

Teen Dating Violence (TDV) Awareness and Prevention Curriculum Comparison

Evidence of Effectiveness

Based on a review of available program evaluation results, the Ohio Domestic Violence Network (ODVN) categorized TDV awareness and prevention curricula into two groups:

Evidence-Based Programs & Promising Practices	<p>Curricula in this category have demonstrated positive outcomes and been:</p> <ul style="list-style-type: none"> ▪ Identified by the Substance Abuse and Mental Health Administration (SAMHSA) as an “evidence-based program,” or by the Centers for Disease Control (CDC) as a “promising practice,” and/or ▪ Rigorously evaluated by an external evaluator
Other Curricula	<p>Curricula in this category have:</p> <ul style="list-style-type: none"> ▪ No available outcome evaluation results, or ▪ Less rigorous evaluation (often “in-house” evaluation) <p>Some programs in this category are currently being evaluated, but the results are not yet available. Although it is not yet possible to determine the effectiveness of these programs in preventing teen dating violence, curricula that are based on sound theory and/or previous research are more likely to be proven effective in the future. Curricula based on theory and/or research are noted in this guide.</p>

Additional Definitions

Levels of Prevention:

Primary Prevention: Activities directed at the general population with the goal of stopping the occurrence of an adverse outcome, such as teen dating violence, before it starts. Activities may also be directed at selected audiences for whom risk is greater to increase protective factors and reduce risk factors.

Secondary Prevention: Immediate response after violence has occurred to deal with the consequences of violence in the short-term.

Tertiary Prevention: Directs services to individuals where a particular adverse outcome has occurred to reduce the negative long-term consequences of this occurrence and to prevent its recurrence.

Universal Approaches: Are applied to everyone within the population without regard to their differences in the risk of becoming a victim or perpetrator of violence. In the field of violence prevention this term is often used synonymously with primary prevention.

Selected Approaches: Are applied only to individuals and groups at enhanced risk of violence. This approach is often associated with secondary prevention. Selected approaches can also be used for primary prevention strategies based on risk and protective factors present and if violence has not yet occurred.

Indicated Approaches: Are applied to individuals and groups that have already demonstrated violent or seriously delinquent behavior or have been victimized by the behavior. In the realm of prevention, this approach is tertiary, meaning that victimization or perpetration necessitates intervention.

Evaluation Terms:

Program Evaluation: Program evaluation combines outcome and process evaluation methodology to determine the effectiveness of a particular program.

Outcome Evaluation: Evaluation methodology designed to determine the effectiveness of a curriculum or program in achieving intended outcomes.

Process Evaluation: Evaluation methodology designed to determine whether a program or curriculum was implemented as designed, i.e., with fidelity. Also used to determine how many participants were effected, what evaluation methods were used, etc. Process evaluation helps identify what happened if intended outcomes are or are not met.

Rigorous: A rigorous evaluation includes several of the following characteristics: experimental or quasi-experimental design with control group or comparison group; pre and post-test measures and additional longitudinal follow-up; valid and reliable measures; minimal attrition and an adequate sample size; adequate control for confounding variables; and appropriate statistical analysis.

Evidence-Based Programs & Promising Practices

Curriculum	Intended Audience / Number of Sessions	Evidence of Effectiveness	Outcomes	Strengths/ Barriers	Cost
<p><i>Expect Respect</i> www.safeplace.org 512- 927-9616</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Increase social support • Increase skills for healthy relationships • Decrease victimization and perpetration • Serve as positive role models and peer educators • Increase active bystander behavior • Increase awareness of school policy and effective responses to dating and sexual violence • Model and teach healthy relationship skills 	<p>Middle and High School Support Groups are for selected populations, i.e., at risk youth who have been exposed to TDV or DV in their homes.</p> <p>Other aspects are universal.</p> <p>24-week support group</p> <p>8 Lesson Youth Leadership Training</p>	<p>Promising Practice as established by program evaluation conducted by CDC</p>	<p>Program evaluation conducted by CDC indicated support groups have an immediate positive effect.</p> <p>Ball & Teten (2008) in an unpublished report on support group outcomes indicated:</p> <ul style="list-style-type: none"> • Increases in healthy conflict resolution skills • Increase in ability to identify abusive relationships • Reduced perpetration among high risk participants. 	<p><u>Strengths:</u> When fully implemented using all three components, a comprehensive teen dating violence program can be achieved. Provides a continuum of prevention services including primary and secondary prevention.</p> <p><u>Barriers:</u> Small support groups can be labor intensive.</p>	<p>\$160.00 buys an Expect Respect Support Group Curriculum, Safe Teens Youth Leadership Curriculum, and School Wide Prevention Strategies with respective facilitator guides.</p>

