs a unique number. It is very important that each student has the same unique number on his/her pre- and post surveys. That way we can look at any changes *before* and *after* the curriculum. The spreadsheet is designed to help you assign these unique numbers.

The spreadsheet is also essential for the following reasons:

- For confidentiality purposes students’ full names cannot appear on the surveys.
- For organizational purposes, students’ first names and last initials are used.
- The spreadsheet lets you assign each student the same unique number for the pre-survey and the post-survey.
- The spreadsheet helps you track those students who have turned in the three things needed to receive the incentive. The three items are:
 1. Consent form
 2. Pre-survey
 3. Post-survey

Appendix D
Data Collection Instructions to Teachers

Assigning Unique Numbers to Students

As noted above, the prepared spreadsheets provide you a set of unique numbers for each section you teach.

- When a student turns in the pre-survey, you will assign the student a unique number by putting their first name and last initial next to a number on the spreadsheet.
- Place the first corresponding sticker on his/her pre-survey.
- Please note that there are TWO stickers containing the same unique number.
- Use the second sticker with the same unique number for the student's post-survey.
- Having the SAME unique number assigned to one student for his/her pre- and post-survey is critical.
- Researchers will not have the ability to connect individual student pre- and post-survey data. This can only be accomplished by using the unique numbers stickers you put on the surveys.
- If the surveys are returned without the unique number stickers that link pre- and post-surveys, it will be much harder to determine a crucial element of our evaluation: whether students experienced a change in awareness about teen dating violence after the curriculum.

How you assign the students in your sections their unique numbers is up to you (e.g. by alphabetical order or the order in which they turn the survey in). It doesn't matter as long as you keep track of the unique number that you assigned to each student using the spreadsheet and place the sticker on their pre- and post surveys.

You may have extra unique numbers and stickers. We provided more unique numbers and stickers than we thought you might need to be sure you would have enough.

Teachers' Unique Numbers

To distinguish between teachers and their sections, we also embedded a unique number for each teacher within the student's unique number. You don't have to do anything else, but for your information, teachers were given the following set of numbers:

<u>Teacher name</u>	<u>Numbers assigned</u>
Teacher 1	20
Teacher 2	21
Teacher 3	22
Teacher 4	23
Teacher 5	24
Teacher 6	25

Appendix D
Data Collection Instructions to Teachers

Program Implementation & Schedule

As planned, you should teach the Teen Dating Violence curriculum every day during the week of March 24-28, 2008. If you have any follow-up questions on the Lesson Plan from the curriculum training, please let us know.

Summary of Tasks and Dates

Wednesday	March 19	Administer and collect Pre-Surveys, tracking students with spreadsheet (15 minutes); collect student consent forms; fill out teacher consent form and begin teacher survey
Thursday	March 20	Curriculum training 1-4 pm
Monday	March 24	Day 1, Identifying Dating Violence
Tuesday	March 25	Day 2, Real-Life Stories, Video
Wednesday	March 26	Day 3, How to Help a Friend
Thursday	March 27	Day 4, Preventing Dating Violence 1
Friday	March 28	Day 5, Preventing Dating Violence 2
Monday	March 31	Administer and collect Post-Surveys (15 minutes)
	Soon after March 31	Send student consents, pre- and post-surveys, spreadsheets, teacher consents and teacher surveys back to evaluation team

Returning Surveys and other Data

After you have collected all of the consent forms and pre- and post-surveys, please return them to us. Please also return your spreadsheets. Please keep a list of students who participated in the research so that you can distribute their incentive.

We have provided self addressed stamped envelopes to return the data. Please give your envelope to Mr. Parker so that the envelopes can be picked up from your school by DHL in one batch. We will provide addressed envelopes, but in case you need it, the mailing address is:

Noël Bridget Busch-Armendariz
Associate Professor & Director
School of Social Work
Institute on Domestic Violence and Sexual Assault
1 University Station, D3500
Austin, Texas 78731

Appendix D
Data Collection Instructions to Teachers

Importance of Informed Consent

Please encourage students to return their consent forms. If they have not returned their consent forms they CAN participate in the curriculum but NOT in the research. If any student took the pre- and post surveys but did not return the consent form, you can destroy this data. Please make a note on the spreadsheet so that we can take a count.

Onsite Assistance

Alison Little will be at Sunset High School all day on Wednesday, March 19, 2008 to answer any questions you have during the pre-survey. Her cell phone number is: 512-586-3658.