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<p><i>The Fourth “R”</i> Youthrelationships.org thefourthr@uwo.ca 519-858-5154</p> <p>Program Objectives: Related to personal safety and injury prevention:</p> <ul style="list-style-type: none"> • Demonstrate active listening skills when managing conflict • Describe specific types of physical and non-physical abuse • Describe solutions and strategies to address violence in the lives of young people <p>Related to healthy growth and sexuality:</p> <ul style="list-style-type: none"> • Demonstrate understanding of pressure on teens to be sexually active • Demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living <p>Related to substance use and abuse:</p> <ul style="list-style-type: none"> • Demonstrate and use both decision-making and assertive skills with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs • Produce sequential action plans to achieve personal health goals 	<p>Can be implemented from 9 – 12 grade</p> <p>Universal approach</p> <p>Health education includes 3 units: 21 lesson/28 hour curriculum Personal Safety & Injury Prevention, Healthy Growth & Sexuality, Substance Use & Abuse.</p>	<p>Evidence-based practice. Was rigorously evaluated by Wolfe & Colleagues in 2009.</p>	<p>Outcome evaluation data indicated:</p> <ul style="list-style-type: none"> • Reduction in physical dating violence during the previous year • Increased condom use by boys 	<p><u>Strengths:</u> The curriculum is implemented during one grade level with booster sessions in classes during subsequent grades. Asset based approach Adapted for students with diverse needs</p> <p><u>Barriers:</u> None available to report *</p>	<p>\$700.00: Grade 9 & 10 health education curriculum with learning goals, activities and procedures & knowledge quizzes.</p> <p>Can purchase supplemental videos for curriculum.</p>

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<p><i>Mentors in Violence Prevention</i> www.northeastern.edu/sportinsociety/mentors/index.html sportinsociety@neu.edu 617-373-8420</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To raise awareness of participants about the level of men’s verbal, emotional, physical, and sexual abuse of women • To challenge thinking by countering mainstream messages about gender, sex, and violence. • To open dialogue by creating a safe environment for men and women to share their opinions and experiences. • To inspire leadership by empowering participants with concrete options to effect change in their respective communities. 	<p>Middle School-College Universal approach</p> <p>Basic Training: 12-14 hour training regimen; 6 or 7 2 hour sessions</p> <p>Train the Trainer: Additional 2 hours# of sessions?</p>	<p>Evidence-based practice, quasi-experimental, pre-test/post-test survey design with comparison groups</p>	<p>Evaluation results indicated:</p> <ul style="list-style-type: none"> • Increased knowledge and awareness of gender violence • Increased improved attitudes toward gender violence prevention • Increased student confidence in themselves to prevent and/or confront sexist and violent behavior 	<p><u>Strengths:</u> Focus is on bystander intervention as a means to prevent violence & mentorship of young males by older males</p> <p><u>Barriers:</u> None available to report *</p>	<p>Typically run with grant funding.</p> <p>Sets of playbooks and trainer’s guides cost \$50.00.</p>

Evidence-Based Programs & Promising Practices

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<p><i>MOST Clubs</i> by Men Can Stop Rape www.mencanstoprape.org</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To raise young men’s awareness of the importance of male involvement in rape prevention • Increase young men's awareness that they can serve as allies to women and girls. 	<p>High School Boys</p> <p>Universal – for all high school boys</p> <p>13-16 weeks: One session per week 45 minutes per session</p> <p>Curriculum that includes community projects</p>	<p>Promising Practice as established by program evaluation conducted by CDC</p>	<p>MOST program evaluation conducted by CDC indicated:</p> <ul style="list-style-type: none"> • Increased likelihood of intervening in a situation when a young woman was inappropriately touched by her male peers. • Increased likelihood of male intervening when they witnessed a young man who is popular in school call another young man negative names. 	<p><u>Strengths:</u> The program aims to challenge hyper-masculinity and gender based violence through a social group work model. Includes outcome evaluation tools that align with the curriculum.</p> <p><u>Barriers:</u> Program depends upon trained facilitators. Facilitator training is costly for sponsoring organizations. Difficult to keep momentum going without paid facilitators.</p>	<p>\$350 for facilitator training in DC.</p> <p>Costs of travel/per diem extra.</p>

Evidence-Based Programs & Promising Practices

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<p><i>Safe Dates</i></p> <p>Available from Hazelden www.hazelden.org</p> <p>Phone: 800-257-7810 or 651-213-4200</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To raise student awareness of what constitutes healthy and abusive dating relationships. • To raise student awareness of dating abuse and its causes and consequences. • To equip students with the skills and resources to help themselves or friends in abusive dating relationships. • To equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution. 	<p>Middle and High School</p> <p>Universal – for all students</p> <p>9 sessions, 50 minutes per session with additional play and parent components.</p>	<p>This is the only teen dating violence curriculum recognized by the Substance Abuse and Mental Health Services Administration (SAMHSA) as a model program.</p> <p>For definition of model program please see SAMHSA website: www.samhsa.gov.</p>	<p>4 year longitudinal study indicated:</p> <ul style="list-style-type: none"> • Decreased physical, sexual, and serious physical violence perpetration • Decreased dating violence victimization • Decreased sexual violence victimization among students. 	<p><u>Strengths:</u> Strong outcomes when implemented with fidelity. Includes a fidelity checklist. Affordable (less than \$250). Easy to use Manual formatted so that anyone could easily present the material. While it is recommended, one does not have to attend a 1 day training to implement Safe Dates.</p> <p><u>Barriers:</u> One session on sexual violence prevention and one session on gender roles. *No sessions on Sexual Harassment *No videos *A lot of “talking” and not as many activities as other curriculum.</p>	<p>\$225.00 with a 40% discounts available if purchasing a new version of Safe Dates to replace the old version.</p>

Other Curricula					
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<p><i>Be Strong from the Inside Out</i> by Peace Over Violence youthoverviolence.org</p> <p>Metro Headquarters 605 West Olympic Boulevard, Suite 400 Los Angeles, CA 90015 Office: 213 955-9090</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • The Individual Module is about developing each young woman's individual strengths and helping her conceive healthy views of what it means to be a woman in her own mind, body, and spirit. • The Relationships Module challenges young women to incorporate strong communication skills, recognize relationship dynamics, and identify the key elements of healthy relationships. • The Community Module helps young women understand the importance of community – both as a physical place and a locus of collective being - to identify their sense of belonging to, responsibility toward, and influence upon the world around them. • The Society Module looks at the historical status and achievements of women, explores how patriarchy and sexism continue to operate via media representations, and finally identifies potential opportunities and challenges as young women plan for their future. 	<p>Girls ages 13 – 19</p> <p>Universal approach</p> <p>Piloted in Los Angeles Public Schools with primarily low-income Latina and African American female participants.</p> <p>Curriculum can be used for any population.</p> <p>4 modules</p>	<p>Research-informed curriculum and was evaluated by Harder + Company Community Research in 2009.</p>	<p>Non-rigorous outcome measurement indicated:</p> <ul style="list-style-type: none"> • Increased positive female relationships • Increased cultural competency • Increased self-confidence • Increased ability to discern healthy and unhealthy relationship behaviors • Increased positive decision making. 	<p>Strengths: Be Strong is an asset-based health promotion and violence prevention curriculum empowering young women ages 13-19. The curriculum builds on concepts of womanhood, respect, and positive relationships as a strategy for health promotion and violence prevention.</p> <p>Barriers: Has not been tested beyond the LAPSD population.</p>	<p>\$95.00</p> <p>Includes learning objectives, procedures and activities for each module. Also includes one year of TA and interactive CD.</p>