If you have any questions before hand, please do not hesitate to contact any of us at:

Alison Little: alisonlittle@sbcglobal.net or 512-586-3658

Karen Kalergis: karen.kalergis@gmail.com or 512-775-4534

Noël Busch-Armendariz at nbusch@mail.utexas.edu or 512-751-8337

Incentives

After the program is complete and data is returned to us, we will be sending student, teacher, and school incentives in care of Mr. Parker. Please keep a list of students that participated in the research so that you can distribute their incentives.

Your Packets Include

- pre-surveys for students
- post-surveys for students
- individual tracking spreadsheets for each section you teach
- pre-printed identification stickers for students in each section you teach
- self addressed envelopes for returning all data and other research materials

Thanks again for your help!

Appendix E
Student Post-Survey

POST-SURVEY

DO NOT WRITE YOUR NAME ON THIS SURVEY

Directions: For Questions 1-15, circle your answers.

<p>1. <u>Is this a healthy relationship?</u> What if your boyfriend or girlfriend makes you dress in a certain way?</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No! <p>2. <u>Is this a healthy relationship?</u> What if your boyfriend or girlfriend stops kissing or touching you when you say “no”?</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No! <p>3. <u>Is this a warning sign of dating abuse?</u> What if your friend makes excuses when their boyfriend or girlfriend is rude?</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No! <p>4. <u>If I saw a girl being threatened by her boyfriend, I would . . .</u> Tell her boyfriend to stop.</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No! <p>5. <u>What do you believe?</u> Sometimes yelling at a boyfriend or girlfriend is the best way to express your feelings.</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No!	<p>6. <u>What do you believe?</u> Violence between couples is personal and other people should mind their own business.</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No! <p>7. <u>What do you believe?</u> A boyfriend who cares should know where his girlfriend is every minute.</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No! <p>8. The group of people at most risk of intimate relationship violence are:</p> <ul style="list-style-type: none">a. Females ages 25-33b. Females ages 16-24c. Males ages 25-33d. Males ages 16-24 <p>9. I know how to reach out to a friend who is abusing someone.</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No! <p>10. I know a safe adult in the school to tell about an abusive relationship.</p> <ul style="list-style-type: none">a. Yes!b. Probably yesc. Probably nod. No!
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Appendix E
Student Post-Survey

<p>11. When a girl dating a guy tells him that she loves him so much that she doesn't want him to talk to any other girls, it is:</p> <ol style="list-style-type: none">A sign that she will be faithful to the relationshipAn expression of her love for himA warning sign of relationship abuseJealousy that is likely to decrease with time <p>12. A person who is aware that someone is being abused in a dating relationship is called a:</p> <ol style="list-style-type: none">StrangerBystanderFriendTarget <p>13. If violence happens once in a relationship:</p> <ol style="list-style-type: none">It is unlikely to happen again.It is likely to happen againIf the person who got hurt avoids doing the same behavior, it is unlikely to happen again.If both people talk about it afterwards, it is unlikely to happen again.	<p>14. I know about a community organization to call if I need help with dating abuse.</p> <ol style="list-style-type: none">Yes!Probably yesProbably noNo! <p>15. I know about a hotline I can call for information on dating abuse.</p> <ol style="list-style-type: none">Yes!Probably yesProbably noNo!
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Short Answers

16. You hear a girl threatening to smack her boyfriend. What would you do?

17. List three steps that someone in an abusive relationship can take for safety.

- 1.
- 2.
- 3.

Appendix E
Student Post-Survey

18. List five behaviors that are physically abusive.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

19. List five behaviors that are emotionally abusive.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | |

20. Do you know about dating/relationship abuse in the lives of any of the people that you know, including yourself? (Check yes or no.)

_____yes _____no

21. List 3 parts of the Teen Dating Violence Awareness and Prevention program that helped you learn the most.

- 1.
- 2.
- 3.

22. List 3 parts of the Teen Dating Violence Awareness and Prevention program that were not as helpful.

- 1.
- 2.
- 3.

**If you or someone you know needs help,
ask your teacher for information.**

Appendix E
Student Post-Survey

This Box is for Teacher Use Only

Teacher Name: _____ **Section:** _____

Put Student ID Sticker Here

Appendix F
Teacher Survey

Dear Sunset High School Educator:

Thank you for participating in the evaluation of the 2008 Teen Dating Violence Awareness and Prevention Toolkit being conducted by the Institute on Domestic Violence and Sexual Assault at The University of Texas at Austin, School of Social Work, Center for Social Work Research.