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<p>Choose Respect by the Centers for Disease Control and Prevention (CDC)</p> <p>www.chooserespect.org</p> <p>Program Goal: Choose Respect is designed to encourage positive action on the part of adolescents to form healthy, respectful relationships. Choose Respect seeks to reinforce and sustain these positive attitudes among adolescents as they get older and begin to enter dating relationships by:</p> <ul style="list-style-type: none"> • 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. • Promoting ways for a variety of audiences to get information and other tools to prevent dating abuse. 	<p>Middle school ages 11 – 14</p> <p>Internet based & interactive</p> <p>Universal approach.</p>	<p>Theory and research-based curriculum developed by CDC in 2006.</p>	<p>No evaluation data is available for this program.</p>	<p>Strengths: The website has lots of good information for downloading.</p> <p>The materials could be used to supplement other curriculums.</p> <p>Barriers: Lack of “in-the-box” program. That is, all materials are available on-line.</p>	<p>Free online toolkit useful as a supplement to classroom curriculum</p>

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Curriculum	Intended Audience / Number of Sessions	Evidence of Effectiveness	Outcomes	Strengths/ Barriers	Cost
<p><i>Flirting or Hurting</i> by Nan Stein, et. al.</p> <p>Phone: (781) 283-2510. Web site: www.wellesley.edu/wcw Or copies can be obtained from the National Education Association Profession Library P.O. Box 509, West Haven, CT 06516-9904. Phone: (800) 229-4200.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Increase student awareness that sexual harassment is a problem for middle and high school students • Increase student awareness that sexual harassment is harmful Increase student knowledge of the definition of what is considered sexual harassment • Increase student knowledge of the definition of what is considered sexual harassment • Increase student knowledge, skill, and intention to intervene if they witness sexual harassment ** 	<p>Grades 5-9</p> <p>Highly adaptable curriculum with 6-10 classroom lessons</p> <p>Universal approach.</p>	<p>Theory and Research-based based curriculum</p>	<p>No outcome evaluation available at this time. Data is forthcoming according to Ms. Stein.</p>	<p><u>Strengths:</u> Knox County DELTA evaluation showed that by the end of the program, almost all of the students (87%) could identify at least one healthy strategy for dealing with sexual harassment. Eighty-five percent of girls could list two or more ideas for responding to harassment.</p> <p><u>Barriers:</u> does not address technology/ cyber abuse. The video looks outdated, like the 1980's—that can turn kids off.</p>	<p>\$19.95 plus \$6.00 for shipping and handling.</p>

** Learning objectives were developed by the Knox County DELTA Project.

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<p><i>Gender Violence/Gender Justice:</i> An Interdisciplinary Teaching Guide for Teachers of English, Literature, Social Studies, Psychology, Health, Peer Counseling, and Family and Consumer Sciences by Nan Stein, et. al.</p> <p>Phone: (781) 283-2510. Web site: www.wellesley.edu/wcw Or copies can be obtained from the National Education Association Profession Library P.O. Box 509, West Haven, CT 06516-9904. Phone: (800) 229-4200</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> The purpose of this teaching guide is to explore power, inequities, and violence in relationships as well as friendship, interventions, justice, and courage in relationships. 	<p>Grades 7-12</p>	<p>Theory and Research-based curriculum</p>	<p>No outcome evaluation available at this time. Data is forthcoming according to Ms. Stein.</p>	<p>Strengths: None available to report. *</p> <p>Barriers: None available to report. *</p>	<p>\$25.00 plus shipping and handling.</p>

Other Curricula					
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<p>Love - All That and More: A Video Series and Six-Session Curriculum on Healthy Relationships by the Faith Trust Institute</p> <p>For details contact 877-860-2255 or 206-634-0055 outside the United States.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Promotes safe, healthy relationships • Supports teens in taking action to overcome violence and abuse 	<p>Grades 7-12</p> <p>Six-session curriculum (50 minutes each).</p> <p>Universal approach.</p>	<p>Theory and Research-based program that integrates aspects of various evidence-based programs</p>	<p>No published evaluation reports but internal agency data reports:</p> <ul style="list-style-type: none"> • Increase in helping teens build healthy relationships • Increase in ability to recognize abusive relationships. 	<p><u>Strengths:</u> None available to report *</p> <p><u>Barriers:</u> None available to report *</p>	<p>\$189.00 plus shipping. Includes six-session curriculum, Christian and Jewish facilitator's guides. Public school version also available.</p>
<p>Strong Girls, Healthy Relationships by Jewish Women International www.jwi.org</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Helps participants develop the language to talk about relationships • Explores how pressures and cultural messages might lead teenage girls to feel confused as to what it is they want from a dating relationship. • Explores dynamics of relationships using JWI's film <i>When Push Comes to Shove...It's No Longer Love®</i>. • Helps teens recognize the ways in which female friends serve as confidants and support in their lives. • Helps participants articulate who they are and the unique qualities they contribute to a relationship. • Helps girls visualize their futures, and think about how to find the people who support them in achieving their goals. 	<p>Teen girls ages 12 – 15</p> <p>Universal approach</p> <p>6 or 3 sessions</p> <p>12 Hours or 3 Hours</p>	<p>Theory and Research-based curriculum</p>	<p>No outcomes reported</p>	<p><u>Strengths:</u> Focus is on relationship building and communication skills Has an accompanying Good Guys boys curriculum.</p> <p><u>Barriers:</u> None available to report *</p>	<p>\$85.00 buys facilitators guide and workbook, 10 participant workbooks, 10 brochures and a film.</p>

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<p><i>When Push Comes to Shove...It's No Longer Love</i> ® by Jewish Women International www.jwi.org</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explore the dynamics of healthy and unhealthy relationships. • Learn to recognize warning signs of an abusive relationship. • Build skills for responding to dating abuse and being a supportive friend. • Create action steps for raising awareness and working to end dating abuse. 	<p>Older teens and college aged youth</p> <p>Universal approach. 1.5 hours long</p>	<p>Theory and Research-based curriculum</p>	<p>No outcomes reported</p>	<p><u>Strengths</u>: None available to report *</p> <p><u>Barriers</u>: None available to report *</p>	<p>\$75.00 Includes discussion guide, short film & public awareness materials</p>

* None available to report indicates that ODVN is not familiar with the curriculum or has not heard from the prevention field about its strengths and/or barriers for implementation.

Other Curricula (with limitations to potential effectiveness)

Curriculum	Intended Audience / Number of Sessions	Evidence of Effectiveness	Outcomes	Strengths/ Barriers	Cost
<p><i>Ending Violence</i> by Break the Cycle</p> <p>Breakthecycle.org Washington, DC Office P.O. Box 21034 Washington, DC 20009 202.824.0707 admin</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Help teens prevent and safely end abusive relationships • Understand their legal rights and responsibilities • Create a framework for building healthy relationships in the future 	<p>Grades 8 – 10</p> <p>Universal approach</p> <p>3 Sessions</p> <p>45 – 60 minutes</p>	<p>RAND HEALTH evaluated the program and results were mixed. No change in male perpetrated violence occurred as a result of the program.</p>	<p>Outcomes indicate increases in:</p> <ul style="list-style-type: none"> • Knowledge of laws related to dating violence – retained up to 6 months later • Decreased acceptance of female on male violence • Increased self-reported likelihood of seeking help from certain sources if they experienced dating violence. 	<p><u>Strengths:</u> Complies with the National Health Education Standards set by CDC, Flexible curriculum</p> <p><u>Barriers:</u> Focus appears to be on educating students about laws related to TDV rather than understanding gender based violence and social norms related to dating violence. No change in male perpetrated violence occurred as a result of the program.</p>	<p>\$185.00 for the DVD which includes: the curriculum, Educators guide, student self-guided resource and adult presentation TA provided via log-in with purchase of the DVD</p>
<p><i>Love is Not Abuse</i></p> <p>To download a copy of the free curriculum you must first register on the following website: http://www.loveisnotabuse.com</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To increase students' and teachers' understanding of teen dating abuse and providing resources for help. 	<p>Grades 9 – 12</p> <p>Universal approach</p> <p>2 hours</p>	<p>Does not appear to be theory-based</p>	<p>No outcome data available</p>	<p><u>Strengths:</u> The curriculum is available for free Includes digital abuse</p> <p><u>Barriers:</u> No outcome data is available to determine program effectiveness. Prevention and health promotion messages are not incorporated into lessons. Most lessons are about warning signs and how to get help.</p>	<p>Free</p>