The surveys from your students will help the Texas Dating Violence Prevention Team determine the effectiveness of the materials in increasing students' awareness of teen dating violence and the steps they can take to prevent violence in their own relationships and those of their friends.

Your response to these questions will help the Texas Team shape the materials available in the future. We know you have many demands on your time. By providing comments on your school's involvement in the evaluation project and the materials themselves, you are helping your colleagues around Texas, and in turn, thousands of teens in Texas.

Your commitment to the students at Sunset High School will have a lasting impact on them and other teens in Texas. Please return this survey in the mail with the students' pre-and-post surveys.

The Texas Team

1. Did you attend the teacher training before Implementation Week? Yes ____ No ____

If no, go to "Questions to Answer Before You Teach"

If yes, please choose the number that best describes how much you agree with the statement, with "1" being "Disagree" the most, and "5" being "Agree" the most.

2. The teacher training increased my knowledge of Teen Dating Violence.

Disagree					Agree
1	2	3	4	5	

3. The teacher training clearly outlined what I needed to do to teach the lesson plan at Sunset High School.

Disagree					Agree
1	2	3	4	5	

Appendix F
Teacher Survey

Day 2

How much time did you spend:

1) reading materials needed for this section? _____(in hours)

2) making copies or doing other tasks to get ready to teach this section? _____(in hours)

What was most challenging about preparing to teach this section?

Day 3

How much time did you spend:

1) reading materials needed for this section? _____(in hours)

2) making copies or doing other tasks to get ready to teach this section? _____(in hours)

What was most challenging about preparing to teach this section?

Day 4

How much time did you spend:

1) reading materials needed for this section? _____(in hours)

2) making copies or doing other tasks to get ready to teach this section? _____(in hours)

What was most challenging about preparing to teach this section?

Day 5

How much time did you spend:

1) reading materials needed for this section? _____(in hours)

2) making copies or doing other tasks to get ready to teach this section? _____(in hours)

What was most challenging about preparing to teach this section?

This ends questions we'd like you to answer before teaching "Teen Dating Violence Awareness and Prevention."

Appendix F
Teacher Survey

Questions to Answer After You Teach Each Day

Your honest answers to the next set of questions will help shape the lesson plan that is used by future educators teaching “Teen Dating Violence Awareness and Prevention.” To gather as much information as possible, we suggest that you answer questions for each day as soon after teaching that section as possible.

Day 1

What worked best in this section was ...

My recommendations for changes to this section are ...

Day 2

What worked best in this section was ...

My recommendations for changes to this section are ...

Day 3

What worked best in this section was ...

My recommendations for changes to this section are ...

Appendix F
Teacher Survey

Day 4

What worked best in this section was ...

My recommendations for changes to this section are ...

Day 5

What worked best in this section was ...

My recommendations for changes to this section are ...

Appendix F
Teacher Survey

Questions to Answer at the End of the Project

At the end of the week, look back on your overall effort to be part of this evaluation project and answer these last questions.

What I'm glad I had before I had to teach this week is ...

What I wish I'd had and didn't is ...

My recommendations to those preparing materials for teachers on "Teen Dating Violence and Prevention" are ...

Please return this survey to us with the students' pre-and-post surveys.

Thanks again for your efforts to help end teen dating violence.

Appendix G
Stakeholder Interview Protocol

- 1) What was your role in the Evaluation Project?
- 2) As you think back on the Evaluation Project and your role in it, what aspects worked best?
- 3) What aspects were lacking or a challenge for others in the Evaluation Project? Why?

Prompts for 2 and 3

Organization of the project

Information about my role

Training on TDV

Lesson Plan

Pre-Post Survey process

Now let's look at each of the interventions

- 4) Observations at Madison
- 5) Observations at Sunset
- 6) Given your specific role as policy implementer/domestic violence community liaison, how did being on the Evaluation Project affect your workload? Did it enhance what you were already doing or confound it? Any new collaborations or projects come from this? Any time estimates?
- 7) What changes have you seen in your agency since the implementation? Increased phone calls, awareness, etc.?
- 8) Recommendations for the future, i.e., how to engage people in your role.

Next steps?

Appendix H
Teacher Implementation Plan

A copy of materials provided to teachers in a blue binder for use during Implementation Week is provided here.